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Ketchikan High School At-Home Activity Resources

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At-Home Activity Resources High School

Language Arts/ English

These activities should take no more than 45-60 minutes and this time can be broken up throughout the day.

- Activity One: [Scrapbook Project](#)
- Activity Two: Explore your creative and reflective writing side with daily journaling prompts found here: [Daily Journal](#)
- Activity Three: Keep up with the latest news by exploring [Information Materials](#).
- Activity Four: Practice personal essay writing skills with these prompts from Common App. Examples for each prompt are also provided! [Personal Essay Practice](#)
- Activity Five: How Can We Help One another during the Corona Virus Outbreak [Helping Others](#)
- Activity Six: Join Quizlet for free! Create a Quizlet game for you and your friends to review English Vocabulary, literary terms, and rhetorical strategies. <https://quizlet.com/>
- Activity Seven: [Youth Sports and Fitness during COVID-19 Time](#)
- Activity Eight: Download *Shakespeare's Globe 360* app from the app store and go on a virtual tour of the Globe Theater in London.
- Activity Nine: Go to: <https://publicdomainreview.org> and explore the site. Write a brief (two paragraph) summary of a historical text you found and why you liked it.
- Activity Ten: Complete a daily crossword puzzle for free! <https://puzzles.usatoday.com/>
- Activity Eleven: Did you know you can “read” the radio station? Listen AND read articles and newscasts on <https://www.krbd.org>
- Activity Twelve: [Word Searches!](#)
- Activity Thirteen: [Blackout Poetry and Blackout Peace Poem Challenge](#)
- Activity Fourteen: Audible is offering free audio books from their collection for students of all ages. Listen to a book of your choice: [Audible Stories Free](#)
- Activity Fifteen: Do you have something you have always wanted to learn how to do? Knit? Carve? Draw? Speak another language? Bake? Now you have the time! Google how to articles/videos and teach yourself something new. If you are not sure what you would like to do, Google “100 things to teach yourself.” Once you pick something and start/finish it, take a picture of yourself with the product and email it to your teacher.

○ Once you have the app, check out books here: [Alaska Digital Library](#)

○ Need your card number? Email caitlin.jacobson@k21schools.org and she'll get it to you!

- Listen to a podcast
- Read the news daily
- Create a blog
- [American Academy of Poets](#): "Shelter inPlace"
- Actively Learn - review an excerpt from a text and answer a question/watch a video
- IXL/NoRedInk - Review grade level standards - in areas of grammar, writing, and terminology. Digital growth plans

Online Resources

Online time should be limited and balanced with other activities.

1. **Folger Shakespeare Library:** The Folger Shakespeare Library has Shakespeare plays in both video and audio formats; all are available to teachers and students through July 1st, 2020:

https://shakespeare.folger.edu/?utm_source=wordfly&utm_medium=email&utm_campaign=AudioVideoReleaseAnnouncement&utm_content=version_A&utm_term=shakespeare

2. **AP College Board:** AP English Language students have free access to practicing for the AP exam:

<https://mail.google.com/mail/u/0/#search/AP+College+Board/FMfcgxwHMZGdcjmPIQcnhRFFZSmDRvzj>

3. **Poetry Foundation:** Students who love to read poetry can access old classics and contemporary poets and poems from this site:

<https://www.poetryfoundation.org/>

4. **National Steinbeck Center:** The Steinbeck Center has a writing contest for high school students. The deadline to enter is March 31st of this year. The American Literature students may be interested in submitting their writing:

<https://www.steinbeck.org/education/high-school-writing-contest/>

[NoRedInk](#): Grammar and writing practice

Math

These activities should take no more than 45-60 minutes and this time can be broken up throughout the day.

- Spend time on your math XL account
- Check out Khan Academy for great videos

Online Resources

Online time should be limited and balanced with other activities.

