



HEALTH 9

Spring 2020 Packet

Purpose Of The Packet

Summer brain drain is a real thing and it generally takes about a month to get back in the academic swing of things in the fall. If we go back to school this year, we will not have the luxury of taking that month to get used to school again. This packet will help keep your mind and skills sharp.

If we do not go back to school, your teacher will issue you a grade based on the evidence of your understanding shown by completion of this packet and the grade you had in Infinite Campus as of March 13th.

Your teacher may choose to use successful completion of the review and enrichment activities to improve your first semester grade if you took health first semester and had a failing grade.

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GRADING SCALE

Grading

The better your grade was on March 13th, the fewer points you need to earn to improve your grade.

You can improve your grade however much you want to:

- From failing to passing (D required to pass)
- From D to C (or any grade higher, like D to A, or C to B, or C to A, or B to A)
- Completely up to you and what you want to do.
- Your grade can NOT go down. If you had an A on March 13th, you are guaranteed an A for a final grade.

There are examples of what you need to do to improve your grade following the large chart below.

There are 10 assignments in this packet.

There are a total of **189** points possible in this packet. The breakdown is as follows:

| Assignment | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Total |
|------------|----|----|----|---|----|---|----|----|----|----|-------|
| Points | 45 | 13 | 26 | 8 | 18 | 6 | 17 | 16 | 10 | 30 | 189 |

You can choose to do whichever assignments from the 10 that you want to do. Completely up to you based on the points you want to earn to change your grade the way you want to.

| | | | | | | | Passing grades | | | | |
|--|---|---|----|----|----|----|----------------|---------|---------|---------|------|
| | | | | | | | 60% (D) | 70% (C) | 80% (B) | 90% (A) | 100% |
| | Current % ↓ | Below are the point totals you need to earn to reach a higher grade level – every 10% | | | | | | | | | |
| To the right is your grade percent on March 13 th (end of grading period) | 0% | 19 | 38 | 57 | 76 | 95 | 114 | 133 | 152 | 171 | 189 |
| | 10% | | 19 | 38 | 57 | 76 | 95 | 114 | 133 | 152 | 171 |
| | 20% | | | 19 | 38 | 57 | 76 | 95 | 114 | 133 | 152 |
| | 30% | | | | 19 | 38 | 57 | 76 | 95 | 114 | 133 |
| | 40% | | | | | 19 | 38 | 57 | 76 | 95 | 114 |
| | 50% | | | | | | 19 | 38 | 57 | 76 | 95 |
| | 60% | | | | | | | 19 | 38 | 57 | 76 |
| | 70% | | | | | | | | 19 | 38 | 57 |
| | 80% | | | | | | | | | 19 | 38 |
| | 90% | | | | | | | | | | 19 |
| 100% | If you were at 100%, congratulations! Please consider doing enrichment or learn about COVID-19. | | | | | | | | | | |

Examples on next page.

Example 1: Going from failing to a passing grade.

'Student A' currently has 38% (F) and just wants to pass the class and earn credit for graduation. How many points does Student A need?

| | Passing grades | | | | | | | | | |
|--|--|-----|-----|-----|-----|-----|-----|-----|-----|------|
| | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |
| Current % ▼ | Below are the point totals you need to earn to reach a higher grade level | | | | | | | | | |
| To the right is your grade percent on March 13 th (end of grading period) | 19 | 38 | 57 | 76 | 95 | 114 | 133 | 152 | 171 | 189 |
| 0% | | | | | | | | | | |
| 10% | | 19 | 38 | 57 | 76 | 95 | 114 | 133 | 152 | 171 |
| 20% | | | 19 | 38 | 57 | 76 | 95 | 114 | 133 | 152 |
| 30% | | | | 19 | 38 | 57 | 76 | 95 | 114 | 133 |
| 40% | | | | | 19 | 38 | 57 | 76 | 95 | 114 |
| 50% | | | | | | 19 | 38 | 57 | 76 | 95 |
| 60% | | | | | | | 19 | 38 | 57 | 76 |
| 70% | | | | | | | | 19 | 38 | 57 |
| 80% | | | | | | | | | 19 | 38 |
| 90% | | | | | | | | | | 19 |
| 100% | If you were at 100%, congratulations! Please consider doing enrichment or learn about COVID-19 or other health issues. | | | | | | | | | |

Needs 60% to pass

Student A's 38% is in between 30-40%

To be safe, earning 57 points would earn a passing grade

Student A should do any combination of assignments that will add up to 57 points.

Keep in mind that assignments need to be completed well to earn all of the points available.

Student A may want to do an extra assignment or 2 to be sure enough points are earned if the assignments are done well.

Example 2: Improving your grade from passing to a better passing grade.

