

Performance Task:

Health in our Town

Grade Levels: 9-10

Referencing Vermont Proficiency-Based Graduation Requirements for
Clear & Effective Communication and Health

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Overview

Students will demonstrate their proficiency as Clear and Effective Communicators and in the Health standards by designing and delivering a presentation in which they will identify a public health issue which exists in their town (as indicated by data they have analyzed), describe the nature of the issue, explain what initiatives already exist to address it, and then present their own idea for a public health initiative which could address this problem. They will also explain how they would gather data about the effectiveness of their initiative.

Standards and Learning Targets

The following content standards, transferable skills and connected learning targets will be demonstrated and assessed in the culminating task:

TRANSFERABLE SKILLS

Graduation Proficiency: Clear & Effective Communication

- a. Demonstrate organized and purposeful communication.
- b. Use evidence and logic appropriately in communication.
- c. Integrate information gathered from active speaking and listening.
- d. Adjust communication based on the audience, context, and purpose.
- e. Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.
- f. Use technology to further enhance and disseminate communication.
- g. Collaborative effectively and respectfully.

HEALTH/PHYSICAL EDUCATION

1. Core Concepts

- b. Analyze how environment and personal health are interrelated. (16 V.S.A. §131)
- c. Propose ways to reduce or prevent injuries and health problems. (16 V.S.A. §131)

2. Analyze Influences

- c. Analyze how public health policies and government regulations can influence health promotion and disease prevention.

3. Access Information

- b. Determine the accessibility of products and services that enhance health.

4. Interpersonal Communication & Advocacy

- e. Work cooperatively as an advocate for improving personal, family, and community health.

Big Ideas/Enduring Understanding/Focus Questions

What are the overarching and guiding questions students will answer in order to develop these enduring understandings?

1. How do health-related issues impact our local community?
2. How can we gain an understanding of the impact of these issues in our community?
3. How do public health initiatives impact communities?
4. What approaches or strategies make public health initiatives fail or succeed?

Culminating Task

Every community faces health-related challenges. These challenges are seen in various sectors of the population (i.e. among people of different ages, genders, socioeconomic statuses, races, etc.). Your task is to identify a **problem of interest** within your community and research the causes of this problem and its impact on people. You will also read about public health initiatives that have been used in communities around the world to address other health-related challenges. Using the information from your research and considering the models that you have studied, you will create a plan for a public health initiative to improve this health-related challenge in your town. You will then design a presentation that is intended to convince community members to adopt your solution.

Content/Sources/Materials

Materials Needed

Computers

Task Instructions

You have studied the data, surveyed your classmates, and read about public health initiatives from around the world. Now is your chance to think about how you could help make people healthier here in your town or school.

Your task will be to identify the local health issue which stood out to you most during our studies and discussions, and to propose a public health project or initiative which could be used here to address it. In your presentation, you will need to provide evidence that this problem exists in our town or school, and you will need to explain your reasoning about why you think your initiative will work.

Plan your presentation by filling in each of the sections below. Then, use these notes to help you build a slide show. All of the categories listed here must be addressed. Once you have outlined your claims and evidence here, you can organize and present the information using your own ideas about how the information would best be presented.

What public health issue or problem will you address?

- a. What evidence indicates that this problem exists in our town/school?
- b. For what group or groups of people is this problem most pressing?
- c. Do people perceive this problem, or is it hidden or ignored?

What current programs or resources exist to address this issue?

Describe your idea for a program or initiative that you think could help address this problem in our town/school. Explain why you think this approach will be effective.

What have you learned from other successful public health initiatives that you will try to emulate with your program?

What have you learned from programs that failed that you will try to avoid?

What have you learned from discussion with your peers or from your peer's presentations that has influenced your thinking?

Once the program has been in place for a year, what data could you collect that would help you determine whether it had been a success or not?

Formative Tasks, Directions and Instructional Supports

Links to Supporting Materials

[Behavioral Risk Factor Surveillance System \(BRFSS\)](#) Vermont Department of Health

[Youth Risk Behavior Survey, Vermont Department of Health](#)

[Data and Info from Vermont Center for Rural Studies](#)

[Hungry Heart Film - Bess O'Brien](#)

[Outright Vermont](#)

Readings

(These readings range in reading in level from accessible to challenging.)

