

WHAT THE HEALTH?

INQUIRY IN HEALTH

January 25, 2019

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Health & Physical Education

North Atlanta High School

Agenda

11:25 am to 11:30 am	<ul style="list-style-type: none">• Sign up for <i>Google Classroom</i>• Go over Norms• Introduction• Why Inquiry?
11:30 am to 12:05 pm	<ul style="list-style-type: none">• Inquiry Based Unit What the Health?• What the Health? Lesson One• What the? Lesson Two• What the Wealth? Leason Three
12:05 to 12:15 pm	<ul style="list-style-type: none">• Guided Reflection

Norms

- Active Engagement
- Use electronics appropriately
- Have fun

About me...

- 12th year at North Atlanta High School in Atlanta Public Schools
- 8 Years at Beecher Hills Elementary in Atlanta Public Schools
- 3 years at Floyd Middle School in Cobb County

Objectives

Participants will be able to:

- Understand how inquiry-based learning promotes authentic learning.
- Explore the relationship between Inquiry Questions, Inquiry Statements, and Guiding Questions.
- Transfer inquiry learning model into their curriculum.

Why Inquiry?

- What is inquiry?

STEP 5

Conclusion



Present findings

Reflect on learning

Figure 1.

The four levels of inquiry and the information given to the student in each one.

Inquiry Level	Question	Procedure	Solution
1—Confirmation Inquiry <i>Students confirm a principle through an activity when the results are known in advance.</i>	✓	✓	✓
2—Structured Inquiry <i>Students investigate a teacher-presented question through a prescribed procedure.</i>	✓	✓	
3—Guided Inquiry <i>Students investigate a teacher-presented question using student designed/selected procedures.</i>	✓		
4—Open Inquiry <i>Students investigate questions that are student formulated through student designed/selected procedures.</i>			

Why Inquiry?

- Inquiry can be taught & learned, so model...



Why Inquiry?

- Teachers asking questions is a part of effective instruction
- Students learning to ask questions is the goal!

Why Inquiry?

Student inquiry =  Engagement  Excitement!

Why Inquiry?

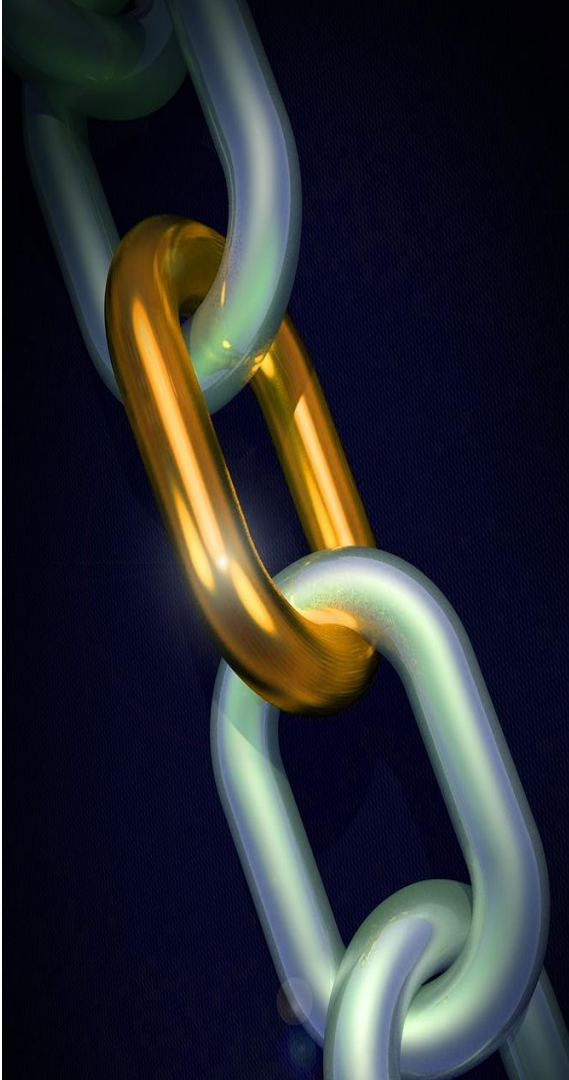
Inquiry Practice =



Student's Confidence which



Student Participation



Concept Based Learning



Concept Based Learning





Can you...?



