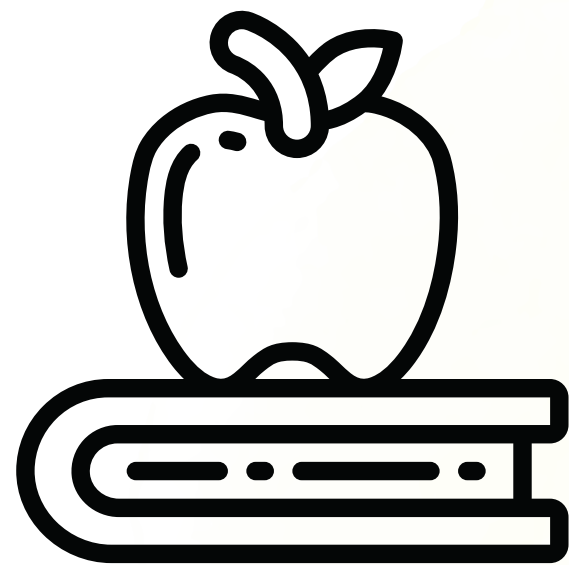


"Tell me & I forget.
Show me & I remember.
Involve me & I learn."
- Ben Franklin

bag of tricks

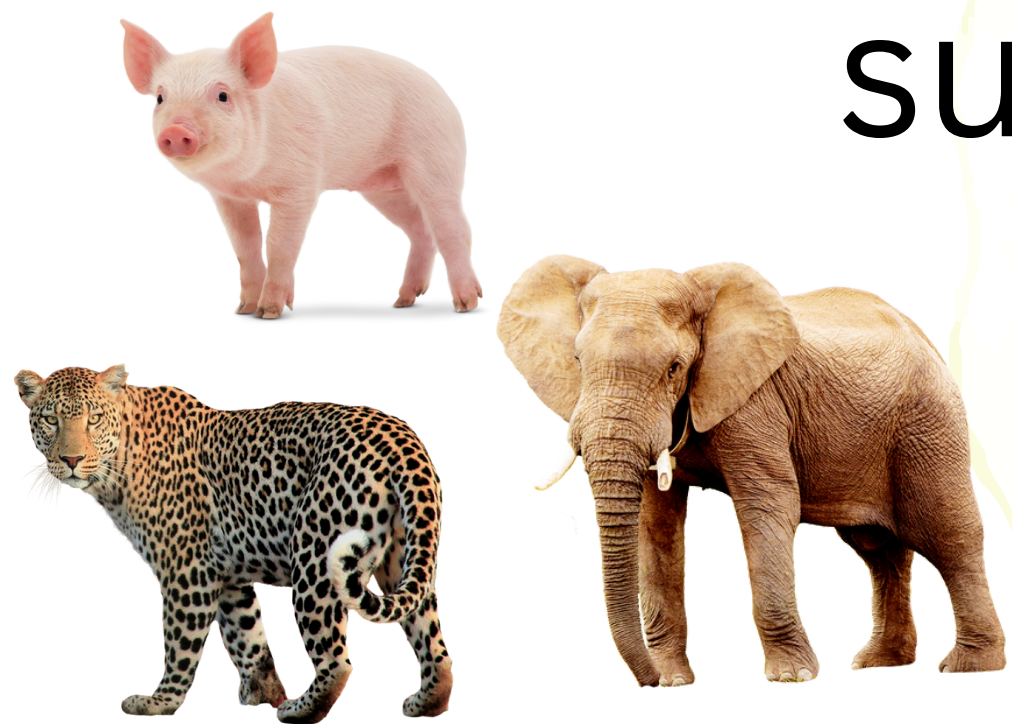
FOR HEALTH CLASS



Health & Physical Activity Institute 2023
Tori Fantasia - Harrisonburg High School