Reading #1: [Neonatal Care](#) (challenging)

Reading #2: [Soda Ban](#) (intermediate)

Reading #3: [Tobacco-Free Kids](#) (intermediate)

Reading #4: [Nurse-Family Partnership](#) (intermediate)

Reading #5: [Washing Hands & Saving Lives](#) (accessible)

Reading #6: [Fighting Cholera](#) (challenging)

Reading #7: [Hawaii's "Rethink Your Drink" Campaign](#) (accessible)

Students who want to do additional research or reading about public health interventions from across the US can find many program profiles at this link: [Evidence Based Programs](#)

Possible Project Extensions

In this project, students will be proposing public health initiatives. For possible ways to bring additional authenticity to the project, you could contact a local hospital, clinic, or public health agency and see if a representative might be able to speak to your students about real initiatives in your area. Alternatively, a panel of representatives from a clinic or hospital might be willing to come and listen to their presentations. If you include a brochure or poster component to the project, a local hospital or clinic might be willing to display the student work.

Shorter Versions of this Project

This performance task has been designed to give students an opportunity to practice and demonstrate the skills of clear and effective communication while working with content and information related to Health. We have collected many resources to support this task and have designed a variety of instructional activities that can help students engage with the information and practice the communication skills that will be assessed with the final task. The performance task itself can be found on pages 11-12 of this document. **Please feel free to amend or change any of the preliminary activities/formative assessments to fit the needs of your classroom and to modify them as needed to fit your students' needs.**

Teachers who teach a one-semester Health class may find that they do not have time to include all of the instructional activities in which students explore and discuss the stories of successful and

unsuccessful public health initiatives. These teachers may only have time to have students examine the public health data for their community and then create a presentation in which they propose an intervention or initiative. It is fine to shorten the experience, but be sure that what you design aligns with the task model for Clear and Effective Communication. **An important element of this task model is the evidence-based discussion that students can refer to as they create their final product. The students will be graded on their ability to draw information from a discussion and integrate it into their own argument, so they need to have at least one rich discussion that will give them an opportunity to do this.**

Instructional Activity: Activating Prior Knowledge – Journal Prompts

Learning Targets

1. Core Concepts

- b. Analyze how environment and personal health are interrelated. (16 V.S.A. §131)

Texts/Other Materials Needed

No materials are needed except for questions listed below.

Teacher Instructions

The goal of this activity is to activate students' prior knowledge on this topic and to help them connect the project with their own lives.

Use any or all of the following questions as invitations for journal writing or starters for informal class discussion in order to activate prior knowledge, help students connect the task with their lives, and generate interest and excitement for the project.

1. What do you think are the most serious health issues in your community that affect teenagers?
2. What do you think are the most serious health issues in your community that affect young children?
3. What do you think are the most serious health issues in your community that affect adults or the elderly?
4. If you could change one thing about your town or school to make people healthier (in terms of mental **or** physical health), what would you change?
5. Every year, teens all over the state take the Youth Risk Behavior Survey, which is designed to help schools and public health agencies figure out what kinds of issues their students are dealing with so that they can help. The survey is divided into the categories listed below. For each category, predict whether students at your school will tend to be healthier than the average Vermont student, about as healthy as the average Vermont student, or less healthy than the average Vermont student.
 - a. Personal safety
 - b. Alcohol tobacco and other drugs
 - c. Attitudes and perceptions about alcohol and cigarette, and marijuana use
 - d. Sexual behavior and orientation
 - e. Body image
 - f. Nutrition and physical activity

Instructional Activity: Analyzing Data – The Youth Risk Behavior Survey

Learning Targets

1. Core Concepts

- b. Analyze how environment and personal health are interrelated. (16 V.S.A. §131)

3. Access Information

- b. Determine the accessibility of products and services that enhance health.

Texts/Other Materials Needed

Content/Source 1. [Youth Risk Behavior Survey](#), Vermont Department of Health

Teacher Instructions

1. Within the YRBS website, locate the county report for your school's county. You can find this by clicking on "2015" under the heading "Youth Risk Behavior Survey Reports." This will take you to a page called "Youth Risk Behavior Survey;" scroll down through this page, and you will find a section called "2015 Local Reports." Click on "Reports by County."
2. Open the report and select pages 1, 3-5, and all of the pages that report results for high school students in your county. (For example, in the Orleans County report, high school results are reported between pages 16 - 56.) Photocopy these pages for students or provide students with a link to the document if you are doing the activity digitally.
3. Have students read the introductory material and discuss it as a class. Some guiding questions are suggested below.
4. Divide students into groups of four and give each group copies of the Data Questions. Divide the pages of the high school data evenly among these groups. Each group will work with a section of the data to answer the data questions. For example, the first group might work with pages 1-10; the second group with pages 11 -20; etc...
5. When each group has finished their data questions, they should take a few minutes to plan a quick presentation for the rest of the class. In this presentation, they must present the conclusions that they have drawn from their reading about the areas of highest discrepancy, and share a few of the questions for further investigation that they have brainstormed.
6. Groups present to the class while everyone takes notes using the note-taking organizer. Then students answer the final questions on their own. If desired, the teacher can initiate a class discussion or small-group discussions on this question.

