Health Activities for High School
BJ Santos, bsantos@k12albemarle.org

Content knowledge does not effectively change health behavior. Goal setting, decision-making and communication skills are critical to making positive changes in health behaviors.

Getting a good start - activities to assess content knowledge and generate student interest in unit.

ABC Taxonomy - Small group activity. Ask students to write ABC’s down the side of paper. Brainstorm words that have something to do with content for each letter. After 5-7 minutes, go over with class, giving one point per word. If more than one group has the word, no points.

Helping Hand - Students trace their hand on a piece of paper. List one fact about content area on each finger.

Wear your Tie - On printed tie form, draw and color representations of four life goals. Each student presents their tie to the class. Choose one tie to ask of the class, which of these goals would be unattainable with an unwanted pregnancy, incurable sti/std.

TP - Pass a roll of toilet paper around the room and ask students to tear off a random number of squares. For each square, students should share a fact about content area. Only one square can be shared at a time; facts may not be repeated.

Smarties - Give each student a roll of smarties and ask them to separate out one specific color. Ask them to share a fact about content area for each smartie of that color.

Content delivery/class activities

Power teach - hear, repeat, write.

Energy Balance Lab (VA SOL 9.2) energy balance equation hand out

Decision making skills (VA SOL 9.1, 10.2) - Using a decision making paradigm, review the steps and a few practice scenarios. Bag activity: place 5 filled bags in front of room. Ask 5 different students to choose one of the numbers. Ask why they chose that number. Students get bags, but make not shake them or look inside. Ask each student if they want to keep or switch bags with someone else. Ask why or why not. Allow students to shake bag, but not look inside. Ask if they want to keep or switch. Why or why not. Ask students to show a non-participating student to look in the bag and advise
them to keep or trade. Give students the option. Allow students to look inside bag and again, have the option to keep or trade. Review steps gathering information to make a decision.

**Dueling Labels (VA SOL 9.1)** - Pass around labels and ask each student to choose two. Show video clip or go over information on the label. Ask each student to select the food label they think is most "nutritious". Partner students to start the duel. Each pair discusses and determines which label wins. They can use whatever criteria they both can prove and agree on (i.e., more vitamins, lower in fat, and high in fiber) The winner of each round will go to the next level to compete until there is a winner. In the case students can't agree, the decision goes to the class.

**What is Love? (FLE SOL 10.2)** - As a class, go over three or four definitions of love, and ask students to underline words or phrases that they agree with. Hand out packages of candy hearts. Students will construct a definition of love using the words and phrases they underlined and the words off 10 candy hearts.

**Looking for love (FLE SOL 10, 2)** - Each student creates at top 10 list for soul mate must haves. Once the list is complete, they code each item as ME, if it is an attribute that they themselves have, and P, if it is an attribute that one or both parents have. Hand out copies of personal ads. Each student should find one that they would never answer, one that they would answer, and one that they could've written. Tell students to ignore age, race, and sexual orientation and to focus on the qualities and attributes.

**Project based learning and study skills** - Infectious Disease unit

**When discussion doesn't work** - concept maps and charts

**Assessment** - synthesis and application

**Wellness Plan of Improvement**

**Nutritional Analysis**