Math XL www.mathxforschool.com

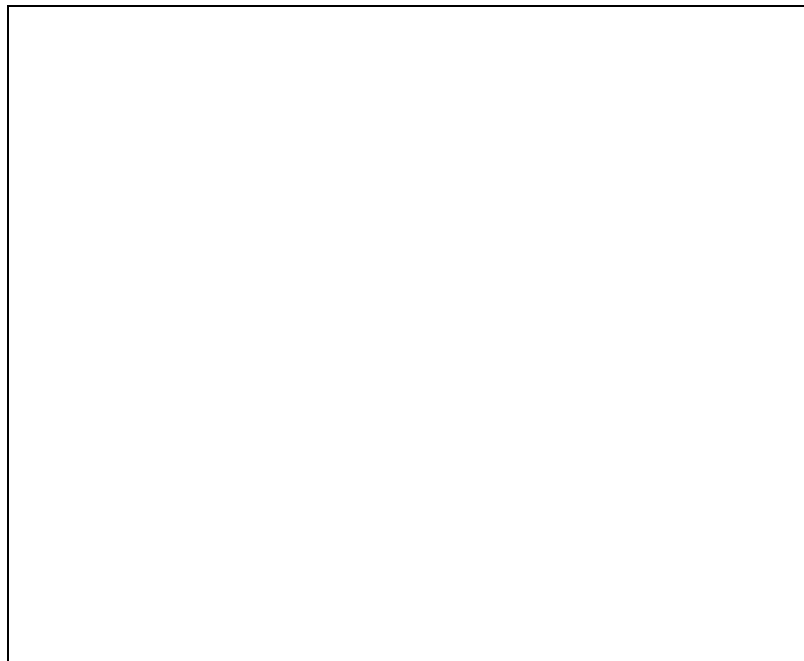
Khan Academy www.khanacademy.com

- **Crash Course:** Crash Course is a video series that proves that learning can be very entertaining! According to the site, "From courses like Astronomy to US History and Anatomy & Physiology it's got you covered..."
- **HippoCampus:** HippoCampus.org is a free, core academic web site that delivers rich multimedia content--videos, animations, and simulations--on general education subjects to middle-school and high-school teachers.

Science

These activities should should take no more than 45-60 minutes and this time can be broken up throughout the day.

Draw or sketch a scene from nature...



Think of questions you could ask about the scene above...

1) Published by [Google Drive](#) - [Report Abuse](#)

Try to answer the questions you asked!

- 1)
- 2)
- 3)
- 4)
- 5)

Write down any new questions you may have and try to answer them..! The cycle never ends, just follow your interests!!! Learning can be fun, interesting, and rewarding!

The following are a variety of explorations to involve and engage the scientist in each of us!!!

~Sketch and attempt to identify 5 plants and include any relevant labels of parts along with descriptions of the plants. Include details of flowers, cones, spores, or other interesting structures... you may wish to press some leaves, flowers, or seaweeds/algae... Latin names can actually be fun to learn... *Octopus!* *Asparagus!*

~Find a blueberry bush, an alder tree, and a fern... make a sketch of them once a week or daily... follow them through the seasons as long as you like! Ask yourself about how each of the plants reproduces and discover similarities and differences along the way!

~Dissect 3 different lichens and find out more about this fascinating relationship! Find out about all kinds of relationships (sea anemones-aglae, alder-bacteria, parasites, dwarf mistletoe, mycorrhizal relationships, etc...)

~Sketch scenery from far away and create a series of sketches gradually zooming in to a small (microscopic?) scale... or start zoomed in and zoom out!

~Find a comfortable place outside and remain quiet for 3 to 5 minutes... focus on using your senses (except taste) to interpret the environment around you. Write a haiku or other poem (or create some other art) to reflect on the essence of your observations...

~Observe as many different birds and try to keep a record or list of new birds as you exercise your ornithology muscles. Where was the bird (habitat)? Did you hear the bird? Can you reproduce the call? Drawings? Differences between juveniles and adults, males and females? Time of year? Etc... Shortly after a storm is a good time to spot birds who have taken shelter or refuge--this makes Ketchikan a great place to be a birder!

~Plant some beans or other seeds and help them grow! How can you help them be successful plants?!

~Make some bread, sourdough, cheese, jello, or some other family recipe... cooking is science, fun, and delicious...

~Purple Cabbage Juice acid/base indicator exploration... do not mix chemicals and get permission from parents! (Mixing solutions of vinegar and baking soda may be attempted, however, use caution as a gas is produced when these chemicals are mixed..! What is this gas? Can this gas put out a candle? What color would the cabbage juice turn if this gas were bubbled through? Can you blow through a straw into the cabbage juice to change its color? What is the chemical reaction that produces this reaction? Etc...)