Introduction of Document

Before dividing the students into groups, have them read silently the first four pages, which are titled "Survey Format in 2015," "How to Use the YRBS," "How to Read This YRBS Report," and "A Word of Caution." Teachers can use the following questions to ensure that the students understand this introductory material:

- i. Why is the YRBS given? (page 3)
- ii. Who gives the YRBS and analyzes the data? (The Vermont Dep. of Health)
- iii. What are the limitations that the authors want you to keep in mind when you read this data? (page 5)

Student Worksheet: Youth Risk Behavior Survey Questions

1. In the two tables below, record all of the data sets in which the notation “county statistically higher” or “county statistically lower” appears next to the percentages.

a. If this discrepancy indicates that students in your county are **healthier** or making healthier choices than students across the state, enter your data here:

Category Name	Grade Level	County	State

b. If this discrepancy indicates that students in your county are **less healthy** or making less healthy choices than students across the state, enter your data here:

Category Name	Grade Level	County	State

2. Which item of the data set as a whole did you find most interesting or surprising? Why?

3. Which item of the data set as a whole indicated most clearly a category in which teens in your county are less healthy or making less healthy decisions than teens in Vermont as a whole?

4. With your group, brainstorm at least five questions that you could research in order to understand why this discrepancy exists.

5. Which item of the data set as a whole indicated most clearly a category in which teens in your county are making healthier choices than teens in Vermont as a whole?

6. With your group, brainstorm at least five questions that you could research in order to understand why this discrepancy exists.

7. With your group members, prepare a short presentation (no more than 5 minutes) in which you will explain the conclusions that you drew about your section on the data. Your presentation must include these items:
 - a. The conclusions that you have drawn about the areas of highest discrepancy between your county and the state as a whole; and
 - b. Share a few of the questions for further investigation that you have brainstormed.

8. As you listen to the other groups present, take notes on their findings in the note-taking organizer.

Youth Risk Behavior Survey

Note-taking Organizer for Group Presentations

Group	Area of highest discrepancy – county healthier than Vermont	Area of highest discrepancy – county less healthy than Vermont
Group #1		
Group #2		
Group #3		
Group #4		
Group #5		

Instructional Activity: Analyzing Data – Behavioral Risk Factor Surveillance System Reports

Learning Targets

1. Core Concepts

- b. Analyze how environment and personal health are interrelated. (16 V.S.A. §131)

3. Access Information

- b. Determine the accessibility of products and services that enhance health.

Texts/Other Materials Needed

Students will need to be able to access this webpage: [Behavioral Risk Factor Surveillance System Reports and Data Briefs](#)

If lack of computer access makes this impossible, the teacher can access the site and print and copy a selection of data briefs for the students.

Teacher Instructions

1. Send the link for the Behavioral Surveillance System Reports website to all students. Hand out or email copies of the instructions and questions on page 2, along with copies of the most recent data brief for Cardiovascular Disease Prevention.
2. Have students read the data brief individually and answer the questions.
3. Form groups of 3-4 students. Give groups approximately 30 minutes to follow the Small Group Instructions.
4. Depending on the time available, have groups report out to the whole class or turn in their notes at the end of the class. An optional exit ticket is included.

Cardiovascular Disease Prevention Data Brief – Instructions and Questions

Read through the brief and answer the following questions.

1. What causes cardiovascular disease (CVD)? What are some of the conditions that can result from having CVD?
2. Which risk factor for cardiovascular disease is most common among residents of Vermont?
3. Which three populations in Vermont are most likely to have cardiovascular disease?
4. Based on this data, describe the kind of person who would be most at risk of having cardiovascular disease.
5. Review all of the risk factors for CVD that are discussed in this data brief. Which of these factors are most connected to a person's environment - the home they live in, the kind of workplace in which they work, or their neighborhood?
6. Which of these risk factors do you think could be affected or minimized by a program in the neighborhood or workplace?

