Growing Well-Being

Trace how daily activities, feelings, and access shape health.

PS.7.5 "Explain how physical, psychological, and social factors combine to promote overall health and well-being."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two physical actions or needs, circle two feelings or mental states, and number two social supports or barriers in the passage. Draw pencil lines to connect one physical, one psychological, and one social factor that influence one another.

More Than a Garden

1 At Riverside High, a vacant courtyard became a student-run garden. On Tuesdays, students carry soil, bend to plant seedlings, and walk between garden beds. These movements add physical activity to an otherwise seated school day. Working outdoors does not erase anyone's stress, but some students say the predictable hour helps them feel calmer. They also see progress when new leaves appear, which can build a sense of purpose. Classmates divide tasks and share tools, so a student who is unsure how to begin can ask someone nearby. The garden connects movement, feelings, and relationships in one ordinary setting.

2 Participation is not equally easy for everyone. One student works after school, and another cannot use the narrow path between beds with a wheelchair. If the group ignores those barriers, those classmates lose both a chance to take part and a chance to build connections. The students move one meeting to lunch, widen a path, and put containers at reachable heights. These changes make participation more possible, though they do not solve every scheduling or access problem. When people can join and feel included, they have more chances to move, learn skills, and form supportive friendships.

3 During a busy exam week, the group notices that several members have missed meetings. Instead of blaming them, members offer shorter shifts and check in by message. A student who feels supported may be more willing to return, while a manageable shift may leave time for rest and homework. Taking breaks and sleeping enough can support attention and mood, making it easier to cooperate with others. These effects can reinforce one another, but the garden is not a substitute for medical or mental health care. Well-being depends partly on personal choices and partly on whether communities make healthy options available.

2 ANSWER WITH EVIDENCE

Use the passage

1. How can working in the garden affect both students' bodies and their feelings?

2. How could the narrow path affect a student's physical activity and social connections? Explain how the group's change addresses both.

3. During exam week, how might the group's shorter shifts and check-ins affect students' feelings, rest, and relationships?

4. A student is unsure how to begin gardening. How could the way classmates work together affect that student's activity and sense of purpose?

3 YOUR TURN

Your own words

Imagine your school starts a before-school music club. In four sentences, explain how a student's physical needs, feelings, and social connections could affect one another there, and propose one change that would make participation easier.

Growing Well-Being

PART 1 · READ AND MARK

Underline two physical actions or needs, circle two feelings or mental states, and number two social supports or barriers in the passage. Draw pencil lines to connect one physical, one psychological, and one social factor that influence one another. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How can working in the garden affect both students' bodies and their feelings?	**Carrying soil, bending, and walking add physical activity. The predictable hour may help some students feel calmer, and seeing progress can give them a sense of purpose.**
2	How could the narrow path affect a student's physical activity and social connections? Explain how the group's change addresses both.	**The path prevents a wheelchair user from reaching the beds, limiting participation in garden tasks and chances to connect with classmates. Widening it makes both more possible.**
3	During exam week, how might the group's shorter shifts and check-ins affect students' feelings, rest, and relationships?	**Check-ins can help students feel supported and willing to return. Shorter shifts can leave time for rest, which may support mood and make cooperation easier.**
4	A student is unsure how to begin gardening. How could the way classmates work together affect that student's activity and sense of purpose?	**Dividing tasks and sharing tools gives the student someone to ask for help and a way to take part in physical work. Seeing the garden grow may build a sense of purpose.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A student who sleeps too little may feel tired during a before-school rehearsal. Feeling tired can make it harder to enjoy learning a new song, even when friends offer support. When friends practice together without judging mistakes, the student may feel less anxious and want to keep attending. Moving the club to lunch would let students who cannot arrive early join and could give some students more time to sleep.

Accept other passage-supported connections among physical, psychological, and social factors. For Part 3, look for a plausible interaction among all three factors and a change that addresses a barrier to participation.