

Health Assignments 1st semester 2025-26

Week 9: September 29-October 3

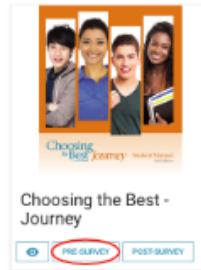
Do Now: 9/29/25



Georgia Division of Family and
Children Services
Office of Prevention and Family Support

**It is time to take the
Entry-survey**

- If you are using the electronic student manual - just click on the pre-survey link.
- If you are using the printed SM - please go to the following link:



<https://goldeneye.jeanakins.com/choosing-the-best/survey-home>

Use Survey Code CTB2526

Classwork: 9/29/25

1. Choosing the Best Journey online lesson: screenshot responses from upload in Canvas
 - a. Pages 7, 8, 12
2. Start project one pager
 - a. What's my goal for the next 5-10 years (SMART style)

S.M.A.R.T. goals are specific, measurable, achievable, relevant, and time-bound objectives that help individuals effectively plan and achieve their fitness goals. Setting S.M.A.R.T. goals provides clear direction, increases motivation, and enhances the likelihood of success.

Description and Example of a S.M.A.R.T. Goal:

1. **Specific:** The goal should be clear and specific, answering the questions of what, why, and how.
 - Example: "I want to run a 5K race."
2. **Measurable:** The goal should be measurable, allowing progress to be tracked and assessed.
 - Example: "I will track my running distance and time using a running app."
3. **Achievable:** The goal should be realistic and attainable, considering the individual's current fitness level.
 - Example: "I will gradually increase my running distance by 0.5 miles each week."
4. **Relevant:** The goal should be relevant to the individual's overall fitness objectives and aligned with their values.
 - Example: "Running a 5K will improve my cardiovascular health and help me stay active."
5. **Time-Bound:** The goal should have a specific deadline or timeframe.
 - Example: "I will run a 5K race within 3 months."

Complete S.M.A.R.T. Goal Example: "I want to run a 5K race (Specific). I will track my running distance and time using a running app (Measurable). I will gradually increase my running distance by 0.5 miles each week (Achievable). Running a 5K will improve my cardiovascular health and help me stay active (Relevant). I will run a 5K race within 3 months (Time-Bound)."

Week 8: September 22-26

Monday September 22

Do Now: 9/22/25

1. What is your current grade in this class?
2. Do you need this class for graduation?
3. List two ways Coach Thomas attempted to improve grades so far.

Classwork: 9/22/25

 Student Reflection Guide: Grade Report Summary

Step 1: Missing or Low Score Documentation

Use your grade report to list any assignments that are missing or scored below 70%.

Assignment Name Score Missing/Low? Plan to Fix or Improve

Step 2: Identifying Strengths and Weaknesses

- **My Strengths (things I am doing well):**

1. _____
2. _____

- **My Weaknesses (areas I need to improve):**

1. _____
2. _____

Step 3: Habits That Block or Help Success

List your top three habits that **help** you succeed and your top three habits that **block** your success.

- **Top 3 Habits That Help:**

1. _____
2. _____
3. _____

- **Top 3 Habits That Block:**

1. _____
2. _____
3. _____

Step 4: Short Reflection

Write 5–7 sentences answering:

- How do my actions and habits connect to my grade?
- What am I most proud of?
- What do I need to change moving forward?


Step 5: Action Steps

Choose **one action step you will begin this week** and **two actions you will continue for the next few weeks** before the next progress report.

- **Action Step to Start This Week:**

- **Action Steps to Continue for the Next Few Weeks:**

1. _____
2. _____

 **Exemplar Reflection (Student Model)**

Step 1: Missing or Low Score Documentation

Assignment Name	Score	Missing/Low?	Plan to Fix or Improve
Nutrition Worksheet	60	Low	Redo assignment for partial credit
Stress Journal	0	Missing	Complete and turn in this week
Quiz #2: Fitness	68	Low	Study notes and request a retake

Step 2: Strengths and Weaknesses

- **Strengths:**
 1. I always participate in class discussions.
 2. I complete most assignments on time.
 - **Weaknesses:**
 1. I forget to turn in some work that I finish.
 2. I get distracted and talk too much in class.
-

Step 3: Habits That Block or Help Success

- **Top 3 Habits That Help:**
 1. Taking notes during lessons.
 2. Asking questions when I don't understand.
 3. Working quietly when I focus.
 - **Top 3 Habits That Block:**
 1. Talking to friends instead of doing work.
 2. Waiting until the last minute to complete homework.
 3. Forgetting to check the grade portal.
-

Step 4: Short Reflection

My actions have had a big impact on my grade. When I participate and stay focused, I do well. However, missing assignments and talking in class have lowered my grade. I am most proud that I am asking more questions when I don't understand. I need to change the habit of procrastination and being easily distracted. If I stay on task and turn in my missing work, I know my grade will improve by the next progress report.

