



Non-Traditional Instruction (NTI) for Middle School Health Education

| NTI Day 1 | NTI Day 2 | NTI Day 3 | NTI Day 4 | NTI Day 5 |
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| <p>NHES 2: Analyzing Influences</p> <p>Prompt: An internal influence includes the feelings, emotions and values you have within yourself. For example, if you believe that you should get 10 hours of sleep each night because you know you feel your best when you do. An external influence includes things that influences your thoughts or behaviors from websites, people, resources not within yourself. For example, a commercial that might persuade you to buy something. Or, a doctor influencing someone to eat healthy.</p> | <p>NHES 2: Analyzing Influences</p> <p>Prompt: A positive influence is an influence that is healthy, safe and encourages healthy behaviors. A negative influence is an influence that might cause harm, be unhealthy or unsafe.</p> <p>List three positive influences around wearing a seatbelt, or a helmet when participating in activities. List three negative influences that might encourage someone participate in risky behaviors that might lead to injury. How can you be a positive influence to a peer?</p> | <p>NHES 3: Accessing Information</p> <p>Prompt: Validity means checking to see if a source (website, pamphlet, person, social media post) is truthful. This means that the information is true based on facts.</p> <p>Write down two people that you believe might be valid health resources in your school? Meaning, they provide truthful information.</p> <p>Write down two websites or organizations that might be valid health resources that you could trust.</p> <p><u>If internet access:</u></p> | <p>NHES 3: Accessing Information</p> <p>Prompt: Define reliability: When looking for reliability, you want to check to see if the source (person, website, resource) is trustworthy and dependable. This means that the information is recognized or written by an appropriate government, medical, or other professional organization or respected group. (.gov, .edu, .org, etc.) Other factors to use to determine reliability are the author's purpose behind the source, who wrote the source (PhD., M.D., etc.), and who is sponsoring the information. It is important to know what the intention or reason</p> | <p>NHES 4: Interpersonal Communication; Collaboration</p> <p>Prompt: Personal responsibility: This means you are willing to take responsibility of what you do, say and how you act and respond. Being responsible means you are in charge of your actions. For example, your parent/or guardian asks you to help with a chore and you take charge and complete it.</p> <p>What could you do today to take personal responsibility today around...</p> <ul style="list-style-type: none"> - Being physical active - Your hygiene - Reading goals - Education activities |



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| <p>List three examples of internal influences. List three examples of external influences.</p> | | <p>Go online to: https://www.med.navy.mil/sites/nhttp/Patients/Documents/2014%20blue%20H%20HP%20website%20links.pdf List four of the resources you found. Did you notice that most end in .gov? Write down what you think .gov means. Do you think it means these website are valid?</p> | <p>is behind the information. For example, if your local health department posted information regarding Juuling, you feel confident that their information is reliable.</p> <p>Watch 3 commercials online or on the television. Identify the following:</p> <ol style="list-style-type: none"> 1. What is being sold? 2. Who is selling it? 3. List one reason you believe the information is reliable or not reliable. | <p>- A chore at home</p> |
| NTI Day 6 | NTI Day 7 | NTI Day 8 | NTI Day 9 | NTI Day 10 |
| <p>NHES 4: Interpersonal Communication; Collaboration</p> <p>Prompt: Respect others: This means you treat others</p> | <p>NHES 4: Interpersonal Communication; Collaboration</p> <p>Prompt: Makes and follows agreements: This means</p> | <p>NHES 4: Interpersonal Communication; Collaboration</p> <p>Prompt: Helps the team: This means your</p> | <p>NHES 4: Interpersonal Communication; Collaboration</p> <p>Prompt: Work as a team: Teamwork is the ability</p> | <p>NHES 5: Goal Setting</p> <p>Prompt: Setting a goal is an important skill. The steps to goal setting include:</p> |



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| <p>the way they want to be treated. And, in order to understand how others want to be treated, you need to ask them.</p> <p>Write an example of how you have shown respect to someone at school or at home. And, share a time when someone has shown respect to you.</p> | <p>when you commit to something, you follow through. So, for example, when you say you will clean your room, you complete that task without argument and with personal responsibility.</p> <p>Draw at least a 3-frame cartoon strip that demonstrates someone following an agreement that was asked of them.</p> | <p>contribution is important as part of a team. Your skills and talents can help contribute to a team's goal. A common goal might be, winning a game, playing in a concert, helping around the house with chores, completing a school project.</p> <p>List 3 skills that you have that would help a team.</p> | <p>to work together toward a common goal.</p> <p>"Alone we can do so little, together we can do so much." --<i>Helen Keller</i></p> <p>Create a slogan or quote about an experience you've had working as a group of people or team.</p> | <p>Step 1: Identify a goal Step 2: Complete goal</p> <p>When setting a goal, use the graphic organizer below. Set a SMART goal (definitions in table below) around getting 60 minutes of physical activity a day while at home. This may include: dancing to your favorite music, vacuuming the house, playing tag outside, jump roping, shooting basketball, stretching during commercials while watching tv.</p> |
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Getting Started with Goal Setting (From RMC Health)- NTI Day 10



