

Grades 6-8 Resource Packet

Hello Students,

This packet includes a range of activities that you can work on independently at home. Resources are categorized into 2 types:

- Independent Projects
 - These projects cover a range of different topics and skills. They may be spread out over multiple days.
- Enrichment Activities (including digital options)
 - These activities are organized into *Read, Write, Move, Design, and Solve* categories so that you can engage in many different ways while at home.

You may work through these resources over multiple days and in any order.

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Read

Write

Move

DESIGN

Solve



Independent Projects

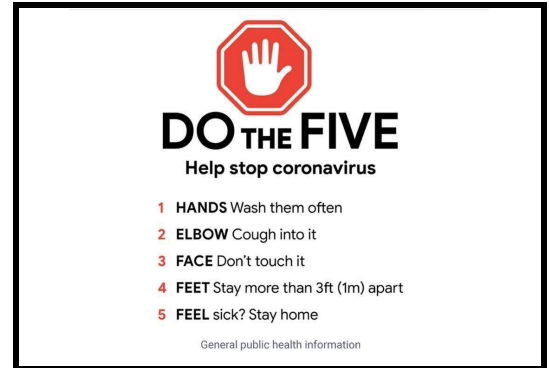
Project: Independent Civic Action Project- Covid-19	
Estimated Time	12 hours
Caregiver Support Option	Household member interviews
Materials Needed	Notebook or journal
Question to Explore	How can we care for our community and be socially responsible while living apart?
Student Directions	This guide is designed to help you engage in an independent civic action project, and follows the CPS Informed Action Framework. You will understand, investigate, reflect, and act to answer the question, "How can we care for our community and be socially responsible while living apart?"

The spread of the Covid-19 virus has had some impact on the lives of nearly everyone in the world. During these times, everyone has a role to play in ensuring that their communities stay safe, healthy, and connected.

How can we care for our communities and be socially responsible while living apart?

This project has three phases of research and reflection before you take a final action. The project phases are:

- Phase 1: Understand and connect to the Call to Action question.
- Phase 2: Investigate the topic and what community and social responsibility means during the time of Covid-19
- Phase 3: Plan and take action



PHASE 1: Understand and connect to the question, How can we care for our communities and be socially responsible while living apart?

Document your answers/information collected for each step in a journal.

Phase 1, Step 1: Explore the Call to Action question by examining why we are living apart
First , write down what you already know about the Coronavirus (Covid-19) and where you got the information.
Second , Watch this video https://bit.ly/2vLyq3o and/or read Source A included in this packet. Then answer the following questions in your journal:
<input type="checkbox"/> What do you know about Covid-19 now that you didn't know before? <input type="checkbox"/> What protective measures do you and your family take?

- What did you learn about our **social responsibility** (our responsibility to protect/care for others in our society) during the Covid-19 outbreak?
- How has Covid-19 impacted you and your family and the way you interact with the communities you belong to?
- What other information would be important to know/understand in order to answer the project question?

Phase 1, Step 2: Connect with and collect information from others.

First, list all of the communities that you belong to. Think big and small, include communities from all aspects of your life. For example, communities can be found with: friends, family, classrooms, schools, neighborhoods, religious communities (church, synagogue, or mosque), clubs, sports teams, city, state, country, etc.

Now, interview ten or more people from any of the above communities you belong to (and have access to). Start with your family and people you live with. Then, interview people by phone, email, or social media. Focus on different ages of people including other young adults and adult family members. Use the questions below, and other questions you want to ask. Write down the responses to each question.

Sample questions for interviews:

- a. What do you know about the Covid-19 virus?
- b. How has the outbreak of Covid-19 impacted your life and the way you engage with people?
- c. How are you maintaining connections to people while living apart from them?
- d. Do you think we are being "socially responsible" (taking care of others, making sure our actions also consider other people we live with in Chicago)?
- e. Are you following the social distancing protective measures (6 feet apart, stay at home, no groups or gatherings)? Why or why not?
- f. What should we do to help ensure this pandemic ends as soon as possible?

After you finish your interviews - complete the reflection below

Reflection

- What do you know now that you didn't know before?
- Did the responses from any of the people you interviewed surprise you? Why or why not?
- Did you notice any trends in their answers?
- Do you think other people in your community have had similar or different experiences from those you interviewed? Why or why not?

