

Susan A. Clark, Ed.D, CHES - Rhode Island College

Health Education Assessment

Connected, Creative, Credible, and (YES) Fun!

AAHPERD Conference 2014



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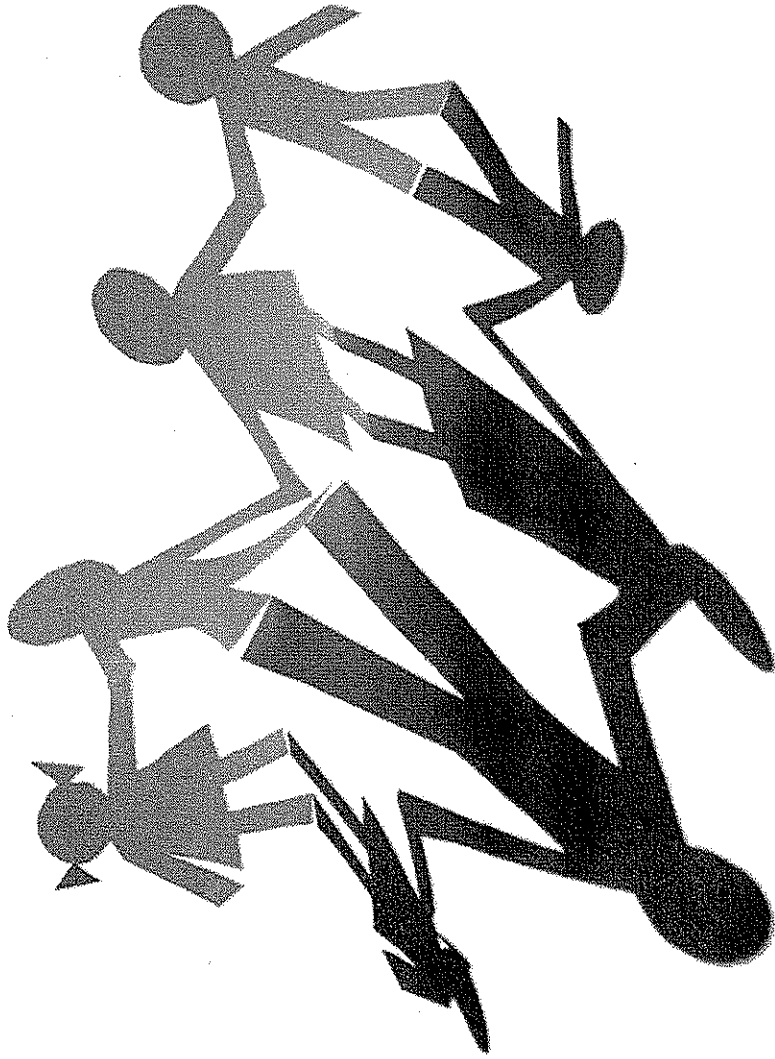
Chair – College Academic Integrity Board

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Paper Dolls of Support



"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around."

Leo Buscaglia

Paper Dolls of Support

Directions: After the lesson(s) on emotional health, you will create a personalized support system. Follow the directions on the next page for making, labeling and decorating paper dolls of support.

You will also answer the following questions. You may write your answers in the space provided. Please use a paper clip to attach your dolls to this handout.

Question #1: Clearly explain the situations, circumstances, stressors, and/or feelings that occur in your life that a support system would help you get through. List as many as you can think of.

For example, someone could write that sometime they feel completely overwhelmed with the pressures to succeed in school and sports.

Question #2: Clearly explain how you would utilize your supports.

For example, someone could write that when they feel overwhelmed with school and sports, when they talk with their school counselor they receive great advice and they feel they have someone who listens.

NHES 1 CC, NHES 3 AVI, NHES 5 DM, NHES 6 GS, NHES 7 PHB

Objective – The students will create a personal support system

Objective – The students will explain when a support system is needed

Objective – The students will explain how a support system can be utilized

Paper Dolls of Support – A personal safety net

1. Fold paper in half lengthwise vertically (fold will then be on left).
2. Fold from bottom to top (fold will then be on top and left).
3. Fold bottom left corner to right side.
4. Turn paper 180 degrees so the point is now up. The paper is open on bottom and left side (in part).
5. Draw outline of self making sure to extend arms out to edge. Feet only need to reach the fold at the bottom, but do not extend feet to the very bottom of paper.
6. Cut around the silhouette making sure NOT to cut up the hands. Cut everywhere else.
7. Tell students NOT to open the document.
8. Tell students to put their own name on the top doll.
9. Flip over to label the next with favorite and most-trusted person.
10. Continue carefully opening and labeling with people who would be supportive. Suggestions include friends, family, teachers, clergy, coaches, therapists, counselors, and even phone numbers or websites. You can also have them write a small note on the other side of the person in regards to what support this person/organization provides.
11. Open carefully.
12. Take time to discuss the importance of this support circle!
13. Read the Goose Story. Relate to the paper dolls. Listen to John Mayer song *Heart of Life* (or similar). Relate to dolls & geese.
14. Encourage students to keep the dolls either secured with a paperclip in a special place and open and use as needed, or open and display where they feel best.

Paper Dolls Rubric

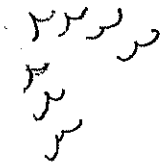
	Above and Beyond	On Target	Developing
Labeling		All eight dolls assigned a support 8 points	Less than eight dolls assigned a support 0-7 points
Presentation	Extra effort and/or creativity beyond target, such as coloring and detail to the dolls 5-7 points	Dolls were continuously attached. 4 points	Dolls were broken or broken but fixed 0-2 points
How Each Doll Can Support You	Additional information included 9-10 points	All 8 dolls have a how listed 8 points	Less than 8 dolls have a how 0-7 points
Reflection	Provided additional examples/explanations beyond Target 6-7 points	Explained clearly what you might need the support for and how you plan on using the supports when needed 5 points	Could have been more clear as to what might cause you to need the support and/or how you plan on using the supports when needed 0-2 points

NHES 1 CC, NHES 3 AVI, NHES 5 DM, NHES 6 GS, NHES 7 PHB

Objective – The students will create a personal support system

Objective – The students will explain when a support system is needed

Objective – The students will explain how a support system can be utilized



The Goose Story

In the fall when you see geese heading south for the winter flying along in a "V" formation, you might be interested in knowing what science has discovered about why they fly that way.

It has been learned that as each bird flaps its wings, it creates an uplift for the bird immediately following. By flying in a "V" formation, the whole flock adds at least 71% flying range than if each bird flew on its own.

Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to go at it alone, and quickly returns to the formation where he is supported by the lifting power of the bird immediately in front.

When the goose gets tired, he rotates back in the wing and another goose flies to the point. The geese honk from behind to encourage those up front to keep up their pace.

Finally, when a goose becomes sick or wounded and falls out of formation, two geese fall out alongside to help protect him. They stay with him until he is able to fly. They then launch out once again to seek another formation or to catch up with their original group.

Author unknown

Anatomical Model

Name(s): _____ / 20 pts.

Male or Female Model? _____

Model Assignment:

Anatomy and Physiology of the Male and Female External and Internal Reproductive Systems

You will construct an accurate representation of the male or female external and internal reproductive system. You will be assigned to work in a group.

Included in your model will be the following structures:

Male Model: sperm germ cells, epididymus, scrotum, testicle (testes), vas deferens, seminal vesicle, prostate gland, cowper's gland, urethra, penis (shaft and glans), rectum

Female Model: Ovary(ies), follicles (ovum), fallopian tube(s), uterus, cervix, vagina, labia minora, labia majora, urethra, rectum, clitoris

All structures must be identified/labeled in writing attached to model. You will also be expected to explain the physiological aspects of the structures.

Use your ingenuity and creativity. You are encouraged to use a variety of materials. Accuracy is important. The model should be 3-Dimensional. It can be mounted, but does not have to be. None of the structures can be drawn, rather you must use materials best representing the structures. Organize ahead of time who is responsible for which materials. Please be a helpful and accessible team member.

