



## Grade 7 Engagement and Assessment Ideas

### Community/Environmental Health

- Create a brochure that encourages the community to reduce, reuse, and recycle.
- Compile a list of community agencies that improve community health or wellness, including those that
- provide recreational and leisure activities.
- Design a campaign to promote conservation of natural resources.
- Write a reflection paper about why a healthy environment is essential to personal and community health.
- Research the relationship of social and environmental factors and individual and community health.
- Brainstorm human activities that contribute to air, water, soil, and noise pollution.
- Research products that lead to soil pollution.
- Split the class into groups and ask each to decide on a goal to protect the environment. Once they've selected their goal, the group of students should come up with a plan to achieve their goal and monitor their progress.
- Plan a "Keep Our School Beautiful" day.

### Nutrition

- Design a food plan to improve performance on a specific physical activity.
- Present students with several popular items and have them report and discuss the caloric and nutritional value.
- Prepare a list of healthy breakfast foods that can be easily made when in a hurry,
- Students create a one-week meal plan for their families.
- Ask students to research the benefits of including calcium, fiber, and iron in their diets.
- Ask students to use their decision-making skills to evaluate the food intake and nutritional content of several teacher and/or student generated meal plan options. Ask them to justify their choices.

## Disease Prevention/Health Promotion

- Invite guests to share different experiences relevant to health promotion (e.g., health care professional who deals with heart and lung diseases, someone who has been affected by smoking).
- Challenge students to set a new physical activity goal and monitor progress towards that goal.
- Students keep a sleep log for a week and write a reflection about the benefits of a good night's sleep, as well as any impact sleep may have had on success or struggles in class or athletics.
- Design a collage or poster depicting examples and benefits of recreational and physical activities.
- Write a one-page paper explaining appropriate health practices and behaviors.
- Work in small groups to design a persuasive advertising message (e.g., social media campaign, radio clip, YouTube video, poster) for an adolescent health product or activity.
- Role-play appropriate methods of expressing opinions on health issues or health behaviors in social settings.
- Assess the validity of health products and services information from three different sources.
- Research and create a family tree that includes four generations of family health practices, customs, and traditions.
- Identify dietary and activity-related family practices that may influence decisions about their health.
- Students design (create an illustration) a safe walking/ biking path to their favorite recreational site
- Students develop a campaign to promote making healthy choice.
- Join the NFL Play 60 Challenge [http://www.heart.org/HEARTORG/Educator/FortheClassroom/NFLPlay60Challenge/NFL-PLAY-60-Challenge\\_UCM\\_304278\\_Article.jsp#.V\\_KzkfArLic](http://www.heart.org/HEARTORG/Educator/FortheClassroom/NFLPlay60Challenge/NFL-PLAY-60-Challenge_UCM_304278_Article.jsp#.V_KzkfArLic)
- Discuss resources, program, and organizations that promote health and identify ways of contributing to their mission.
- Plan and hold a fundraiser for a health organization.

## Substance Abuse Prevention

- Write a one-page paper on the benefits of staying drug-free.
- Design a license plate, bumper sticker, or ad campaign encouraging others to remain drug free.
- Role-play situations in which assertiveness and refusal skills should be used.
- Research diseases that are related to alcohol, tobacco, and/or other drug use.
- Critique media representations of alcohol, tobacco, drugs, and gangs (find TV and movie clips or advertisements to present to students).
- Students brainstorm strategies for avoiding alcohol, tobacco, inhalants, and other harmful substances and create a short video PSA to highlight one specific strategy
- Brainstorm tips for media and marketing of drugs and alcohol.

- Keep a weekly log of television and internet advertisements that are targeted at adolescent audiences. Assess whether the advertisements promoted good decisions. Determine and explain the methods used to influence choices.

### Safety/Injury Prevention

- Ask students to develop a list of safety hazards in their neighborhood and community.
- Write a safety plan for being at home alone (safety devices, escape routes, important numbers, etc.)
- Research recommendations for online safety.
- Present students with online scenarios and ask them to make choices about the correct/safest actions to take.
- Present students with descriptions of student behaviors or images of scenes and have them identify any safety missteps.
- Invite a representative of the fire department to come into class to talk with your students. Students prepare questions about fire safety and firefighting as a career. Students use the information to write about the firefighter's visit

### Mental Wellness/Social Emotional Skills

- Discuss the differences between constructive and unconstructive criticism, and have students role-play responses to positive and negative criticism.
- List put-downs and explain why they are inappropriate and make other people angry.
- Discuss and practice the factors that contribute to group success.
- Role-play situations where students are teased and laughed at and how to be a helpful bystander.
- Incorporate activities that encourage kindness into every class.
- Discuss family and peer relationships and have students describe benefits of strong relationships.
- Provide examples of difficult family situations (abusive behavior, financial problems, separation or divorce, illness, injury or death, loss of job, family has to move, birth of a baby, remarriage, etc.).
- Have students discuss the effect that the difficult situation is having on each family member and suggest ways each family member may cope with the situation.
- Create and read two scenarios where a child experiences disappointment; in one scenario the where the child handles it inappropriately and in the other scenario the child overcomes disappointment in a positive manner. Have students discuss the pros and cons of each ending. Have students further illustrate or act out constructive ways of dealing with disappointment.
- 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 good 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.

- Ask students to journal for a one-week period about situations that cause stress.
- Stress Management - Discuss stress management strategies and have students exercise a strategy of their choosing for a 2 - 5 minute time period in the class (i.e., physical or creative expression, talking, breathing).
- Help students practice mindfulness

## Violence Prevention

- Ask students to describe the qualities of a good friend, the foundation of a good friendship, and discuss the development of meaningful interpersonal relationships.
- Hand out and have students review and complete the PACER action plan against bullying <http://www.pacerkidsagainstabullying.org/wp-content/uploads/2014/04/StudentActionPlan.pdf>
- Have students create a two week social media campaign with anti-bullying “tweets,” “posts,” “video clips, “ or “images” that educate about the impact of violence, bullying, and harassment on health and safety, and that encourage empathy and bystander intervention. Coordinate with school administration so these can be pushed out through the school social media accounts and read over the daily announcements. Hold a competition for the most re-tweets, shares or likes of the messages to encourage students to actively promote the campaign. Several ideas for activities are available on YouTube, including the video, *Hero in the Hallway* <https://www.youtube.com/watch?v=PtFtbaKIYyg>
- Locate articles in newspaper, magazine, on the Internet, or on a television news program that relates to violence or gang behavior. Then, brainstorm strategies to make the community safer.
- Role-play different exchanges and ask students to classify the behavior as passive, aggressive, and assertive communication.