~Bring a clear plastic sandwich bag or clear plastic container to the beach to make an aquarium while you are visiting a local beach, then put the critters and things back where you found them... take pictures of the organisms and try to identify them when you get home!

~learn to make a compass... guess which direction magnetic north is and compare with your homemade compass, real compass, and/or map. Which direction is geographic north?

~Now you are ready to learn to make a simple sun-dial... that's a tall order for Ketchikan!

~[Link](#) to a map of Earth and the related distortions of the commonly used Mercator projection.

~Make bubbles and carefully study them (play with them!)... slow-motion videos can be of great interest when observing bubbles! Research recipes and bubble wands for yourself or try this: thoroughly mix 1 tablespoon guar gum (purchased online) into 1-2 cups Dawn ultra dish soap, (1-2 teaspoons baking powder is optional), then add 1 gallon water; mix well and let sit for 1 day. While you wait for the bubble solution you can work on making bubble wands (tristring wands or other) with bulky acrylic yarn and dowels or sticks... go for it! You may want to put on your goggles!! Research and try different ratios of water to bubble solution...

~Experiment with plastic combs or rubber balloons and using different materials (wool, hair, etc...) to create static electricity... observe the behaviour of different materials such as small bits of paper, styrofoam balls, or a very small stream of water from a faucet... Can you get objects like the bits of paper to respond to the charged balloon inside of a plastic bag? Inside of a glass?

~Combine static electricity experiments (balloons...) and bubbles/bubble films for some interesting fun!

~Research the primary colors of light and pigment... you might be surprised! What are some other kinds of "light" that you might or might not be familiar with? (Research electromagnetic radiation and find out more about the full spectrum of light all around us!)

~Learn about some differences and similarities regarding various types of waves: sound, light, ocean, seismic (in the ground), etc...

~Compare 5 different rocks from your yard or other suitable source(s) and discover at least 5 ways to describe them by researching characteristics of rocks and minerals...

~Find a suitable place and dig a hole! How deep can you go? Do not forget your eye protection or other safety equipment like gloves or suitable footwear, and please fill your hole back in so that animals and people don't get hurt, thanks! Make sure you aren't digging where there could be hazards such as buried water, septic, or electrical lines! Safety first, last, and always.

~Find some clay in the ground and try to discover more about how and when it got there... research ocean levels starting from present day and check out 7,000 years ago, 13,000 years ago, etc...

~Learn different types of knots and practice tying them...

~Learn how to make a clear ice cube... if you are successful, consider the consequences of elevated water temperatures on dissolved oxygen in various bodies of water and how life might respond to such changes...

~Find out as much as you can about water... all kinds of properties to explore!

~Look up simple science experiments... get inspired, follow your interests!

~Read... read for fun, read to learn, read to understand, read to discover! Consider your sources and be a critical thinker...

~Read about a notable scientist... find out more about what they discovered and how they did it! There is likely more to be discovered, as most answers lead to more questions... maybe you can help with the next discovery!

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<https://www.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6>

This link takes you to the Covid-19 tracking map often shown on news broadcasts. It is prepared by the Center for Systems Science and Engineering at Johns Hopkins University. Ketchikan is on the map unfortunately. Click on the red dot on the Alaska Panhandle and read the details. Check back every once in a while to see how the numbers across the globe are changing.

- <https://www.mathalicious.com/lessons/pandemic/teach> (about Ebola but includes the math of pandemic spread). Students should view the video clips and manipulate the variables in each graph that is presented. What do you think is meant when local, state and national officials say, "we need to flatten the curve"?

At-Home Activity Resources High School by Core Subject

- <https://www.who.int/emergencies/diseases/novel-coronavirus-2019> Updated automatically every 5 minutes
Students should examine data from day to day and week to week. How do these data compare to the graphs presented in activity 2? Come back and revisit the data to see if the growth of the pandemic is increasing or slowing.

- http://www.sitnews.us/0320News/032120/032120_ketchikan_teens.html
And lastly, some sage advice from former Kayhi woodshop instructor Larry Jackson about the importance of staying distant from others and stopping the spread!
- Virus Resources from **HHMI BioInteractive** <biointeractive@hhmi.org>
- <https://www.sciencenewsforstudents.org/>
Great article about everything that is new for the week in Science.