This is due on _____.



NHES 1

Objective – Through design of a model, the students will accurately construct a reproductive system.

Objective – Students will accurately explain the physiology of a reproductive system.

	Wow 5 pts.	Target 4 pts.	Developing 2-3 pts.	Weak 0-1 pt.
Labeling & Placement	All structures accurately labeled and accurately placed	Most structures accurately labeled and most accurately placed	Some structures accurately labeled and/or some accurately placed	Few structures accurately labeled or accurately placed
Ingenuity	Ingenious – most would not have thought of doing that!	Mostly demonstrated unique and thoughtful ideas	Somewhat interesting design	Design was not particularly unique or catchy
Materials	Many materials used and choices enhanced the model	A variety of materials used, but some overused or not the best choice to represent the structure	A small variety of materials used and/or materials used were not the best choice to represent the structure	Variety of materials was minimal and choices were not best choice for structure representation
3-D	Unmounted	Mounted but protrudes off base with varying depth	Mounted by somewhat flat	Mounted and does not stick out from page much at all
Presentation	Smoothly and accurately discussed model structures	Model was discussed with accuracy and smoothness most of the time	Model was discussed in an incorrect or unsure manner	Model was discussed in and incorrect and unsure manner

NHES 1

Objective – Through design of a model, the students will accurately construct a reproductive system.

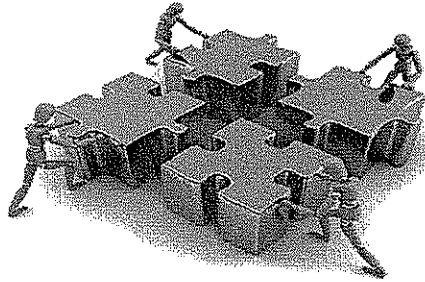
Objective – Students will accurately explain the physiology of a reproductive system.

Puzzle Piece

Name _____

____ / 35 PTS.

Puzzle Piece



Directions: After lessons on self-esteem and diversity, you will create a unique puzzle piece representative of YOU!

You will design your puzzle piece in your own way, but it must be easy to understand to the viewer.

The following are the components to include (worth 5 points each):

___ Your first name (and last initial if necessary) – make it stand out!

___ Something you are skillful at. List it here _____

___ Something you are appreciated for. List it here _____

___ Something you are responsible for. List it here _____

___ Something that you are proud of. List it here _____

___ Something special about you. List it here _____

___ If you added anything else to your puzzle piece (extra credit), explain it here:

___ How does this project help the class members and the class as a whole? _____

___ / 35 points

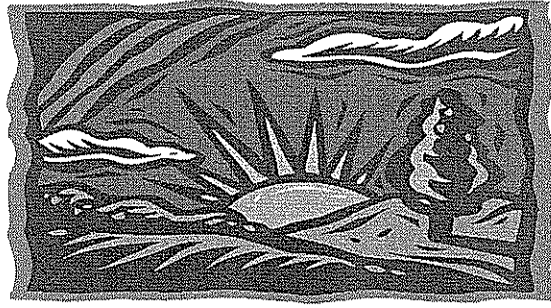
NHES 1 CC, NHES 4 IC, NHES 8 ADV

Objective – After lessons on self-esteem and diversity, students will list qualities of themselves that enhance self-esteem and communicate messages of diversity and embracing individuality.

Objective – Students will explain that the puzzle enhances self-esteem and contributes positively to class morale.

Scavenger Hunt

Stress Management Scavenger Hunt



Take a Hike!

Worth: 40 Points

Due Date:

Directions:

- Pick a hike/nature walk destination. Research destinations online and bring in information for two possible destinations on _____. This information should include the name and location of the hike destination, as well as any description and/or trail map of the destination helpful to Dr. Clark to determine the appropriateness of the destination. Your hike destination must be pre-approved by Dr. Clark before hike day. No city parks, such as Roger Williams or Slater. No Lincoln Woods. Try state parks and Audubon locations. Failure to adhere to these steps is cause for failure of the project.
- Take a picture of you at trailhead or beginning point with sign in background.
- Take a few pictures of you along the way.
- Take a picture of you at the furthest point (such as the viewpoint) with a view of your surroundings in the background.
- Obtain a map of the hiking area.
- Make sure to bring plenty of water and a snack. Dress in layers for the weather and terrain.
- Notice items on the Scavenger Hunt checklist (below) as you hike. Find a way to document each category. This can be with picture, real item, or representation of item. Be kind and respectful to environment.
- Enjoy the experience and relax. Remember to hike in silence for at least 15 minutes.
- Develop pictures. Black and white photo copies are not accepted.
- Ten points are allotted for adhering to all assignment prompts.
- Make a scrapbook of your experience. Be creative!! Extra Credit possible!

NHES 1 CC, NHES 7 PHB

Objective: Students will explain how outdoor physical activity can enhance health and reduce stress

Objective: Students will realize that a useful and enjoyable stress management tool is walking in nature

Objective: Students will apply wellness concepts to a nature walk

Objective: Students will explain the wellness benefits of a nature walk

- **Cover page** includes your name, name and location of your destination, and date of hike. 2 pts.
- **Section One** includes the pictures of you at the beginning, along the way and at the furthest point. At least 5 pictures. Also include the map (if applicable) in section one. 10 pts.
- **Section Two** includes the 10 specific Scavenger Hunt categories represented by artifacts or pictures. All categories must be clearly captioned and explained and the numbers (see below) must be located next to each caption. Example: #1 Beautiful - A lake. It is beautiful because of its calmness and deep colors. 10 pts.
- **Section three** includes a 1-1 ½ page 12-font double spaced typed summary of your experience *including*
 - A. your thoughts when you hiked in silence for at least 15 minutes. 2 pts.
 - B. it's relation to *at least* three dimensions of OSSIPLEE wellness (name the dimension and how it connects to the hike). 4 pts.
 - C. it's relation to the course. 2 pts.
- This assignment will not be accepted unless *all* items are included in the scrapbook, and it is on time. Allow for picture development time. No late work accepted. Hikes to destinations not pre-approved will not be accepted. Have a fun time!
- Extra Credit possible - see Dr. Clark.

On your **Scavenger Hunt** hike you are to notice something:

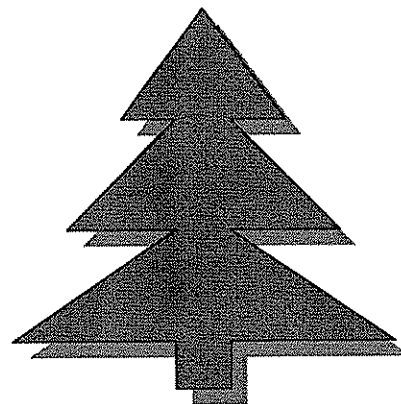
1. Beautiful
2. That smells good
3. That brings a smile to your face
4. That is relaxing
5. That you actually felt/touched
6. That is health-enhancing
7. You realized

Also notice:

8. What is the sky like today? The weather?
9. What sounds of nature did you hear?
10. What did you enjoy along the way?

These items must all be represented in your scrapbook.

Have a safe and enjoyable experience!



NHES 1 CC, NHES 7 PHB

Objective: Students will explain how outdoor physical activity can enhance health and reduce stress

Objective: Students will realize that a useful and enjoyable stress management tool is walking in nature

Objective: Students will apply wellness concepts to a nature walk

Objective: Students will explain the wellness benefits of a nature walk

Name _____

_____ / 40 pts.

Scavenger Hunt

- _____ Ten points are allotted towards project quality and following assignment prompt.
 - Make a scrapbook of your experience. Be creative!! Extra Credit possible!
 - _____ Cover page includes your name, name and location of your destination, and date of hike. 2 pts.
 - _____ Section One includes the pictures of you. 10 pts.
 - _____ Section Two includes the 10 specific Scavenger Hunt categories represented by artifacts or pictures. All categories must be clearly captioned and explained and the numbers (see below) must be located next to each caption. 10 pts.
 - Section three includes a 1-1 $\frac{1}{2}$ page 12-font double spaced typed summary of your experience *including*
 - _____ your thoughts when you hiked in silence for at least 15 minutes. 2 pts.
 - _____ it's relation to *at least* three dimensions of OSSIPPEE wellness (name the dimension and how it connects to the hike). 4 pts.
 - _____ it's relation to the course. 2 pts.
- (_____ Extra Credit)
- This assignment will not be accepted unless *all* items are included in the scrapbook, and it is on time. Allow for picture development time. No late work accepted. Hikes to destinations not pre-approved will not be accepted.