'Student B' currently has 70% (C-) and wants boost grade to an 'A'. How many points does Student B need?

| | Passing grades | | | | | | | | | |
|--|--|-----|-----|-----|-----|-----|-----|-----|-----|------|
| | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |
| Current % ▼ | Below are the point totals you need to earn to reach a higher grade level | | | | | | | | | |
| To the right is your grade percent on March 13 th (end of grading period) | 19 | 38 | 57 | 76 | 95 | 114 | 133 | 152 | 171 | 189 |
| 0% | | | | | | | | | | |
| 10% | | 19 | 38 | 57 | 76 | 95 | 114 | 133 | 152 | 171 |
| 20% | | | 19 | 38 | 57 | 76 | 95 | 114 | 133 | 152 |
| 30% | | | | 19 | 38 | 57 | 76 | 95 | 114 | 133 |
| 40% | | | | | 19 | 38 | 57 | 76 | 95 | 114 |
| 50% | | | | | | 19 | 38 | 57 | 76 | 95 |
| 60% | | | | | | | 19 | 38 | 57 | 76 |
| 70% | | | | | | | | 19 | 38 | 57 |
| 80% | | | | | | | | | 19 | 38 |
| 90% | | | | | | | | | | 19 |
| 100% | If you were at 100%, congratulations! Please consider doing enrichment or learn about COVID-19 or other health issues. | | | | | | | | | |

Needs 90% for an A-

Student B's 70%

To be safe, earning 57 points would earn an A

Student B should do any combination of assignments that will add up to 57 points.

Keep in mind that assignments need to be completed well to earn all of the points available.

Student B may want to do an extra assignment or 2 to be sure enough points are earned if the assignments are done well.

ASSIGNMENT #1 WELLNESS JOURNAL (Total-45 points)

Wellness Journal: You will need to complete a 16 day wellness journal. You can pick and choose the days you would like to journal. There will be writing prompts available for you. Answers should be done in full sentences or organized bullet point format. You must answer each question to the best of your ability. There is no length required, we just want complete thoughts in writing. Feel free to talk with your family/friends about the questions to get more ideas and feedback. You can add extra paper to this assignment if you run out of room in the boxes.

Grading: See individual questions.

| Day | Journal Question(s) | Answer(s) |
|------------|--|------------------|
| 1 | <p>(4 Points)</p> <p>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.</p> <ul style="list-style-type: none"><input type="checkbox"/> What items have been in high demand and why do you think that is?<input type="checkbox"/> How have stores responded to these demands?<input type="checkbox"/> What items do you think are most important to have on hand during a multi-week quarantine?<input type="checkbox"/> Did you or your family do anything to prepare for potential closures? If so, what? If not, does it impact your wellness during this time? | |
| 2 | <p>(2 points)</p> <p>Begin with the end in mind. With fewer commitments to attend in the next few weeks, what can you accomplish?</p> <ul style="list-style-type: none"><input type="checkbox"/> What is one personal goal you can accomplish in the next few weeks? (Examples: 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.)<input type="checkbox"/> Use bullets to briefly describe the steps you will need to take to accomplish your goal. <p>The SMART Goal worksheet on page 8 can be used with this goal or you can create another goal for that.</p> | |
| 3 | <p>(4 points)</p> | |

| | | |
|---|---|--|
| | <p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> How is your daily routine different than normal? <input type="checkbox"/> How have the routines of your family members changed? <input type="checkbox"/> What have you had more time to do that you really enjoy? <input type="checkbox"/> What is something you really miss and you look forward to returning to? | |
| 4 | <p>(1 point)</p> <p>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...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Option 1: Share your personal story of how you have experienced people working together, sharing, and supporting one another in recent days. <input type="checkbox"/> 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. | |
| 5 | <p>(6 points)</p> <p>News outlets, social media, and friends/family are flooding us with information about Coronavirus, much of which is not factual. Seek first to understand 2 claims that you have heard and determine if you think each is reliable. Then, seek to be understood and explain why you think this claim should or shouldn't be trusted.</p> <p>Source: Claim: Is it reliable? Why or why not?</p> | |

| | | |
|---|--|--|
| 6 | <p>(3 points)</p> <p>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. What “protective measures” have recently been put into place? Name and describe at least 3.</p> | |
| 7 | <p>(1 point)</p> <p>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?</p> <ul style="list-style-type: none"> <input type="checkbox"/> How have you been caring for your body while adapting to a new routine? (Hygiene, exercise, nutrition, cleaning, etc.) | |
| 8 | <p>(1 point)</p> <p>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?</p> <ul style="list-style-type: none"> <input type="checkbox"/> How are you caring for your mental/emotional health? (Hobbies you have been enjoying more, talking about concerns/worries) | |
| 9 | <p>(1 point)</p> <p>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?</p> <ul style="list-style-type: none"> <input type="checkbox"/> How have you been maintaining | |

