



## Grade 10 Engagement and Assessment Ideas

### Community/Environmental Health

- Research the relationship between the environment and human health.
- Ask each student or group to present a news story (newspaper, audio clip, etc.) discussing a recent example of environmental pollution or disruption affecting human's health.
- Compile a list of pollutants found in water, soil, and air. Ask students to describe how they become pollutants (i.e., enter the water, soil, air) and how they impact those elements and the body.
- Watch a documentary or movie about chemical exposures.
- Design Competition! - Challenge student to pitch design ideas for solutions to problems in their social environment or physical environment that will promote physical and psychological health. Have them upload their pitches to YouTube or present them live in class and ask their classmates to evaluate them using an assessment rubric.
- Present students with testimonies about social/physical environmental design changes that improved physical or psychological health. Ask them to assess whether such solutions would be effective in their own lives/ communities.
- Design and implement an environmental clean-up project for the school or community.
- Design a pamphlet that advocates support for an environmental protection project.
- Research and compile a list of emergencies and natural disasters and community resources for emergency preparedness.
- Assemble a toolkit of emergency and natural disaster preparedness.
- Discuss the impact of toxins and pollutants that on personal health status and quality. Come up with prevention strategies to approach each toxin and pollutant.
- Ask students to interview (via phone, email, in person, etc.) one of each of the following types of professionals (health, wellness, education, safety, and business) about how they address environmental concern; write a report about their findings.
- Describe a movie that involved a health agency for a significant part of the plot. Rewrite the ending of the movie as if that the health agency did not exist.
- Categorize health-care agencies according to their functions and whether they are a for-profit or nonprofit agency and how this impacts their mission.
- Create a local map that identifies the location of healthcare agencies in the community.
- Present students with a list of health and medical science career opportunities that promote personal, community, and global health and wellness.

- Have students identify professions of interest and then research and interview practitioners about the core academic skills and other skills necessary for success in the field.
- Have students compare the educational and licensing requirements, responsibilities, and career potential across several types of medical professionals.
- Have students write a biography of a well-known/ famous health professional and the lessons learned about how to succeed in that field.
- Have students select a profession with an industry- recognized credential (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide) and research what is involved to prepare and practice in the field.
- Have students interview health care professionals about how technology and the internet have improved patient access and medical care.

### Nutrition

- Have students record a daily food blog for a week and analyze it to see if it meets the daily
- Have students contrast healthy and unhealthy approaches to weight management.

### Disease Prevention/Health Promotion

- Have students discuss the health risks of not getting enough sleep.
- Have students contrast healthy and unhealthy approaches to weight management.
- Have students write a fitness plan to prevent diabetes, heart disease, stroke, and or other chronic diseases and conditions.
- Have students discuss BMI and the relationship between body composition and healthy body weight.
- Have students identify strategies for motivating sedentary individuals to become more active.
- Have students research common cancers and make presentations about common risk factors and prevention strategies.
- Have students evaluate the accuracy of advertised health claims.
- Have students interview five peers and five adults to compare their activity levels at the present time to three years ago. What conclusions, if any, can be drawn? Compare and contrast activity levels based on age, economic status, and geographic setting.
- Have students keep a daily log of how much television they watch, time on the computer, etc. In the same log, record activity levels.
- Have students research, and discuss with class, how improvements and advances in technology may save lives in the 21st century.
- Have students research, and discuss with class, how the use of technology in international, cooperative efforts to address a health crisis.
- As a class, brainstorm reasons community service is important and have students volunteer in their community for 5 hours and write a reflection on the experience.
- Challenge and incentivize students to reach a certain number of community service hours.

- Have students discuss the impact of global health issues on local communities. Ask students to reflect on how their social environments affect health and well being.
- Have students discuss health-related social issues. Ask students to pick an issue important to them, describe the health bases, social discussion, and social programs and organizations that are related to it and recommendations to improve it.
- Hold class discussion on how health literacy and health-science skills prepare one to become a productive citizen, especially as it pertains to health-related social issues.
- Present students with an array of public health policies and ask students to identify how they influence health and disease prevention.
- As a class, create an action plan to prepare for natural disasters.