Behavioral Risk Factor Surveillance System Reports and Data Briefs – Small Group Instructions

In your group assign a facilitator, a timekeeper and a note taker.

Facilitator: Directs the discussion, helps the group move from task to task, and ensures that everyone gets a chance to speak.

Timekeeper: Helps the group stay on-task and reminds the group to use their time well so that three data briefs can be analyzed in 30 minutes.

Note taker: Records the points made in discussion on the note-taking sheet.

Select three data briefs from the Behavioral Risk Factor Surveillance System Reports and Data Briefs page that you will analyze as a group. For each one, fill out your responses to the questions below.

1. Data Brief Title:
What risk factors for this condition are most prevalent in Vermont?
Which risk factors are associated with a person’s environment, rather than their genetics?
Out of all of these risk factors, which do you think would be most likely to be affected by a community program?
Out of all of these risk factors, which do you think would be hardest to change through a community program?
2. Data Brief Title:
What risk factors for this condition are most prevalent in Vermont?
Which risk factors are associated with a person’s environment, rather than their genetics?

Out of all of these risk factors, which do you think would be most likely to be affected by a community program?

Out of all of these risk factors, which do you think would be hardest to change through a community program?

3. Data Brief Title:

What risk factors for this condition are most prevalent in Vermont?

Which risk factors are associated with a person's environment, rather than their genetics?

Out of all of these risk factors, which do you think would be most likely to be affected by a community program?

Out of all of these risk factors, which do you think would be hardest to change through a community program?

Instructional Activity: Creating Surveys

Learning Targets

1. Core Concepts

- b. Analyze how environment and personal health are interrelated. (16 V.S.A. §131)

3. Access Information

- b. Determine the accessibility of products and services that enhance health.

Texts/Other Materials Needed

Students will need access to some means by which they can design, circulate and collect student surveys. This could be through Google Forms, Survey Monkey, or another online tool, or it could be through photocopied paper surveys.

Teacher Instructions

1. Review the Survey Design Guide with students. Invite students to brainstorm examples of the different question types.
2. Students will select topics and design their surveys. Students can do this as homework or classwork depending on your preference.
3. Students send out their surveys. If you have more than one class doing this project, you can simply have the classes take each other's surveys; you could also have students use a school email system to send their survey out more widely.
4. Once students have analyzed their data, they could discuss their observations as a class; they may also use their results to guide their thinking about their focus for the final project and their proposed solution or initiative.

Student Worksheet: Survey Design Guide

Surveys are an effective way to gather information from a population (group of people) and to identify health-related challenges. The data gathered from surveys can be used to learn about what is happening in the world that surrounds you. We will be creating surveys about a health-related topic. We will give the surveys to our classmates and analyze and discuss the returned results.

Surveys use several types of questions to get information from people:

Closed Questions: Closed questions require the person completing the survey to choose from pre-set options. This limits the amount of information that can be obtained from the questions, and prevents the researcher from receiving unexpected or unusual responses; however, it also makes the responses easier to categorize. Below you see examples of closed questions.

Yes/No Questions

Do you think that high school should start no earlier than 9:00 AM?

- Yes
- No

Multiple Choice Questions

What is your favorite ice cream flavor? (choose one)

- Chocolate
- Vanilla
- Strawberry
- Mint chocolate chip

“Check All That Apply” Questions

Which of the following have you used to help you study for a test? (select all that apply)

- Flashcards
- Having a friend quiz me
- An online study site like Quizlet
- Reviewing notes
- Explaining the material to someone else
- Reading the text

Open-Ended Questions Any question that allows people to fill in their own answer is an open-ended question. For example, if your survey asks “What do you think is the thing that high school students worry about most?” the students who answer can fill in any answer they like.

Designing Your Survey

1. Use the Youth Risk Behavior Survey to help you decide on an area of focus for your survey.

These topics are:

- Personal safety
- Alcohol, tobacco, and other drugs
- Attitudes and perceptions about alcohol, cigarette and marijuana use
- Sexual behavior and orientation
- Body image

- Nutrition and physical activity
 - Youth assets
2. Write 10–12 questions that will enable you to gain more insight into how your peers are affected by this issue, or how they think about it. Your goal will be to figure out “What is going on at our high school with respect to this issue?”
 3. Only two of your questions can be open-ended questions; the remaining questions must be closed. Your closed questions cannot all be Yes/No questions; you should also have some multiple choice or “check all that apply” questions.
 4. When you have completed your survey, have your questions checked and approved by the teacher before sending it out.