| | | |
|----|---|--|
| | social connections? Did any of your plans change? Why or why not? Explain. | |
| 10 | (1 point) How is social distancing impacting your social life? (Explain in detail, using examples) | |
| 11 | (5 points) Between now and Day 15 complete 5 items on the 'Small Changes BINGO' sheet. (You will find it after this journal.) See if you can get your family/friends to do some too. Write a couple of sentences about how you felt afterward. Example: What did you choose? Did it enhance your day? Did it give you a sense of purpose? Did you end up doing more than 5? Were you able to get others to do them too? Give specific examples of what you did. | |
| 12 | (3 points) For one day...Open your smartphone. Go to Settings and open the Screen Time Menu. Analyze your screen time habits. <ul style="list-style-type: none"> ● Which apps do you use the most? ● How long are you using them each day? ● Is this more or less than you expected? Pick an app and set a goal for reducing your time spent on that app for tomorrow. *If you don't have a smartphone. <ul style="list-style-type: none"> ● What screen do you spend the most time on? TV? Computer? Tablet? ● Track how much time you spend on that screen today. ● Set a goal for reducing that screen time tomorrow. **If you do not have any of these screens. <ul style="list-style-type: none"> ● Log how you are spending your time? Is it time well spent? ● Should you make any changes? ● If so, what? If not, why not? | |

| | | |
|----|---|--|
| 13 | <p>(4 points)</p> <p>During stressful events, many people focus on negativity and fear which creates even more anxiety. Let's combat this, even if it only lasts for a short time. Fill in the box to the right with at least 4 things that make you happy. You can do this as a list or as drawings. Feel free to do it on another sheet of paper.</p> | |
| 14 | <p>(2 points)</p> <p>What is one thing you learned, over the last few weeks during this historic time, that you want to remember? Explain.</p> | |
| 15 | <p>(2 points)</p> <p>Have you changed from the person you were 8 weeks ago, before COVID-19 required schools to close? Explain.</p> | |
| 16 | <p>(5 points)</p> <p>"Often when you think you're at the end of something, you're at the beginning of something else." Fred Rogers</p> <p>This quote could easily apply to the time we are currently living in. Example questions: How so? How do you think life will/may change when this quarantine is over? How do you think your generation will deal with what has happened? How can you personally make a difference? Let the quote take you where you want to go in this journal. Please write complete thoughts.</p> | |

Assignment #2 SMART GOALS (Total=13 points)

Directions: This Worksheet can be used for Day 2 of the Wellness Journal or you can use it for another goal. You still must complete the Day 2 Wellness Log separately even if you use the same goal. The log is a general reflection. Create a goal you can accomplish (from home, if necessary). Follow the SMART Goal plan below. (8 points)

| | | |
|-----------------------|--|---|
| <h1>SMART GOALS</h1> | | Name: _____ |
| | | Date: _____ |
| S pecific | Your goal must be specific . What exactly are you going to achieve? | My goal is |
| M easurable | Your goal must be measurable . How will you measure your progress? | I will track the progress I make towards my goal by |
| A ttainable | Your goal must be attainable . Do you have the skills and abilities necessary to achieve your goal? | My goal is attainable because I can |
| R elevant | Your goal must be relevant . Why is achieving your goal important to you? How is it meaningful? | Achieving this goal is important and meaningful to me because |
| T imely | Your goal must be timely . How much time do you have to achieve your goal? | My goal will be achieved by |

| | | | | |
|--------------------------------|---|---|---|---|
| STEPS TO REACH MY GOAL: | 1 | 2 | 3 | 4 |
| → | → | → | → | |

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Reflect on your goal and the goal-setting process: (5 points)

1. What did you learn about yourself through this process?
2. What was your favorite mistake and what did you learn from it?
3. What strengths did you notice about yourself?
4. What are the next steps in your journey? Modify the goal? Create a new goal?
5. What are some of the challenges you had in reaching your goal?

SMALL CHANGES BINGO

| | | | | |
|---|--|---|--|--|
| Look up a positive quote that inspires you. Post it where you can see it. | Try a new physical activity | Device free dinner | Send a positive text message to someone you care about in your life. | Download a free meditation or fitness app. Try something from the app. |
| Try a new vegetable | Device free lunch | Drink extra water | Call an old friend | Cook a healthy meal with someone |
| Floss your teeth | Walk after dinner | BONUS "You choose" Something that will enhance your health | Write a handwritten Thank you to someone you appreciate | Device Free Day |
| Make your bed | Watch a funny video that will make you laugh | Spend time with your family | Help someone | Try a mindfulness technique or Pray |
| Listen to your favorite music that will improve your mood | Go to bed early | List 5 things you are grateful for. | Help clean a room. Reduce clutter. | Write down 5 things you are good at. |

Assignment #3 EMPATHY (Total=26 points)

Directions: Complete the survey and answer the questions at the end.