Step 5: Action Steps

- **Action Step to Start This Week:**

I will complete and turn in my missing Stress Journal assignment.
- **Action Steps to Continue for the Next Few Weeks:**
 1. Check the grade portal twice a week.
 2. Work quietly and avoid side conversations.

Tuesday September 23

Do Now: 9/23/25

create the chart below (only draw one row for now, but leave space to include more rows later)

Date	Assignment Completed	Turn in Method	Notes (for teacher)
9/23/25 Example	1. 3 Dimensions of Health brochure	Canvas	

Classwork: 9/23/25-Use my teacher's page to assist you with instructions regarding assignments that you need to make-up

1. Complete missing work based on self-reflection document and Infinite Campus grade report summary

Wednesday September 24

Thursday September 25

Do Now & Classwork: 9/25/25

1. Using your Self-Reflections and grade report summary, continue to work on missing assignments

2. Use my teacher's page and/or Canvas to complete assignment from 9/24/25

Friday September 26

Students turn in missing work that was completed this week; No assignments that are currently on the grade report summary will be accepted after today.

Week 7: September 15-19

Monday September 15

Do Now: 9/15/25

1. Quick class poll – List three: “How do you usually relax or reduce stress?”

Classwork: 9/15/25

1. Flexibility, Breathing, and Track
2. Students journal 2–3 sentences about how the activity made them feel and identify one mental health benefit.

Tuesday September 16

Do Now: 9/16/25

1. List three benefits from walking and breathing techniques

Classwork: 9/16/25

1. Review expectations for “Who am I” Project?
2. Work on Final Draft of Project

Wednesday September 17, 2025

Do Now: 9/17/25

1. List three observations from the daily affirmations video
 - a. <https://www.youtube.com/shorts/6yDaM0eZIC8>
 - b. <https://www.youtube.com/shorts/MKNW6i1-xLs>
 - c. <https://www.youtube.com/shorts/Iuz6fouHcN0>
 - d. <https://www.youtube.com/shorts/7TW5a02ukKI>
 - e. <https://www.youtube.com/shorts/48J8e-vQ3uQ>
 - f. <https://www.youtube.com/shorts/0fTWVIWgSBY>

Classwork: 9/17/25

1. Students work on Daily Affirmation video
 - a. Must show face at some point in the video
 - b. At least three affirmations stated
 - c. 15-30 seconds

Thursday September 18, 2025

Do Now: 9/18/25

1. Complete checklist for project

Classwork: 9/18/25

1. Peer Reviews
2. Turn in project

Friday September 19, 2025

Do Now: 9/19/25

1. None

Classwork: 9/19/25

1. Project presentations

Week 6: September 8-12 2025

Monday September 8

Do Now: 9/8/25 On a new sheet in the Do Now section of your notebook Copy all that you see below

Success Criteria

1. I can explain the importance of self-discovery
2. I can compare and contrast mental and emotional health along with identify factors affecting both

Classwork: 9/8/25

1. Mental & emotional health video: <https://www.youtube.com/watch?v=tY8NY6CMDFA>

2.

<https://www.youtube.com/watch?v=uIraSPjzfk0>

3. Compare & Contrast Mental & emotional health Venn Diagram

Differences

1. Definition description
2. How it impacts you as an individual
3. Determining factors

Similarities

1. At least three
- 4.** Summary explaining factors that impact mental and emotional health. Also include personal habits that positively and negatively impact your mental and emotional health

- Coach provide example using social and physical health

Understanding Mental and Emotional Health

What is Mental Health?

Mental health refers to the way our **mind functions**. It includes our ability to think clearly, focus, make decisions, and handle challenges. Good mental health helps us problem-solve, set goals, and stay motivated.

- Examples: memory, concentration, decision-making, coping with stress.
- Mental health concerns: anxiety disorders, depression, or difficulty concentrating.

What is Emotional Health?

Emotional health refers to how we **recognize, express, and manage emotions** such as happiness, sadness, anger, fear, or excitement. It affects how we interact with others and how we handle daily life experiences.

- Examples: managing anger, expressing joy, handling disappointment.
 - Emotional health concerns: mood swings, difficulty expressing feelings, or feeling emotionally “numb.”
-

How Are They Similar?