Instructional Activity: Case Studies of Interventions

Learning Targets

2. Analyze Influences:

- c. Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Texts/Other Materials Needed

Reading #1: [Neonatal Care](#)

Reading #2: [Soda Ban](#)

Reading #3: [Tobacco-Free Kids](#)

Reading #4: [Nurse-Family Partnership](#)

Reading #5: [Washing Hands and Saving Lives](#)

Reading #6: [Fighting Cholera](#)

Reading #7: [Hawaii's "Rethink Your Drink" Campaign](#)

Teacher Instructions

1. Copy and hand out the Case Study Introduction along with at least three copies of the Reading Guide for each student.
2. Review the Introduction (on the next page) with students. Then have students read articles #1 (Neonatal Care) and #2 (Soda Ban) in class. If students are reading on paper copies, the teacher may want to instruct students to mark up the page with highlighting, margin notes, or underlining to indicate important passages, places where they have questions, words they do not know, or lines in the text that connect with something else they have read or discussed; if students are reading digitally, the teacher may want to make digital copies of the readings that can be marked up using highlighting and margin comments.
3. Students should answer the questions in the Reading Guide for readings #1 and #2.
4. Take some time as a class to review and discuss questions that students might have about the reading or words that they need help defining.
5. Have students choose any three of the remaining articles and fill out Reading Guides for them. Depending on time constraints or your own preferences, you could assign these for homework, have students work collaboratively on them, or read them together as a class. Once students are done answering the questions, they will be ready to prepare for the full-class discussion on What Makes a Successful Public Health Initiative.

Student Worksheet: Case Study Introduction

This packet contains a collection of readings about public health initiatives. A public health initiative is a project or program that is designed to improve public health by preventing disease or ensuring that people who are sick can get treatment. Public health initiatives can be designed to deliver education, supplies, training, vaccinations, medication or other treatment. Some public health initiatives involve banning substances that might make people sick, limiting how much people can consume, or putting warning labels on items; others are focused on helping people change their behaviors, or delivering services to them. Some public health initiatives are wildly successful, saving thousands of lives; some do not change anything at all.

In this packet you will find stories about public health initiatives from all over the world. Your goal will be to read all of the stories, and then to decide which strategies you read about were the most effective and why.

As you read, underline or highlight the sections of the texts that shed some light on this question. You may also want to make notes in the margins about your reaction to each story, or underline or highlight places where you have questions.

Instructional Activity: Class Discussion – What Makes a Successful Public Health Initiative?

Learning Targets

Transferable Skill: Clear & Effective Communication

- c. Integrate information gathered from active speaking and listening.
- d. Adjust communication based on the audience, context, and purpose.
- e. Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.
- g. Collaborate effectively and respectfully.

2. Analyze Influences

- c. Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Global Citizenship

- a. *Predict and/or recommend how conclusions can be applied to other civic, economic or social issues.*
- b. *Propose solutions to problems based on findings, and ask additional questions.*

Texts/Other Materials Needed

All readings and students' work in response to the Case Study Introduction.

Teacher Instructions

Prepare students for discussion by arranging desks in a circle so that students can all see each other. Review the **Guidelines for Discussion** the **Rubric**. Have students take out the work they did in response to the readings and give them a few minutes to review their responses.

Remind students that in their final products for this project, they will need to integrate information that they learned from this discussion. In order to be ready to do this, they will need to take notes. They can use the optional note organizer provided.

In order to start the discussion, repeat the central question (you may want to have this on the board as well): "What are the essential qualities of a successful public health initiative?" Let one student start off the discussion and then call on the next one. You may want to transcribe the discussion as it unfolds; this will give you a record of the discussion for grading and will also help you stay in the background as the students lead the conversation. Step in to redirect or deepen the discussion with new questions as needed.

Guidelines for Discussion

1. Every member of the class should contribute to the discussion at least once. No member of the class should dominate the discussion.
2. Back up your argument with evidence. Refer to a quote from one of the texts being discussed, cite an outside text, describe a relevant personal observation, or use another source to support your ideas.
3. You will be graded based on the quality of your contributions to the discussion. This grade will be determined by the following factors

Grading Factors

1. Did you make at least one substantive contribution to the discussion?
2. Were you respectful, attentive, and polite? Did you make space for shy class members to talk?
3. To what extent did you refer to the readings or to other sources in order to support your arguments? Did you do additional research beyond the assigned readings?
4. Did you respond to the arguments made by other students and build upon others' understandings of the text, asking for clarification or definition of terms?
5. Did you avoid bringing in personal stories or comments of little relevance or value to the class discussion?