(5 points)

HOW MUCH EMPATHY DO YOU HAVE?:

- 1 - not at all**
- 2 - a little**
- 3 - some of the time (about 1/2 and 1/2)**
- 4 - most of the time**
- 5 - almost all of the time**

***You may want to be the person who answers these questions with 5's, but just try and be honest.**

- _____ 1. I feel empathy for people who are less fortunate than me.
- _____ 2. I find it easy to understand other people's points of view.
- _____ 3. I am usually greatly upset by other people's hardships and misfortunes.
- _____ 4. If someone needed help in an emergency, I would willingly offer it.
- _____ 5. There are two sides to every story, I remember this fact and try to look at both sides.
- _____ 6. I would give money/materials/my time to people in need even if I did not know them well.
- _____ 7. If I saw they had a need I would offer to help a neighbor, even without being asked.
- _____ 8. I would let an elderly or disabled person go ahead of me in line even if I was in a hurry.
- _____ 9. I would try and stop a friend from hurting someone, even if the person they wanted to hurt was not our friend.
- _____ 10. When I make decisions I try and think of the rights of everyone involved (thinking of others and not just what's best for me.)

ADD UP YOUR SCORE: _____ Then look at the back page to see what your score means.

What your EMPATHY score means:

0 - 30 You are not very empathetic. You are probably reluctant to help other people, especially if you don't know them. **YOU NEED TO WORK ON YOUR EMPATHY SKILLS - A LITTLE KINDNESS GOES A LONG WAY. IT IS A CHOICE.**

31 - 40 You are average in your empathy and you are generally willing to help others- you may need to work at being more empathetic and/or helping when you don't know the person, or when it doesn't come as easily and as naturally to you.

41 - 50 You are very empathetic and willing to help others! Keep it up - you never know the difference you might make in someone's life.

THE OPPOSITE OF EMPATHY IS SELFISHNESS. Go back and read through each question and ask, "If you aren't doing it for others, who are you doing it for?" (The answer will most likely be YOU.)

Now let's work on improving EMPATHY...

What is Empathy?

- 1) Identify with their feelings=How do they feel?
- 2) Put yourself in their shoes=How would I feel?
- 3) Respond and show your understanding=What can I do?

Practice Empathy: (Each box is worth ½ point=8 points)

| Situation | Who is it? | How did they feel? | How would I feel? | How did I show my understanding? |
|---|-------------------|---------------------------|--------------------------|---|
| A person who is less fortunate than you. | | | | |
| A person who you wouldn't want to change places with. | | | | |
| Someone who annoyed or frustrated you. | | | | |
| Someone whose opinion you disagreed with. | | | | |

“Empathy is seeing with the eyes of another, listening with the ears of another and feeling with the heart of another.” – Alfred Adler

Reflection questions: (3 points)

1. What role has empathy played in your life? Discuss a time when you have experienced empathy or witnessed empathy. How did it make you feel?

2. Who is the most empathetic person you know? How does it make you feel to be around this person?

3. Is empathy something we can learn or is it innate in human beings?

Empathy Cont...

Directions: Now that you recall a little more about empathy, you need to design a shoe revolving around 10 things other people would never know about you unless they walked a mile in your shoes. *The goal is not to write down the obvious such as, "I like football", but more unique things about your life. Fill the shoe with words or pictures. (10 points)



Assignment # 4 Media and Information (Total=8 points)

Directions: Read the article. Then answer the questions below.

 [health.harvard.edu](https://www.health.harvard.edu)

How to talk to teens about the new coronavirus - Harvard Health Blog - Harvard Health Publishing

By Jacqueline Sperling, PhD | Mar. 14th, 2020

We seem to be stuck in a nonstop news cycle about the new coronavirus that is causing an illness called COVID-19. Many parents are understandably sharing concerns, too – at least among friends and families. It's also possible that teenagers are talking to their own friends and surfing the web and social media sites to gather information, including potential misinformation.

How can you make sure teenagers are informed just enough without feeling overwhelmed, yet also have accurate information? Your teen already may be asking many questions. Even if not, it might be a good idea to find out what your teen has heard in case you need to clarify information and ask them if they have any worries. (If you have younger children, see my blog post on talking to children about coronavirus.) If you have your own questions about the new coronavirus, check reliable sources, such as the Centers for Disease Control and Prevention, which offers a range of information about the virus. The World Health Organization's myth busters page can help you give correct answers to some surprising questions and misinformation that is spreading.

Answering questions teens may have about the new coronavirus

Before you start, ask what your child knows so far in case you need to clarify anything and find out what questions your child has. Below are some questions teens might ask about the new coronavirus and some suggested responses.