PHASE 2: Investigate the topic of caring for community and social responsibility during the time of Covid-19

Phase 2, Step 1: Research the importance of caring for community and social responsibility

Re-read **Source A**, and use the graph in **Source B** below to answer the questions below:

- What does this graph tell us about protective measures and our health care system?
- Based on what you see in the graph, how important are the protective measures? Explain.

Phase 2, Step 2: Focus and narrow your research

Here you will work to better understand our social responsibility during this time, and how we can care for our communities even though we are living apart. Document your answers in your journal, and make note of NEW questions that you come up with.

Use **Sources C, D, and E** below to answer the questions. You should also use your research from the Phase 1 reading and interviews, as well as the Phase 2 graph analysis to help you answer the questions.

- A. What is our social responsibility during this crisis? How can we help make sure our friends, families, neighbors, and others that live across the city be safe and healthy?
- B. How can we help others even though we are all staying home?
- C. Are there things you've learned about or heard in the news of how people or organizations are helping others stay safe and still feel connected to each other?
- D. What power do you have to help your family? Your friends? Your school? Your community?

If you have access to the internet you can find additional useful information about the current spread of Covid-19 and social responsibility at: <https://wapo.st/3ajZZzL>

Reflection:

- E. What are the most important things you learned?
- F. What **challenges** are we facing as a community right now?
- G. Are others being socially responsible right now? Why or why not? Explain.

Phase 2, Step 4: Analyze the issue(s) and assess possible solutions.

List all the important information you found about our social responsibility during this time.

- H. Which challenges seem the most important to address and why?
- I. Is there a challenge you have identified that doesn't seem to have a solution? Explain.

PHASE 3: Plan and Take Action

Phase 3, Step 1: Plan and Take Action

Here you will take action to build community and/or promote social responsibility.

You will **answer the question**, "How can we care for our communities and be socially responsible while living apart?" by taking action to ensure everyone is safe, is socially responsible, and feels connected to their communities.

Step 1: Reflect upon and summarize what you have learned about building community and promoting social responsibility in the time of Covid-19. Decide on the information that is most important or has the biggest impact.

Step 2: Identify WHO needs to know this information and WHY they need to know it.

Step 3: Identify WHAT you want to say and HOW you want to say it. What could you say to this audience to either build community or promote social responsibility?

Step 4: Next, choose the best way to reach people to help build community or promote social responsibility. A conversation over dinner with your family? Make some phone calls? Construct a big sign to put in your front window? A social media campaign?

Step 5: Finally, construct your MESSAGE. Consider what you have already decided, and how to bring that all together.

Step 6: Implement your plan and make sure to document your action along the way! Track your outcomes if you can - how did people respond? Did anyone behave differently based on your action?

Phase 3, Step 2 - Reflect and Share!

After completing your action, share with others what you learned about caring for community and social responsibility and why it's important to engage in civic life!

- What did you learn throughout the process?
- What did you learn about yourself and your community?
- Why should young people be civically engaged?

As a final action - connect with other CPS students working to get their communities counted by sharing your experience, ideas and thoughts either on social media @CPS CivicLife #EngageCPS or email us at SSCE@cps.edu.

SOURCE A: Coronavirus Disease 2019 (Covid-19) - Center for Disease Control and Prevention

Know How it Spreads

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- The best way to prevent illness is to avoid being exposed to this virus.
- The virus is thought to spread mainly from person-to-person.
 - Between people who are in close contact with one another (within about 6 feet).
 - Through respiratory droplets produced when an infected person coughs or sneezes.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.



Take steps to protect yourself

Clean your hands often

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.



Avoid close contact

- Avoid close contact with people who are sick
- Put distance between yourself and other people if COVID-19 is spreading in your community. This is especially important for [people who are at higher risk of getting very sick](#).



Our Responsibility to Others: Take steps to protect others

Stay home if you're sick

- Stay home if you are sick, except to get medical care. Learn [what to do if you are sick](#).



Cover coughs and sneezes

- Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
- Throw used tissues in the trash.
- Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.