Social Studies

These activities should take no more than 45-60 minutes and this time can be broken up throughout the day.

- **Design a board game**
Design an educational board game. Choose a Social Studies theme and either adapt an existing game, or design one of your own. (U.S. History, government, etc.)
- **Person of the Year**
In this activity, students become journalists for a famous news magazine. Their assignment is to select a "Person of the Year" for the next issue. As journalists, they need to convince their editor-in-chief that the person they have selected is deserving of this title. Students write a brief article that explains their choice based on research. Students should also design a magazine cover honoring this person. When the projects are complete, consider having students give oral presentations and then take a class vote to decide which person they learned about is deserving of the title "Most Outstanding Person of the Year."

- **People Poems**
Have students write poems about people or places they have been learning about in social studies. The poem can be in the form of an acrostic, in which the first letter of each line begins with a letter of the person's name. The lines consist of words or phrases describing the person's characteristics. Another type of poem is the diamante, which takes its name from the diamond-shaped form it makes. Here's the formula:

person's name
two adjectives to describe the person
three "ing" words related to the subject
four nouns that describe the person
three verbs that tell how the person acted or felt
two adjectives to describe the person
person's last name

Online Resources

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[pop up history school](#)

Newsela: Current events articles for social studies, science, and ELA. All articles are available at several reading levels with guided questions, quizzes, and writing tasks.

Virtual Tours of 12 Famous Museums

https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours?fbclid=IwAR3JEcNd2d19W0iyP15SEK86TrBAGJmrWVESE_PiCEVviNYYbR8GQLImf8

National Museum of Natural History – Virtual Tours

<https://naturalhistory.si.edu/visit/virtual-tour>

Not Boring Jeopardy – Founding Fathers Edition

<https://mrnussbaum.com/not-boring-jeopardy-founding-fathers-edition>

Not Boring Jeopardy – Presidents Edition

<https://mrnussbaum.com/not-boring-jeopardy-presidents>

State Shapes Memory

https://www.digipuzzle.net/minigames/mathracer/mathracer_usa.htm?language=english&linkback=../../education/geography/index.htm

State Flags Matching

https://www.digipuzzle.net/countries/usa/puzzles/linkpuzzle_stateflags.htm?language=english&linkback=../../education/geography/index.htm

USA Jigsaw Puzzles

<https://www.digipuzzle.net/countries/usa/puzzles/jigsaw.htm?language=english&linkback=../../education/usa/index.htm>

Pacman – Identify the States

https://www.digipuzzle.net/minigames/pacman/pacman_qa_topo_us_states_links.htm

Social Studies History and Geography Trivia Games

<https://www.funtrivia.com/quizzes/geography/usa.html>

Geography of a Candy Bar

<https://docs.google.com/presentation/d/1gfzA-uOGolh6xhVr8nO9P4191TiHRITrc3xsViBSpAQ/edit#slide=id.p13>

Follow Current Events! Look for Covid-19 ties to what you've learned in Government, U.S. History, World History, Economics, and Alaska Studies (and science and math)! Use valid news sites with respected sources.

[Virtual Tours of 12 Famous Museums](#)

[Discovery Education Virtual Field Trips](#)

[National Museum of Natural History – Virtual Tours](#)

[Not Boring Jeopardy – Founding Fathers Edition](#)

[Not Boring Jeopardy – Presidents Edition](#)

[State Shapes Memory](#)

[State Flags Matching](#)

[USA Jigsaw Puzzles](#)

[Geography of a Candy Bar](#)

[Big History Project](#)

[100 Best History Movies \(Some rated R, select appropriately\)](#)

High-Quality History-Related YouTube Channels

- [Alaska Film Archives - UAF \(clips from Alaska history\)](#)
- [BazBattles \(military history\)](#)
- [The Cold War](#)
- [EmperorTigerstar \(mainly time-lapse historical map videos\)](#)
- [The Great War \(World War I\)](#)
- [History With Hilbert \(mainly medieval European history\)](#)
- [NativLang \(historical linguistics\)](#)
- [ReligionForBreakfast \(theology and religious history\)](#)

Mental Health/Wellness

Girls/Boys Conditioning & PE

Activity #1: "Take a walk around the block, for the first time!"
Often times we are so accustomed to our immediate surroundings we 'look past' or fail to notice some interesting things! Take a walk around your neighborhood and look for interesting things you may never have noticed before! Maybe you just realized, only the houses on one side of the block have dogs. Or, all the houses are grey on one side of the street. Look for ten things you never noticed before and share them with a friend!