### Substance Abuse Prevention

- Create a skit that demonstrates how to avoid a drug-related situation.
- Write a report about the health benefits of abstaining from using alcohol, tobacco, or other drugs.
- Role-play turning down alcohol, tobacco, and other harmful substances and behaviors.
- Discuss why it's important to not pressure people in to using drugs and alcohol
- Discuss why high school students might use drugs or alcohol.
- Competition: Break students into groups. Ask each group to create YouTube campaigns discouraging peers from underage drinking and then create a rubric to judge each campaign and crown a winner.
- Research how alcohol and other drugs affect specific human body systems, brain functions and behavior.
- Find news stories that demonstrate the impact of drugs and alcohol.
- Interview family and friends about the effects of drugs and alcohol.
- Assess drinking and driving prevention campaigns and identify lists of strategies that work and don't work.
- Pick a drunk driving campaign- interview peers about their thoughts of the campaigns and compile a report of your findings. Implement finding into your campaign.
- Write 5 different ways to turn down or resist pressure to use alcohol, tobacco, and other drugs.
- Research trends in teen use/abuse of alcohol, tobacco and other drugs;
- Discuss how drugs impact the community.
- Write a research presentation about community organizations and programs that are focused on drug and alcohol addiction.
- Ask students to find links between chronic disease and drug use.
- Discuss protective factors that might reduce or prevent substance abuse.
- Given the risk factors listed at <http://youth.gov/youth-topics/substance-abuse/risk-and-protective-factors-substance-use-abuse-and-dependence> ask students to develop a plan to counteract those risk factors
- Plan a drug awareness day for the school.
- Read a biography of an alcoholic or drug abuser and ask students to reflect on what they learn.

## Safety/Injury Prevention

- Create a school pledge drive to commit to not driving distracted (text, drinking, etc.).
- Practice via role-play refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.
- Learn CPR and rescue breathing. Encourage students to become certified in first aid and/or CPR.
- Demonstrate basic first aid for choking, bleeding, splinting, etc.
- Simulate a crisis situation and ask students to implement crisis management strategies.
- Present students with several examples of emergency situations and ask them to respond with written response to situations.
- Brainstorm a list of prevention strategies for injuries common to five different sports.
- Survey students anonymously about phone usage in cars- compare to national average, read testimonies/ play persuasive video, and then survey again to see if values shift.

## Mental Wellness/Social Emotional Skills

- Ask students to research and present on the signs and symptoms of depression and suicide and other mental health concerns and available helpful resources including the National Suicide Prevention Hotline 1-800-273-TALK.
- Contact the Virginia Department of Behavioral Health Services to bring a Mental Health First Aid Program to your school.
- Set up a class role-play where students can practice talking to friends who may be exhibiting symptoms of depression, anxiety, disordered eating, or other self-harming behavior and encouraging them to seek help.
- Have students compile a comprehensive list of school and community mental health resources.
- Reduce the Stigma! Campaign - Discuss stigma, mental health, and substance abuse and have students develop a campaign to promote awareness, acceptance, and help seeking.
- Encourage students to talk to trusted adults about disappointments, loss and grief. Talk to them about helpful school and community resource people. *When Grief Enters the Classroom* is a resource that provides background and strategies for educators on addressing grief across various developmental ages. [http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/12/District%20Links%20documents/grief\\_guide.pdf](http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/12/District%20Links%20documents/grief_guide.pdf)
- Have students work together to create a class social media or Instagram account with pictures and captions that reflect their positive traits.
- Conduct a Striking Out Stress – A Gallery Walk Activity [http://www.educationworld.com/a\\_tsl/archives/02-1/lesson045.shtml](http://www.educationworld.com/a_tsl/archives/02-1/lesson045.shtml)

## Violence Prevention

- Have students roleplay use of refusal and negotiation skills to avoid risky situation

- Have students develop and implement “viral” social media campaigns to promote healthy relationships and violence prevention on twitter, Facebook and instagram.
- Use news articles to prompt student discussions on the causes and consequences of community violence and how they may have been avoided
- Write a short story about a conflict between two or more people that was resolved peacefully.
- Present students with several short stories depicting healthy and abusive relationships. Based on the readings, ask students to compare and contrast healthy and abusive relationships.
- Research and compile a list of resources that promote healthy relationships and assist with unhealthy and abusive peer, family, and dating relationships.
- Write a letter with advice to a “friend” in an abusive dating relationship.