Wear a facemask if you are sick

- If you are sick: You should wear a facemask when you are around other people (e.g., sharing a room or vehicle) and before you enter a healthcare provider's office. If you are not able to wear a facemask (for example, because it causes trouble breathing), then you should do your best to cover your coughs and sneezes, and people who are caring for you should wear a facemask if they enter your room. [Learn what to do if you are sick](#).
- If you are NOT sick: You do not need to wear a facemask unless you are caring for someone who is sick (and they are not able to wear a facemask). Facemasks may be in short supply and they should be saved for caregivers.



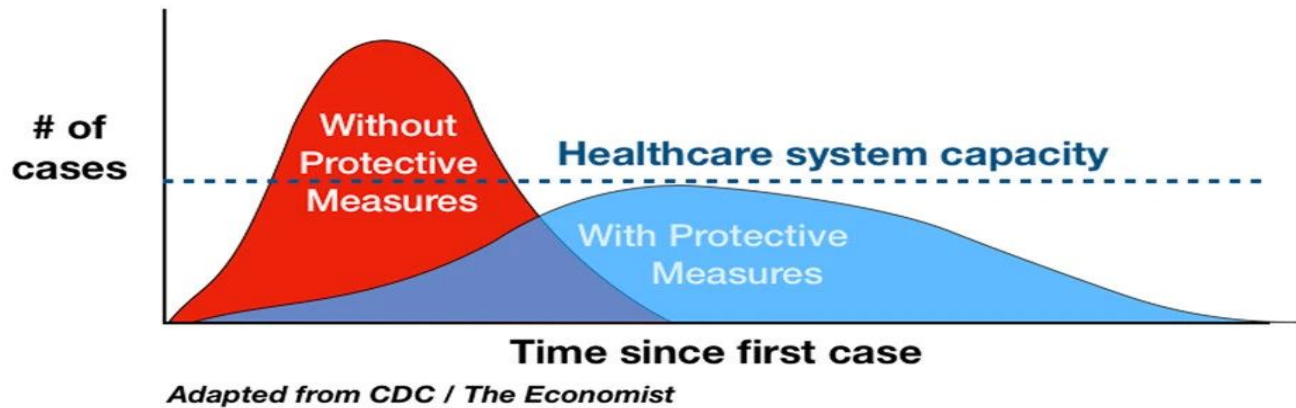
Clean and disinfect

- Clean AND disinfect [frequently touched surfaces](#) daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
- If surfaces are dirty, clean them: Use detergent or soap and water prior to disinfection.



SOURCE B - Flattening the Coronavirus Curve - New York Times

In this image, protective measures include social distancing, closure of schools, stay at home orders, closing of restaurants, etc.



SOURCE C - HOW DO WE IMAGINE LIFE DURING QUARANTINE? A DJ? - National Geographic

As the coronavirus global death toll mounted and tens of millions of Americans were ordered by their states' governors to stay home, many of us homebound people jammed to the streaming music of Derrick Jones at a virtual place called Homeschool: Club Quarantine.

The online party, hosted by DJ D-Nice (*above*) on Instagram Live, started with a few hundred people on Wednesday and by Sunday night reached more than 160,000, attracting everyone from Duke University's Coach K to Oprah, Rihanna and Mark Zuckerberg. And me as well, so I guess you could say, to quote an old hit, that last night a DJ saved my life.

The gathering used history—in this case, a good old-fashioned trip down music's memory lane—to re-imagine and redefine social distancing, considered critical to stop the spread of COVID-19.

Instead of being isolated in our homes and driven by panic, that moment when the rational part of our brain is overrun by emotion, as NatGeo's Amy McKeever reports, DJ Nice provided therapy and developed a new social norm. He put a creative spin on the Zoom meetings that consumed workers the previous week. Better than happy hour, his nine-hour set on Saturday, followed by an extended encore Sunday, enabled thousands of people to relax, take a deep breath and declare—in the comfort of our individual family rooms—that we're in this together. And he's back at 6 p.m. eastern Monday.

The world's largest house party is juxtaposed (contrasted) with risk-taking Spring Break revelers searching for a party on the beaches of Florida or Texas, or the Cherry Blossom faithful descending on Washington, D.C.'s tidal basin to witness peak bloom. Among the participants in these annual IRL rites of spring lurks unknowing spreaders of disease. As so many asymptomatic (someone who has the virus but does not have symptoms) coronavirus carriers emerge, history tells us that there are spreaders to be discovered in myriad (various) places, including a South Korea church gathering and a Japanese karaoke bar.