On your **Scavenger Hunt** hike you must notice something.....

1. Beautiful
2. That smells good
3. That brings a smile to your face
4. That is relaxing
5. That you actually felt/touched
6. That is health-enhancing
7. You realized
8. What is the sky like today? The weather?
9. What sounds of nature did you hear?
10. What did you enjoy along the way?

Stress Management Plan (Umbrella)

Name _____

____/20 pts.

Stress Management Plan

Directions: You will design a visual representation of your stress and stress management techniques. It must include the following elements, and include reflection. Try to limit paper/poster size to 14 x 14. Staple this to your drawing and reflection.

Part One:

1. Draw ten objects that represent your specific stressors, and identify them.
2. Draw ten objects that represent your positive stress management strategies, and identify them.
3. Draw you in a protected/take-control/powerful manner.
4. Make the drawing very colorful.

(Example of above to be given in class.)

Part Two:

Type (using 12 font & double spacing) the relationship between your stressor and stress management connections in the following manner:

How will each one of the elements in your stress management plan directly affect or prevent your stressors? Write no more than **one to two sentences** for each of the 10 making this connection. You should make a list and number them 1-10. Make the stressor and the technique stand out. For example, use bolding or underlining. Although a stress management technique can help more than one stressor, please match up the stress management technique with the stressor it is primarily targeting.

At least 7 of your stress management tactics must be *preventative, pro-active, and/or cognitive restructuring or behavior modifying*. For example, if one of your stressors is arguing with your parent, come up with a tactic that

- a. reduces the occurrence
- b. prevents events from happening
- c. changes the relationship
- d. de-escalates the intensity

A-D above *are* examples of preventative and pro-active change tactics.

Avoid overuse of tactics such as the following:

- a. listen to music
- b. exercise
- c. punch something
- d. go hang with friends

If you have designed a drawing other than the “umbrella” model, please explain it in a few sentences. It must include all the elements from the directions (above).

XC possible for extra effort and creativity. See attached scoring rubric.

NHES 1 CC, NHES 5 DM, NHES 6 GS

Objective – Students will design a proactive and preventative personal stress management plan.

Stress Management Drawing - Scoring Rubric

	Eagle	Par	Bogie
Elements	<p>10 stressors clear. Ten strategies clear. You in protected/powerful manner. Unique and effective idea.</p> <p style="text-align: center;">6-7 points</p>	<p>10 stressors clear. Ten strategies clear. You in protected/powerful manner.</p> <p style="text-align: center;">5 points</p>	<p>Elements missing or unclear. Ineffective idea.</p> <p style="text-align: center;">Up to 4 points</p>
Presentation	<p>Extra effort and/or creativity beyond par. (must at least reach par)</p> <p style="text-align: center;">6-7 points</p>	<p>Colorful, and appealing, and inviting to view. Message was clear. Neat.</p> <p style="text-align: center;">5 points</p>	<p>Drawn in pencil or one to two colors and/or message not clear, and/or not neat.</p> <p style="text-align: center;">Up to 4 points</p>
Reflection and Presentation Details	<p>Detailed and clear connections. Nine to ten tactics were preventative, pro-active, restructuring and assertive. AND Presentation details followed</p> <p style="text-align: center;">11-12 points</p>	<p>7-8 tactics were preventative, restructuring, and assertive. Clear and effective connections made. AND presentation details followed</p> <p style="text-align: center;">8-10 points</p>	<p>Disconnection between stress and strategy and/or fewer than 7 tactics were preventative, pro-active, restructuring or assertive or presentation details not completely followed</p> <p style="text-align: center;">Up to 5 points</p>

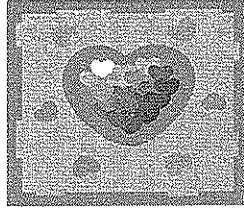
NHES 1 CC, NHES 5 DM, NHES 6 GS

Objective – Students will design a proactive and preventative personal stress management plan.

Haiku

Name _____

_____/15pts



Love Haiku

Please write a Haiku/Senryu love poem. If you are not familiar with this form of poetry, you may do some research online. A couple resources are:

www.healinglovernotes.com/haiku-poems.html

www.wikihow.com/define-love

You will need to compose an original poem. You may not borrow any of it from previously composed work. It must have the 5/7/5 syllables. It must represent consummate love (see textbook), but should not merely list the 3 components. It should include an element of nature. It should be creative and easy to understand. If reader cannot easily detect the themes, you may not receive full credit. Here is an example for this assessment...

I know you deeply

Like a fire you heat me

Forever we're one

In the above example, the first line expresses intimacy, the second line expresses passion and the third expresses commitment. Fire is the element of nature. It has 5/7/5 syllables. It is easy to understand.

Type Haiku and put your name on your paper. Staple this 2 page handout to your work.

Bring to class on _____, and submit to SafeAssign.

Haiku Rubric

	<i>Orgasmic 4 pts.</i>	<i>Plateau 3 pts.</i>	<i>Excitement 1-2 pts.</i>	<i>Refractory 0 pts.</i>
<i># of Syllables</i>		<i>Lines in 5/7/5</i>	<i>One line in error</i>	<i>2-3 lines in error</i>
<i>Consummate</i>		<i>All 3 elements easily detected</i>	<i>1-2 elements missing, hard to detect or incorrectly described</i>	<i>All 3 elements missing, hard to detect or incorrectly described</i>
<i>Nature</i>	<i>Use of nature very obvious and enhances meaning</i>	<i>Nature apparent</i>	<i>Nature misused or unclear</i>	<i>Nature missing</i>
<i>Comprehension and Creativity</i>	<i>Easy to understand and Very creative and reaches plateau for syllables, consummate and nature</i>	<i>Easy to understand and/or Somewhat creative</i>	<i>Challenging to understand and/or Needs more creativity</i>	<i>Very difficult to understand and/or No creativity</i>
<i>Presentation</i>	<i>Reaches plateau for above criteria and shows extra effort in presentation</i>	<i>Paper is Typed and Stapled Spelling and grammar is correct Name is on paper</i>	<i>Paper contains some spelling or grammatical errors or Name is missing or is not stapled</i>	<i>Paper is not typed and/or Contains spelling and/or grammatical errors and/or Name is missing and/or is not stapled</i>

Creative Writing

Name _____

Due Date: _____

_____/20 pts

Log Cabin Experience-Creative Writing

Assignment:

Read the prompt on the following page....

Type a two-page paper double-spaced.

Staple this cover sheet to your paper.

Your choice of font, but must be size 12.

Submit to SafeAssign also.

- Incorporate at least one thing that you See, Smell, Hear, Touch and Taste into the piece. Please describe how things look, smell, sound, feel and taste. Identify each by placing the sense in parenthesis after the sensory description.
- The piece must be positive, reflective, and include a tone of new realizations and/or current gratitude.

Assessment:

_____5 points attention to presentation detail (grammar, punctuation, spelling, font, stapled, etc.)

_____5 points sensory inclusion and description

_____5 points positive, reflective, thankful, etc.

_____5 points expression, creativity, flow, readability, and effort.

NHES 1 CC, NHES 4 IC, NHES 7 PHB

Objective – After lessons about imagery, stress management, and accessible strategies, the students will demonstrate creative writing with sensory infusion as a stress management technique.