- Both impact daily life and overall well-being.
- Stress, trauma, and lifestyle choices affect both.
- Healthy coping skills (exercise, sleep, mindfulness) support both mental and emotional health.

How Are They Different?

- **Mental health** focuses on the brain’s ability to process information and function.
- **Emotional health** focuses on identifying and regulating feelings.
- A person can have strong mental skills (good focus, memory) but still struggle with emotional control—or the other way around.

Methods of Regulation

For Mental Health

- **Sleep:** Getting enough rest helps memory, focus, and decision-making.
- **Healthy Thinking:** Challenging negative thoughts and practicing positive self-talk.
- **Time Management:** Organizing tasks to reduce stress and overwhelm.

For Emotional Health

- **Mindfulness & Breathing:** Slowing down and focusing on the present.
- **Expressing Feelings:** Talking with friends, journaling, or using art/music.
- **Healthy Outlets:** Exercise, hobbies, or relaxation activities to manage strong emotions.

Quick Reflection Questions

1. How do you know when your mental health is strong?
2. What signs show that your emotional health might need attention?
3. Which regulation strategies could you start using today?

Tuesday September 9

Do Now: 9/9/25

1. What do you think is the biggest stressor for teens today?
2. Define mental and emotional health in your own words using at least two complete sentences

Classwork: 9/9/25

1. Factors: Relationships, social media, sleep, nutrition, family, self-esteem - Discussion, chart connection
2. Who AM I? Self-Discovery Project Introduction & begin rough draft

Who AM I? Self-Discovery Project (Standards: HS1, 2, 5,6,7,8)

Project Instructions Create a project that helps you explore and share aspects of your identity. You may use various formats such as:- Poster - Poem/Visual Art Combination, - Video or Narrated Photo Slideshow- Brochure

Your project should include:

1. At least three personal values
2. At least five personal traits
3. Three likes/interests unique to you
4. Two Influences on who you are5.
5. Mental and emotional health definitions, at least three factors that influence these for you (negative and positive)
6. At least three relaxation/coping factors connected to those mental health factors
7. A quote or mantra that represents your identity
8. At least four images relevant to your information
9. A reflection on the importance of mental and emotional health in self-reflection and self-esteem

Project Rubric

Category	Outstanding	Good	Needs Improvement	Unsatisfactory	Points Earned
Values (10pts)	3 values clearly identified and explained	3 values identified with some explanation	At least 2 values identified with little/no explanation	Less than 2 values identified	
Traits (10pts)	5 traits clearly identified and explained	5 traits identified with some explanation	At least 4 traits with little/no explanation	Fewer than 4 traits identified	
Likes (10pts)	At least 3 likes/interests clearly described	At least 3 represented with some clarity	At least 2 represented with little/no clarity	Fewer than 2 represented	
Influences (10pts)	At least 3 influences clearly identified	At least 3 represented with some clarity	At least 2 represented with little/no clarity	Fewer than 2 represented	
Mental & Emotional Health (10pts)	Positive and negative factors clearly identified and explained	Both identified with limited explanation	At least one positive & one negative factor identified with little/no explanation	Less than one positive and one negative factor	
Relaxation/Coping (10pts)	3 coping factors aligned with mental/emotional health	At least 3 aligned with some clarity	At least 2 aligned	Fewer than 2 aligned	
Quote/Mantra (10pts)	Clearly linked to identity	Linked with limited explanation	Linked with little/no explanation	Not included	
Images (15pts)	At least 4 relevant images effectively used	At least 4 images that support content	At least 4 images with limited support	Fewer than 4 images included	
Organization & Creativity (15pts)	Labels/heading, neat, color, and more				

Wednesday Sept. 10

Do Now: 9/10/25

1. List three positive affirmations you can commit to using for yourself daily

Thursday Sept. 11

Do Now: 9/11/25

1. What is significant about today's date?
2. Explain in at least three complete sentences: How does the significance of today's date relate to mental and emotional health?

Classwork: 9/11/25

1. Who Am I? Project Rough Draft using rubric continue

Friday Sept. 12

Do Now: 9/12/25

1. Breathing & calming activity using steps on the board

Classwork: 9/12/25

1. Self-check and reflection
2. Work on Who Am I Project

Week 5: September 2-5 2025

Monday: Labor Day- No School

Tuesday September 2

Do Now: September 2- None

Classwork: Complete missing assignments from previous week ADAP

Wednesday September 3

Do Now: September 3- Complete on a new sheet in the Do Now section of your notebook and make sure you write Do Now, the date, number the questions, and write the question and answer or restate the question in your answer for full credit.