We are reminded of Typhoid Mary, an Irish cook believed to have spread typhoid fever during the early 1900s in New York City. Mary Mallon had no symptoms but the first person became sick three weeks after she arrived.

She went on to infect 51 people, three of whom died, during two outbreaks. NatGeo's Nina Storchlic writes that the case exposed how one person could be an unwitting spreader of disease and sparked a debate about personal autonomy (the ability to make your own choices) when it's pitted against public health.

Don't know about you, but I'm happy enough to stay in my home and groove again to DJ Nice. Or, if you prefer, this gorgeous version of Beethoven's *Ode to Joy*, mixed from individual members of the Rotterdam Philharmonic Orchestra, each in their own self-quarantine.

Stay safe, everyone. And rockin'.

SOURCE D - *"Michele Clark students launch podcast to stay connected, informed during coronavirus shutdown"* - *Austin Talks, March 24, 2020*

A new podcast started by West Side high schoolers aims to connect — and inform — Chicago Public Schools students stuck at home during the COVID-19 crisis. As the public health crisis escalated last week, students at [Michele Clark Academic Prep Magnet High School](#), 5101 W. Harrison St., decided to produce [a podcast](#) focused on keeping students connected and managing their stress during these uncertain times. "I'm really excited because it is student led," said Principal Charles Anderson. "What was great about it is that it was students having conversations with each other, coming from their peers, which would be really powerful." The production came together quickly — just days before the district was shut down by Gov. JB Pritzker.

The podcast currently has four 10-minute episodes featuring students talking frankly about how they plan to deal with the social isolation and about how their lives have been impacted so far. "This time out of school, I could spend it with my family," said sophomore Elijah on the podcast. "Do a lot of family work together, so 'll take our mind off the virus or whatever. And do a lot of school work, too." Episodes of the series also included conversations with counselors, social workers, [teachers](#) and [parents](#) about their reactions to the school shutdown.

Teachers talked about how they would help keep their students on track by putting assignments online and giving writing prompts for students to do each day. A key concern for some of the teachers was that the break from school would deprive young people of much-needed structure and routine in their lives. "Please try and keep some type of schedule," teacher Melissa Hughes said. "I know not everybody is going to bed at 9 p.m. and waking up at 6 a.m. But try and keep some type of schedule because when you come back, it's going to be hard ... to readjust."

Since the pandemic has caused major disruptions in the lives of students and has sparked economic hardship and instability among many families, one episode of the podcast is devoted to helping young people maintain their mental health and process their emotions. The episode on [mindfulness](#) meditation featured the school's social worker Amy Phillips. "The temptation could be there to just use that time in ways that wouldn't necessarily be the most productive for taking care of our brains and our mental health," Phillips said. Phillips suggested that rather than just waiting for school to start again, students could use the extra free time as an opportunity to do the important internal work of paying closer attention to their thoughts and feelings.

One exercise that Phillips recommended involved just looking out the window and mindfully noticing all the different things that can be observed. Phillips said this activity helps young people to be present in their bodies and reflect on how their bodies experience different senses like sight and sound. With the coronavirus triggering widespread anxiety among people, Phillips said it is important to do activities that slow the mind down and help with relaxation.

SOURCE E - "Here are Ways to Help the Chicago Region Grapple with Covid-19" - WBEZ

Illinois Gov. JB Pritzker is calling on residents to not hoard food but also help others in need as the state grapples



with social distancing amid COVID-19. "Please do not hoard food. Buy what you need, but please be reasonable. Think of your friends and your neighbors. There is enough food to go around, but we need people to not be selfish," Pritzker said during his daily press conference on Sunday. The governor also encouraged healthy individuals, who are eligible, to donate blood and platelets with the American Red Cross as soon as possible. "A blood shortage could impact patients who need surgery, victims of car accidents and other emergencies, or patients suffering from cancer," Pritzker said. "One of the most important things that you can do, to ensure that we don't have another health care crisis on top of the coronavirus, is to give blood."

