

Middle School Student Wellness Plan Sixth Grade



If you are experiencing difficulties during school hours, please contact your school counselor for assistance.

If you are experiencing difficulties outside of school hours, please refer to these community resources.

- The Center for Progress and Excellence – Mobile Crisis Unit Crisis Hotline Number, 1-844-395-4432
- SAMHSA’s National Helpline is a free, confidential, 24/7, 365-day-a-year treatment referral and information service (in English and [Spanish](#)) for individuals and families facing mental and/or substance use disorders. 1-800-662-HELP (4357)
- National Suicide Prevention Lifeline, 988 or 1-800-273-8255

We encourage all students to share and discuss their Wellness Plan activities with their parents or guardians.



Student Wellness Plan

What is a Student Wellness Plan and why is it important?

The purpose of this document is to keep track of your goals and progress during your wellness journey. It is important to be able to see what you have learned, as well as to have accountability to your goals. You will refer to this plan for each lesson during Wellness Wednesday.

Save a copy of this document in your Google Drive so that you can refer to it for each lesson during Wellness Wednesday. To do this, click "File" in the top left menu, then select "Make a copy." You may rename it with your name and Wellness Wednesday Plan. Be sure to change the folder to "**My Drive**". Then click "Make a copy." This will open in a new tab and you may edit that document.



Lesson 1 - Mental Health Awareness and Assistance

Lesson 1, Activity 1 - Wheel of Feelings Activity

Spin #1 Feeling: _____

Examples of what your mind and body might experience:

Spin #2 Feeling: _____

Examples of what your mind and body might experience:

Spin #3 Feeling: _____

Examples of what your mind and body might experience:



Lesson 1, Activity 2 - Building a SMART Goal

Directions: Create a mental health and well-being SMART goal that you would like to accomplish this year, in regards to your mental health and well-being. Throughout the year, check your progress, keeping in mind each component of your SMART goal.

<p>S Specific</p>	<p>Your goal should be well defined, detailed, and clear. Apply these five "W" questions:</p> <ol style="list-style-type: none"> 1. Who needs to be involved? 2. What do I need to do? 3. Where will I reach this goal? 4. When will I reach the goal? 5. Why do I want to achieve this goal? 	
<p>M Measurable</p>	<p>Is your goal measurable? You should be able to tell when you reach your goal.</p>	
<p>A Achievable</p>	<p>Can you reach the goal? Consider your available time, skills, and financial status.</p>	
<p>R Realistic</p>	<p>Is your goal realistic within the given time frame and the available resources?</p>	
<p>T Timely</p>	<p>Set a start and finish date for your goal.</p>	
<p>SMART Goal</p>	<p>Create your goal based on the answers to the questions above.</p>	



Lesson 2 - Recognition of Signs and Symptoms of Mental Health Disorders

Lesson 2, Activity 2 - Showing Compassion

Directions: Write down one way you have shown compassion to a friend or peer who is experiencing a symptom of anxiety:



Lesson 2 Strategy - Body Scan

Get comfortable.

You can close your eyes if you would like. Focus on how your body feels.

Notice how the weight of your body feels on the chair, or floor, or wherever you are seated.

Take a few deep breaths. In through your nose, out through your mouth. Try to breath from your abdomen.

As you exhale, have a sense of relaxing more deeply.

Bring your attention to your feet. Notice the sensations of your feet touching the floor; the weight and pressure, vibration, and heat.

Notice your legs against the chair; the pressure, pulsing, heaviness, and lightness of your legs.

Notice your back against the chair.

Bring your attention to your stomach area. If your stomach is tense or tight, let it soften. Take a breath.

Notice your hands. Are your hands tense or tight? See if you can allow them to soften.

Notice your arms. Feel any sensation in your arms. Let your shoulders be soft.

Notice your neck and throat. Let them be soft. Relax.

Soften your jaw. Let your face and facial muscles be soft.

Then notice your whole body. Take a deep breath.

Try to be aware of your whole body. Take one more breath. And then when you're ready, you can open your eyes.



Lesson 3 - Strategies to Develop Healthy Coping Techniques

Lesson 3, Activity 1 - Coping Skills

Directions: Write six skills that you can use in the future to help cope with a stressful situation. Make sure that three of these strategies can be used in school and three of these strategies can be used at home.

	School	Home
Strategy		
Strategy		
Strategy		



Lesson 3, Activity 2 - Compliment Yourself

Directions: Write five compliments to give yourself. Think about what you like about your personality and abilities, and what makes you special.

1. _____
2. _____
3. _____
4. _____
5. _____



Lesson 3 Strategy - Drawing Breath

Directions: Follow the prompts from the speaker which include the following:

- Visualize your breath as a line
- Draw your breath along the outside of the star below
- Spend some time using different types of lines like dashes and squiggles as you notice your breath
- Alter your breathing to go slower and change the lines you are drawing to match your breathing
- You may use your finger to follow the star on the screen if you prefer



Lesson 4 - Strategies to Support a Peer, Friend, or Family Member with a Mental Health Disorder

Lesson 4 Strategy - Positive Notes

Directions: Write a positive note to a friend. This could be a compliment, encouraging words, or a positive moment you both have shared.

To:

Directions: Write a short note to an adult in your life whom you trust. Tell them what character traits you appreciate about them and any reasons that you admire them.

To:



Lesson 5 - How to Reduce Stigma Around Mental Health Disorders

Lesson 5, Activity 1 - Choose Empowerment

Directions: Write in your choice of words for each of the statements below. There may be more than one appropriate answer.