1. What assignment is due today?
2. What is your current grade in Health?
3. Is Health a required class for graduation?

Classwork:9/3/25

1. Complete missing work use checklist and this document to get any assignments you have missed
2. Complete ADAP online course & upload final test grade and certificate to Canvas

Thursday September 4

Do Now: 9/4/25 On same sheet as previous day

1. In your own words using at least three complete sentences, explain what is health using the 3 dimensions of health in your explanation.

Classwork: 9/4/25

1. Work on missing assignments this is the last day to turn in missing work (you can continue to work on the ADAP online course since it will be utilized for your future but keep in mind your overall grade will be impacted each day it is late)
2. Podcast reviews

Friday September 5

Do Now: /9/5/25-turn in notebook

Classwork: 9/5/25-Podcast review continue

Week 4: August 25-29 Week

Monday August 25, 2025

Do Now: 8/25 -Remember to write the question and answer, restate the question in the answer, and/or provide heading for full credit. All do now assignments for this week should be on one sheet of paper in the correct section of your notebook.

1. List three things you know about alcohol or drugs
2. List three things you know about driving

Classwork: 8/25/26

1. ADAP parent letter: DUE 8/28/25

Parent Letter: ADAP Program Requirement

Dear Parent/Guardian,

As part of the Georgia state mandate, all high school students enrolled in Health class are required to complete the Alcohol and Drug Awareness Program (ADAP). This program is a necessary step for students to obtain their driver's license in the future. While obtaining a license may not be a top priority now, completing the ADAP course will ensure that students are prepared and have the documentation needed when the time comes.

To complete this requirement, please assist your student with the following steps at home:

1. Sign up and create an account for ADAP using the last four digits of the student's Social Security Number. LINK: <https://online.dds.ga.gov/eADAP/StudentRegistration.aspx>
2. When prompted for the reason for completing the course, select ****Other****.
3. Once registered, return to the email used to locate the username and password provided. This login information will be used to access the course.
4. Log in and complete the Pre-Test, all modules, and the Final Test.
5. Upon completion, take a screenshot of both the Final Test grade and the Certificate earned. Upload both into Canvas in the appropriate section created by coach
6. The grade will put in **September 3, 2025** if not done by this date students will have time to makeup, but a zero will put in the gradebook until both documents have been submitted in Canvas.
7. Parents should save and/or print the Certificate for future licensing purposes.
8. the email and login information in a safe place so the Certificate can be accessed again if needed.

This process ensures transparency for both students and parents while meeting the state requirements. It is important to complete and properly save these documents now, so they can be easily located when needed in the future.

We greatly appreciate your cooperation in helping your student fulfill this important state-mandated requirement.

Sincerely,
Coach Thomas
Health Teacher
Westside High School

Parent/Guardian Acknowledgement: Please return this portion by September 28th 2025

2. ADAP introduction class discussion

Tuesday August 26, 2025

Do Now: 8/26/25-Complete on the same sheet as previous day (Remember to write question and answer, restate, and/or provide headings; also number the questions

1. For each acronym write next to them what they mean
 - a. ADAP
 - b. TADRA
 - c. BAC
2. List two things you should know about the ADAP program so far (based on yesterday's discussion and/or Ch.1 in ADAP manual)

Classwork: 8/26/25

1. In the same podcast groups or as an individual do the following for the drug you are assigned-each person should speak in presentation part of weekly grade for each day this week
 - a. Read section
 - b. Heading for the Law
 - c. Description of what should be done
 - d. Two specific benefits for following the law
 - e. 2 consequences for not following the law

Wednesday August 27, 2025

Do Now: 8/27/25

1. List three topics covered during yesterday's presentations regarding traffic laws and one fact about each law

Classwork: 8/27/25

1. ADAP Parent letters collected
2. ADAP word search & summary
3. Check for ADAP online course login

Thursday/ August 28, 2025

Do Now: 8/28/25

1. Which drug is used more by young people than tobacco and illicit drugs?
2. List two immediate effects of marijuana.
3. What are OTC drugs?
4. List t/wo commonly used OTC drugs that are misused

Classwork: 8/28/25

Week 4's class grade check list

Create and fill in the following chart in the classwork section of your notebook with the heading above.

Assignment/Task	Yes/No	Possible Points	Earned Points
1. Traffic Law Presentation		20	
2. ADAP Parent Letter Signed		20	
3. ADAP word search & summary		20 (12 word search/8 summary)	
4. ADAP Login Verification		20	
5. Do Now 8/25-28		20	
Total		100	

Friday August 29, 2025

Do Now: 8/29/25- NONE

Classwork 8/29/25

Complete any assignment that have not been completed so far this semester. Use this same document to review all assignment from this semester by scrolling to the appropriate date/day.