Some Advice and Reminders

If you are shy or not inclined to jump in, try to start the discussion with an observation or claim.

We will make space at the end of every discussion for anyone who has not spoken to add something.

Silence is ok – don't let it make you uncomfortable. If the class hits a silent point, don't feel you need to jump in just to fill the silence. Other people may be trying to think out a point or find a certain quote before jumping in.

Hold yourself to a high standard before you talk: ask yourself, does this add to the class discussion? Is it relevant? (e.g., NOT a story about your wonder dog or your Aunt Martha.)

Don't make it personal. Remember, even if you disagreed with a statement, that does not mean the person who said it is utterly wrong, lacking in perception, or out of their mind. Avoid statements like "I think you're *wrong*," in favor of "I see the text differently," or "I disagree with that interpretation because..."

Use confident body language to help yourself feel strong, powerful and ready to contribute. Don't curl up and try to hide – sit back, stretch out, and take up space.

Rubric for Discussions

	Beginning	Developing	Proficient	Expanding
G. Collaborate effectively and respectfully.	<p>I can</p> <ul style="list-style-type: none"> Identify the features of effective collaboration. 	<p>I can</p> <ul style="list-style-type: none"> Contribute my own ideas to group interaction. 	<p>I can</p> <ul style="list-style-type: none"> Respond respectfully and thoughtfully to diverse perspectives to promote an exchange of ideas with reasoning and evidence. 	<p>I can</p> <ul style="list-style-type: none"> Facilitate small and large group interactions or help others facilitate; <p>Or</p> <p>Create alternative evidence that expands upon proficient.</p>

Note-taking Organizer

Speaker	Notes

Vocabulary

Instructional Activity: Analyzing Data – The Youth Risk Behavior Survey

Discrepancy – dramatic difference or lack of similarity between two or more things.

Limitations – a restriction

Intended effect – intentional impact

Statistical weighting – used to place more influence on one result over another

Disparity – a great difference

Psychosocial outcomes – outcomes relates to one's psychological development in, and interaction with, a social environment.

Myriad – countless or extremely great in number

Predisposition/predisposing – a tendency to do something

Adverse effect – undesired harmful effect

Obstructive sleep apnea – is a condition in which the flow of air pauses or decreases during breathing while you are asleep because the airway has become narrowed or blocked

Hypertension – high blood pressure

Dyslipidemia – an elevation of plasma cholesterol, tryglycerides (TGs), or both

Metabolic syndrome – metabolic syndrome is a name for a group of risk factors that occur together and increase the risk for coronary artery disease, stroke, and type 2 diabetes

Instructional Activity: Analyzing Data – Behavioral Risk Factor Surveillance

Atherosclerosis – hardening of the arteries

Prevalence – the fact or condition of being common

Reading #1: Neonatal Care

Neonatal – of or relating to newborn children

Perinatal – of or relating to the time, usually a number of weeks, immediately before and after birth

Stillbirths – the birth of a baby who is born without any signs of life at or after 24 weeks pregnant

Antenatal – before birth; during or relating to pregnancy

Reading #2: Soda Ban

Regulatory measures – to bring into conformity with a rule, principle, or measure

Reading #3: Tobacco-Free Kids

Habitualized – to make used to something; accustom

Paramount – very important

Cessation – stop; a temporary or final ceasing

Reading #4: Nurse-Family Partnership

Cognitive outcomes – results relating to a person's thinking or knowledge

Prenatal – before birth; during or relating to pregnancy

Reading #5: Washing Hands and Saving Lives

Agonizing – causing great pain

Physician – doctor

Anatomy – bodily structure

Autopsy – an examination of a body after death to discover the cause of death or the extent of illness

Pathologist – one who interprets and diagnoses the changes caused by disease in tissues and body fluids

Hypothesize – to make a hypothesis (to pose an idea or theory)

Impose – force something to be accepted or put in place

Tactful – having or showing a keen sense of what is appropriate

Berate – scold or criticize angrily

Reading #6: Fighting Cholera

Pandemics – widespread disease

Cyanotic – the appearance of blue or purple coloration of the skin

Intravenous – existing or taking place within, or administered into, a vein or veins

Emesis – the action or process of vomiting

Daunting – intimidating

Self-propagating – able to reproduce itself

Robust – strong/healthy

Reading #7: Hawaii’s “Rethink Your Drink” Campaign

Crucial – of great importance