What caused this new coronavirus?

Coronaviruses cause the common cold and the flu. This coronavirus is believed to have started in animals and then passed on to humans at a live animal market in China.

Why now?

This is actually not the first time that there has been a widespread virus that started in animals and spread to humans. Another example is the severe acute respiratory syndrome (SARS) outbreak in 2002 that was caused by a different coronavirus. That virus eventually was contained. Doctors, scientists, and government officials are working hard to do the same with this newest coronavirus.

One reason why we are hearing more about this virus is because of how fast it is spreading and how much it has affected people in many different countries. Another reason is that we also have many more ways of sharing information than we did in 2002, and posts now have the ability to "go viral" themselves. If you notice that you are becoming distressed after reading all of the posts about the virus, then it might be helpful to limit how much you read about the virus in the news and on sites or apps, to be informed just enough.

Can our pets get sick?

There is little evidence that domesticated pets, including dogs and cats at home, are likely to get sick from this new coronavirus, or spread the virus.

Can you die from the new coronavirus?

Most people – probably more than 95% and possibly more than 99% – who have gotten sick from the new coronavirus have not died. The death rate is likely even lower than has been reported in the news because, just like with the flu, some people with mild cases of the virus may not have gone to the doctor to get tested.

Will my school close because of concerns regarding the new coronavirus?

Some communities may decide to temporarily close places, including schools, to give communities affected by illness caused by the virus a chance to prevent it from spreading quickly. This has happened before when some schools have had high rates of other viruses, including the norovirus. Those schools reopened later. If your school makes the decision to close temporarily, we will hear more about that.

Should we stay home to remain safe, so we don't catch the new coronavirus?

People who are infected with the new coronavirus are asked to stay home for about two weeks. Also, people who might have been exposed to the virus are asked to stay home for a period of time to make sure they don't develop any symptoms of the virus.

If you don't have the virus, then you should continue to do what you need and love to do. Practice the same everyday healthy habits that you would (or should) do anyway. You'll be on track if you:

- Sneeze or cough into tissues (and throw them away) or sneeze or cough into your elbow. These behaviors help keep germs from traveling and making other people sick.
- Wash your hands with soap and water after going to the bathroom, before eating, and after blowing your nose. When you wash your hands, remember to count slowly to 20.
- Try to avoid touching your mouth, eyes, and nose, which are places where the germs can enter your body.
- Try to get enough sleep and eat well to help your body stay healthy.

Additional tips for supporting your teen

- Remind teens that everyone is working hard to manage the virus.
- Although it may seem difficult, it is important to model calmness. Teens will look to parents to gauge how worried they should be, even though it may seem like they just tune you out!
- Show your teens that it's possible to continue to do what is important to you while practicing healthy behaviors.
- If it becomes necessary to adjust plans, be transparent and direct with your teen so that they understand the rationale behind the decision. For example, if you have to postpone travel because of new advice about safe travel, then let your teen know that. Check the CDC travel advisories for up-to-date information. You can add that the trip was postponed because it was not a necessary trip and that the family will continue to do what is necessary each day.

Reflection Questions: (8 points/2 points each)

1. What is the source of this article? Is this a good source of information? Why or why not?
2. Are there better sources you can think of to get health information? If yes, what makes them better and give an example? If no, what other sources might you look at that could enhance this information?
3. If articles printed today, by reliable and knowledgeable authors, about COVID-19 are given to students a year from now, would they still be good sources? Why or why not?
4. Every time you watch TV, listen to the radio, open a web site or read a newspaper, magazine or book, someone is trying to tell, or sell, you something. Are you being 'sold' anything in this article? Explain. Are you being 'told' anything? Explain.

Assignment # 5 Stress Management (Total= 18 points)

There are two types of Stress.

Eustress: positive, good stress that comes from situations that are enjoyable. (e.g., winning a game)

Distress: Negative, bad stress that can be harmful to the body. (e.g., doing poorly on a test)

Many negative stressors can be changed, minimized, or eliminated. Here are some ways to do so.