© Mary Buckhout

Question stems to promote rigorous thinking

CAUSE AND EFFECT	DESCRIPTION	COMPARISONS
<ul style="list-style-type: none"> <input type="checkbox"/> A _____ has _____. <input type="checkbox"/> A _____ is _____ and _____. <input type="checkbox"/> Additionally, _____ has/have _____. <input type="checkbox"/> _____ is an example of _____. <input type="checkbox"/> _____ is an example of _____ because _____. <input type="checkbox"/> The characteristics of _____ are _____. 	<ul style="list-style-type: none"> <input type="checkbox"/> A _____ has _____ but a _____ has _____. <input type="checkbox"/> A _____ is _____ and _____ both have _____. <input type="checkbox"/> _____ is the same as _____. <input type="checkbox"/> _____ differs from _____ in that _____. <input type="checkbox"/> Although _____ has _____ but _____ on other hand has _____. 	<ul style="list-style-type: none"> <input type="checkbox"/> First _____ second _____ then _____. <input type="checkbox"/> First _____ and then _____. <input type="checkbox"/> If steps _____ are put in order _____ would be the first step to follow _____. <input type="checkbox"/> _____ has to occur before _____ can happen. <input type="checkbox"/> _____ must follow _____ because _____. <input type="checkbox"/> The _____ between _____ and _____ is _____. <input type="checkbox"/> The cause to _____ was _____ The effect to _____ was _____. <input type="checkbox"/> _____ was caused by _____. <input type="checkbox"/> When _____ then _____. <input type="checkbox"/> The independent variable is _____ and the dependent variable is _____.
ANALYZE	COMPARISONS	ANALYZE
<ul style="list-style-type: none"> <input type="checkbox"/> I can infer that _____. <input type="checkbox"/> I know _____ because _____. <input type="checkbox"/> Clear handed me to believe that _____. <input type="checkbox"/> From the evidence, I can infer that _____. <input type="checkbox"/> From the _____, I can tell that _____. <input type="checkbox"/> Due to _____, I know that _____. 	<ul style="list-style-type: none"> <input type="checkbox"/> A _____ has _____ but a _____ has _____. <input type="checkbox"/> A _____ is _____ and _____ both have _____. <input type="checkbox"/> _____ is the same as _____. <input type="checkbox"/> _____ differs from _____ in that _____. <input type="checkbox"/> Although _____ has _____ but _____ on other hand has _____. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can infer that _____. <input type="checkbox"/> I know _____ because _____. <input type="checkbox"/> Clear handed me to believe that _____. <input type="checkbox"/> From the evidence, I can infer that _____. <input type="checkbox"/> From the _____, I can tell that _____. <input type="checkbox"/> Due to _____, I know that _____.

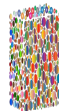
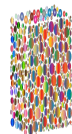
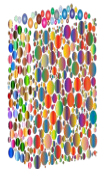
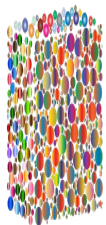
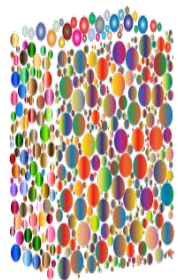
Research Based Best Teaching Practices