Donating blood is one of a number of ways people in the Chicago area can help as the region grapples with the spread of the coronavirus. The Greater Chicago Food Depository said it is in touch with state and city officials to coordinate a response to provide food for families affected by school closings. On Saturday, volunteers in its warehouse packed thousands of emergency food boxes in preparation. "We know the economic impact of COVID-19 will dramatically increase the need for food assistance across our community. The Food Depository is actively preparing to meet this demand, but we need your help," the food bank said Sunday, in an email asking for donations. The Food Depository buys food at cost so the money helps them more than food donations. To volunteer, go to <https://www.chicagosfoodbank.org/volunteer/> and check out the calendar for availability. To find the food pantry nearest you, visit www.chicagosfoodbank.org/find-food.

Mission of Our Lady of the Angels is also taking food donations. The mission provides food to about 1,000 families each month. The mission is asking individuals to call before dropping off food donations in person at its West Side location. People can also buy food for the mission's pantry on the Amazon wish list. My Block My Hood My City has launched a campaign to receive and distribute donations of hand sanitizers, health supplements, toiletries, and food to Chicago's elderly. Individuals can offer donations and seniors can request assistance by visiting the group's website. On Monday, United Way of Metro Chicago, Chicago Community Trust and the City of Chicago are launching a Chicago COVID Response Fund.

It's not just big institutions stepping up to help. Chicago-based activist Kelly Hayes created a "Chicago COVID-19 Mutual Aid Volunteer Sign-up" google document. She is sending names of people looking for volunteer opportunities to Chicago groups.

Brave Space Alliance, a South Side-based LGBTQ organization, has new online and mutual aid programming in response to COVID-19. It will have an online drop-in center to continue programming and a crisis pantry to deliver food and supplies. The food pantry will prioritize people who are sick, disabled, quarantined without pay, elderly, undocumented, black, brown or indigenous people. Anyone interested in volunteering can fill out this [form](#).

This list is circulating with names of available childcare workers in Chicago. People who need pet assistance can get help from Rescue Chicago. Artists and performers are struggling as shows are shut down. This independent group of artists has created a Chicago Artists Relief Fund to help those suffering from financial instability. Similarly, there is a Chicago Hospitality Employee Relief Guide with several links for individuals to contribute to employee funds and to purchase online gift cards.

Enrichment Activities

Digital Resources

If you have access to the internet, please go to tinyurl.com/DigitalAtHome. This document contains links to multiple digital resources that you can use each day.

There are also more resources specific to grades 6-8 at tinyurl.com/CPSEEnrichment.

Non-Digital Resources

We've designed this section of the packet to provide you the opportunity to:

Read Write Move DESIGN Solve

Directions

1. Each day, pick at least one activity to complete from each category.
2. Keep track of your work on a separate sheet of paper or in a journal.
3. At the end of each day, write a journal entry answering the questions:
 - a. What was my favorite activity today? Why?
 - b. What is something new I learned today?
 - c. What are my goals for tomorrow?

Read

Read independently for at least 30-40 minutes per day (break the time into two or more chunks if that works best). Then select 1-2 questions from the tables below to respond to or to discuss with a friend or family member. You can pick different questions everyday!

Questions about **fiction**:

Describe a problem or conflict your character faced. How would you solve it?	What lesson(s) do any of the characters learn? What do we, as readers, learn?	What are major turning points in the story? (mood, plot, characterization, etc.)	Pick three adjectives to describe one of the characters. Use examples from the text to support your choices.	Find examples of symbols in your story. What do they mean and what do they add to the story?
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Change the genre of your book. What would happen to the main character in this genre?	Analyze the plot structure of your story. Where does the story begin? End?	What are repeated themes in the text? Provide evidence to support your answer.	What examples of figurative language are in the text? What meaning do they hold?	Determine a character's perspective and how it affects the telling of the story.
Create a comic strip that connects major events in your book.	Choose two characters in your story and compare and contrast them.	How does the main character change or develop across the story?	What are the protagonist's strengths and weaknesses?	What is the main conflict in the book? How do the characters react?
How does the author's use of descriptive language add to the story?	Which minor character most influences the protagonist? Give an example and explain why.	Can you draw connections between your story and other stories you have read?	Based on the themes in your book, design a new/alternate cover for your book	Describe how the author creates tension around the conflict. How does it play out in the climax of the story?
What type of language is used to set the tone in your book? Provide evidence and explanations.	How well did the author develop the characters? What did you like about them? What did you dislike?	Identify an important decision made by the protagonist in this chapter. Would you have decided the same thing? Why or why not?	Write a book review about your story, which parts would you highlight to get other readers to read your story?	Choose a few scenes from your book. Write it as a scene from a drama. Include setting, dialogue and directions.