| | |
|-------------------------------|---|
| Exercise | <ul style="list-style-type: none">● Exercise regularly.● Practice relaxation techniques. For example, whenever you feel tense, slowly breathe in and out for several minutes. |
| Nutrition | <ul style="list-style-type: none">● Eat a balanced diet daily.● Eat more whole grains, nuts, fruits, and vegetables.● Substitute fruits for desserts. Choose foods that are low in fat, sugar, and salt. |
| Sleep | <ul style="list-style-type: none">● In a typical week, get sufficient sleep to wake up refreshed.● Do not use medication or chemical substances (including alcohol) to help you sleep. |
| Avoid Stimulants | <ul style="list-style-type: none">● Avoid caffeine, nicotine, sugar, and cola.● Do not use medication or chemical substances (including alcohol) to reduce your anxiety or to calm you down. |
| Support System | <ul style="list-style-type: none">● Have one or more friends with whom you can share personal matters.● Talk with friends or someone you can trust about your worries/problems |
| Self Nurture | <ul style="list-style-type: none">● Keep reinforcing positive self-statements in your mind.● Focus on your good qualities and accomplishments● Do something you really enjoy which is “just for me” during the course of an average week.● Recognize and accept your limits.● Remember that everyone is unique and different. |
| Time Management Skills | <ul style="list-style-type: none">● Plan ahead and avoid procrastination.● Make a weekly schedule and try to follow it.● Set realistic goals.● Set priorities |
| Relax | <ul style="list-style-type: none">● Take a warm bath or shower.● Go for a walk.● Get a hobby or two.● Relax and have fun.● Get in touch!● Hug someone, hold hands, or stroke a pet. Physical contact is a great way to relieve stress. |

Stress Cont...

Directions: Think about how to cope with and prevent the distress you have in your life. Describe your plan for coping with distress in the space below. Use the ideas above, but make them your own. Be specific. Each category must list at least two things you can do to change, minimize, or reduce your stress. (Total=16 points)

| | |
|-------------------------------|----------|
| Exercise | 1. 2. |
| Nutrition | 1. 2. |
| Sleep | 1. 2. |
| Avoid Stimulants | 1. 2. |
| Support System | 1. 2. |
| Self Nurture | 1. 2. |
| Time Management Skills | 1. 2. |
| Relax | 1. 2. |

Reflection: (2 points)

1. What is your greatest cause of stress? Will the coping strategies you listed above help with this stressor? Why or why not?

Assignment # 6 Reflective Listening Skills (Total= 6 points)

Reflective listening: A communication strategy involving two key steps: seeking to understand a speaker's idea, then offering the idea back to the speaker, to confirm the idea has been understood correctly. It takes the familiar concept of 'Active Listening' a step further.

Your answers below should demonstrate the response. Remember a dialogue is a conversation between two people. One person sends a message (the statement below). The person who receives the message then responds (your written response). Make sure to include all of the points each speaker makes. Do not assume any facts. Note: Offering reasons, solutions or excuses for behavior is not part of the reflective listening response and must be avoided.

Sentence Starters: Here are examples of phrases that can and should be used when using reflective listening.

- "What I think I hear you saying is..."
- "In other words, you think that..."
- "Correct me if I am wrong, but aren't you saying..."
- "Let me review what I've heard you say. Please correct me if I leave anything out..."
- "I hear you saying....Is that right?"

Look at the example below. Note each part of the sender's statement is also mentioned in the reflective listening statement.

- (STATEMENT) I get furious with him when he says things that suggest that I don't take good care of my electronics.
- (REFLECTIVE LISTENING RESPONSE) What I think I hear you saying is that you feel furious when he implies that you're not responsible with your electronics.

Directions: Read the statements below. After reading the statements, write a response for each statement demonstrating **reflective listening** on the part of you, the listener. You must use all five of the example sentence starters listed above. One will be used twice.

(Total=6 points)

1. **Father to son/daughter: (Statement)** "I am sick and tired of you asking to borrow the car when you haven't completed your homework or your chores. You leave your room a total wreck and you have been disrespectful to your family. You need to grow up and learn to show some respect.

Reflective listening response:

2. **Friend to friend: (Statement)** "I can't believe what you just heard. Mike asked me to go to Homecoming. However, Brian told me that Mike has been calling Jessica. I thought she was my friend and I thought Mike was faithful. I am so angry. What am I going to do?"

Reflective listening response:

3. **Teacher to student: (Statement)** “I am very concerned about your lack of progress in this course. You haven’t been keeping up with your work and the work that you have been submitting is of poor quality. This course is a graduation requirement. If you don’t start turning in your work, you are going to fail this course.

Reflective listening response:

4. **Friend to friend: (Statement)** “I just don’t know what to do about my parents. It seems like they just don’t understand me. Everything I like seems to go against their values, and they just won’t accept my feelings as being right for me. It’s not that they don’t love me, they do. They just won’t accept me for who I am.

Reflective listening response:

5. **Friend to friend: (Statement)** “I’m really bummed out. I don’t know what to do with my life. I’m sick of school, but there just are not any good jobs around, and I really don’t want to join the service. I could just drop out for a while, but that doesn’t sound very good either.

Reflective listening response:

6. **Boyfriend/Girlfriend to partner: (Statement)** “I’m so sick of you always choosing the activities that we do on dates. You never ask me what I want to do. You just always expect me to like whatever you choose. I like being with you, but I also would like a say in what we do when we go out.