Activity #2: "Dance Party!"
Get on YouTube, look up one of your favorite songs from 7 th grade turn up the volume as loud as you can (without bothering anyone), and dance until the song ends. Now that you are warmed up... get a friend or family member to join in! Maybe FaceTime a group! Try to do three songs!

Activity #3: "Fitness contest!"
Don't just sit there, move! It's just too easy to watch show after show on the T.V. Decide on a word that could be used on the show you are watching, each time the word is used, everyone must jump up and do a push-up. Keep count and see how many push-ups you did after the show is completed. For example, If you are watching Star Wars and decide each time, "Lord Vader" is used everyone will do a sit-up, you will end up doing 18 sit-ups!

Activity #4: "Do you see what I see?"
Take a nice long walk and select 10 things to photograph. Maybe take a close-up of a certain tree limb or a mountain that should be familiar. Now, post them on one of your social media and ask your friends to guess what each number is. See how many they can guess correctly! Challenge them to get out and do the same!

Online Resources

<https://www.myfitnesspal.com/>

<https://www.runnersworld.com/uk/training/5km/a760067/six-week-beginner-5k-schedule/>

<https://www.health.com/fitness>

Soreness Is Good and Scales Are Pointless: The 10 Biggest Myths in Fitness

by Joel Snape*

With new exercises invented every week, new gurus trending by the day and a fresh study that

contradicts all the other ones released every time you think you're getting the hang of things, it's easy

to think that fitness is confusing – but it isn't.

The fundamentals stay the same, and the science is pretty well agreed – so by simply arming yourself with a few basic facts, you can step into any gym forewarned against whatever fresh nonsense the #fitstagrammers are preaching. These are the 10 biggest myths in fitness – exercise your synapses for a couple of minutes by memorising them, and do your curls with confidence.

1. Soreness is a sign of a good workout

Yes, there's something masochistically satisfying about limping your way down a flight of stairs the

morning after a big legs workout, but delayed onset muscle soreness – Doms to its Insta-buddies – isn't actually a convincing indicator of progress. It's thought to be caused by micro-tears in muscle, and tends to crop up when you do movements you're not used to, when you deliberately slow down the "eccentric" (or muscle-lengthening) part of whatever move you're doing (such as the downward bit of a squat) or just do a ridiculous number of reps. Conversely, then, you can eliminate soreness almost entirely by keeping the reps low, or doing moves that don't have an eccentric, such as throws and sled pushes. There is such a thing as pain-free progress.

2. Lifting heavy will make you bulky

There are two key ways to get stronger: increasing the size of your individual muscle fibres, and recruiting more of them to fire together when you need to use them. The first is what bodybuilders aim to do, but the second is what your body would do – automatically – if you had to lift a car off a loved one. In sports where excess size is a negative, it is what competitors teach themselves to do. This is how female Olympic weightlifters in the lighter weight categories can outlift larger men. Getting big requires specific, targeted training, including lots of volume and extra calories and protein – and it almost never

happens by accident.

3. Scales are pointless

This one's been popularised by modern fitness gurus, who will (fairly sensibly) point out that weight isn't a true measure of progress, as fluctuations in the amount of water being retained can lead to day-to-day

shifts in the numbers, and putting on muscle can lead to the numbers going up while you're making progress in the right direction. This doesn't mean you should toss away your scales entirely. "Yes, you have to understand that short-term fluctuations are inevitable and don't represent changes in body fat," says Emma Storey-Gordon, the trainer/owner of ESG Fitness. "But, over time, changes in scale weight are predictive of body fat. Even if you are also building muscle, the rate at which you can lose fat will be

4. Exercise is bad for your knees

Actually, it’s more like the opposite: properly done squats will strengthen the stabiliser muscles around your knee joints, safeguarding you against injury as well as making you a bit more capable of bounding up escalators. As for running, a 20-year study conducted by Stanford University found that consistent runners (many of whom were well into their 70s by the time the research period ended) showed a lower incidence of arthritis than non-runners as they aged. It also showed that runners have a lower risk of osteoarthritis and hip replacements, suggesting that pounding pavements isn’t actually as bad for you as

advertised.