Questions about **informational texts**:

Give examples of when the author uses extreme or absolute language. (leaves no doubt)	Find examples of an author's use of experts to support their claims.	How do the diagrams or photos add to your understanding of the topic?	Create a diagram of a descriptive paragraph provided in your book.	Create an infographic using the facts and figures from your text.
Analyze the language of your text to determine the author's perspective on the issues/topics.	Create an advertisement for your book. Why would other students want to read your book?	Create a jingle or a poem for the topic of your book using information you learned from the text.	Describe the text structures found in your text. How does the organization of the information contribute to the meaning of the text?	Create a children's version of the book or text. What essential information would your young reader need to know?

Write a fictional story from the perspective of a real person or topic in your text. Use information you learned about the person, animal or thing to write the story.	Compare the topic of your book to something similar. Make connections between your topic and the thing you are comparing it to (e.g., storms are like roller coasters).	What questions do you have about your topic? How would you research the answer to your questions?	Write a 2 paragraph critique of your book. Include your opinion about the content of the text and the writing style of the author.	Create a documentary about your topic. Create a storyboard that captures the most interesting/exciting scenes that would be in your documentary.
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Write

I Am Poem: Write a 3 stanza poem on a separate sheet of paper by completing each statement with your own ideas. When you are done, recite the poem for an audience. If you want to write another poem, interview someone and write an I Am Poem for them!

First Stanza: I am (2 special characteristics you have). I wonder (something of curiosity). I hear (an imaginary sound). I see (an imaginary sight). I want (an actual desire). I am (the first line of the poem repeated).

Second Stanza: I pretend (something you actually pretend to do). I feel (a feeling about something imaginary). I touch (an imaginary touch). I worry (something that bothers you). I cry (something that makes you sad). I am (the first line of the poem repeated).

Third Stanza: I understand (something that is true). I say (something you believe in). I dream (something you dream about). I try (something you really make an effort about). I hope (something you actually hope for). I am (the first line of the poem repeated)

Start a Writing Journal

Pick one idea to write about every day. Get creative! Write in paragraphs or write a poem. Add illustrations or diagrams. Go back to build on your writing over time as you think of new ideas.

1. What is your favorite holiday? Write the reasons for your choice.
2. What is the bravest thing you have ever done?
3. If you could be a superhero, what extraordinary powers would you give yourself? Explain your choices.
4. What is the one food you would least like to give up for the rest of your life? Explain why.
5. Would you rather be a dog or a cat? Write the reasons for your choice.
6. Who or what makes you laugh? Explain why you think this person or thing is funny.
7. Imagine that you drank a magic potion, and then suddenly you started to grow smaller and smaller. Finally, you were no larger than a fly. What would you do?
8. What is your most prized possession? Explain why it is so important to you.
9. What do you like most about yourself? What do you like least about yourself? Explain your answers.
10. Do you think you have a lot of self-confidence? Explain the reasons for your answer.

11. What is the hardest decision you have ever had to make? Looking back on your decision, do you now think you made the right choice? Explain your answer.
12. What is one goal or hope you have for the future? Explain why it is so important to you.
13. How would you feel if there was a new law forbidding the playing of any music?
14. Who is a hero of yours? Explain why that person means so much to you.
15. Which would you rather be: a fish or a bird? Explain your answer.
16. Invent a new game or a new toy you think people your age would like.
17. Imagine that you had to go to a deserted island for a week. In addition to food, shelter, and other necessities that will be provided, you are allowed to take three personal items. What would they be? Explain the reasons for your choices.
18. Would you prefer to live in a cold climate like Alaska's or a hot climate like Florida's? Explain the reasons for your choice.
19. If you could be anything you want to be when you graduate from college, what would you be? Explain your choice.
20. Write a science fiction or fantasy story in which you are a character.

Story or Poetry Re-tell: Copy the beginning of a story or poem, but don't include the ending. Rewrite it yourself!

Write a Play: Use the template below to create a play based on one of your journal entries.