A LOG CABIN EXPERIENCE: CREATIVE WRITING (with sensory inclusion)

For many people, a log cabin tucked away in the mountains exudes romance and freedom; a communal spell with nature, a chance to leave life's drudgeries behind, a time to nurture the soul, rejuvenate the human spirit, and even clean out the cobwebs of the mind. At the turn of the nineteenth century, many mountain cabins were built for such escapes. Often the cabs contained a log book where visitors could share a word or two, such as a memorable experience or even a story for future cabin guests, and could be entertained with the exploits and stories of previous cabin visitors.

The chance for solitude high in the mountains often stimulates creative expression. Creative writing can be a healthy expression of thoughts, ideas, and feelings through the eyes of another character, in the third person voice or the first person in a new time period. Close your eyes for a moment and imagine you are sitting by the stone hearth in front of a large, glowing fire under a huge rack of deer antlers. Smell the pitch of the pine as it sparks and crackles in the fire. See the shadows of the fire dance on the log cabin walls, and feel the warmth of the lambskin rug underneath you as you sip a cup of hot tea or coffee. Imagine now, that it is your turn to write an entry in the cabin's visitors' log. What creative story do you have to pass along in these pages? (Seaward)

NHES 1 CC, NHES 4 IC, NHES 7 PHB

Objective – After lessons about imagery, stress management, and accessible strategies, the students will demonstrate creative writing with sensory infusion as a stress management technique.

Fortune Teller (Coutie Catcher)

My Drug Free Life – Part 2

1. Student will list 8 positive life goals. There should be 4 in the next 5 years, and 4 in the years beyond that. There should be a statement of how the student will feel when he/she accomplishes those collective goals. This should include 3 positive emotions. 5 points

In the next five years I will.....

- 1.
- 2.
- 3.
- 4.

Five long term goals of mine are.....

- 5.
- 6.
- 7.
- 8.

On the back of the paper describe: When I accomplish these 8 goals I will feel..... and, the connections drugs and life goals have are.....

2. The student will list factors influencing them to use drugs now and in the future. These can be any combination of 8 risk factors (AKA influencing factors, triggers, etc.)
3. The student will then list realistic strategies they can utilize to prevent, reduce or eliminate those triggers from causing the student to choose drugs.

Risk Factor	Strategy to prevent, reduce or eliminate the risk
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

5 points

NHES 6 Goal Setting, NHES 2 Analyzing Influences, NHES 8 Advocating

Objective – The students will list drug-taking influences

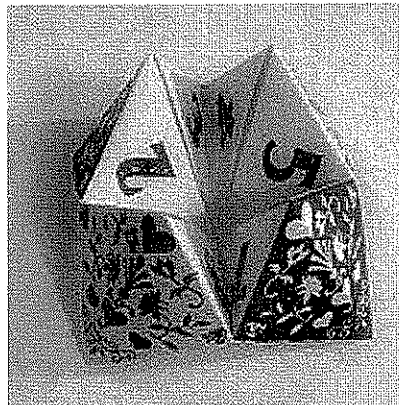
Objective – The students will choose strategies to prevent, reduce or eliminate risks of ATOD use

Objective – The students will describe the relationship between ATOD use and life goals

Objective - The students will feel a drug-free life is more beneficial to achieving life goals than a drug life is

4. The student will then create a fortune teller / coutie catcher (directions attached). Attach the fortune teller to this work with a paper clip.

	Above Standard	Standard	Below Standard
Elements	Several unique and insightful ideas to remain drug-free 6-7 points	8 Risks and 8 Realistic Strategies to remain drug free 4-5 points	Elements missing or unclear. Ineffective or unrealistic ideas. 0-3 points
Presentation	Extra effort and/or creativity beyond standard (must at least reach standard) 6-7 points	Three or more colors, Numbered, Illustrated or visually represented, Neat, and Error Free 4-5 points	Drawn in pencil or one to two colors messy, and contained spelling errors or missing numbers or no illustrations or visual representations 0-3 points



NHES 6 Goal Setting, NHES 2 Analyzing Influences, NHES 8 Advocating

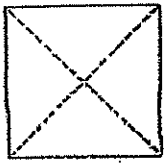
Objective – The students will list drug-taking influences

Objective – The students will choose strategies to prevent, reduce or eliminate risks of ATOD use

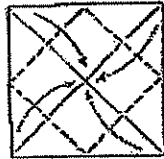
Objective – The students will describe the relationship between ATOD use and life goals

Objective - The students will feel a drug-free life is more beneficial to achieving life goals than a drug life is

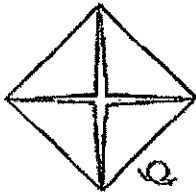
Drug-Free Life Fortune Teller



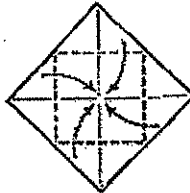
1. With pictures face down, fold on both diagonals. Unfold



2. Fold all four corners to centre



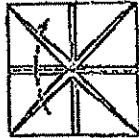
3. Turn paper over



4. Again, fold all corners to centre



5. Fold paper in half and unfold



6. Fold in half from top to bottom. Unfold. Fold in half the other way.



7. Slide thumbs and forefingers under the squares and move the fortune teller back and forth to play

8. Decorate

1. On outer flap write:

My – Drug – Free – Life

2. On the 8 pizza slices write a variety of your:

Influences

Triggers

Risk Factors

Temptations

3. On underside, write a positive coping strategy for each of the 8.

Indicate the number (1-8) next to the corresponding strategy.

4. Color & add illustrations & decorations.

5. Make it neat and error-free.

TO USE:

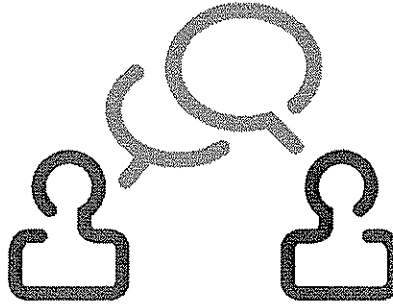
1. Spell out the chosen word (ex. D-R-U-G) as you move the Fortune Teller back and forth.

2. Pick a number 1-8 and move the Fortune Teller the corresponding number of times back and forth.

3. Lift the flap to read how you can lead a drug free life!!

Speed Match

Speed Match



Tell students: “After the unit on relationships, here is your chance to show you can recognize healthy relationship qualities and avoid forming relationships with people who would create an unhealthy one!”

Directions:

Step One: Students will place their desks in two lines facing each other. There will be row A and row B.

Step Two: Each student will receive a card. This card will describe personal qualities, characteristics, and values. It may describe what someone is looking for in a relationship.

Step Three: Tell students, “You will briefly explain to the student sitting across from you what is on your card. They will do the same.”

Step Four: Next, all students in Row B will move to the seat to their right. The student at the end of Row b will move to the beginning of Row B. Students will repeat Steps Three and Four until returning to their original spot.

Step Five: Tell students, “You will consider everyone you met during Speed Match and decide which, if any, of the players in the game is a good match for you.”

Step Six: The teacher will ask each student one by one in Row A to declare if they found a match, and if so, join their match and stand off to the side of the room.

Step Seven: There should be some students that are not matched as there are cards that describe people that would not be a healthy partner.

Step Eight: Spend time asking students:

- a. How were decisions reached?
- b. Why did they think they were a good match for chosen partner?
- c. What qualities on their card and qualities of their partner would make a good match?
- d. What qualities in people would be red flags?
- e. What qualities in people would indicate they are either not ready for a relationship or choose not to be in one?

For Instructor: What percentage of matches were correct? How well were students able to answer the questions?

Time Management

Name _____

Directions: Complete this entire document, and bring to class on the due date. _____ / 15pts.

Time and Money Management

1. Fill in the "How I Spent My Week" chart for seven days in a row each day.
2. After completing the chart, write down the number of hours spent performing the following kinds of activities. Choose a category if multitasking, or split the time in half into two categories. If you cannot find any category for your activity, list this category next to the blank lines provided at the end of the list. Hint: Usually all tasks fit into the categories provided.
3. Next, add up the number of hours you have listed for all categories. This must equal 168. If not, you have listed your hours incorrectly, so re-check your work.
4. Next, divide the number of hours in each category by 168. Ex. If you slept 60 hours, you would punch in $60 \div 168 \times 100 =$ into your calculator. You would get 35.71428. Round up. In the column under % time spent, you would record 36 %. This means you spent 60 hours sleeping, and that is 36% of your week. Continue to calculate the percentages of time spent for each category.
5. Next, add up the percentages. This should equal or be within a few percentages of 100. If not, you have listed your percentages incorrectly, so re-check your work.

No. of hours spent	divided by 168 (hours in a week)	= % time spent
_____ hrs. Sleeping		_____ %
_____ hrs. Working		_____ %
_____ hrs. Studying		_____ %
_____ hrs. Class		_____ %
_____ hrs. Eat/Groom		_____ %
_____ hrs. Active Recreation (sports, exercise, active hobbies, etc.)		_____ %
_____ hrs. Passive Recreation (T.V., video games, computer, phone, reading, hanging)		_____ %
_____ hrs. Travel (commute, trips home, etc.) travel for sports include in Active Rec.		_____ %
_____ hrs. Socializing (parties, bar, movies/eating out, etc.)		_____ %
_____ hrs. Chores (food shopping, cleaning, laundry, etc.)		_____ %
_____ hrs. _____		_____ %
_____ hrs. _____		_____ %
_____ = Total hrs. (Must equal 168)	Total (Must equal 100%) =	_____ %

6. Explain below what you could do differently with the way you spend your time, and also what benefit(s) you would see as a result.

How I Spent My Week

<u>TIME</u>	<u>MON</u>	<u>TUES</u>	<u>WED</u>	<u>THUR</u>	<u>FRI</u>	<u>SAT</u>	<u>SUN</u>
6-7AM							
7-8							
8-9							
9-10							
10-11							
11-12							
12-1PM							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							

Time and Money Management

Part 1: Answer questions 1-3 in reference to TIME management.

1. List in order of importance (1=most important) your top five responsibilities/priorities.
2. List five resources (resources are tools/aids/things you use to help you accomplish the above).
3. List three things you spend time doing that are not essential or are not priorities. (These are often how we procrastinate or how we waste time)

Part 2: To better manage your MONEY, answer the following questions.

4. List three things you NEED to spend your money on now, and three things you just LIKE to spend it on.
5. How do you keep track of your money (income/expenses)? How could you improve?
6. Do you live within your means? In other words, do you spend only what you earn? If not, list two changes you could make to do so.
7. List three things you would like to buy in the future that you don't have the money for now. If you continue to spend money the way you do now, will you be able to afford them?
8. List five inexpensive, or better yet, FREE pleasures in life.

NHES 1 CC, NHES 2 AI, NHES 3 AVI, NHES 5 DM, NHES 6 GS

Objective – After activities regarding time management, the students will evaluate their own time management

Affirmation

Name: _____

Affirmations

Learning about Affirmations:

A strategy in building self-esteem and cognitive restructuring is giving yourself affirmations. This will change negative self-talk. With an affirmation, you affirm (in the present) something you want to create in your life in the future. If you've been telling yourself that you may never find the right job, you're probably right. If you feel less than confident about your relationships or future, then you are not providing yourself with the proper fuel for success. If you continue to think the same way, you'll continue to get the same outcomes. However, you can change this pattern if you change your thinking. If you start today to affirm what you want, you will create that outcome for yourself in the future.

To build an affirmation statement, take the following steps:

Step #1: Write three statements that presently and truthfully express how you currently feel about yourself or your life and would like to change. Ex. *I am anxious; I feel like a failure; I can't focus; My temper is out of control, etc.*

- a. _____
- b. _____
- c. _____

Step #2: Write three affirmations that are the opposite of the above. You do this by following two basic but important rules...

1. State them in the present tense. Ex. *I am....., I have....., etc.* The reasoning is that your behavior tends to mirror what you believe. When you state something to yourself as if it were true today, your behavior will come into alignment with the belief more quickly than if you state it as being true in the future.
2. State them positively. Ex. *I accept myself* (instead of *I won't criticize myself*). The reasoning is your our mind will work more effectively with affirmations that express what you want rather than what you don't want.

Your affirmations are:

- a. _____
- b. _____
- c. _____

NHES 1 CC, NHES 2 PHB

Objective – Students will demonstrate positive self-talk through development of a personal positive affirmation.

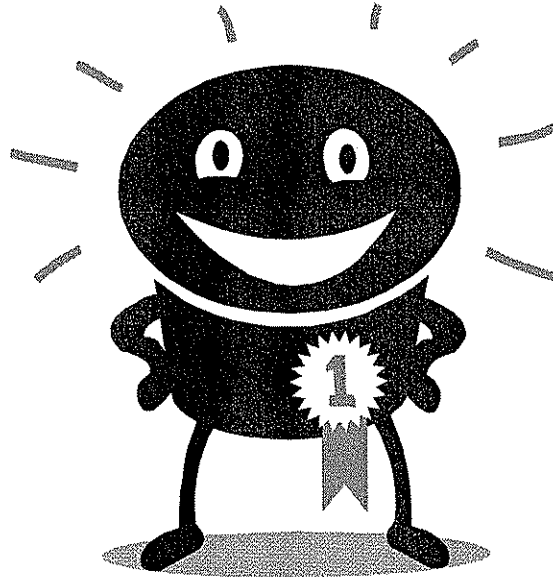
Objective – Students will apply the concepts of positive affirmations to a personalized affirmation.

Affirmation Assessment:

Step #3: Pick one of your affirmations from Step#2 (above). Using the hard stock card supplied by the instructor and colorful and creative art supplies, design a personalized affirmation card. Write your affirmation on one side. Put your name on the back of the card. Color, design and decorate the card so it is appealing and powerful to you. Remember the affirmation statement itself should be the most prominent feature of the card, so don't overdo the pizzazz. Add just enough so you will like to look at it everyday and so that it shows effort.

Step #4: Use it everyday. Your affirmation needs a chance to be heard frequently. Say it to yourself often, but at least everyday in the morning and before bed. Place it in a location where you will see it everyday often. When your stop seeing it, place it in a new location so it catches your eye. Suggested locations are: your planner, refrigerator, mirror, car, notebook, journal, etc. On the back of your affirmation, list the days of the week for one week. Place a checkmark on the calendar for each time you say the affirmation to yourself. Write a reflection statement after a week of using your affirmation at least twice a day.

You will begin to notice a difference after consistently practicing positive affirmations and other healthy behaviors. You will be pleased with the results!



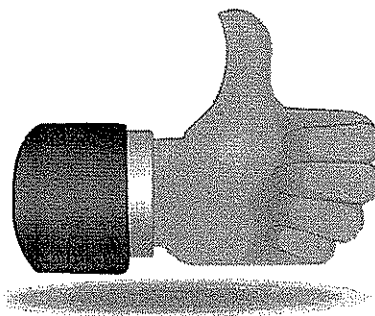
NHES 1 CC, NHES 2 PHB

Objective – Students will demonstrate positive self-talk through development of a personal positive affirmation.

Objective – Students will apply the concepts of positive affirmations to a personalized affirmation.

Affirmation - Scoring Rubric ___ / 15

	Above and Beyond	On Target	Developing
Tense		Present tense is strong and clear 3-4 points	Tone of or use of future tense. 0-2 points
Presentation	Extra effort and/or creativity beyond target. 5-6 points	Colorful, and appealing, and inviting to view. Message stood out prominently. Neat. 2-3 points	Needed more color and/or effort. Message needed to be more apparent. 0-2 points
Tone		Positive 3-4 points	Negatives or negative connotation used. 0-2 points
Use	Used it more than twice every day and reflection included 1 point	Used it twice a day and reflection included 3-4 points	Used it less than twice a day or reflection was not included 0-2 points



NHES 1 CC, NHES 2 PHB

Objective – Students will demonstrate positive self-talk through development of a personal positive affirmation.

