



Grade 6 Engagement and Assessment Ideas

Body Systems

- Using a worksheet, link the major structures to functions of the urinary system.
- Research and present 3 strategies to promote renal health (drink plenty water, eat healthy foods, etc.)
- Develop individualized plans to modify diet and exercise to improve renal health.
- Create a poster to promote strategies to promote renal health.
- Classify communicable diseases in terms of the body part they affect.
- Interview your family to see if there are any non-communicable diseases that run in the family.
- List the differences between communicable and non-communicable diseases.
- Every student researches a single communicable disease (agent, host, and environment) and then presents what they've learned about the disease and how to prevent its spread.
- As a class, come up with a list of 5 general methods for preventing the spread of communicable diseases.

Community/Environmental Health

- Write a short story about a young person who helps protect the environment
- Use the worksheet at http://www.ct.gov/dph/lib/dph/environmental_health/eoha/pdf/teachgde.pdf to determine how much students know about indoor air quality
- Students research air pollutants and their effects on body functions and write a short report.
- Present students with a narrative about a smoker and a nonsmoker participating in moderate and vigorous physical activity. Then, ask them to identify the differences and discuss the impact of tobacco.
- As a class, develop a list of the benefits of a tobacco-free environment.
- Split the class into groups and ask each group to decide on a goal to protect the environment. Once they've selected their goal, students should come up with a plan to achieve their goal and monitor their progress.
- Ask students to make a list of 5 ways they and/or their families can protect the environment.
- Ask students to design a poster to encourage others to reduce pollutants,

- Ask students to define environmental influences (the physical, social, and cultural conditions) affecting the individual’s growth and development
 - physical environmental influences (shelter, water, air, land, pollution, food , etc.)
 - social–cultural environmental influences (family, peers, schoolmates, traditions, norms, expectations, etc.)

Nutrition

- Have students create songs about healthy food choices <https://fns-prod.azureedge.net/sites/default/files/tn/doyourbodyright.mp3>
- Ask students to set three new personal health habit goals for the month/ year. Once they select them, ask them to explain their choices.
- Create a healthy habit challenge: students set a goal and monitor their progress toward a physical activity, nutrition, or sleep goal.
- Create a “filling out the food pyramid” game. Split the class into two groups, ask them questions, and set it up such that correct answers give teams an opportunity to fill in the food pyramid.
- Students list 3 favorite foods and then research their contents before calculating the percentages of fat, protein, and carbs in the selected foods.
- Break the class into groups, present each group with several food items and their macronutrient compositions, and ask them to create balanced meals.
- Students write a weekly food and exercise journal and reflect on how they might change their habits to be more consistent with national recommendations or guidelines.
- Students design a balanced one-day food plan (breakfast, lunch, dinner, snacks, beverages).
- Students write a reflection about how family, peers, and culture affect food and physical activity choices after teachers share relevant excerpts from a novel or television show to demonstrate this point.
- Students interview family about nutrition, physical activity, and sleep. Once they gather data, as a group/class. Students graph and/or calculate trends to compare to recommended values.
- Students analyze media ads for food/ junk food using questions like those found at <http://www.readwritethink.org/classroom-resources/lesson-plans/grocery-store-scavenger-hunt-1140.html?tab=1>

Disease Prevention/Health Promotion

- Students write a reflection about how family, peers, and culture affect food and physical activity choices after teachers share relevant excerpts from a novel or television show to demonstrate this point.
- Students interview family about nutrition, physical activity, and sleep. Once they gather data, as a group/class. Students graph and/or calculate trends to compare to recommended values.
- Students create a fictitious health product and use several persuasive marketing techniques to sell the product.

- Join the NFL Play 60 Challenge:
http://www.heart.org/HEARTORG/Educator/FortheClassroom/NFLPlay60Challenge/NFL-PLAY-60-Challenge_UCM_304278_Article.jsp#.V_KzkfArLic

Substance Abuse Prevention

- List common prescription and nonprescription medications.
- Present students with several case studies and ask students to determine if and how the individuals could use medication correctly.
- Role-play refusal strategies and assertive behavior.
- Write a success story about someone who steers clear of alcohol, tobacco, and other drugs.
- Name three drugs and explain the harmful effect these drugs have on body functions.
- Discuss the relationship between substance abuse and disease.
- Identify common prescription and over the counter medications; research and present on side effects and results of improper use.
- Brainstorm reasons why individuals take risks.
- Journal about times students have experienced peer pressure.
- Interview parents, grandparents, or other adults and report on activities that they considered risky when they were teens.
- Survey pop culture (TV shows, movies, books, etc.), media, and marketing references or advertisements to prescription and nonprescription medication; share with students and ask them to explain what they learn from them; how they make them feel; and evaluate if they communicate correct information about the medications.
- Ask students to list tips for media and marketing of drugs and alcohol.
- Have students create a media or marketing product (poster, radio ad, TV commercial, newspaper, etc.) to promote the correct use of medications.

Safety/Injury Prevention

- Present students with descriptions of student behaviors or images of scenes and have them identify any safety missteps.
- Brainstorm a list of vehicle safety precautions.
- List safety precautions to observe while at the park, playground, or on public roadways
- Reflect on a situation in your life when first aid skills (yours or others) were required.
- List activities that require protective gear.
- Brainstorm risky activities that might lead to injury and discuss how to avoid them
- Make a home escape plan that identifies two ways to exit each room.
- Develop a classroom escape plan.
- Students create safety checklists/ inventories for homes (fire detectors, carbon monoxide, sprinklers, fire extinguisher, etc.).
- Students create first aid booklets with illustrated recommendations.
- Students check the schoolyard or community playground for safety hazards.
- Students write a persuasive essay about sunburn and sun protection.

- Students make a poster about how to treat sunburn.
- As a class, come up with safety rules for fire, playground, driving, sunburn, biking, etc.
- Students work in groups to develop fact sheets about their assigned safety issue. Then, they create role-plays to illustrate how to use the safety facts and the decision-making steps to make safe decisions about ways to avoid accidents, preventive measures and what to do in an emergency.
- Research the leading causes of unintentional injury deaths for individuals.
- Students plan learning centers about an assigned safety topic using props and posters. Students rotate through each center where they learn about a particular safety issue (e.g., vehicle safety, protective gear).
- Students identify emergency situations, state the appropriate response steps, and demonstrate how to perform.
- Students interview five adults regarding seatbelt usage and record their reasons for using or not using a safety belt.

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.
- Implement activities that encourage kindness and allow students to roleplay communication skills..
- Communication undergirds social emotional development. Implement the class activity,
- Have students work together to create a class social media or Instagram account with pictures and captions that reflect their positive traits.
- 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

- Hold a class discussion about violence: Do you think violence is ever necessary? When do you think violence is necessary? Have you experienced or seen violence? Have you challenged or seen a challenge to violence
- Role-play a non-violent solution to a disagreement.
- Hand out and have students review and complete the PACER action plan against bullying <http://www.pacerkidsagainstbullying.org/wp-content/uploads/2014/04/StudentActionPlan.pdf>.
- Have students illustrate posters or act out and/or videotape short skits depicting how to report bullying, stand up to bullying, and help friends who are being bullied.

- Hold a class discussion about the negative effects of bullying behavior.
- Ask students to write lists of 5 -10 characteristics of people in healthy relationships (e.g., they accept each other's differences, respect each other's values, think about the rights and needs of the other person).
- Write a short story about the connection between self-image and gang-related behaviors.
- Encourage students to discuss when they feel safe and unsafe.
- Have students create posters or infographics reflecting resistance skills to avoid gangs and then role play resistance scenarios.