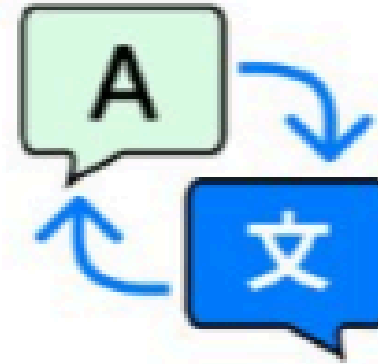


SUPPORTING HEALTHY HABITS IN MIDDLE SCHOOL

PROMOTING HEALTH,
PERFORMANCE, AND WELL-BEING

OCTOBER 15, 2026





1



<https://attend.wordly.ai/join/QALL-1131>

2

- ☒ English
- ☐ 普通话
- ☐ Español
- ☐ বাংলা
- ☐ Français
- ☐ 日本語
- ☐ العربية

...

3



Read or listen to translation
阅读或收听译文
Leer o escuchar la traducción
번역을 읽거나 듣기
Lire ou écouter la traduction
翻訳を読むか聴きます
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MISSION



Lifelong
Learning



Personal
Well-being



Service
to Others



American & Global
Perspectives



Committed
to Character



And Making the
World a Better Place

VALUES



Honesty



Kindness



Respect



Courage



Responsibility

SCHOOLWIDE LEARNING OUTCOMES



Critical and Creative
Thinkers



Self-Directed
Learners



Collaborative
Communicators



Well-Balanced
Individuals



Globally-Minded
Contributors

Today's Plan

01

CURRENT MS DATA

02

IMPORTANCE OF SLEEP

03

MANAGING EMOTIONS

04

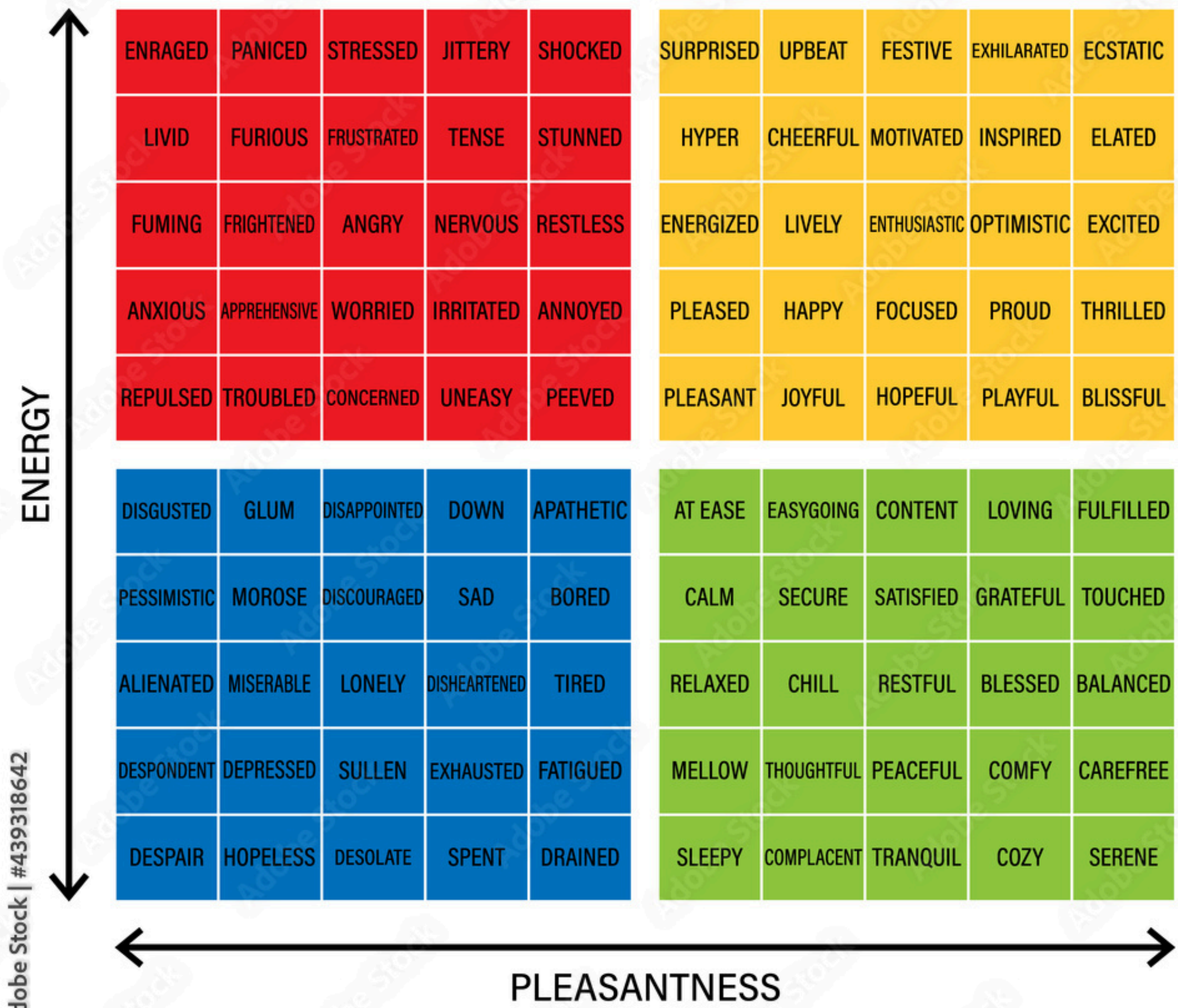
BALANCING EXTRA-CURRICULARS AND EVERYTHING ELSE

YOUR COUNSELORS





MOOD METER



WHY SLEEP MATTERS

Sleep is the Swiss army knife of health. When sleep is deficient, there is sickness and disease. And when sleep is abundant, there is vitality and health.
- Matthew Walker



**Essential for
Recovery and Sports
Performance**



**Supports cognitive
function / Academic
retention**



**Maintains mental
health and
emotional balance**



WHAT ARE BARRIERS TO SLEEP



Falling asleep is like landing a plane. It takes time. You've got to sort of gradually descend.

— Matthew Walker



Tech in the bedroom



Sleep Hygiene



Stress



WHAT ARE BARRIERS TO SLEEP

Tech in bedrooms

Grade	Yes
6	62
7	61
8	75

% USING TECH IN THE BEDROOM

“If you could make just one rule when it comes to teens and technology, what would it be?” That’s simple: No tech in the bedroom. - Lisa Damour

WHAT ARE BARRIERS TO SLEEP

Tech in
bedrooms

Grade	Yes
6	84
7	83
8	66

% WITH **NO** TECH 30 MINUTES BEFORE BED

Stay away from screens,
especially those LED screens.
Those blue-light emitting
devices fool your brain into
thinking that it's still daytime,
even though it's night-time
and you want to get to sleep.

— Matthew Walker

WHAT ARE BARRIERS TO SLEEP

Grade	Yes
6	62%
7	55%
8	50%

SLEEP-DEPRIVED INDIVIDUALS ALSO GENERATE FEWER AND LESS ACCURATE SOLUTIONS TO PROBLEMS.

— MATTHEW WALKER

WHO IS GETTING ENOUGH SLEEP (MOST OF THE TIME)
9-12 HOURS AGES 11-12 / 8-10 HOURS 13-14

... WHAT IS ADEQUATE SLEEP?

Adequate sleep is not only defined by the number of hours slept but also by the quality and regularity of sleep. For middle schoolers, 9-10 hours of uninterrupted sleep per night is recommended.

9-10

hours/night

Consistent sleep schedule

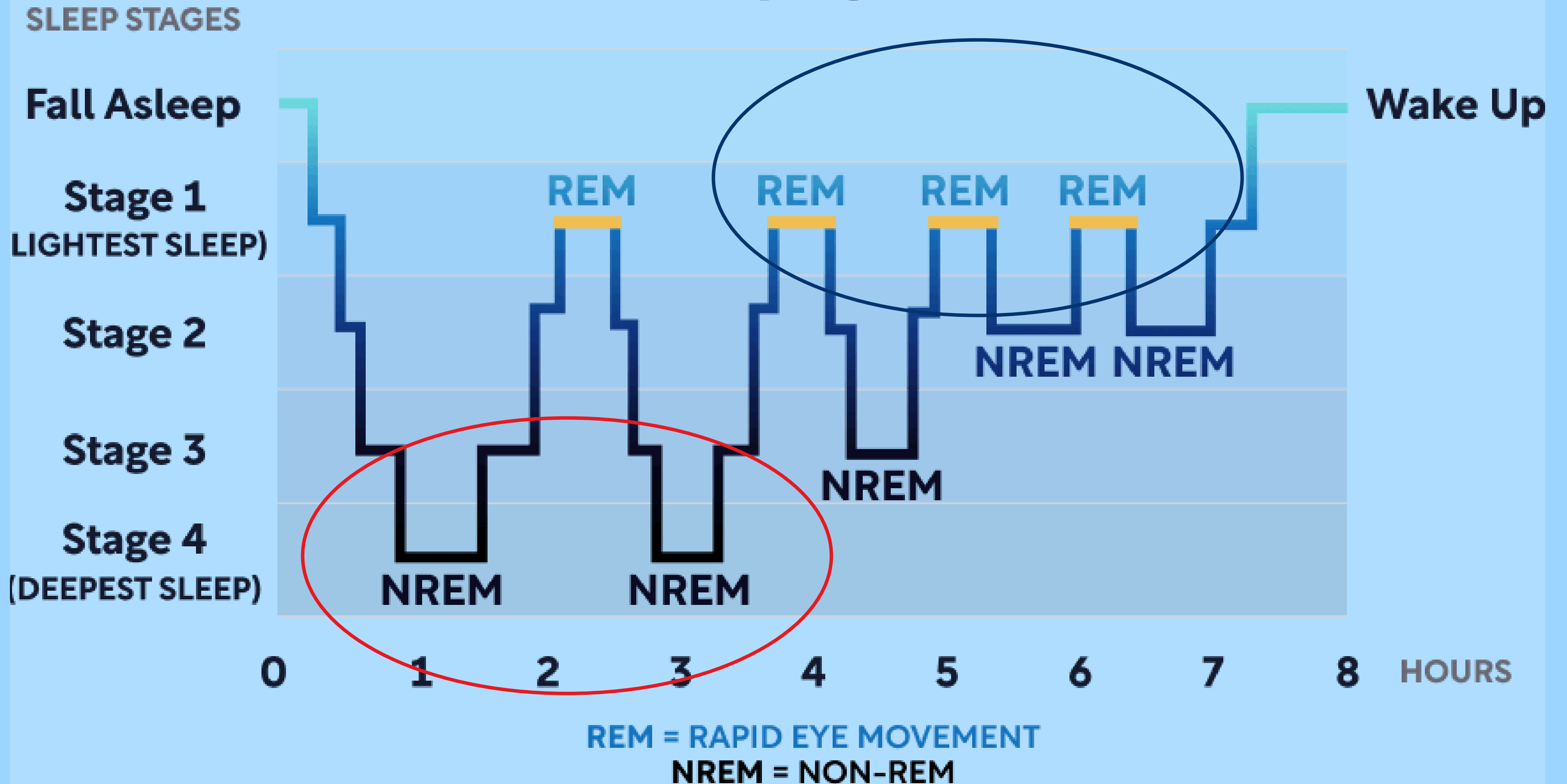
Sufficient sleep duration

Quality and regularity

9-10 hours of uninterrupted

Distraction-free

Sleep Cycles



KEY INGREDIENTS

Deep NREM Sleep: The "Save" Button & Brain File Transfer

- Prepares the brain to form new memories by **clearing out short-term storage**
- After Learning: Transports fragile short-term memories from the temporary storage to the **long-term memory**
- Prunes unnecessary neural connections, **freeing up capacity** for new information the following day.
- **Anxiety reduction** by restoring automatic nervous system
- **Restores Pre-Frontal Cortex** regulation over Amygdala (+60%)



REM Sleep: Connection, Problem Solving & Therapist

- **Synthesis:** REM sleep links new learning together with past experiences, building associative networks.
- **Emotional Decoupling:** The brain re-activates emotional memories while stress neurochemicals are turned off.
- **Stripping the Affect:** This process allows the brain to process difficult or traumatic events, retaining the details of the experience while stripping away the painful emotional charge.
- **Social Intelligence:** REM sleep re-calibrates the brain's emotional recognition networks, helping read facial expressions and subtle social cues accurately



SCENARIOS

Read the following 2 scenarios, taken from real life!
Discuss at your table how each night's sleep + and -
impacted the students' day? (5 min)

Stayed up! (Alex): Alex had a big test the next day. He stayed up until 12:00 AM studying for the history test, and he got up at 6:30 AM to get ready for school. He was unusually short to his parents. On the test, he struggled to remember the facts he studied, did ok on some analysis. After lunch, Alex got into an argument with his friend during lunch when the friend 'talked trash' during a game.

Up Early! (Maya): Maya had a big science day the next day. She went to sleep at 9:00 PM, as usual, but woke up at 4:00 AM to finish a project and study for her quiz. When she woke up, she felt physically rested and emotionally calm. At school, she turned in her project but struggled with analysis on her quiz.

SCENARIOS

The Debrief...

What was missed?
NREM

Scenario 1 (Alex): Alex had a big test the next day. He stayed up until 12:00 AM studying for the history test, and he got up at 6:30 AM to get ready for school. He was unusually short to his parents. On the test, he struggled to remember the facts he studied, did ok on some analysis. After lunch, Alex got into an argument with his friend during lunch when the friend 'talked trash' during a game.

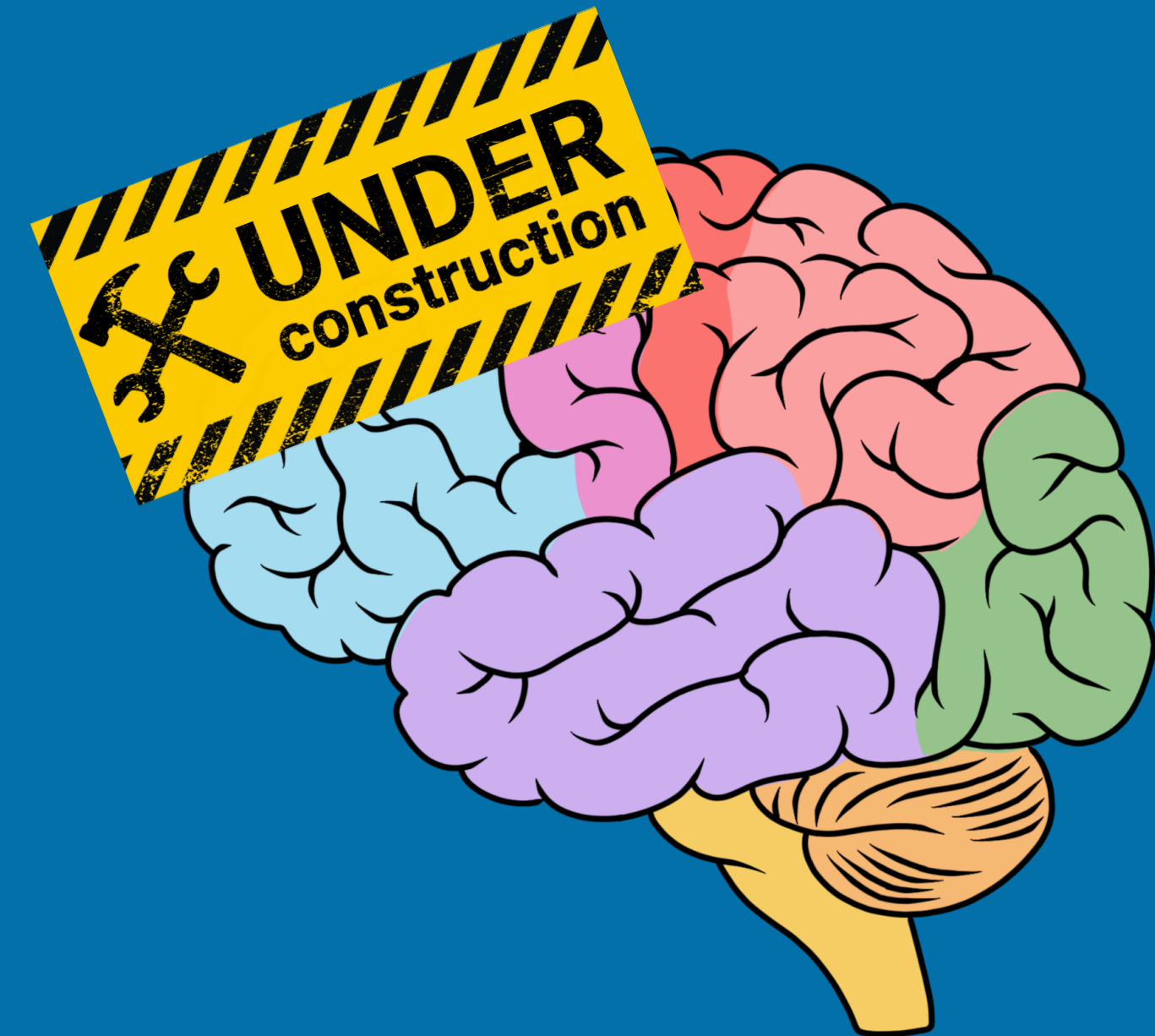
Scenario 2 (Maya): Maya had a big science day the next day. She went to sleep at 9:00 PM, as usual, but woke up at 4:00 AM to finish a project and study for her quiz. When she woke up, she felt physically rested and emotionally calm. At school, she turned in her project but struggled with analysis on her quiz.

What was missed?
REM

DEALING WITH EMOTIONS

The emotional part of the brain and the decision making and perspective taking part don't mature at the same time. Emotions can feel big, out of proportion and scary to you and your child.

There are no bad emotions and emotions are not harmful.





DEALING WITH EMOTIONS

‘As parents we cannot prevent emotional pain in our teenagers. Rather, we should be in the business of helping them manage discomfort when it comes. Taking a management, not banishment, approach to unwanted feelings accomplishes exactly what parents of adolescents should be aiming for’

Lisa Damour - The Emotional Lives of Teenagers



HOW TO RESPOND

Acknowledge

“Thank you for telling me.”
“That sounds important”

Paraphrase

“You’re concerned that...”
“It seems you’re trying to decide between...”

Name the feeling

“It sounds like you are feeling...”

Ask

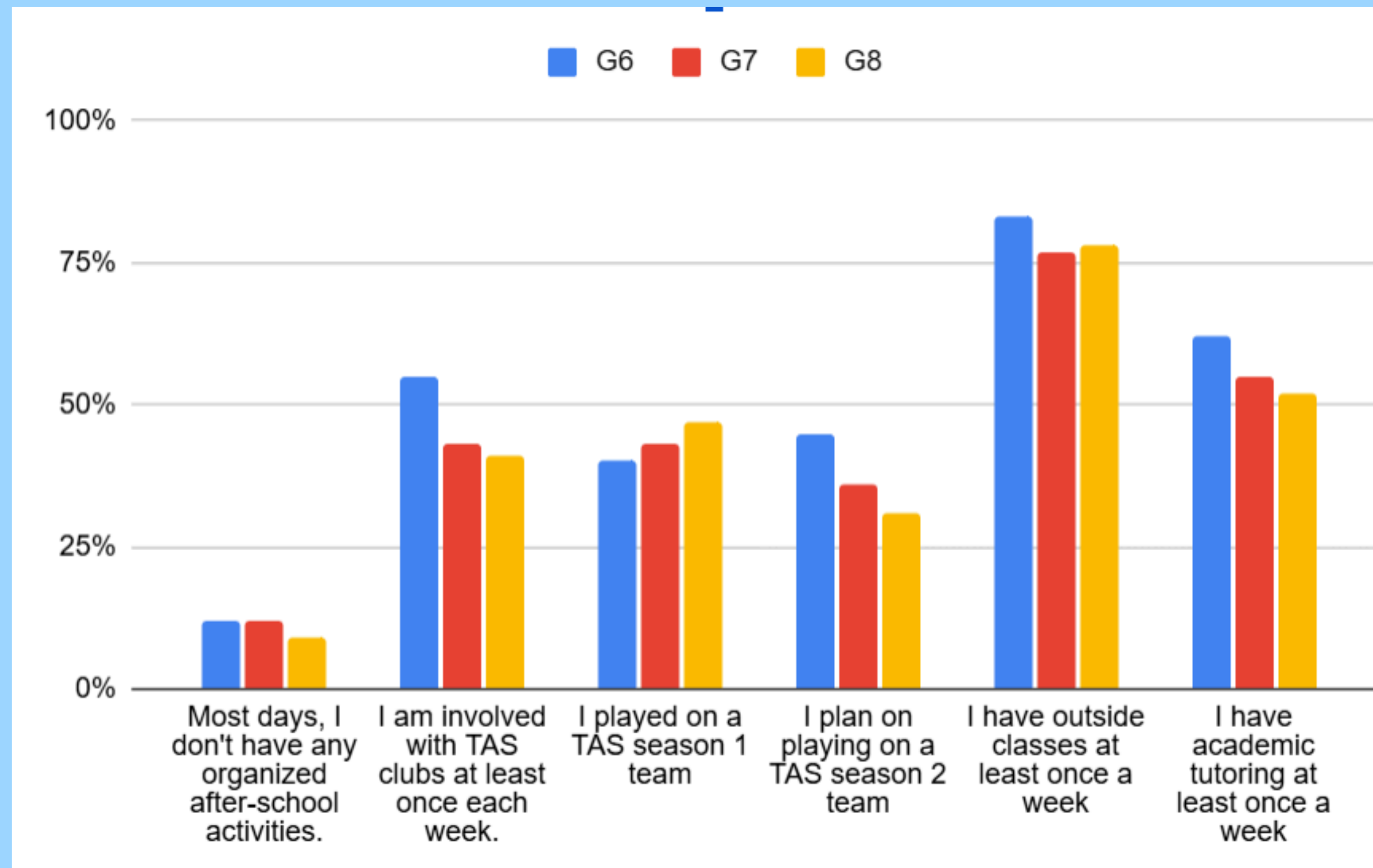
“What can I do that won’t make it worse?”
“Do you need me just to listen or help you solve this problem?”

HOW TO RESPOND

Before you do any of those things, however, you need to check yourself.