Objective – Students will apply the concepts of positive affirmations to a personalized affirmation.

Advertising Strategies

YOUR NAME _____ / 25 PTS.

PRODUCT _____

INFLUENCING THE CONSUMER

Directions:

One of the influencing factors for ATOD use is the marketing and advertising of products. The products may be alcohol, tobacco products, prescription drugs, over-the-counter drugs, health-“enhancing” products and supplements. This assignment will assess your knowledge of persuasive and often deceptive advertising strategies used to sell health-related products and services.

For this assignment you will design a print advertisement intended to convince individuals to send money for your health-related product or service. Imagine your advertisement will appear in a popular magazine. You will have one 8 ½ x 11 page to work from.

Select a condition and a product/treatment. Be creative!!

Next, write the text of your ad using at least 4 of the advertising techniques that follow.

Be creative with your design and layout. Make sure there is not too much text or overcrowding. Use of technology encouraged.

On the back or attached, list the techniques used and the way you used them.

Do not share these with your classmates! They will need to guess!

NHES 2

Objective – Students will utilize at least four advertising strategies in an ad intended to deceptively sell a health-related product or service.

Objective – Students will recognize that advertisements for health related products and services can be deceptive.

YOUR NAME _____

NAME OF ADVERTISER _____

PRODUCT _____ / 30 PTS

ADVERTISEMENT- Scoring Rubric

	Gold	Silver	Bronze	In Training
Advertising Techniques	More than 4 well-chosen techniques used. 7-10 points	4 techniques used AND the techniques were a good fit for the product. 5-6 points	3 techniques used OR the techniques used were not a good fit for the product 3-4 points	Less than 3 Techniques used or not the best fit for product. 0-2 points
Presentation	Extra effort and/or creativity beyond "silver". 11-13 points	Effective use of color and spacing AND Appropriate visuals and font AND Eye-catching. Neat. Creative. Strategies explained. 8-10 points	Somewhat neat, creative and eye-catching AND visuals could have been more appropriately selected OR color and spacing needing improvement OR strategies listed by not explained 5-7 points	Elements not neatly drawn or applied. More effort and attention to compilation detail or design needed. List of strategies missing. 0-4 points
Buyer Appeal	In addition to "silver" qualities, ad is very clever. 10-12 points	Persuasive AND Convincing 7-9 points	Needs more persuasive strategies OR the message is not convincing 4- 6 points	Needs more persuasive strategies AND the message is not convincing 0-3 points

NHES 2

Objective – Students will utilize at least four advertising strategies in an ad intended to deceptively sell a health-related product or service.

Objective – Students will recognize that advertisements for health related products and services can be deceptive.

Techniques Commonly Used in Deceptive Advertising*

1. **Appeal to authority** (doctor, scientist, someone famous, etc.).
2. **Appeal to emotions** (fear/worry, sex, self-esteem, etc.).
3. **Small print.**
4. **Talk negatively about conventional medicine** (its: dangerous, not natural, mostly about money, etc.).
5. **Focus on symptoms that “come and go” naturally** (pain, fatigue, insomnia, etc.).
6. **Promise a quick or painless cure.**
7. **Claim the product is made from a special, secret, or ancient formula.**
8. **Claim to cure a disease that hasn’t been cured by medical science.**
9. **Make statements that the product is an effective cure-all or diagnostic tool for a wide variety of ailments.**
10. **Promote the product using dramatic words** like “scientific breakthrough,” or “miraculous cure.”
11. **Use impressive-sounding terms.**
12. **Include undocumented case histories or personal testimonials** by consumers or doctors claiming amazing results.
13. **Emphasize limited availability or advance payment requirements.**
14. **Offer products and services only by mail or from one company.**
15. **Offer an additional free gift or a larger amount of the product as a “special promotion”.**

*(Meeks & Heit) and (Brown, S)

NHES 2

Objective – Students will utilize at least four advertising strategies in an ad intended to deceptively sell a health-related product or service.

Objective – Students will recognize that advertisements for health related products and services can be deceptive.

Shield

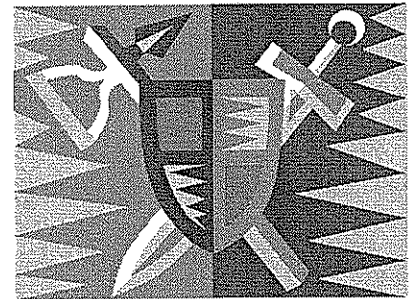
Your Shield

Directions: After reading about and discussing the following Risk and Protective factors for ATOD use, place a check in the R or P column to indicate if the factor was/is a Risk or a Protective factor for you.

Risk	Factor	Protective
	Age of onset	
	Youth perception that parents approve of their alcohol or drug use	
	Peers engaging in problem behavior	
	Early and persistent problem behaviors, risk-taking, and high sensation-seeking	
	Parental monitoring (or perception of monitoring)	
	Parent or older sibling drug use (or perception of drug use)	
	Low perception of harm	
	Strong parent and adolescent relationship and family cohesion	
	Youth access and availability	
	Poor school achievement and low school bonding	
	Youth engaged in extra-curricular activities	
	Religiosity	
	Mental disorder	
	Youth perception of the trouble you would get in	
	Youth exposure to education or prevention	

Next, you will design a shield against ATOD use. You will need up to 6 Protective measures represented on your shield. If you do not already have 6 checked from above, you will choose Risk factors and then represent a strategy to turn those Risk factors *into* Protective factors. Your shield needs to be neatly and colorfully illustrated with very limited text. It needs to be in the shape of a shield. Please attach this sheet and use a highlighter to indicate which factors (above) you represented on your shield. It is due on _____.

	Bullet proof	Fragile	Permeable
Number of PFs	At least 6 protective factors 5 pts	5 protective factors 3-4 pts	4 or less protective factors 0-2 pts
Illustrations	Representative of idea AND Neat and colorful 5 pts	Somewhat representative OR Somewhat neat and/or colorful 3-4 pts	Unclear representation OR Not neat or colorful 0-2 pts
Presentation	Shield shape Highlights used Work attached 5 pts	Shield shape But no highlights OR work unattached 3-4 pts	Not shield shape 1-2 pts



NHES 2 AI, NHES 1 CC

Objective – Students will analyze factors influencing ATOD use.

Assertiveness

ASSERTIVENESS

Introduction: "I" statements allow you to express feelings without blaming others. They connect *your* feelings to the other person's actions. "I" statements provide a tremendous amount of safety for the assertive individual because they usually keep the other person from getting defensive and angry. You are not accusing the person of being bad, but merely stating what *you* want or feel entitled to.

1. **"I think...."** – include specific information about the situation. Include examples and/or evidence to support your statement. Stick closely to the facts, and do not make inferences about the motives or feelings of others.

Example: *"I think you have been drinking too much alcohol lately. I noticed you have a couple beers before going out, then several at the bar. You have been hung over the last several times after a night out drinking. I have also dealt with you after you have passed out and I have found it nearly impossible to get you home."*

An example of what NOT to say: *"You are an inconsiderate drunk all the time."*

2. **"I feel..."** – include your emotional feelings that are the result of the situation.

Example: *"I feel worried."* OR *"I feel concerned."* OR *"I feel frustrated."* Etc. You may state more than one emotion if more than one feeling is being felt.

3. **"I want..."** – include your specific request. AND

4. **What if** – include the positive or negative consequences of their upcoming actions .

Example: *"I would like you to limit your drinks to no more than 3 and limit your nights of drinking to no more than 3. If you don't do this, I recommend you get counseling for your drinking behavior. I will not continue to support this current behavior, but I will support you in your attempts to cut back or get sober. You will feel better about yourself and your health, and our relationship can be healthier."*

5. Let's practice identifying the components of an assertive statement (on separate worksheet).
6. **Directions:** On the back, first write a brief summary of an issue that you are going to write an assertive script about. Second, write the assertive script using the three "I"s of the assertiveness training. Place your entire script in quotes because it is what you would actually speak to another person. You do not need to write what you think the other person might say in response.