Step 1: Identify a Goal

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

Write your specific goal.

| My goal is clear? (Specific) | I'll know when I reach my goal. (Measurable) | Is the goal attainable (given knowledge, skills, ability?) (Attainable) | My goal in my reach? (Realistic) | My goal has a time limit. (Time Phased) |
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| How? | How? | How? | How? | How? |

What are the benefits to you for reaching this goal?

Why is this goal important to you?

Who will you share your goal with for feedback and to help keep you on track?

What will you do to celebrate when you reach your goal?

Who can support me in reaching my goal?



Step 2: Complete Goal

Why was this goal important to me?

Did I reach my goal? YES NO

What things did I do that made it possible for me to reach my goal?

If I did not reach my goal, why didn't I?

Did I have to change anything while I was working on my goal? Explain.

How did this goal benefit my life?

| NTI Day 11 | NTI Day 12 | NTI Day 13 | NTI Day 14 | NTI Day 15 |
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| NHES 5: Goal Setting Prompt: Setting a goal is an important skill. The steps to goal setting include: Step 1: Identify a goal Step 2: Complete goal When setting a goal, use the graphic organizer below. Set a SMART | NHES 6: Decision Making Prompt: Use the DECIDE Model to respond to the scenario around e-cigs below. Your friend finds an e-cig in their brothers' room and shows it to you. Your friends think you should try it. Use the steps to | NHES 7: Self-Management Prompt: List the steps for proper hand washing and post near a sink at home. Draw or create a poster showing images that display proper handwashing techniques. Or, do a video of | NHES 7: Self-Management Prompt: Create a check-list sharing one of these personal health hygiene practices: <ul style="list-style-type: none"> ● Oral health ● Handwashing ● Bedtime routine ● Bathing | NHES 8: Advocacy Prompt: Advocating for something you care about is important. It allows you to express yourself and create a positive change in the world. Select one of the topics below and a product you will turn in from the lists below. |



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| <p>goal (definitions in table below) around minimizing your screen time while at home. Participating in less screen time is beneficial for your health because it means you aren't moving your body and screen time is associated with poor sleep. Trying to watch less than two hours a day is best.</p> | <p>determine the healthiest, safest course of action.</p> <p>Define the problem/issue Explore your options Consider the consequences Identify your values and beliefs Decide and act Evaluate the results</p> | <p>yourself sharing the steps.</p> | | <p>TOPICS: Bullying Vaping Physical activity Healthy eating Abstinence Disease-prevention Self-care Seeking help Mental health Drinking water Screen time Sleep</p> <p>PRODUCT: Powtoon Prezi PSA Slide Show Infographic Poem Rap/Song Letter Speech</p> |
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Getting Started with Goal Setting (From RMC Health)- NTI Day 11



Step 1: Identify a Goal

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

Write your specific goal.

| My goal is clear? (Specific) | I'll know when I reach my goal. (Measurable) | Is the goal attainable (given knowledge, skills, ability?) (Attainable) | My goal in my reach? (Realistic) | My goal has a time limit. (Time Phased) |
|--|--|---|--|---|
| How? | How? | How? | How? | How? |

What are the benefits to you for reaching this goal?

Why is this goal important to you?

Who will you share your goal with for feedback and to help keep you on track?

What will you do to celebrate when you reach your goal?

Who can support me in reaching my goal?



Step 2: Complete Goal

Why was this goal important to me?

Did I reach my goal? YES NO

What things did I do that made it possible for me to reach my goal?

If I did not reach my goal, why didn't I?

Did I have to change anything while I was working on my goal? Explain.

How did this goal benefit my life?

Non-Traditional Instruction for Middle School Skills Based Health Education created by:

Jess Lawrence, Director Cairn Guidance, jess@cairnguidance.com @CairnGuidance

Kim Riggs, kim.riggs@fayette.kyschools.us @RockstarPERiggs

Angela Stark, angela.stark@fayette.kyschools.us @healthystark