- What is the title of your play?
- List and Description of Characters
- Setting - Where is your play taking place?
- Time - What time is it?
- Major Conflict - What is the major problem the characters are going to confront in this play?
- Curtain Up! - What are the characters doing when the curtain rises?
- Write your dialogue and stage directions. Example below.

ANDREA
 [Enters, holding a soccer ball] I can't find it!
 TRAVIS
 I told you already: it's in the car. [Takes the soccer ball]

Move

Healthy Corners: Identify four activities for the four corners of the room. Activities can include jumping jacks, chair dips, arm circles, calf raises, or squats. Rotate through each corner after doing each activity for 1-2 minutes.

- **Variations:** Play music and when the music stops, rotate between stations.








Fitness Uno: Before beginning the game, choose an exercise for each color. Example: Red- Jumping Jacks, Green- Squat Jumps, Blue- Jog in Place, Yellow- Arm Circles. Complete the appropriate exercise for each card that is played. When the card states WILD, pick your favorite exercise to perform.

- **Variations:** If playing the game with the Uno deck of cards, use the number on the deck to indicate how many reps to perform of each workout. You can also use a regular card deck and assign workout movements to each suit.
- **Materials Needed:** Uno Cards or playing cards

Pulse Rate: Your pulse rate is the result of blood being pumped through your arteries by your heart. When your heart contracts (pumps), blood moves through blood vessels in your body called arteries. The arteries pulsate as blood rushes through them. This pulsation can be felt in different locations of your body (wrist, neck, chest). During exercise, your heart muscle pumps harder to move oxygenated blood to your muscle cells. Normally at rest, your heart muscle works less because your muscles are not really active. Monitoring pulse rate is one way to evaluate one's cardiovascular fitness. Generally, the healthier your cardiovascular system (heart, arteries), the lower your resting heart rate. While sitting use the second and third fingers of your right hand to find the radial pulse of your left wrist.

- Once you find your radial pulse, count each pulsation for one minute. Record your result.
- Repeat procedure #1 five times.
- Once you have completed your five minutes of data collecting, organize it by forming a line graph.
- Answer the following questions after organizing your data.
 - What is a pulse?
 - What can your resting pulse rate determine?
 - What effect does exercising have on your pulse rate?
 - What can you determine about your resting heart rate after collecting and charting your data?
- Variations:** Repeat daily and graph results. Take heart rate after movement and graph it.

Physical Activity Calendar: Complete the daily activity in the calendar. After finishing the activity for today's date, pick any other activity you want and complete that too!

 health. moves. minds. ™							April 2020 Secondary Mind & Body Calendar		
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY			
National Health Observances <ul style="list-style-type: none"> National Autism Awareness Month National Minority Health Month National Distracted Driving Awareness Month Stress Awareness Month April 7: World Health Day 			1 Yoga is a great way to relieve stress. Try Savasana, considered to be the hardest yoga pose! Fully relax & clear your mind. 	2 Star Jumps Jump up with your arms and legs spread out like a star. Do 10 then rest and repeat.	3 Crane Pose Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows. 	4 4 Walls Face each wall in a room and do a different exercise for 30 seconds <ul style="list-style-type: none"> -side shuffle -grapevine to left then right -wide stance punches -vertical jumps 			
5 Mindful Snack When eating a snack today, really pay attention to the taste, feel, sound, smell and look of the snack you're eating. What do you notice?	6 Balance Stand on your right leg and lift your left knee at a 90 degree angle. Touch your toe without falling repeat 10 times then switch sides.	7 World Health Day Did you know regular, moderate-intensity physical activity can help prevent diabetes? Go for a walk with an adult & discuss other ways to prevent diabetes.	8 10 Jump Lunges Complete a right leg lunge, while in the down position jump up landing in a lunge position on the left leg.	9 Tabata Jump squats 20 seconds of work 10 seconds of rest 8 rounds	10 Before Bed Breathing While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.	11 Dribble Challenge Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving?			
12 Fish Pose Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds 	13 Card Fitness Take a deck of cards, flip the top card. Complete exercises based on the suit & number on the card. Face cards are worth 15. Spades- jumping jacks, Clubs- squats, Hearts- mountain climbers, Diamonds- Your choice	14 Wild Arms As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x	15 Mindful Senses What do you notice around you? Find: 5 things you see 4 things you feel 3 things you hear 2 things smell 1 thing you taste	16 Jump rope to music! Can you jump to an entire song without stopping?	17 How Fast Can You Go? Pick a distance and see how fast you can run the distance.	18 Slide, Slide, Sprint Slide to your left for 10 steps, slide to right for 10 steps then face forward and sprint for 10 seconds.			
19 Garland Pose Practice your balance with this pose! 	20 Tabata Tuck Jumps 20 seconds of work 10 seconds of rest 8 rounds	21 Commercial Break Can you hold a plank for an entire TV commercial break?	22 Nighttime Note Empty your mind before you go to bed by writing a note about what you're thinking and leave it for tomorrow.	23 Chair Pose Hold for 30 seconds, relax then repeat. 	24 Positive Talk Be sure to talk to yourself today like you would talk to someone you love.	25 Jump, Jump Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.			
26 Put your favorite song on and make up a dance or fitness routine!	27 Paper Plate Planks In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest	28 Step Jumps Find a step or a bench and jump up and down 50 times. Be careful. Take a break if you need to.	29 A Gratitude Attitude Write down something you're thankful for and why.	30 Try Savasana again. Use this to relax and wind down all year! 	SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising! Yoga photos from www.forteyoga.com				