- 1. All Do Now assignments (make sure they are dated and in the appropriate section)**
- 2. 3 Dimensions of Health brochure**
- 3. Podcast Reading & Questions -8/19/25**
- 4. Factors that Impact Health Podcast**
- 5. ADAP Ch. 3-word search & summary**
- 6. Login to DDS website & work on ADAP certificate course using steps from parent letter**

Week 3: August 18-22 Week

Monday August 18

Monday Do Now: 8/18

1. In at least two complete sentences, explain the assignment that we are currently working on for Health class (we started on it Thursday of last week)
2. When is the outline due for the assignment above?

Monday Classwork: 8/18

1. Complete Outline for 4 factors that influence health
2. Student/Teacher check
3. Begin recording/filming

Tuesday August 19-substitute

Instructions: Read the article below and in the classwork section of your notebook answer the questions that follow by writing the questions and answer OR restating the question in your answer for full credit. Include the heading at the top of the page “What is a Podcast?”, the date, and number your questions.

Reading: What is a Podcast?

A **podcast** is a type of digital audio program that people can listen to on their phones, computers, or other devices. Podcasts are usually created around a specific topic or theme, such as sports, health, history, or entertainment. They can be short (just a few minutes) or long (over an hour) and may have one episode or hundreds of episodes.

Unlike a live radio show, a podcast can be listened to **anytime, anywhere**. This makes it a flexible and powerful tool for learning and sharing ideas.

Podcasts as Presentations

Podcasts can be used as a **creative way to give presentations**. Instead of standing in front of the class with slides, students can record themselves talking, interviewing, or storytelling. This gives more room for creativity and helps students build communication skills.

Here are some ways podcasts can be creative and engaging:

1. **Interviewing Others** – Students can invite classmates, teachers, or even family members to share their perspectives. For example, a podcast on nutrition could include an interview with an athlete about their eating habits.
2. **Providing Information** – Just like a research paper or slideshow, a podcast can present facts and explanations. The difference is that it allows for a conversational and engaging style.
3. **Asking and Answering Questions** – Podcasts can include a Q&A section, where the host answers questions from listeners or classmates. This keeps the audience involved.
4. **Storytelling** – A podcast can use real-life stories, case studies, or personal experiences to connect with the audience. Stories help make information more memorable.
5. **Collaboration** – A podcast can have multiple hosts or contributors. Working as a team helps students share ideas and build stronger communication skills.

Why Use Podcasts in Health Class?

Podcasts can help students explore important health topics like fitness, nutrition, mental health, or the influence of social media.

Instead of only reading and writing, students get to **speak, listen, and share ideas creatively**.

Creating a podcast allows students to:

- Practice **public speaking** in a low-stress environment.
- Use technology in a positive way.

- Show understanding of health topics in a format that is fun and engaging.
- Build confidence in communication and collaboration.

Student Questions

Answer the following questions (in the classwork section of your notebook) in at **least two complete sentences by** restating the question OR write the question and answer if you: You should have at least 12 sentences total. Upload a picture of your assignment in Canvas.

1. What is a podcast, and how is it different from a radio show?
2. List two ways a podcast can be used to give a presentation.
3. How can interviewing others make a podcast more interesting?
4. Why might storytelling be a powerful tool in a podcast?
5. Explain how podcasts could be useful in a health class.
6. For our class, what is the Health topic for you podcast and how far along are you with your assignment?

Wednesday August 20

Wednesday Do Now: 8/20/25

1. List all the assignments we have had in this class so far this semester
2. Next to each assignment write the current grade that you earned
3. Based on the information above are you on track to earn credit for this course

Wednesday Classwork: 8/20/25

1. Students work in groups to record podcast using outline and information from coach/assignments (refer to the previous week on this same document just below)
2. Coach feedback

Thursday August 21

Thursday Do Now: 8/21/25

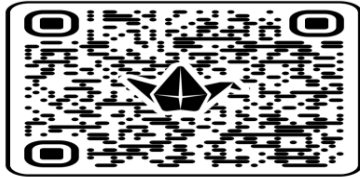
1. List three facts you now know about podcast

Thursday Classwork: 8/21/25

1. Students work in groups to record podcast using outline and information from coach/assignments (refer to the previous week on this same document just below)
2. Coach feedback
3. Post Podcast on Padlet: Use link or QR code: Be sure to include your group members name

**What Impacts Health
Podcast Post your videos
here!**

Post your response to the
discussion topic by clicking the plus
button below.