1. Take a deep breath
2. Don't ride the rollercoaster
3. Be the sandbag
4. It's not about you
5. You cannot fix everything

AFTER SCHOOL LIFE



ACTIVITY: TIME FROM 3PM TO HOME

Example 1:

Victor has no after-school committments on Mondays.
He arrives home at 4:30pm. (3pm → 4:30pm = 1.5 hours)

ACTIVITY: TIME FROM 3PM TO HOME

Example 2:

Alex goes to gymnastics on Mondays.

They get home from school at 4pm (3pm → 4pm = 1 hour), does some homework and then leaves for the gym at 5:30pm and returns home at 8:30pm (3 hours).

This is a total of 4 hours.

ACTIVITY: TIME FROM 3PM TO HOME

Example 3:

Susan does VEX robotics after school on Mondays. She gets home at 6:30pm. (3pm $\rightarrow$ 6:30pm = 3.5 hours)

She also has Mandarin class Monday night. She leaves the house at 7:45pm and gets home at 9:15pm. (1.5 hours).

This is a total of 5 hours on Mondays.

ACTIVITY: TIME FROM 3PM TO HOME

Your turn. Consider your child's busiest day. Or start with a typical Monday.

Calculate the number of hours your child is in activities after 3pm, including travel time.

Record this in hours on your worksheet under the corresponding day of the week.

Worksheet!

After school hours, including travel time, from 3pm to home.

	Monday	Tuesday	Wednesday	Thursday	Friday
Line 1:					

ACTIVITY: TIME FROM 3PM TO HOME

Worksheet!

After school hours, including travel time, from 3pm to home.

	Monday	Tuesday	Wednesday	Thursday	Friday
Line 1:					