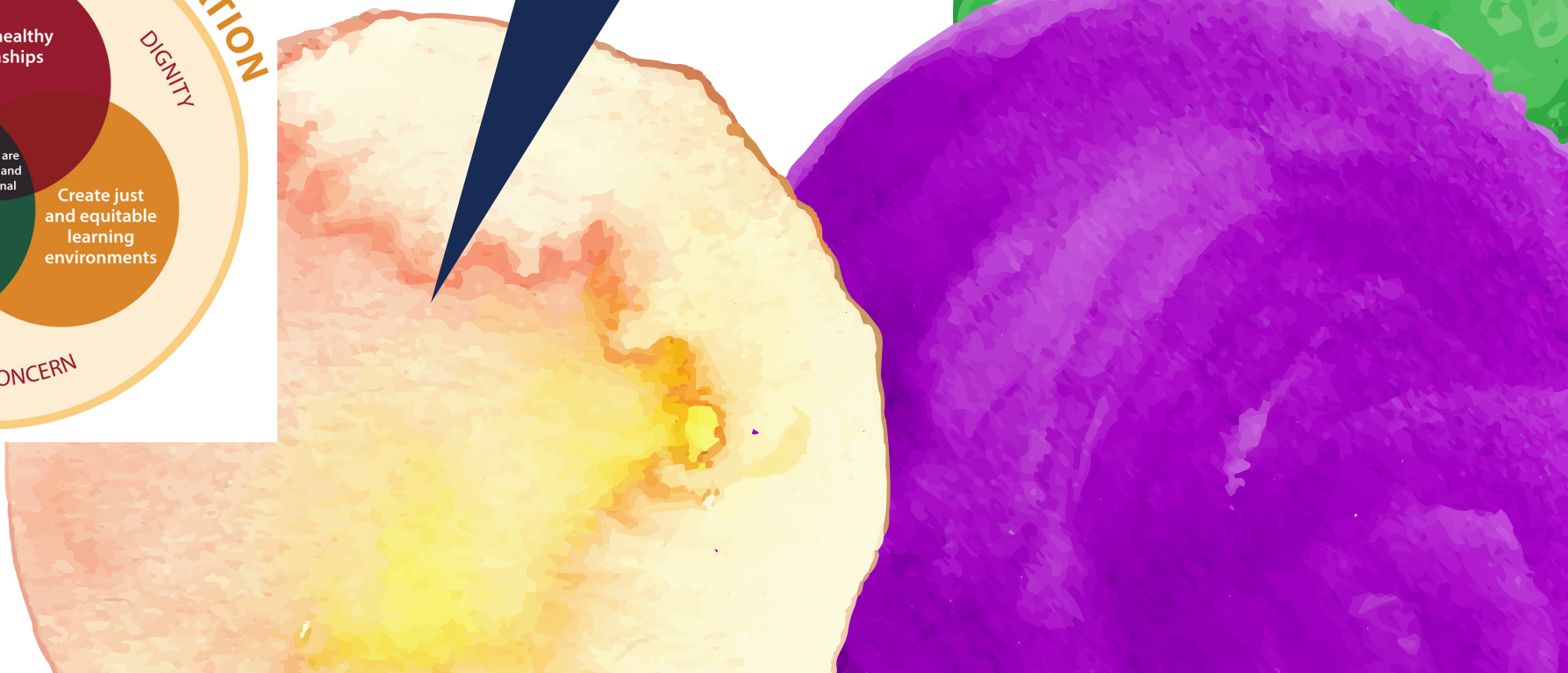
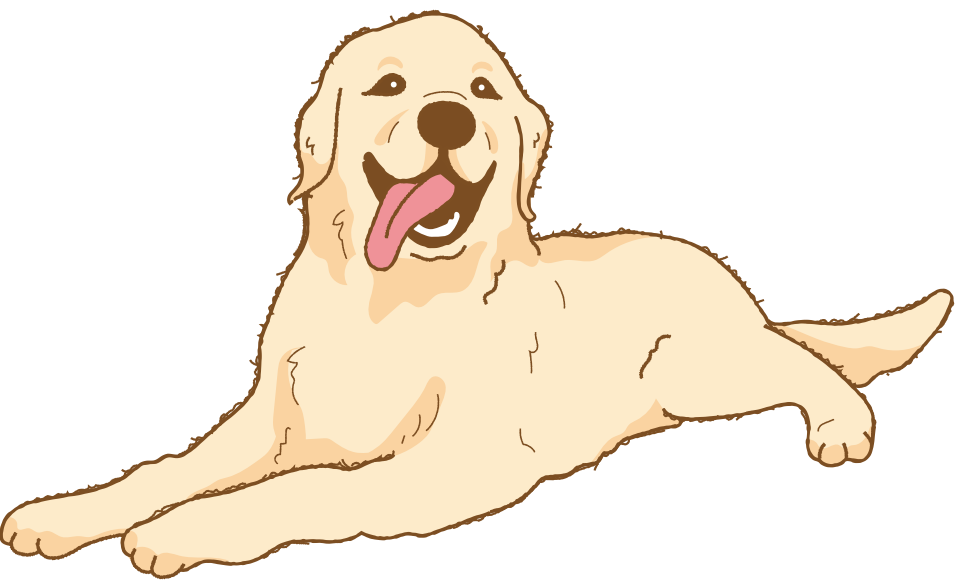
THINK - PAIR - SHARE