Concept Based Learning

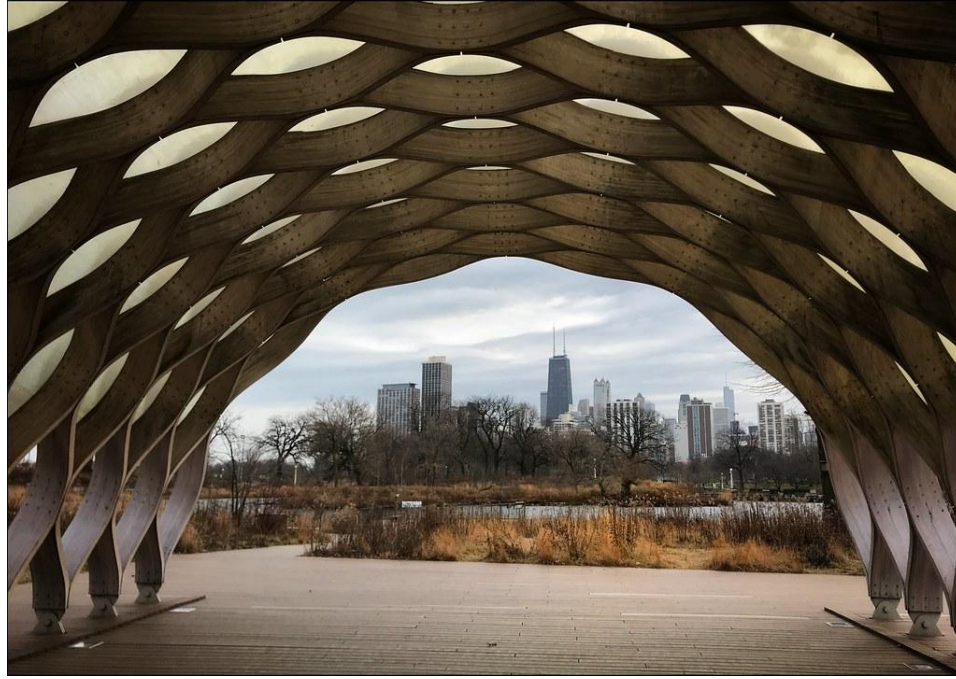






Unit: What the Health???

- **Key Concept:** Connections (links and bonds and relationships among people, objects, organisms, or ideas).
- **Related Concepts:** Environment and Perspectives
- **Global Context:** Identities and Relationships
- **Statement of Inquiry:** Our environment, culture, and community influence our perspectives, as well as, our health and wellbeing



Concept Based Learning

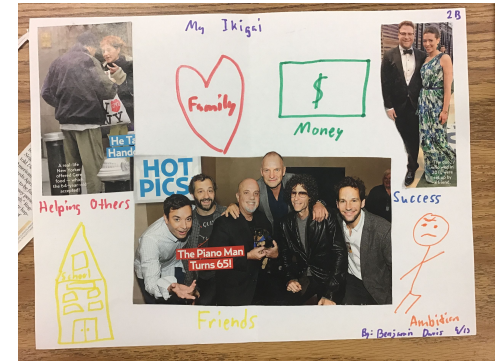
Our environment, culture, and community influence our perspectives, as well as, our health and wellbeing.

Unit: What the Health???

- Introductory Unit in 9th Grade General Health
- Lesson #1:
- EQ: How can I live to 100?
- Vocabulary:

Vocabulary:	
Health Wellness Continuum Goal	Emotional Health Physical Health Social Health Mental Health

- Task:
1. Life Expectancy Quizzes Exploration:
 - Death Clock & Blue Zone
 - Create Venn Diagram
 2. Ted Talk, "How to Live to 100" Blue Zones
 3. What steps can I take to live to 100?
 4. Create "Ikiagi" Life Purpose



Lesson Two: What the???

- **Introductory Unit in 9th Grade General Health**
- **Lesson #2:**
- **EQ: How does the environment impact one's health?**

Vocabulary

Poverty
Squalor
Hoard
Disparity

Lesson Two: What the???

Orientation

- Warm-up:

1. Using your electronic device, define: poverty, wealth, squalor, hoard, poverty, and disparity
2. Predict what impact would squalor have on one's health?

What do you see? Try applying vocabulary terms



What do you see? Try applying vocabulary terms







Lesson Two: What the???

Get a Partner

www.tinyurl.com/20wthyp



Lesson Two: What the???

Orientation

- Warm-up:

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Lesson Two: What the???

Hypothesis

1. **Get a partner**
2. **Look at the two photographs side by side.**
3. **Discuss with your partner the physical health, social health, emotional health, and mental health of the families.**
4. **Predict the physical health, social health, emotional health, and mental health of the individuals in each photograph. Give a specific example depicted in each photo to support your prediction.**
5. **Looking through the lens of overall health... What are the similarities in the photographs? What are the differences? Poverty? Wealth? Disparity?**
6. **Draw from your own personal experiences. Hint: Walk through your day, from wake-up to bed time, compare to the photographs. Who, What, When Where Why?**