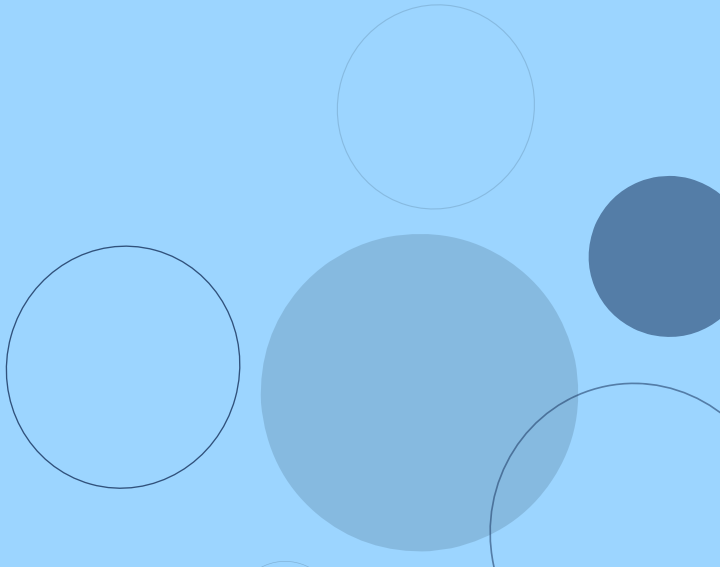
Line 2: _____

Line 3: _____

Line 4: _____

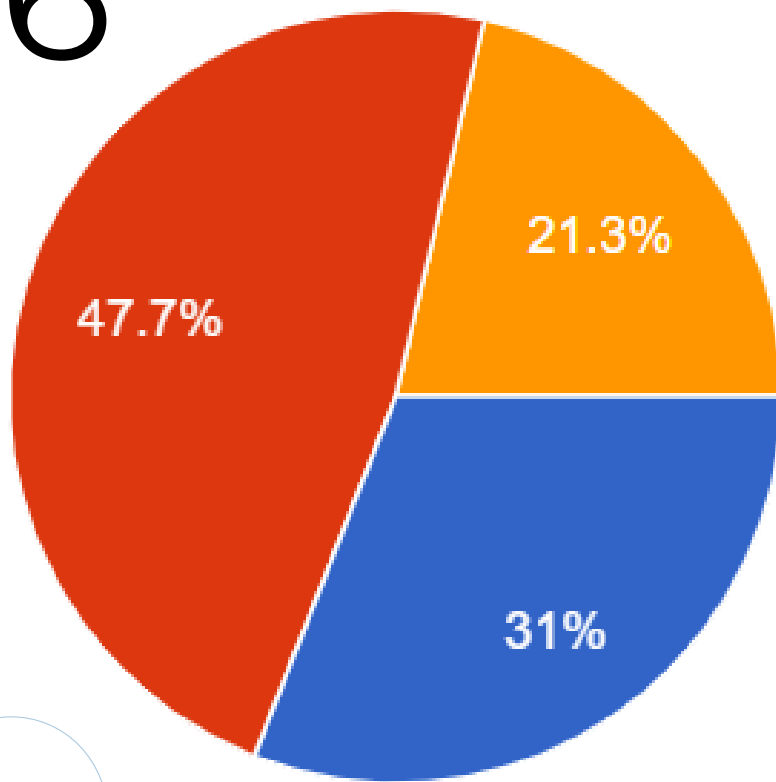
Line 5: 0.5 hours

Line 6 = Line 1 (choose 1) + Line 2 + Line 3 + Line 4 + Line 5 = _____

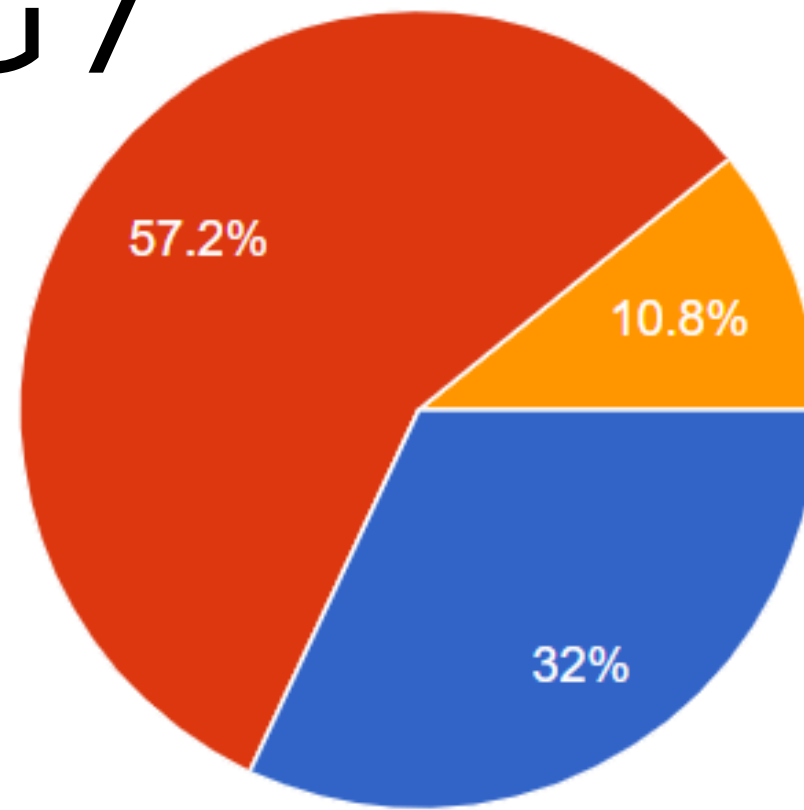


WHAT AMOUNT OF YOUR HW DO YOU GET DONE DURING MOST SCHOOL DAYS?