if you could be any
animal WITH a
superpower, what would
you be?



about me

¡HOLA!





GENERAL INFORMATION



- These strategies can be applied to **ANY** health unit.
 - *Document linked at the end that includes further descriptions & appropriate SOL alignment for grades 8-9.*
- **Positive** classroom management is important to have successful implementation of these strategies!
- At the end of the day, you know your students **BEST!** All strategies can be changed & modified to meet your population of kids.

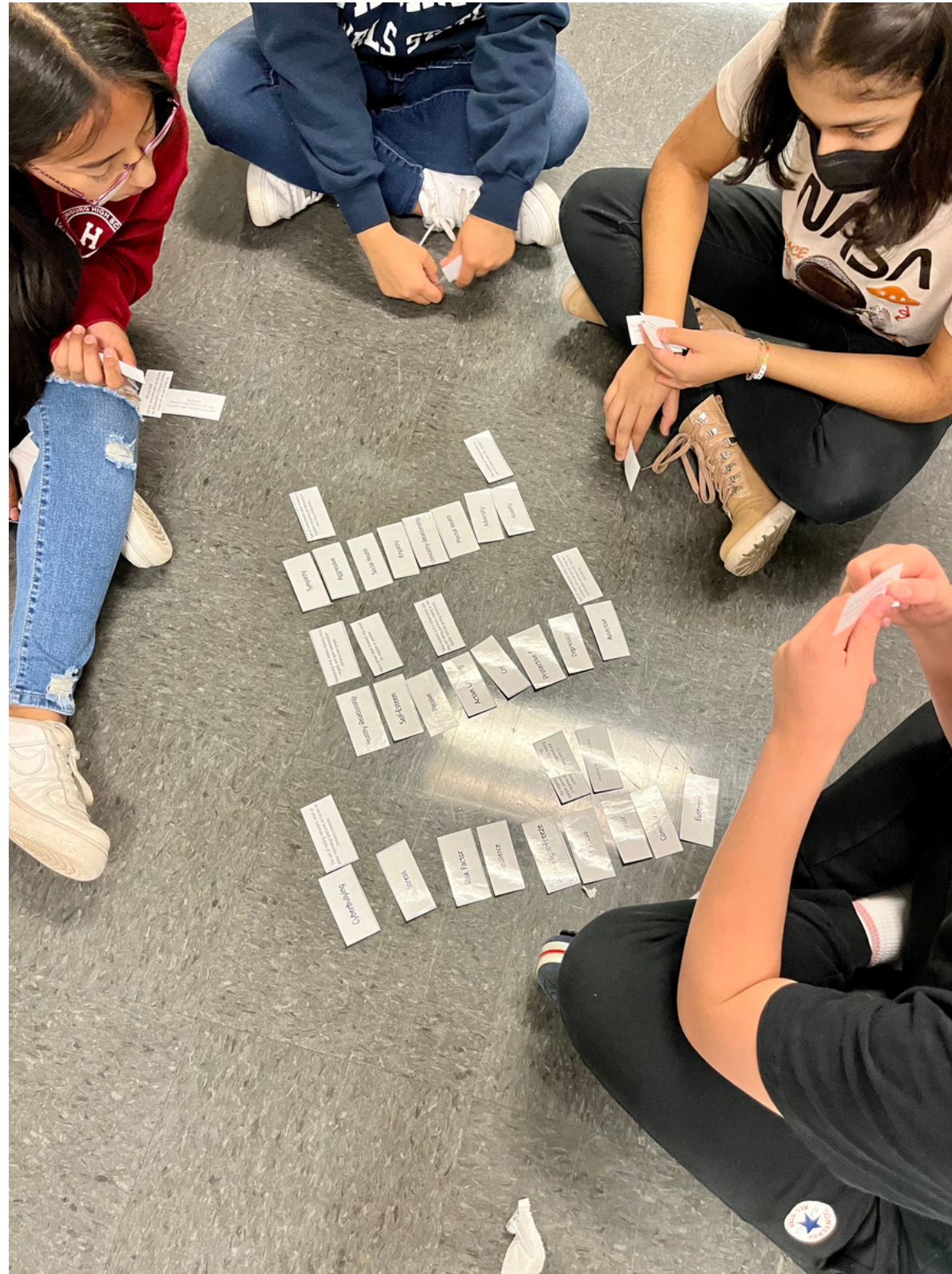
STRATEGY #1: FIND YOUR MATCH & VOCAB SORTS

HEALTH UNIT SAMPLE: SUBSTANCE ABUSE

WHY?!

HOW?!

Key word + definition + optional picture on printed cards.



Promotes literacy, movement, communication, collaboration & application of vocabulary words.