Directions: With a small group, you will act out your assertiveness. This will be based on your problem (above) and the assertive statement you wrote. You will receive feedback from your peers afterward. When all peers have concluded this process, please take a minute to SELF-score your assertiveness using the following rubric. Pass this to the instructor. Summarize here the feedback you received from your peers:

Rubric for Assertive Communication

	Target 3 pts.	Approaching Target 1-2 pts.	Much Improvement Needed 0 pts.
Problem Statement	Included	Pertinent information missing	Not included
I think	Specific and Examples and/or Evidence included Use of "I" made it feel non-accusatory	1-2 elements missing from Target	3 elements missing from Target
I feel	Emotion was clearly stated.	Emotion was stated, but other information was included that was not directly related to an emotional feeling	A feeling was not clearly expressed or other information dominated the "feeling" statement
I want	Clear Specific and Realistic request and +/- consequence included	Somewhat clear request and/or somewhat realistic request and/or consequences included	Broad request Or Consequences forgotten
Verbal Presentation	Eye contact Clear strong voice Confident stance More examples given as needed Use of all 3 "I" statements	Use of all 3 "I" statements And Needed more eye contact Or Needed a stronger voice Or Needed more examples Or Needed a more confident stance	Missing at least one of the "I" statements And/Or Needed more confident physical/non-verbal communication

NHES 4

Objective - On a worksheet and through role play, TSW demonstrate assertive communication.

#1 Verbal Components of Behavior

PASSIVE	ASSERTIVE	AGGRESSIVE
Apologetic words. Veiled meanings. Hedging; failure to come to point. Rambling, disconnected. At loss for words. Failure.	Statement of wants. Honest statements of feelings. Objective words. Direct statements which say what you mean. "I" -- messages.	"Loaded" words. Accusations. Descriptive, subjective terms. Imperious superior words. "You -- messages, that-blame-or label.

#2 Non-Verbal Components Of Behavior

	PASSIVE	ASSERTIVE	AGGRESSIVE
GENERAL	Actions instead of words, hoping someone will guess what you want. Looking as if you don't mean what you say.	Attentive listening behavior. General assured manner, communicating.	Exaggerated show of strength. Flippant, sarcastic style of air.
SPECIFIC			
1. Voice	Weak, hesitant, soft, sometimes wavering.	Firm, warm, well-modulated, relaxed.	Tense, shrill, loud, shaky, cold, "deadly quiet", demanding, superior, authoritarian.
2. Eyes	Averted, downcast, teary, pleading.	Open, frank, direct, eye contact, but not staring.	Expressionless, narrowed, cold, staring, not really "seeing" you.
3. Stance & Posture	Lean or support, stooped, excessive head nodding.	Well-balanced, straighten, erect, relaxed.	Hand on hips, feet apart. Stiff and rigid, rude, imperious.
4. Hand	Fidgety, fluttery.	Relaxed motion.	Clinched, abrupt gesture. Finger-pointing, fist pounding.

Name _____

Date _____

The Assertive Statement

Directions: Read the following assertiveness statement....

I notice your drinking has increased in how often and how much you drink.

For example, last week you partied Thursday, Friday, Saturday nights and Sunday afternoon.

A few months ago you would drink maybe on Fridays and Saturdays.

You have gone from having 2-3 drinks to having enough to black out and be useless the next day.

Plus, when we're together and you've been drinking, you say and do things you don't when you're sober.

For example, you yell at me and call me mean names and accuse me of false accusations.

You also have driven home after drinking and that concerns me!

I think you are drinking too much, too often and it is causing you to change in unhealthy ways.

I feel worried and sad and scared of you.

I want you to quit drinking.

And if you can't, maybe you should talk to someone about it, like a counselor.

I will support you in your recovery, but not in your drinking. I won't be with you this way.

Directions: Mark a T, F, W and WI in the margins above indicating the following components:

"I think"? = T

"I feel"? = F

"I want"? = W

What If .. =WI

What type of non-verbal communication should be used during the conversation?? List signs of an assertive person:

Accessing Valid Internet Health Information

Name _____

Accessing, Evaluating and Summarizing Internet Health Information

Due: _____

Score = _____ / 40 points

You will select a Great internet resource having direct relevance to your project. The resource should help you by: increasing your knowledge of the condition or behavior; providing possible solutions or improvements; or providing self and others a valid source of information and/or service. Articles unrelated to your project will not be accepted.

You practiced comparing Great, Good, OK, and NOT resources. This resource should be a Great one!

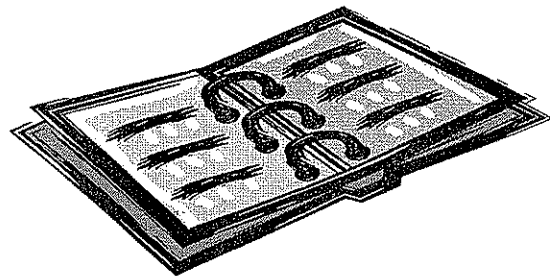
1. **You will evaluate possible resources, select a Great one, print it, and highlight relevant information.** http://www.piedmont.k12.ca.us/phs/pdf/library/Evaluating_Websites.pdf
2. **Type an Annotated Bibliography** – Provide a brief but accurate summary for your “article”. This should be one paragraph between 90 and 150 words. Include APA citation as you have learned in class.

Example of Annotated Bibliography entry:

National Heart Lung and Blood Institute (2012, February). *Explore sleep deprivation and deficiency*. Retrieved from <http://www.nhlbi.nih.gov/health/health-topics/topics/sdd>

Sleep deprivation and deficiency can lead to serious health issues. Sleep is as important as other bodily needs. Sleep deprivation and deficiency can interfere with many of life's responsibilities and functions. An adult needs 7-8 hours of sleep each night, and naps do not help cure debt. To help get better sleep, have a routine each night. Sleep in a quiet and dark or dim room. Avoid big meals, caffeine, alcohol and nicotine near bedtime. Get exercise and fresh air each day. Before bed try a bath or relaxation techniques.

3. **Staple everything together, including this packet.**



NHES 3 and 1

Objective – Students will locate a “Great” health resource

Objective – Students will evaluate a health resource

Objective – Students will summarize and cite an internet resource

Rubric for Accessing, Evaluating and Summarizing Valid Information

	Great 6	Good 4-5	OK 2-3	NOT 0-1
Citation	All information is in the correct sequence, punctuated and complete	Most of the information is in the correct sequence, punctuated and complete	Some of the information is in the correct sequence, punctuated and complete	Little or none of the information is in the correct sequence, punctuated and complete
Summary	Written in your own words, correct length and captures the important points	Mostly written in your own words and correct length and captures important points	Some of it was written in your own words or almost the correct length and/or captures some important points	Little or none of it was written in your own words or it was not the correct length or did not capture important points
Resource Author	Stated, credentials stated, and contact info available	Stated but credentials or contact info is missing	Missing two of the following: Author, credentials, contact info	Missing author, credentials and contact info
Resource Purpose	Clearly stated purpose and any bias revealed	Purpose hard to find or questionably bias	Purpose unclear and bias suspected	Clearly bias and purpose was missing
Resource Content and Currency	Accurate, updated regularly, easy to read, and Informative	Accurate, easy to read, and informative. Needs updating	Needs updating and questionable accuracy. Easy to read and somewhat informative	Inaccurate
Resource Technical Aspects	Easy to navigate, free, links provided, visually appealing, limited ads and free of errors	4 or 5 of the qualities of a Great site included.	2-3 of the qualities of a Great site included	0-1 of the qualities of a Great site included
Highlighting	Is Good and chose most relevant aspects of article	Highlighted areas seem to match annotation and amount of highlighting sufficient	Highlighted areas seem to match annotation or amount of highlighting is sufficient	No highlighting or too much highlighting or highlighting did not match annotation
Conventions	Earned at least a 3 in Summary and written with no errors in grammar, spelling and punctuation; And, attention to detail followed	Earned at least a 3 in Summary and written with few errors in grammar, spelling and punctuation; and, attention to detail followed	Earned at least a 3 in Summary and written with some errors in grammar, spelling and punctuation; or, attention to detail followed somewhat	Earned at least a 3 in Summary and written with several errors in grammar, spelling and punctuation; or, attention to detail not followed