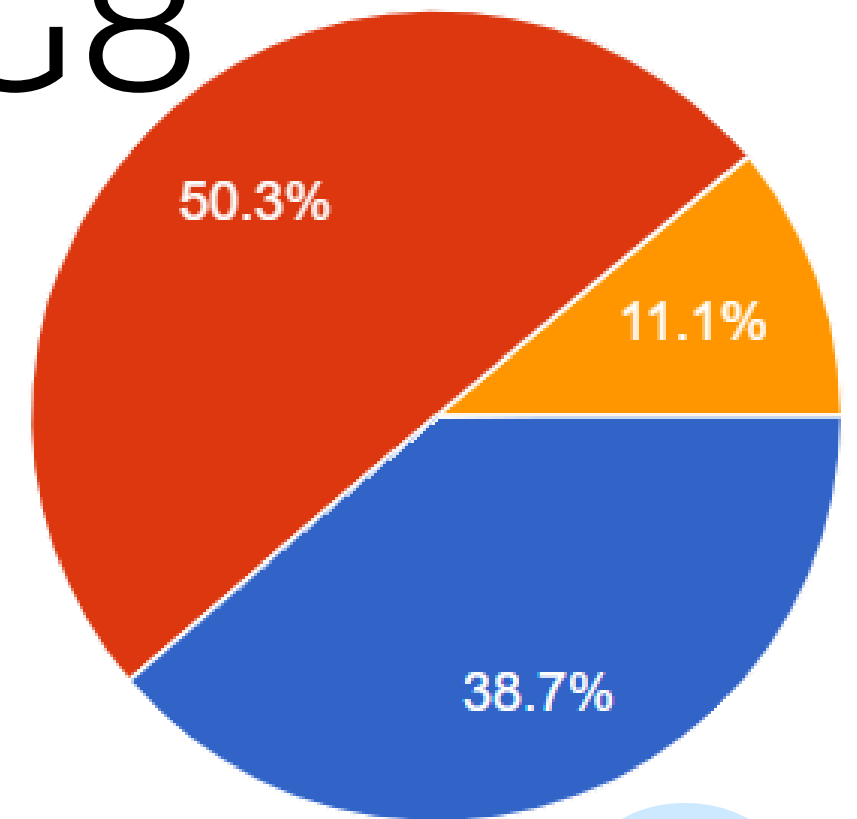
G6



G7



G8



- None - I do all my homework at home
- About half
- Almost all is completed at school

WHAT FILLS KIDS UP FOR ROUTINE RELAXATION:



ACTIVITY: TIME FROM 3PM TO HOME

After school hours, including travel time, from 3pm to home.

	Monday	Tuesday	Wednesday	Thursday	Friday
Line 1:					

Line 2: _____ hours (dinner/family commitments)

Line 3: _____ hours (bedtime routine)

Line 4: _____ hours (HW)

Line 5: 0.5 hours (R&R)

Line 6 = Line 1 (choose 1) + Line 2 + Line 3 + Line 4 + Line 5 = _____

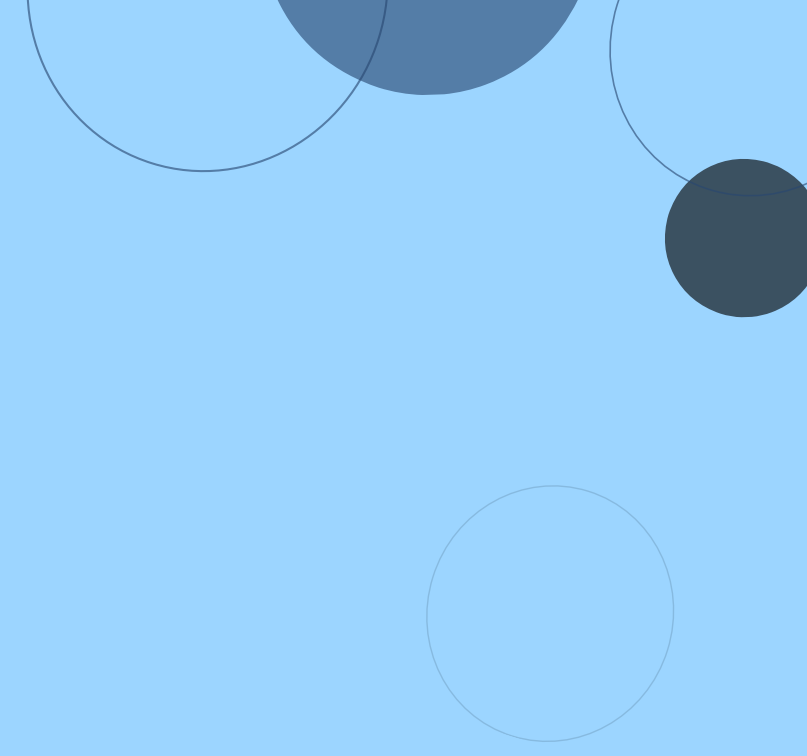
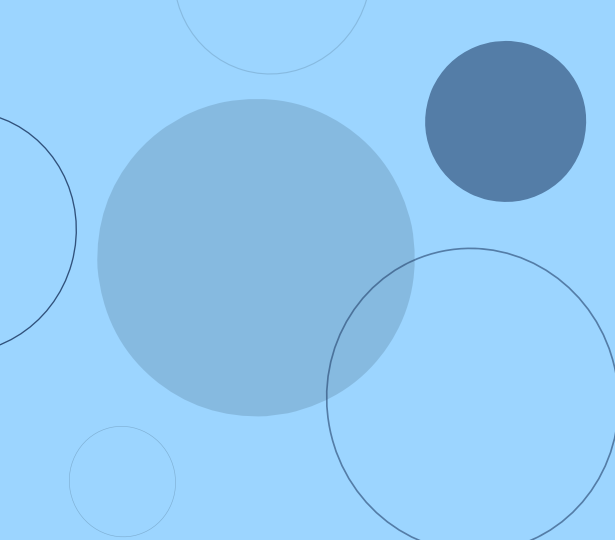
Line 7: _____ am = wake up time

Line 8: _____ pm = ideal sleep time (assuming 9 hours)

WHAT CAN WE DO?

Healthy Balance

1. Reevaluate schedule
2. Provide Structure and Routine
3. Consider Devices
4. Avoid comparisons
5. Love the kid you have



QUESTIONS?

- Healthy food choices
- Summer programs
- Anything else

UPCOMING EVENTS

1. Conferences
2. Individual GL parent coffees
3. MS Book club