LINK: <https://padlet.com/thomada/what-impacts-health-podcast-post-your-videos-here-1wc9jf5indl213ym>

Friday August 22

Friday Do Now: 8/22/25

1. Wayground/Quizziz login

Friday Classwork: 8/22/25

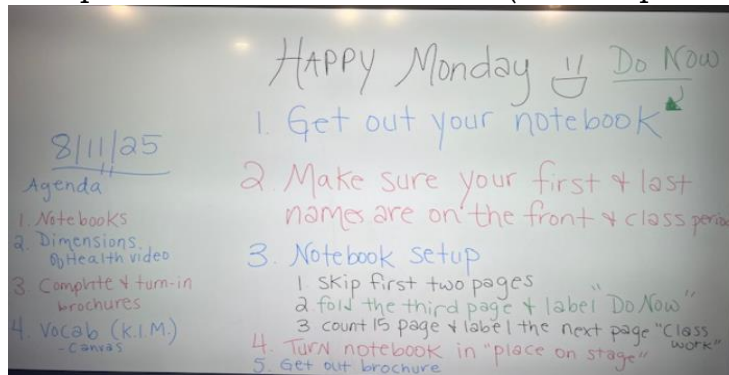
1. Quiz on podcast and factors that impact Health
2. Podcast review & submissions

Week 2: August 11th -15th Week

Monday-August 11:

1. Notebook setup
 - a. Write first name, last name, and class period on front (40 pts)
 - b. Skip first two pages (10 pts)

- c. Fold the third page & label "Do Now" (20 pts)
 - d. Count 15 pages and label the next page "Classwork" (20 pts)
 - e. Turn in notebook on stage (10 pts)
2. Health dimensions video: watch together & discuss
 3. Complete and turn in brochure (refer to previous week for further instructions)



Tuesday August 12:

Do Now: List five things you think influence health

Classwork: 8/12/25

1. Article Reading (below):
2. Podcast video tutorials & examples
 - a. <https://www.youtube.com/watch?v=gVNOAWDrXP4>
 - b. How to: <https://www.youtube.com/watch?v=zE1M04MVbmk>
 - c. https://www.youtube.com/watch?v=VZeR_MTEyrk
 - d. https://www.youtube.com/watch?v=nS2k_Sw_BRw
 - e. <https://www.youtube.com/watch?v=36UwtzZHowV>

Understanding Health Influences: Environmental, Genetic, Behavioral, and Technological Factors

Health is shaped by many factors — some you can control, and some you can't. These influences interact to affect your short-term well-being and long-term health outcomes. By understanding them, you can make informed decisions to live a healthier life.

Environmental Factors

Definition:

Conditions around you that can impact your health, including air quality, water supply, access to nutritious foods, climate, and availability of safe spaces to exercise.

Examples:

- Air pollution that can cause asthma or breathing problems
- Living near grocery stores with fresh produce vs. only having access to fast food
- Having parks or sidewalks for exercise

Short-term impact: Headaches from smog, fatigue from poor indoor air quality.

Long-term impact: Chronic respiratory diseases, obesity from limited access to healthy foods.

Genetic Factors

Definition:

Traits and risks you inherit from your biological parents, such as eye color, blood type, and risk for certain diseases.

Examples:

- A family history of diabetes or heart disease
- Inherited high cholesterol levels
- Genetic conditions like sickle cell anemia

Important Note:

Genetics can increase risk, but lifestyle choices often determine whether those risks develop into health problems.

Behavioral Factors

Definition:

The choices and habits you make every day that affect your health.

Examples:

- Diet and nutrition
- Physical activity levels
- Smoking, vaping, or alcohol use
- Sleep patterns and stress management

Short-term impact: Feeling energized after regular exercise or sluggish after skipping meals.

Long-term impact: Maintaining a healthy weight vs. developing obesity, preventing or increasing risk of heart disease.

 Technological & Social Media Influences**Definition:**

The role of technology, including medical advancements and digital platforms, in shaping your health.

Examples:

- Wearable devices that track steps, heart rate, or sleep
- Medical technology that improves diagnosis and treatment
- Social media promoting fitness and wellness — or spreading misinformation

Impact:

Technology can help you make better health decisions, but excessive screen time, unrealistic body image standards, or online bullying can harm mental and emotional health.

 How These Factors Interact

These influences often overlap. For example:

- A person may have a **genetic risk** for high blood pressure, but **behavioral choices** (diet and exercise) and **environmental factors** (access to healthy foods) determine whether the condition develops.
- **Social media** can encourage healthy workouts (positive tech influence) or lead to unhealthy comparisons and stress (negative tech influence).