Reflective listening response:

Assignment # 7 Wellness Inventory/Reflection (Total= 17 points)

Complete the Wellness Inventory below. List your Wellness score here _____ . (3 points)

1 What is Your Level of Wellness?

Directions: Place a check (✓) in the blank by each statement that is true for you. Count the number of checks in each area and refer to the scoring directions below.

Physical Health

- _____ I seldom feel tired or run down.
- _____ I sleep at least 8 hours per night.
- _____ I regularly use dental floss and a soft toothbrush.
- _____ I do not use tobacco.
- _____ I keep within 5 pounds of my ideal weight.
- _____ I use the stairs instead of the elevator whenever possible.
- _____ I do at least 20 minutes of aerobic exercise at least 3 times a week.
- _____ I eat breakfast every day.
- _____ I do not use alcohol or non-medicinal drugs.
- _____ I relax at least 10 minutes each day.
- _____ I limit my intake of sugar and salt.
- _____ I eat a balanced diet that includes a variety of foods.

Mental Health

- _____ I ask for help when I need it.
- _____ I am happy most of the time.
- _____ Sometimes I like to be alone.
- _____ I can name 3 things I do well.
- _____ I feel okay about crying and allow myself to do so.
- _____ I give others sincere compliments.
- _____ I can accept compliments.

- _____ I listen to and think about constructive criticism.
- _____ I am able to say "no" to people without feeling guilty.
- _____ I can be satisfied with my effort if I have done my best.
- _____ I express my thoughts and feelings.
- _____ I have at least one hobby or interest I pursue and enjoy.

Social Health

- _____ I meet people easily.
- _____ I am comfortable entering into conversations with new acquaintances.
- _____ I continue to participate in an activity even though I don't always get my way.
- _____ I have at least one or two close friends.
- _____ When working in a group, I can accept other people's ideas and suggestions.
- _____ I can say "no" to my friends if they are doing something I do not want to do.
- _____ I can accept differences in my friends and classmates.
- _____ I usually have success making friends with females my age.
- _____ I usually have success making friends with males my age.
- _____ I am comfortable carrying on a conversation with an adult.
- _____ If I have a problem with someone, I try to work it out.
- _____ I avoid gossiping about people.

Scoring: The highest possible score for each area is 12. If your total score is 10 to 12, your level of health in that area is very good. A score of 7 to 9 is good, 4 to 6 is fair, and below 4 indicates an area you may need to work on.

Wellness Cont...

Directions: Answer the following questions. You may use complete sentences or bullet points. However, you must write complete thoughts. (14 points)

1. What is wellness? (1 point)
2. Do you think your score from the Wellness Inventory on page 18 is accurate? Why or why not? (2 points)
3. Remembering back to when your instructor discussed the Wellness/Health triangle with the three categories of physical, mental and social health, like the inventory does above, what can happen if one area is weaker than the others? Explain. (2 points)
4. Do you agree with the idea that social and/or mental health influences your physical health? Why or why not? Explain. (2 points)
5. Based on the Wellness inventory, what is one category of wellness that you need to improve? What can you do to make that improvement? (2 points)
6. Can you think of choices you make that help maintain your wellness? List 5 things you currently do that keep you healthy and balanced. (5 points)

Assignment # 8 Wellness Tracker (Total= 16 points)



Wellness Tracker



Mon Tue Wed Thu Fri Sat Sun

| | Mon | Tue | Wed | Thu | Fri | Sat | Sun |
|--|-----|-----|-----|-----|-----|-----|-----|
| Nutrition: How many servings of fruits and vegetables did you eat? | | | | | | | |
| Hydration: How many cups of water did you drink? | | | | | | | |
| Fitness: How many minutes of exercise did you get? | | | | | | | |
| Wellness: How much sleep did you get? | | | | | | | |



Nutrition: Goal is 4 servings of fruit and 5 servings of vegetables each day (serving=1 cup=1 apple, 8 strawberries, 30 grapes, 12 baby carrots, 6 broccoli pieces, small salad, 8 ounces of 100% juice). Keep track of both fruit servings and vegetable servings.

Hydration: Goal is 8-12 cups of water each day (1 cup=8 ounces of water).

Fitness: Goal is 30-60 minutes of moderate intensity exercise each day (moderate intensity exercise includes brisk walk, light jog, playing a sport, swimming, biking, workout video, lawn work, dancing, etc.).

Wellness/Sleep: Goal is to get 7-10 hours of sleep each night (no more, no less).

Rubric/Grading: Complete 4 weeks of this Wellness Tracker. Each week fully completed is worth 4 points (1 point for each category) for a total of 16 points for this assignment.

Assignment # 9 Family History (Total= 10 points)

Read the article below and answer the questions (1-4) below the article.

Knowing your family medical history



There are many factors that go into your health. Your habits are one factor. Your genes that you inherit from your parents are another. Knowing what sort of medical issues your family has can help you prepare to take care of your life. Photo: Getty Images Getty Images

By Centers for Disease Control and Prevention

Family health history is a record of the diseases and health conditions in your family. You and your family members share genes. You may also have behaviors in common, such as exercise habits and what you like to eat. You may live in the same area and come into contact with similar things in the environment. Family history includes all of these factors,

any of which can affect your health.

How Can I Collect My Family Health History?

You may know a lot about your family health history or only a little. To get the complete picture, use family gatherings as a time to talk about health history. If possible, look at death certificates and family medical records. Collect information about your parents, sisters, brothers, half-sisters, half-brothers, children, grandparents, aunts, uncles, nieces, and nephews. Include information on major medical conditions, causes of death, age at disease diagnosis, age at death, and ethnic background. Be sure to update the information regularly and share what you've learned with your family and with your doctor. You can use the Surgeon General's web-based tool called "My Family Health Portrait" to keep track of the information.

Why Is Family Health History Important For My Health?

Most people have a family health history of at least one chronic disease, such as cancer, heart disease or diabetes. If you have a close family member with a chronic disease, you may be more likely to develop that disease yourself, especially if more than one close relative has (or had) the disease or a family member got the disease at a younger age than usual.

Collect your family health history information before visiting the doctor, and take it with you. Even if you don't know all of your family health history information, share what you do know. Family health history information, even if incomplete, can help your doctor decide which screening tests you need and when those tests should start.

How Can I Use Family Health History To Improve My Health?

You can't change your genes, but you can change unhealthy behaviors, such as smoking, not exercising or being active, and eating poorly. If you have a family health history of disease, you may have the most to gain from lifestyle changes and screening tests. In many cases, healthy living habits can reduce your risk for diseases that run in your family. Screening tests, such as blood sugar testing, mammograms, and colorectal cancer screening, help find early signs of disease. Finding disease early can often mean better health in the long run.

Knowing Is Not Enough — Act On Your Family Health History!

Has your mother or sister had breast cancer? Talk with your doctor about whether having a mammogram earlier is right for you.

Does your mom, dad, sister or brother have diabetes? Ask your doctor how early you should be screened for diabetes.

Did your mom, dad, brother or sister get colorectal (colon) cancer before age 50? Talk with your doctor about whether you should start getting colonoscopies earlier or have them done more often.

“Influence”-The power or capacity of causing an effect in indirect ways : [SWAY](#)

Questions (10 points)

1. Why is it important to know your family medical history? (2 points)
2. Besides genes, what else do you share with your family members that may impact your wellness? (2 points)
3. Talk to your family members and ask them about any medical conditions that they or others in your family have. What steps, actions, or behaviors could you do as an individual or a family to lower your risk for that condition or conditions? (3 points)
4. While family genes and habits can play a strong role in our wellness, name at least two other factors not related to family that can “*influence*” your decisions and behaviors? Are they a positive influence or a negative? If it’s negative how can you reduce its influence over you? (3 points)

Assignment # 10 Decision Making Skills (Total= 30 points)

The DECIDE Process

There is a process, called DECIDE, that can help you make important decisions. Each letter in the word DECIDE stands for a step in the process. Use this worksheet to apply DECIDE to a decision you are facing (current or past). Use the table to record your responses to steps 2 and 3.

1. Define the problem. (5 Points-- Use complete sentence)

2. Explore the alternatives. (4 Points)

In the first column of the table, list four possible ways of solving your problem. Include “do nothing” if it is an appropriate alternative.

3. Consider the consequences. (4 Points)

In the second column, list both positive and negative consequences. Consider what is likely to happen, not what you hope will happen. Think about the benefits and risks of each alternative.

| <u>Alternatives/Options</u> | <u>Possible Consequences for each</u> |
|------------------------------------|--|
| | |
| | |
| | |
| | |

4. Identify your values. (5 Points)

Your values are the standards and beliefs that are most important to you. Wanting to be respected is an example of a value. So is wanting to help others. List five values you should consider while making this decision. Then identify those alternatives that are a good match for these values.

5. Decide and act. (4 Points)

My decision is to _____

The steps I need to take to act on this decision are

6. Evaluate the results. (8 Points)

Sometime after you act on your decision, review the results.

How did your decision work out? _____

How has it affected you and others?

What did you learn? _____

What, if anything, would you do differently next time?

Source Guide

1. RUSD Staff. Sheila Hasler, Jacob Berce, Andrew Bartel, Nicolas Hunt, Nicholas Parulski, Eric Kosterman and Curt Shircel.
2. Lifeskills
3. Teachers pay teachers
4. Psychpoint
5. Lessonplanet
6. Princeton University
7. Harvard University
8. Kidshealth
9. Shape America