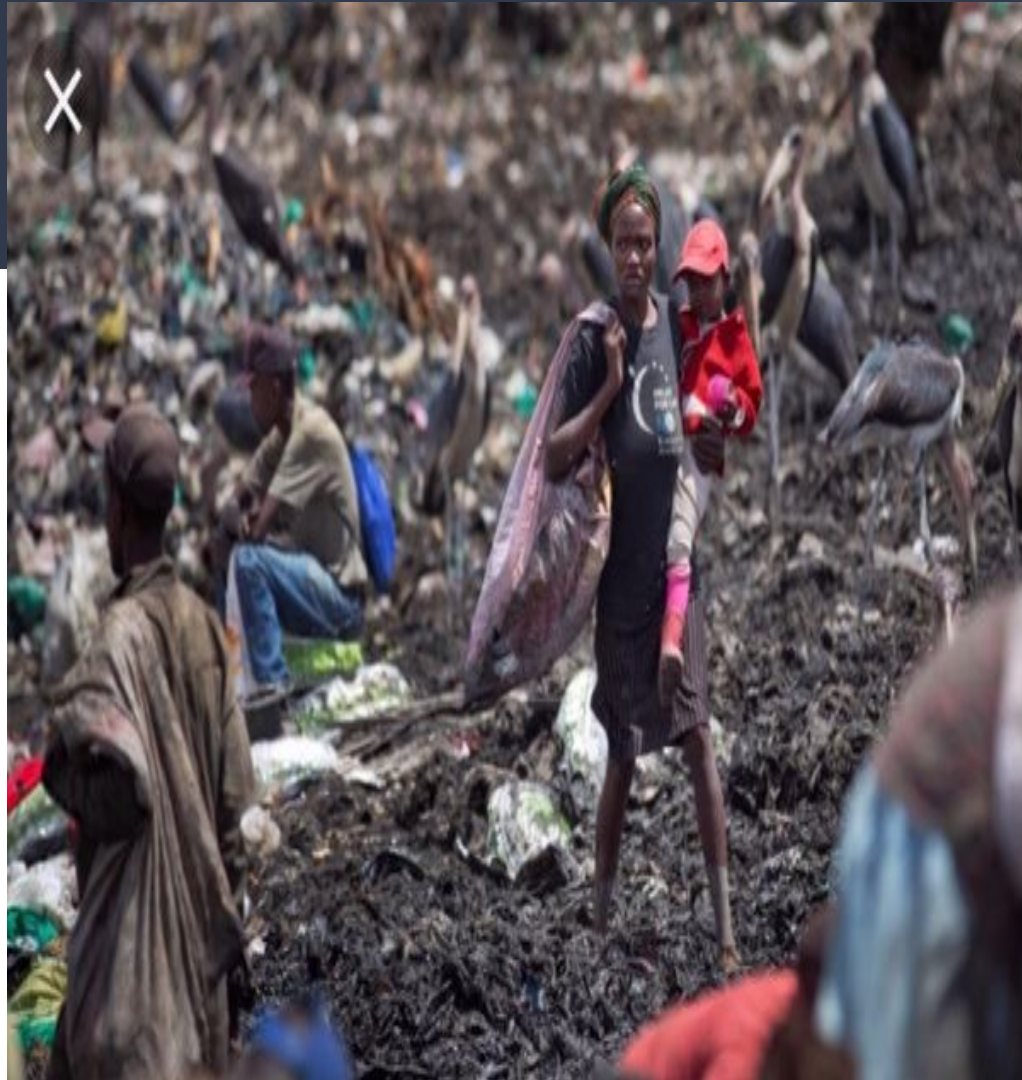
WHAT IS HOARDING?

Hoarding is a mental health disorder characterized by “persistent difficulty discarding or parting with possessions, regardless of the value others may attribute to these possessions.”² As a result, living spaces become sufficiently cluttered so as to preclude the activities for which those spaces were intended.³ Those with hoarding disorder have distress or impairment in functioning caused by the hoarding.⁴ In the United States, approximately 15 million people (3-5 percent of the population) suffer from hoarding disorder.⁵ Based on population figures for the state of Massachusetts and current hoarding prevalence data, there are approximately 20,000 to 33,500 people with hoarding behaviors in the Commonwealth.

Hoarding, when not addressed, has a chronic and worsening course. Possessions build, resulting in health and safety issues. The resident’s daily activities also become increasingly impaired. These conditions can range from the mild accumulation of clutter to severe hoarding resulting in injury or death. This spectrum of severity is an important factor to consider when discussing hoarding intervention.

SQUALOR

Squalor is defined as degradation from neglect or filth.⁸ One of the common mistakes made by those assessing environmental risks in a home is to confuse hoarding and squalor. Although both place the resident of the unit and neighbors at risk, it is important to assess them as distinct issues. Hoarding can exist without squalor and squalor may exist independent of hoarding if the resident does not have the emotional attachments found in hoarding behavior. HI/TPP case managers work to assess both squalor and hoarding at intake and develop an intervention plan that addresses any squalor present in addition to safety issues cause by hoarding. Squalor was found in 33 percent of HI/TPP cases.



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A&E



Lesson Two: What the???

Planning an Investigating

- a. A valid and reliable journal article, newspaper article, or magazine article to support your hypothesis.
- b. A valid and reliable video or podcast to support your hypothesis.
- c. One more valid and reliable source to support your hypothesis.