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DESIGN

Designing Solutions: Find a few short articles from magazines, newspapers, or other nonfiction texts. Identify a real-world problem in what you read and design a solution to address the problem. After drawing your design, look for items around the house that you can use to build a model of your solution. Then answer the following questions:

- What is the problem you are trying to solve?
- Who will your solution help?
- How will you convince others to use your solution?
- Share your solution with a family member or trusted adult and ask for feedback.
- Revise your design and model to address the feedback you heard.

Rube Goldberg Machine: Identify a simple task and use household items to design and build a multi-step machine to complete the task. Before building your machine, answer the following questions:

- What task are you trying to solve? (Closing a door is a great task to start with, but you can choose anything!)
- What steps will you include in your machine? (Try to include at least 10!)
- What materials will you need?
- What will you do if your machine doesn't work at first?

Musical Art: Gather paper and any art supplies (crayons, markers, paints), and a music source. Play any song and listen to the music. What do you see in your mind? What do you hear? What do you feel? Use your art supplies to express what you are seeing/hearing/feeling on paper. Repeat with two more songs, trying to find songs that sound different from one another. After you finish, talk about (or write) about what you created. Do they look different based on what you heard? Develop titles for your artwork.

Solve

See the tasks below & others at youcubed.org/tasks.

Penny Collection: Consider a collection of pennies with the following constraints: When the pennies are put in groups of 2 there is one penny left over. When they are put in groups of three, five and six there is also one penny left over. But when they are put in groups of seven there are no pennies left over. How many pennies could there be?

Nine Colors: You have 27 small cubes, 3 each of 9 colors. Can you use all the small cubes to make a 3 by 3 by 3 cube so that each face of the bigger cube contains one of each color?

Ice Cream Scoop: In shops with lots of ice-cream flavors there are many different flavor combinations, even with only a 2-scoop cone. With 1 ice-cream flavor there is 1 kind of 2-scoop ice cream, but with 2 flavors there are 3 possible combinations (eg vanilla/vanilla, chocolate/chocolate, and vanilla/chocolate). How many kinds of 2-scoop cones are there with 10 flavors? What about “n” flavors?

Leo the Rabbit: Leo the Rabbit is climbing up a flight of 10 steps. Leo can only hop up 1 or 2 steps each time he hops. He never hops down, only up. How many different ways can Leo hop up the flight of 10 steps? Provide evidence to justify your thinking.

Four 4's: Can you find every number between 1 and 20 using only four 4's and any operation? Here's an example $\sqrt{4} + \sqrt{4} + 4/4 = 5$

What's the Secret Code?: Use the clues to find the code number:

- It is between 8,500 and 8,800.
- When multiplied by 8, the result is a whole number.
- The digit in the hundreds place is $\frac{3}{4}$ the digit in the thousands place.
- The sum of all digits in the number is 26.
- The digit in the hundredths place is 200% of the digit in the tenths place.
- There are no zeros in the decimal places.

What code numbers fit these clues? Explain how you used all of these clues to find these possibilities. Write one more clue so that there is only one possible code number.