

Health Education

- **Analyzing Influences:** Students analyze the influence of family, peers, culture, media and other factors on health behaviors. They do this through conversations about substance use prevention, health relationships, consumer products, social media, and self-esteem.
- **Healthy Consumer:** Students demonstrate the ability to access valid information, products, and services to enhance health. We incorporate these skills in our growth and development, substance use prevention, nutrition, and mental health topics.
- **Decision-Making Skills:** Students learn how to navigate making decisions to better their health. They do this in a number of ways - through health relationships, goal setting, self-esteem, substance use prevention, self-management, and coping strategies for mental/emotional health.
- **Interpersonal Skills:** Students use their interpersonal skills to navigate relationships in their life and to communicate effectively. They do this with healthy relationships, accessing resources, mental and emotional health, digital citizenship, and communicating with peers.
- **Advocacy:** Students demonstrate the ability to advocate for personal, family, and community health. They advocate for behaviors that promote dignity and respect for all individuals. We focus on this in regards to refusal skills and self-management.
- **Health Enhancing Behaviors:** In class, we discuss decisions that impact our health in a positive way. Students learn how to choose behaviors that enhance their health lives and ways to cultivate that to live a healthier life.



Optimal Sleep

- 6-12 year-olds should get 9-12 hours of sleep
- 13-18 year-olds should get 8-10 hours of sleep
- Recommendations:
 - Stick to a consistent sleep schedule
 - Limiting light exposure and technology use in the evenings (“media curfew”, limit where they use it i.e. not their bedroom)
 - Make the bedroom quiet, dark, relaxing, and a comfortable temperature
 - Avoid large meals and caffeine before bedtime
 - Exercise daily

Physical Activity

- The CDC recommends school-aged children and adolescents ages 6 through 17 years should do 60 minutes (1 hour) or more of moderate-to-vigorous intensity physical activity each day.
 - This includes daily aerobics and activities that strengthen bones (like running or jumping), three days each week.
 - This also includes activity that build muscles (like climbing or doing push-ups), three days each week.

Self Care & Advocacy

- **Nurture your social support system.** Most of us agree it is critical to have people in our lives who care about us and are there through the good times and the bad. Our social support system are friends, family, peers, and trusted adults we turn to when we need help. Think about how you can maintain your current relationships, build new ones, and perhaps even prune out damaging relationships.
- **Honor your emotional needs.** Self-care activities are simple: Be good to yourself. Do things you like that keep you happy. Know when you need to take time out or be near other people. Get in the habit of staying in tune with your emotions.
- **Manage stress.** Know your key stressors and how best to cope with or neutralize them.
- **Love yourself.** Work on cultivating a positive self-image and high self-esteem.
- **Come up with a self-care plan.** Research self-care plans/ideas.
- **Get counseling.** If you're uncertain how to proceed and feel constantly overwhelmed, try talking to a school counselor or social worker.



MIDDLE SCHOOL WELLNESS PROFILE



Our goal is to develop physically literate students who know skills (both physical and socio-emotional) and have the confidence to enjoy a lifetime of physical activity. High-quality physical education helps improve physical competencies, health-related fitness, and cognitive abilities. By the end of Grade 8, learners apply tactics and strategies to:

- modified gameplay (creating space, defending, offense strategies, etc.),
- demonstrate fundamental movement skills in various contexts (ex. dance and creative movement, throwing, catching, passing, volleying, change of direction, weight transfer, etc.),
- design and implement a health-enhancing fitness program,
- participate in self-selected physical activity cooperate with and encourage classmates,
- accept individual differences and demonstrate inclusive behaviors, and engage in physical activity for enjoyment and self-expression.

By the end of 8th grade, all students will have the knowledge and skills to exercise in their heart rate training zone. Students know how to manually take their heart rate and understand the varied intensity zones for cardiovascular health. In grades 6-8, students are additionally introduced to heart rate training technology, using devices designed to track and assess students' heart rate during physical activity. These devices are tailored to each student's fitness levels and encourage appropriate physical effort to give immediate feedback on the student's time in their target heart rate zone.

Technology

For children 10 and up, establish consistent limits on the time spent using media and the types of media.

Here are some pointers to keep in mind as you establish your guidelines for safe, satisfying technology use.