Wednesday August 13:

1. Login to Wayground
2. Test: 3 dimensions of Health

Thursday August 14:

Do Now:

1. List four factors that influence health
2. Who do you think you will work with for your podcast project? List the names

Classwork: Complete Podcast Outline (Factors that Influence Health)

Podcast Storyline/Outline Guidelines

Unit Focus: *Factors That Influence Health*

Factors to Include:

- Environmental
- Technology/Social Media
- Genetics
- Behavioral

Objective

You will create a **storyline** or **outline** for a podcast episode that explores *how different factors influence health*. Your podcast should be creative, engaging, and informative — something that both your classmates and a wider audience would want to listen to. Your job is to **teach** and **entertain** while connecting the topic to real life. This podcast should be 3-5 minutes in length.

Step 1 – Choose a Topic/Title

Select a **specific theme** or focus that will guide your episode. This will help you stay organized and make your message clear.

- Example topics:
 - *"From Scroll to Sleep: How Technology Shapes Our Health"*
 - *"It's in My DNA: How Genetics Shapes the Way I Live"*
 - *"Our Environment, Our Health: The Hidden Influences"*

- *"Daily Choices, Lifetime Changes: The Power of Behavior"*

Tip: Your title should grab attention while letting the listener know what to expect.

Step 2 – Plan Your Storyline

Your podcast needs a beginning, middle, and end:

1. **Introduction (Hook)** – Something interesting to grab attention (a question, fact, short story, or sound effect).
 2. **Body** – Explore your topic through each factor:
 - **Environmental:** How surroundings (home, school, neighborhood, climate, pollution, safety) affect health.
 - **Technology/Social Media:** How online habits, gaming, and social media use affect mental/physical health.
 - **Genetics:** How family history, inherited traits, or medical predispositions influence health.
 - **Behavioral:** How daily habits, lifestyle choices, and routines affect short- and long-term health.
 3. **Conclusion (Takeaway)** – Wrap up with what listeners should remember or how they can apply the information to their own lives.
-

Step 3 – Make It Creative & Engaging

Your podcast should not sound like a boring list of facts. Think about ways to keep your audience interested:

- Use **personal stories** or examples
 - Include **interviews** (real or role-play)
 - Ask **rhetorical questions**
 - Use **sound effects or music** (optional if recording)
 - Keep your tone natural — as if you're having a conversation
-

Step 4 – Connect to Real Life

At some point in your podcast, make a connection to how these factors affect *you* or people in your community.

- Example: “Growing up near a highway, I noticed the air wasn’t as clean, and it sometimes affected my asthma.”
 - Example: “After spending more than 5 hours a day on social media, I noticed my sleep schedule started to change.”
-

Step 5 – Provide Growth & Life Lessons

Your episode should leave listeners with something they can **use** as they grow:

- Tips for healthier habits
- Ideas for balancing technology use
- Encouragement to know family health history
- Ways to create a healthier environment

Step 6 – Create Your Outline

Fill in these sections to prepare for recording: If you are doing interviews, include that in the specific section along with the person/s. You should also prepare questions you will ask.

Podcast Title: _____

Introduction Hook: _____

Factor 1 – Environmental:

- Example/story: _____
- Key point: _____

Factor 2 – Technology/Social Media:

- Example/story: _____
- Key point: _____

Factor 3 – Genetics:

- Example/story: _____
- Key point: _____

Factor 4 – Behavioral:

- Example/story: _____
- Key point: _____

Real-Life Connection: _____

Takeaway Message: _____

Example Podcast Outline – Student Guide

Title: *“Plugged In, Burned Out: The Hidden Health Effects of Everyday Life”*

Introduction:

- Hook: “What if I told you your phone, your family history, your daily habits, and even your neighborhood are shaping your health right now?”

Environmental:

- Story about moving from a quiet suburb to a city with more traffic noise → effect on sleep quality and stress.

Technology/Social Media:

- Example of spending hours gaming and feeling more isolated → discuss mental health effects. (I will interview Nick and/or Taylor)

Genetics:

- Family history of high blood pressure → how it encouraged the student to monitor diet early. (I will interview my dad)

Behavioral:

- Switching from sugary drinks to water and noticing energy improvements.

Real-Life Connection:

- “I realized my health isn’t shaped by just one thing — it’s a mix of where I live, what I do, and what I’ve inherited.”

Takeaway Message:

- “You can’t control your DNA, but you *can* control your habits and environment to build a healthier future.”