•
Rule of thumb .edu, .gov, .org

Lesson Two: What the???

Analysis and Interpretation

1. Depict your finding with either:
 - a. A graph or chart
 - b. A visual representation
 - c. Storyboard
2. Offer research based solutions or strategies

Rule of thumb .edu, .gov, .org

Lesson Two: What the???

Conclusion: Present Findings & Conclusion

1. **Showcase Findings**
2. **Give Peer Feedback** (3 things you learned, 2 things you liked, & 1 thing you would improve)
3. **Reflection:**
 - a. What challenges did you and your partner face?
 - b. How did you overcome these challenges?
 - c. If given more time, how would you augment or change your product?
 - d. How do you feel this exploration benefited your overall health?

Lesson Three: What the Wealth???

Challenge:

Is this an inquiry based and concept lesson? Why or why not?

How could this lesson be improved?

Lesson Three: What the Wealth???

- **Introductory Unit in 9th Grade General Health**
- **Lesson #2:**
- **EQ: How does one's socioeconomic status impact one's health?**

Vocabulary:

Wealth
Socioeconomic Status

Lesson Three: What the Wealth???

- Warm-up:

Would you rather.... Have all the money you could ever spend or would you rather have a guaranteed quality of life and “normal” life expectancy?

Lesson Three: What the Wealth???

1. **Get a partner**
2. **One person look up a photo of a family living in poverty**
3. **One person look up a photo of a family living in wealth.**
4. **Discuss with your partner the physical health, social health, emotional health, and mental health of the families. Give a specific example depicted in each photo to support your prediction.**
5. **Put each photo on a google slide.**
6. **Beside each photo, share your observations.**
7. **One person upload your Google Slide in Google Classroom. Make sure both names are on the assignment.**

Lesson Three: What the Wealth???

Socioeconomic status (SES) encompasses not just income but also educational attainment, occupational prestige, and subjective perceptions of social status and social class. Socioeconomic status can encompass quality of life attributes as well as the opportunities and privileges afforded to people within society. Poverty, specifically, is not a single factor but rather is characterized by multiple physical and psychosocial stressors. Further, SES is a consistent and reliable predictor of a vast array of outcomes across the life span, including physical and psychological health. Thus, SES is relevant to all realms of behavioral and social science, including research, practice, education and advocacy.

Lesson Three: What the Wealth???

Do you agree with their observations of poverty? Why, or why not?

What other observations do you have of poverty?

Do you agree with their observations of wealth? Why, or why not?

What other observations do you have of wealth?

What other observations do you have of poverty?

What commonalities are present?

What differences are present?



<https://docs.google.com/forms/d/1fB-NPUdm-X9DmLStezKvA4mABLn1PA1jVbO-sFstul/edit>

Poverty

In the photo showcasing poverty you can definitely tell a difference in mood and tone from this family.

Mental - They look very drained. Like they could pass out any second.

Social - Shy...they don't look like the type to talk to a lot of people and tell their life stories to many

Physical - Famished? The mother looks very very skinny and the kids also look very skinny. Big circles under everyone's eyes.

Emotional - Sad. Very sad. Lonely almost.



Wealth

In the photo of the wealthy family they look definitely more energized and stable. Like they have their lives together in a sense.

Mental- Their mental health seems pretty good. They all look fit and their outfits are well put together. They look like they take good care of themselves and their smiles are definitely big.

Social - They most definitely are social. The way they are standing in front of their house almost showing it off proves they probably have guests over quite often

Physical - They all look healthy, clear skin, outfits are put together.

Emotional - Well, you can never really tell how people are doing based on a picture from the internet but they look quite happy.



Exit Ticket

Reflecting on the disparity between wealth and poverty, as well as, the correlation to overall health, how can we as a society narrow the gap between wealth and poverty?

Inquiry Based Learning Resources

https://teachingtools.ophea.net/sites/default/files/pdf/ibl_guide.pdf

<https://www.kqed.org/mindshift/27529/creating-classrooms-we-need-8-ways-into-inquiry-learning>

[https://ibmypnorthatlanta.weebly.com/uploads/8/5/8/3/85830398/ww2.kqed.org-creating_classrooms we need 8 ways into inquiry learning.pdf](https://ibmypnorthatlanta.weebly.com/uploads/8/5/8/3/85830398/ww2.kqed.org-creating_classrooms_we_need_8_ways_into_inquiry_learning.pdf)

Thanks!!

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