5. You can ‘spot reduce’ fat

While we all lived in the offline wilderness, the myth persisted that you could, for instance, target the fat around your midriff by doing hundreds of sit ups. That myth has been mostly wiped by the ubiquity of the internet, but replaced by the more subtle half-truth that it’s possible to single out problem areas by thinking hormonally: that since, for instance, the stress hormone cortisol causes belly-fat buildup, a bit more sleep and a few sessions on the Calm app should see your abs emerge. And while this is technically, sort of, true, deliberately messing with your hormones is tougher than advertised and not really advisable. “The truth is, we all have stubborn fat areas that seem to take the longest to get lean,” says Storey-Gordon. “There are various reasons for this – hormones and gender both play a role, for instance. These can’t be easily changed, so you can’t really choose where you lose fat from. Don’t give up, though. Stubborn areas will get leaner alongside everything else. Patience is the key.”

6. Less rest means you’re working harder

CrossFit and endless neon-tinted, EDM-sound tracked fitness classes have made “rest” a four-letter word in the fitness industry, but constant movement for the sake of it could actually be hindering your gains, not helping them. “For most people – especially beginners – periods of recovery between sets or intervals allows for higher-intensity, better-quality movement, lower risk of injury and a greater training stimulus that is likely to lead to superior results,” says the performance and wellbeing coach George Anderson. Or, in other words: if you push yourself for an hour straight, you’ll be forced to lift lower

weights, go slower and generally put in less work than you might with some strategic downtime. And the optimum varies – for fat loss, anywhere from 15 to 60 seconds between sets is ideal, but for strength you might spend five minutes preparing for ultra-intense efforts.

7. Machines are pointless (or dangerous)

As sparse-and-spartan gym spaces emphasising basic barbell movements have proliferated, so, too, has the idea that using machines to train is at best inefficient, at worst dangerous. Machines force your body into awkward, over-linear movement patterns, goes the theory – reducing the input from important

stabiliser muscles and stopping you from moving naturally. But while there is some truth to this, not every machine is the enemy. Whether you're a time-poor, technique-free novice or an advanced lifter, machines can involve less setup, allow more work and provide extra stimulus to isolated muscle groups," says the trainer Dan Osman. That said, the leg press is no substitute for learning to squat properly.

8. The cross-trainer is the best full-body cardio machine

Let's be honest: you've never seen Britain's greatest living Olympian, Sir Steve RedgraveTM, dry-heaving over the side of a cross-trainer. "It may be intuitive and burn some calories, but that's all this outdated relic offers," says Dr Cameron Nichol, the founder of RowingWOD. "When done correctly, the rowing machine uses 86% of your muscles spanning nine major muscle groups." The rower also works with the time you have – if you need a short, horrible finisher, a 500-metre sprint will leave you sucking air and burning fat, while a more ponderous 10k feels almost meditative and the Olympic-length 2k is a test of will as much as power.

9. Shorter is better

Once, the four-minute Tabata – 20 seconds of work and 10 seconds of rest, repeated eight times – seemed the logical endpoint of the workout-shortening craze, with claims that it could replace much longer training sessions while offering roughly the same benefits. Now it seems almost glacial, with three, two, and one-minute workouts promising to harness high-intensity interval training's (HIIT) mystical powers and leave you more time for Candy Crush. The truth? Anything is better than nothing, and it's certainly possible to make some gains in whatever limited time you have, but longer workouts have effects that no micro-workout can mimic. Oh, and by the way: in the original Tabata study, the test subjects – who were professional cyclists – worked so intensely that some of them refused to countenance trying the protocol again. If you're not doing that, there's no guarantee it will work as advertised.

10. There is one 'best' way to train

Is running better than lifting for longevity? Do you need the mobility yoga offers more than a really jacked set of quads? Is Zumba just a waste of valuable time that you could spend boxercising? "Whatever training style you experiment with, you'll find someone ready to argue that everything else is useless and stupid, that you should stick with them or go home," says Dr Michael Banna. "This kind of absolutism risks deflating people by telling them that their efforts have been pointless. The reality is, any physical activity has health benefits; the right type is the one that doesn't injure you, make you sad

or make you want to stop." Ideally your physical activity should include a mixture of cardio, resistance and mobility work spread across the week – but do what you enjoy.