Student Self-Check Before Submitting

1. My title is attention-grabbing and matches the topic
2. I have an engaging introduction
3. I explained **all four factors** (environmental, technology/social media, genetics, behavioral) with examples or stories
4. I connected at least one factor to real life (personal or community)
5. I gave a clear takeaway lesson or advice for the future
6. My podcast has a beginning, middle, and end
7. I kept it interesting and easy to follow
8. I put in full effort and included all required parts in my outline/storyline

Health Podcast Project – Student Checklist & Rubric Brooke**Topic:** Factors That Influence Health (Environmental, Technology/Social Media, Genetics, Behavioral)

Category	Requirements	Points	Student Check <input checked="" type="checkbox"/>	Teacher Score
Title & Topic	Clear, engaging title that matches the podcast theme	5		5
Introduction/Hook	Captures audience attention (question, fact, short story, sound effect)	5		5
Environmental Factor	Includes an example or story; clearly explains how environment affects health	10		5
Technology/Social Media Factor	Includes an example or story; clearly explains how tech/social media affects health	10		10
Genetics Factor	Includes an example or story; clearly explains how genetics influence health	10		10
Behavioral Factor	Includes an example or story; clearly explains how behavior impacts health	10		10
Real-Life Connection	Makes a personal or community connection to at least one factor	10		10
Takeaway Message	Gives clear life lessons/tips for how to apply this information in the future	10		10
Creativity & Engagement	Uses a conversational tone, creative elements, or storytelling; keeps audience interested	10		10

Organization & Flow	Podcast has a clear beginning, middle, and end; factors flow smoothly	10		10
Effort & Completion	Shows planning effort; includes all required sections in outline/storyline	10		5
Time	Podcast is within the 3-5 minute time frame	20		10
TOTAL		120		95

Friday August 15:

Same as previous day

Week 1: August 4-8th Week

Monday-August 4: No school

Tuesday August 5: Review of expectations and how to access syllabus

Wednesday August 6: same as previous day

Thursday: August 7th:

1. Dimensions of Health video: <https://www.youtube.com/watch?v=ijpvLaArBBI>
2. Dimensions of Health brochure: complete title page & one of the pages for the dimensions

Instructions: Using the paper provided by coach, create and fill in brochure. The following should be included. For full credit be sure to follow the guidelines and include subheadings to make your brochure flows well.

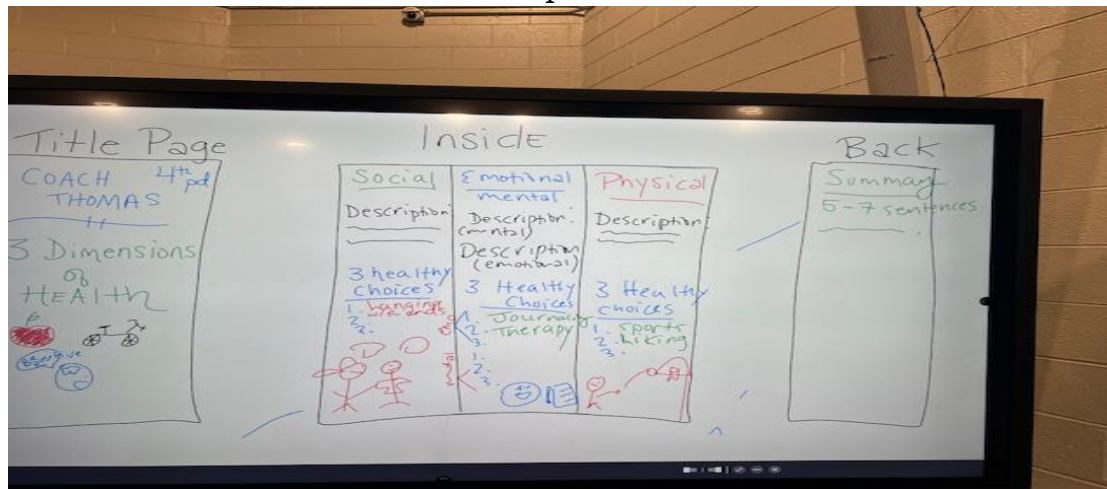
1. **Title Page:** name, title of brochure, relevant image, class period-**20pts**

2. Each dimension of health should have its own page with the following
 - a. heading
 - B. detailed **description** in your own words: **at least 2 complete sentences**
 - C. 3 **healthy choices** for the specific dimension of health (include things you might do personally)
 - D. One relevant image
- (60 pts: 20 per dimension)**

3. On the back 5-7 sentence summary explaining the relationship between all of the dimensions of health
(20pts)

Friday: August 8th:

1. Coach review of brochure expectations while providing example
2. Students finish brochure and complete over the weekend



August 11th -15th Week

Monday-August 8:

Tuesday August 9:

Wednesday August 10:

Thursday August 11:

Friday August 12: