

# Health Test Review

## Summary

The students will play a jeopardy game for a review for the health unit test.

## Main Core Tie

Health Education I (7-8)

[Strand 1: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF HEALTHY SELF \(HF\)](#)

## Additional Core Ties

Health Education I (7-8)

[Strand 2: MENTAL AND EMOTIONAL HEALTH \(MEH\)](#)

Health Education I (7-8)

[Strand 5: NUTRITION \(N\)](#)

## Time Frame

1 class periods of 60 minutes each

## Group Size

Small Groups

## Life Skills

Character

## Materials

- <https://www.playfactile.com/healthtringlereview>
- 5 bells

## Background for Teachers

An understanding of the health triangle, nutrition, decision-making process, physical activity, and stress.

## Student Prior Knowledge

A basic understanding of the health triangle, nutrition, decision-making process, physical activity, and stress.

## Intended Learning Outcomes

The students will know what to study for on the test.

## Instructional Procedures

Split the class into 5 groups.

Each team picks a team captain.

The team captain picks one of the fruit or veggie to represent their group.

Then each team captain picks a number 1-20 and the closest team to the number the teacher picks gets to pick the 1st question.

Each team will rotate players on who answers the questions.

One player from each team will go to their bell.

The team that was closest to the number picks the category and the question.  
 Teacher reads the question and the 1st team to ring their bell answers the question.  
 If they get it right the teacher will click on the fruit or veggie that the team is. The game will add the points to their team if they got the question wrong it will subtract the points off. If the team gets it wrong another team can answer the question and that team will get the points.  
 The team that got the right answer gets to pick the question and category.  
 Play the game until they get to the final question. When you get to the final question the students can pick how many points they wish to wager. Ask the question and the whole team gets to work together to write down their answer. All teams show their answers and each team who gets it right gets the points added or subtracted to their points.  
 Team with the most points at the end win the game.  
 Maybe surprise or tell them at the beginning of the game the students that the team who got 1st gets so many points extra on the test. Then 2nd gets so many and keep going until 5th place doesn't get any points.

### Strategies for Diverse Learners

The student can be put with a partner to answer questions if needed.

### Assessment Plan

To assess the students the teacher keeps track of how many questions the students got right or wrong. If the majority of the students got the questions right then just remind the students to keep studying the topics and areas that were on the game. If the majority of the students got the questions wrong then will need to have an extra day before the test to review and go over the areas the students missed on the game.

Use the following guide to help keep track of what the students got wrong or had a hard time answering.

Circle= got wrong (all of the students got it wrong who were trying to answer the question)

Line through= had a hard time with (3 or more students couldn't answer)

STRESS	100	200	300	400	500
PHYSICAL ACTIVITY	100	200	300	400	500
RANDOM TRIVIA	100	200	300	400	500
DECISION-MAKING PROCESS	100	200	300	400	500
NUTRITION	100	200	300	400	500
HEALTH TRIANGLE	100	200	300	400	500
FINAL QUESTION	NO				

For the test will probably give the team that won the game 5 extra credit points, 2nd gets 4 points, 3rd gets 3 points, 4th gets 2 points and 5th get 1 point on their test. Those who didn't participate (which means just sat there and didn't go up to try and answer a question) don't get any extra credit points on the test.

### Bibliography

Factile - [playfactile.com](http://playfactile.com)  
 health books

### Authors

[Cecilie Kowallis](#)