Keep Modeling Good Tech Behavior

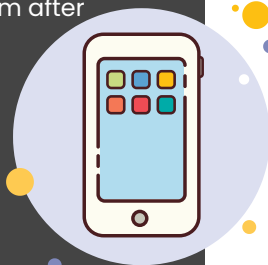
It's easy to let things slide once you are older and have your own devices, but remember that the old rules still apply. Use your phone at appropriate times, set a good example, and be aware of your surroundings while using technology. This shows them that you care and are interested. Even as you get older, socialization other than technology-based is crucial for mental and cognitive development, and engaging with family and peers verbally and personally is a vital aspect of family and friend development.

Encourage Privacy

Once kids turn 13, they are allowed to get an account on Facebook and most other social media websites and apps (some kids cheat and get them earlier). Whatever age your family decides is appropriate for social media, make sure that you are very careful about privacy. Research privacy settings and make sure you understand when something is public or private — or somewhere in the middle — and how that should affect what you post. As a general rule, you shouldn't share anything online that you wouldn't be comfortable with the entire world reading.

Protect Bedtime

Studies show that using digital media at night can interfere with sleep quality. Consider restricting the use of phones, tablets, and computers for at least 30 minutes before bed. Think twice about using those devices in your bedroom after lights out.



Yes to Friending, No to Spying

If you are on social media, developmental psychologist Donna Wick, EdD, of Mind to Mind Parent, recommends your parents follow or friend you and monitor your page. But she advises against going through your text messages unless there is cause for concern: "If you have a reason to be worried, then okay, but it better be a good reason," she says. "I see parents who are just plain old spying on their kids. Parents should begin by trusting their children. To not even give your kid the benefit of the doubt is incredibly damaging to the relationship. You have to feel like your parents think you're a good kid."

Make it Clear That Inappropriate Pictures are a Bad Idea (and Explain Why)

You may think sharing and accepting photos is a way to build trust, but it can do the opposite just as easily. Through social media you might trust someone with photos, but in turn this person may trust a close friend and so on. You may also trust this person to delete the photos, but they don't and instead the pictures get into the wrong hands. Once pictures are out there, they can damage future relationships and job prospects, not to mention become the talk of the school. Make appropriate decisions when sending and accepting photos with friends and remember your decisions can affect multiple people.

Texting Can be Tricky

It's easy for people to misinterpret messages when they aren't hearing the tone of your voice or seeing the expression on your face. Jokes, in particular, might seem mean. To guard against misunderstandings and hurt feelings, it's always a good idea to make it clear when you're joking.

Foster Real-Life Relationships

Sometimes it can be difficult to connect with peers. You may like to spend more time online than playing or talking with friends in real life. But digital friendships aren't a replacement for the real thing. Work on developing social skills and nurture your real-life relationships.

Nutrition

Healthy eating is important at every age. Eat various fruits, vegetables, grains, protein foods, and dairy or fortified soy alternatives. When deciding what to eat or drink, choose options full of nutrients and limited in added sugars, saturated fat, and sodium. Start with these tips:

Learn What You Need

Do you know what foods and what amounts are best for YOU? Get your own personalized MyPlate Plan at <https://www.myplate.gov/myplate-plan>.

Eat a Variety of Foods

Make choices from all food groups — fruits, vegetables, grains, protein foods, dairy, and fortified soy alternatives — everyday. Each group provides different nutrients, and we need all of them.

Be Active

Squeeze in physical activity between homework, going out, and other activities. Walk the dog, ride your bike with a friend, or do an online workout.

Keep Water Handy

Water is a better option than most drink choices. Keep a reusable water bottle in your bag and skip the sugary sodas, fruit drinks, and energy and sports drinks.

Build Strong Bones

Get the calcium and vitamin D your growing bones need! Choose fat-free or low-fat dairy milk, soy milk, and yogurt. You can get vitamin D from sunshine, too!

Get Active in the Kitchen

Learn how to make a few dishes. Include extra fruits and vegetables for added flavor and nutrients. For recipes, visit <https://www.myplate.gov/myplate-kitchen>.

Additional Resources

[Self care-10 tips to get you started-article](#)
[Serious about self care](#)
[11 self care tips for teens/young adults](#)
[Are you practicing self care?](#)