NHES 3 and 1

Objective – Students will locate a “Great” health resource

Objective – Students will evaluate a health resource

Objective – Students will summarize and cite an internet resource

Goal Setting

Short/Simple

My Healthy Life!**Directions:**

1. Pick a health-related behavior to improve in the upcoming week. You will track this behavior for seven consecutive days.
2. To start, fill in the chart on the following page. (5 points)
3. Then, design an electronically produced journaling tool to keep track of progress daily.
4. You will need the date, the objective you want to reach, the goal you want to reach and a clear and simple method of recording your progress.
5. Record your progress each day for one week. Staple it to this cover sheet when it is complete.
6. Type and attach the following questions with your answers: (10 points)
 - a. How successful were you at this goal? What contributed to the accomplishment or failure of goal attainment?
 - b. What could you change to improve the goal attainment in the future?
 - c. How do you feel after reflecting on this process?
 - d. What is the next health-related goal you should try to achieve and why?
7. Make sure to attach everything together and check your spelling and grammar. Be prepared to possibly discuss your SMART goal with the class. (5 points)

NHES 6 Setting Goals to enhance health & NHES 7 Practice health-enhancing behaviors

Objective - After the lecture, students will apply a personal health goal to the SMART goal setting model.

Directions: Fill in the words of the SMART Model of Goal Setting, and fill in information about your personal goal.

Model Components	Application to Yourself
S	What is your clear and detailed goal?
M	How will you know if you are accomplishing the objectives?
A	What are your objectives? What are the steps?
R	How is this personally important to you?
T	What are the start and completion dates?

NHES 6 Setting Goals to enhance health & NHES 7 Practice health-enhancing behaviors

Objective - After the lecture, students will apply a personal health goal to the SMART goal setting model.

Goal Setting

Long/Involved

Behavior Change Project Guidelines Personal Health

This assignment will provide the student the opportunity to apply concepts learned in Personal Health class. It will also provide an opportunity for the student to observe, change, and reflect on their personal wellness in the hopes of improving health.

The student will do the following:

1. After an introduction to wellness, choose a particular area of health to target for change. Be as specific as possible.
2. Complete the worksheet and other relative class exercises to start building the final project. Keep all materials from the class for later revision and presentation.
 1. Keep a daily JOURNAL of thoughts, feelings and most importantly, ACTIONS having to do with this target.
 - a. The journal should be exclusive of other information. In other words, do not use this journal for other purposes. This journal is for you to track progress towards your goal by keeping account of objectives. It is an analysis.
 - b. Do not write it addressed to instructor
 - c. You will be graded on how clear and easy to follow it is; how complete and conscientious it is. It should include all criteria above and below. You must submit this in a typed chart. Examples are available to view. Hand-written journals will not be accepted.
 - d. Include points in your comment column such as:
 - i. what you should have done to have more success
 - ii. what helped you and what didn't
 - iii. reasons why you did or didn't meet objective
 - iv. **each time you are *not* successful at reaching an objective, you need to state why and HOW you can**
3. The journal will be kept from _____ through _____.
4. During the beginning of _____, organize and prepare the project for final submission.
5. Students are greatly encouraged to communicate with the professor throughout the semester about their progress. The professor would welcome viewing projects before their final submission, but the sooner the better for time management purposes.
6. Students will submit their project on or before _____. Students may be asked to share about their change project.

Personal Health

Behavior Change Plan Project Guidelines and Checklist

- ◇ You must have all of the following items included in your paper 3-hole folder (required). No sheet covers please.
- ◇ All materials should be typed, double-spaced, 12-font, Times New Roman.
- ◇ They must be in this order.
 2. Cover Page – This is your *Wordle*. 1 pt.
 3. Following the cover page, insert a tabbed divider page. On the tab will be *Getting Started*.
 4. Next, insert the *Project Guidelines* (this assignment handout). 1 pt.
 5. Next, insert the *What is Wellness* class handout. 1 pt.
 6. Next, insert the completed *Personal Wellness Assessment*. 1pt.
 7. Insert a tabbed divider page. On the tab will be *Behavior Change*.
 8. Next, insert your *Website Homework* . 45 pts.
 9. Next, insert your final draft of your *Worksheet/Theory Homework*.
 10. Next, paste your decorated *Affirmation* card to a page and insert. 2 pts.
 11. Next, include your *Behavior Change Contract* as the last page of this section. 2 pts.
 12. Insert a tabbed divider page. On the tab will be *Journal*.
 13. Next, include your typed *Journal* chart here. 20 pts.
 14. Insert a tabbed divider page. On the tab will be *Summary*. Include the following sections within the *Summary* chapter. Type the following headings, followed by your typed commentary.
 - a. *Specific Discussion on the Process of Changing My Personal Health Behavior*. Two pages. This will include
 - i. an evaluation of the process itself (3 pts.)
 - ii. how you ended up (3 pts.)
 - iii. where you see this particular behavior going in the future (3 pts.)
 - iv. discussion of which Stage of Change you were in at the beginning and where you are now and why (3 pts.)
 - b. *Final Thoughts Regarding My Overall Health and Wellness*. This section will be no less than 2 full pages. Write about your future wellness in **each of the 7** dimensions (7 pts.). What behavior would you like to change next? (1 pt.)

Evaluation also includes:

Materials, presentation and writing presentation- This will include organization, font/spacing, 3-hole paper folder, cover page, sections delineated, headings used, proper order, professionalism, directions followed, proper grammar/punctuation/spelling, ease of reading, thoroughness. (7 pts.)

_____ = FINAL SCORE/100 points

NHES 1 CC, 2 AI, 3 AVI, 4 IC, 5 DM, 6 GS, 7 PHB

Decision Making

Decision-Making

Name _____



THINKING THROUGH A DECISION

STEP 1: In a few words, DEFINE THE PROBLEM to be solved.

STEPS 2 & 3: GATHER INFORMATION and EXAMINE ALTERNATIVES. What are 3 possible solutions to the problem? List these solutions and the positive (good) and negative (bad) aspects of each solution.

POSSIBLE SOLUTION #1: _____

POSITIVE ASPECTS

NEGATIVE ASPECTS

1. _____

1. _____

2. _____

2. _____

POSSIBLE SOLUTION #2: _____

POSITIVE ASPECTS

NEGATIVE ASPECTS

1. _____

1. _____

2. _____

2. _____

POSSIBLE SOLUTION #3: _____

POSITIVE ASPECTS

NEGATIVE ASPECTS

1. _____

1. _____

2. _____

2. _____

NHES 5, NHES 2

Objective – Students will apply the steps of the decision-making model

STEP 4: IDENTIFY ANY POSSIBLE OUTCOMES* (not listed previously):

Who will this effect besides me and how? _____

How will this affect my self-esteem? My beliefs? My reputation? Etc.

*Things to think about: Is my choice safe? Legal? Appropriate? Is it in agreement with my values? Is this a healthy choice for me and others? Will anyone be hurt by my decision? How will this affect my self-esteem?

STEP 5: Compare the alternatives and DECIDE.

My choice is

STEP 6: EVALUATE THE DECISION. (5 points) Was this the best decision? (Yes or No)? _____

If you could re-do, would you make the same choice (Yes or No)? _____

Explain and explain why or why not:

(adapted from unknown source)

NHES 5, NHES 2

Objective – Students will apply the steps of the decision-making model