1. Surround yourself with people who you _____.
(respect, look up to, think are popular)
2. Celebrate your _____.
(failures, success, challenges)
3. Forgive your _____.
(self, others, no one)
4. Try something _____.
(new, you like, outside of your comfort zone)
5. Know it's okay _____.
(to fail, to be happy, to be loved)



Lesson 5, Activity 2 - How can I be aware of my attitude and behavior?

Directions: Read each situation below and answer the questions that follow.

Situation 1:

You are Maylee. Today is Friday. You were supposed to go to your friend's house over the weekend, but instead you have to work on a school project. You would have had the whole weekend to play at your friend's house if you didn't have that project due on Monday. You know your parents will make you work on your project and won't let you go to your friend's house. If that project wasn't due on Monday, you could probably go to your friend's house.

1. What do you think the main character is feeling? Use single words as illustrated in the picture.
2. What would you want to hear if you were in that situation?

Situation 2:

You are Tamika. At the beginning of the school year, your parents told you that if you finished all your homework every week for a whole quarter, you could choose a puppy for your family at break. Today is Friday of your last week and you just got your report to take home that shows that you did finish all of your homework. You know that when you get home, you get to tell your parents the good news.

1. What do you think the main character is feeling? Use single words as illustrated in the picture.
2. What would you want to hear if you were in that situation?

Situation 3:

You are Lakota. You are working with José on a social studies project. The teacher told you to make a poster for your project. You have some great ideas about how to do the poster, but noticed that José is already starting to work on it. You really want your ideas to be included in the poster, but José doesn't say much when you tell him your ideas.

1. What do you think the main character is feeling? Use single words as illustrated in the picture.
2. What would you want to hear if you were in that situation?



For all 3 situations:

1. Why is it important to understand someone else's perspective?
2. Think about a time you may have not understood someone's situation and what was their reaction? What could you have said or done differently?



Lesson 5 Strategy- How can you help reduce stigma?

Directions: Write one way you are going to use what you learned today to help reduce the stigma.

1. **At School:**

2. **At Home:**

3. **In the community:**



Lesson 6 – Prevention of Child Trafficking/Relationship Safety/Internet Safety

Lesson 6 Strategy - 5 Sense Mindfulness Exercise

Directions: First, sit up straight with your feet firmly on the ground. Close your eyes and take three deep breaths. In through your nose and out through your mouth. As you breathe in, count slowly 1-2-3... then breathe out counting 1-2-3. Repeat this two more times. Now open your eyes.

Take a look at the screen with all 5 senses listed. Silently list off each one of the following in your head:

- What are 5 things you can see?
- What are 4 things you can feel?
- What are 3 things you can hear?
- What are 2 things you can smell?
- What is 1 thing you can taste?



Lesson 7 - Prevention of Mental Health Disorders

Lesson 7, Activity 1 - Investments

Directions: For this activity, you will not need to write in your Wellness Plan. Follow along with the speaker as they go through the activity as a whole group.



Lesson 7, Activity 2 - SMART Goal Revisited

Directions: Scroll up to Lesson 1, Activity 2, to find your original SMART goal that you created. Copy and paste this statement in the area below. Answer the questions that follow.

Lesson 1 Goal:

Did you achieve your goal? If not, what could you do differently to achieve your goal?



Directions: Write a new SMART Goal for yourself that includes a healthy habit.

<p>S Specific</p>	<p>Your goal should be well defined, detailed, and clear. Apply these five "W" questions:</p> <ol style="list-style-type: none"> 1. Who needs to be involved? 2. What do I need to do? 3. Where will I reach this goal? 4. When will I reach the goal? 5. Why do I want to achieve this goal? 	
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<p>SMART Goal</p>	<p>Create your goal based on the answers to the questions above.</p>	



Lesson 7 Strategy - Gratitude Journaling

Directions: List five things for which you are grateful.

1. _____
2. _____
3. _____
4. _____
5. _____



Lesson 8 - Prevention of Suicide

There are no activities for this lesson requiring your Chromebook



Lesson 9 - Prevention of the Abuse of and Addiction to Alcohol, Nicotine, and Drugs

Lesson 9, Activity 1 - Consequences

Frederick can tell the student he isn't interested and returns to class	Frederick can take a hit of the vape before returning to class
<u>Consequence 1:</u>	<u>Consequence 1:</u>
<u>Consequence 2:</u>	<u>Consequence 2:</u>
<u>Consequence 3:</u>	<u>Consequence 3:</u>



Lesson 9, Activity 2 - What are three ways you could say "Say No"

Directions: Write three ways you could "Say No" in a different way without using the actual word "No". Try to personalize your phrases so they fit your lifestyle and personality.

1. _____

2. _____

3. _____

Copy the Phone Number for SAMHSA here:



Lesson 10 - Awareness of Resources and Process for Accessing Treatment

Lesson 10, Activity 1 - Who can help?

1. Name an adult at school whom you can ask for help.

2. Name an adult at home whom you can ask for help.

3. Name an adult you can speak with if you are having trouble with your parents.

4. Name an adult you can speak with if you are concerned/worried about a friend, classmate, or neighbor.



Lesson 10, Activity 2 - What have I learned?

Directions: Write three major things you learned on this Wellness Wednesday journey.

1. _____
2. _____
3. _____



Lesson 10 Strategy - Resources

National Suicide Prevention Lifeline _____

Mobile Crisis Unit _____

National Alliance on Mental Illness NAMI _____

SalusCare _____