*Joel Snape is a former editor of *Men's Fitness* and runs the website LiveHard

HEALTH

Certain Junk Foods Could Be Messing With Your Brain's Appetite Control, Study Finds

Emerging evidence in humans suggests a [typically Western](#) high-fat, high-sugar 'junk food' diet can quickly undermine your brain's appetite control.

After indulging in a week-long binge of waffles, milkshakes and similarly rich foods, researchers in Australia found young and healthy volunteers scored worse on memory tests and experienced a greater desire to eat junk food, even when they were already full.

The findings suggest something is amiss in the hippocampus - a region of the brain that supports memory and helps to regulate appetite. When we are full, the hippocampus is thought to quieten down our memories of delicious food, thereby reducing our appetite.

When it's disrupted, this control can be seriously undermined.

Over the years, [extensive research](#) on juvenile mice has found the function of the hippocampus is very sensitive to 'junk food', but this has only recently been observed in young and healthy humans.

In 2017, after a week of Western-style breakfasts of toasted sandwiches and milkshakes, researchers [found](#) participants performed worse on learning and memory tests which are typically dependent on the hippocampus.

Now, in this latest study the team has found that not only do such high-fat, high-sugar diets impair memory in humans, they also appear to directly affect our ability to control our appetite.

"As this is an emerging area, and with much still to be learned about how these processes inter- relate, our conclusions are of course tentative," the authors [admit](#).

Nevertheless, the foundations for claims like this are quite extensive, especially amongst the animal literature. What's more, the results, even for a small sample size, are compelling.

After just one week, the authors say the changes they saw in appetite control were "strongly correlated" with hippocampal-dependent learning and memory measures.

"More broadly," they [write](#), "this experiment, alongside those from the other animal and human studies cited here, suggest that a Western-style diet causes neurocognitive impairments following short-term exposure."

In the study, researchers randomly told more than 100 young, lean and healthy participants to either start a week-long fast food diet or continue their usual eating habits. Scoffing all those rich foods seems to have been hard for some - by the

On the first day and the last day, participants were given a toasted sandwich and a milkshake in the lab. But for the rest of the study period, participants in the junk food group were instructed to eat two Belgian waffles at least four times a week, and two fast food meals on at least two occasions per week.

Before and after each breakfast in the lab, participants were also given a test on their desires. First, they were given six food samples and asked to rate them on a scale of how much they would like to eat them at that particular moment.

Then, they were asked to consume each food and rate how much they liked it and how much more of it they could eat right then.

Not only did this diet correlate with a clear weakening of appetite control, the authors found it was also linked to a decrease in learning and memory scores designed to test hippocampal function.

Three weeks later, when the group returned for follow-up testing, the differences had disappeared, as several animal models have previously [suggested](#) they would.

While this might indicate briefly impaired function of the hippocampus, the true mechanisms at play are a mystery, and the authors admit there are other possible explanations.

Rachel Batterham, a researcher in obesity, [diabetes](#) and endocrinology who was not involved in the study, [told The Guardian](#) that while the new data adds support to previous animal studies, we really need more research beyond mere correlation.

"The mechanisms at work remain to be elucidated and will require further research with the application of more sophisticated neuroimaging methods," she [said](#).

The study was published in the [Royal Society Open](#).

Creativity

- Create random works of art by making small drawings or paintings, or painted rocks, shells or twigs, or bracelets of rolled paper beads. Put each one in a small zip lock with a note that it is a random work of art and randomly place them around your neighborhood.
- Design a paper airplane. Fly it and adjust it for distance, loop-the-loops, or come back to the person tossing it. Record your adjustments and the effect created.
- Draw a work with only outline. Put the drawing on the window so that you can see the line drawing under another piece of paper over it and fill in the drawing with different values but no outline. Look at hem side by side. Do you get a different idea or feeling from each piece?
- Draw or paint a subject but use your non-dominant hand to do it!

At-Home Activity Resources High School by Core Subject

Take a walk and pick up small sticks and twigs. Use them to create a sculpture. You will need glue, string or wire to connect them.

Updated automatically every 5 minutes

Online Resources

<https://blog.desmos.com/articles/art-contest-launch/>