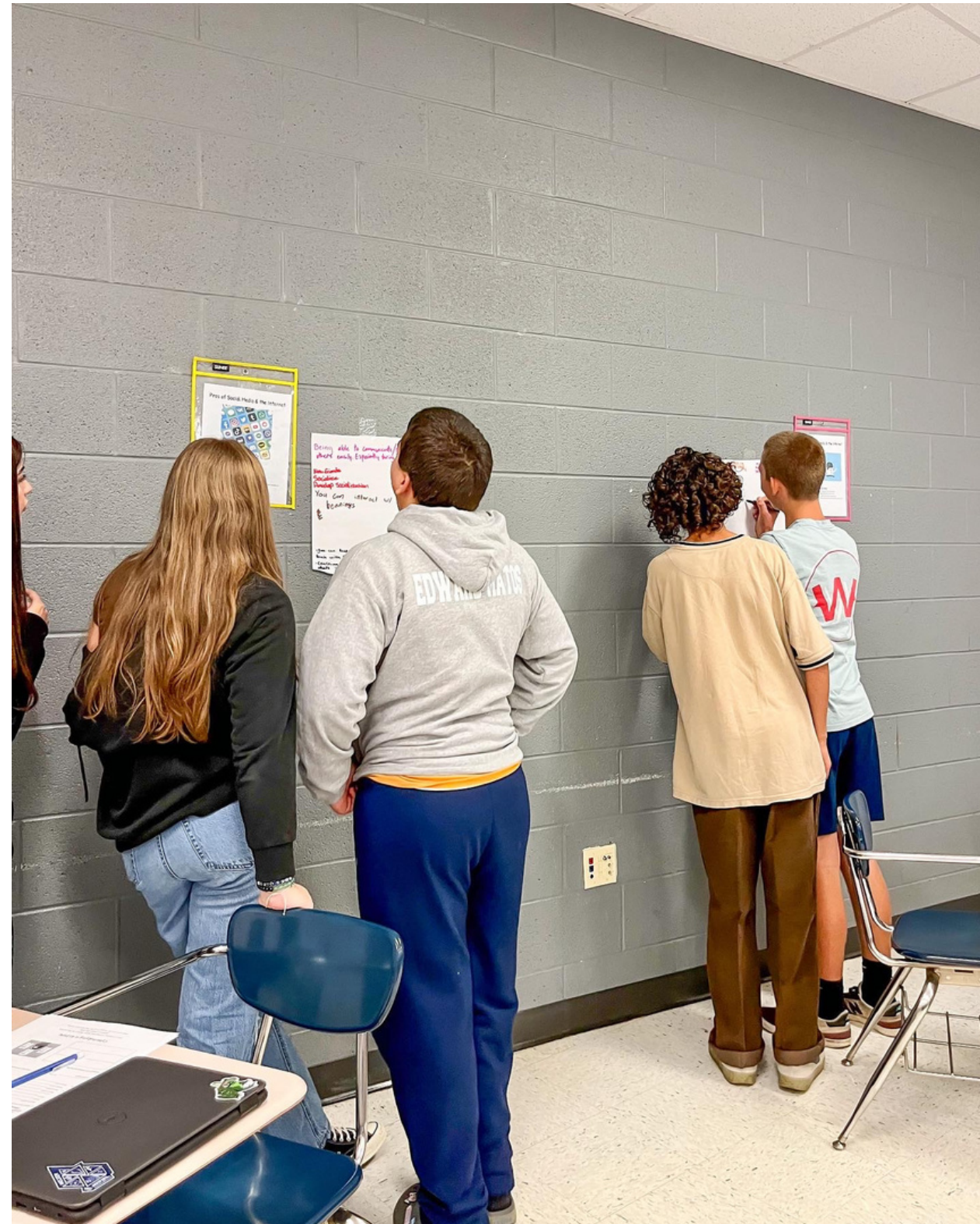
let's do it

LIVE

STRATEGY #2: BRAINSTORM WALK HEALTH UNIT SAMPLE: NUTRITION

HOW?!

Students move in groups to chart paper & discuss prior knowledge of content; write responses on paper.



WHY?!

Skills developed in all areas: listening, speaking, writing. Active collaboration with peers.

let's do it

LIVE

STRATEGY #3: TRASHKETBALL JEOPARDY HEALTH UNIT SAMPLE: SUBSTANCE ABUSE

HOW?!

Jeopardy-style game; answering questions in groups & gaining bonus points for successful basket into trashcan.



TRASHKETBALL

RULES & REGULATIONS

- Your team must put the answer to the question on the **white board**.
- If your team gets it correct, points are added to the board.
- Your team will **rotate taking basket shots**.
- A trash can basket is either **100 or 200 points** (depending on distance).

WHY?!

Increased engagement, student collaboration with peers, classroom competition.

let's do it

● LIVE

STRATEGY #4: BINGO GAME

HEALTH UNIT SAMPLE: MENTAL HEALTH

HOW?!

Match the key phrase or definition on the board to vocabulary word.



WHY?!

Classroom competition, practice with key language/concepts, incorporates fun & play.

let's do it

LIVE

STRATEGY #5: DIY STRESS BALLS

HEALTH UNIT SAMPLE: MENTAL HEALTH

HOW?!

Using funnels, balloons & rice, allow students to create their own stress balls.



WHY?!

Gives students a tangible tool for coping with stress/anxiety during school day; fun & hands on learning.

let's do it

LIVE

STRATEGY #6: CHOICE BOARD

HEALTH UNIT SAMPLE: CHRONIC & COMMUNICABLE DISEASES

HOW?!

Teacher chooses variety of activities for final project or assignment; students choose X amount of activities to complete.

Name: _____ Block: _____

Diseases Project Choice Board

For your final project for this health unit, choose TWO boxes to complete.
Submit to Canvas when you are finished!

Create a rap or song about stopping the spread of pathogens.	Research a celebrity with a chronic disease. Write 2 paragraphs about what you learned.	Draw a picture of how the body could be impacted by chronic diseases.	Record a podcast discussing current info about diseases.
Write a poem about COVID-19 and its impacts.	Write an Instagram post bringing awareness to chronic diseases.	Create a rap or song about risk factors for chronic diseases.	Make a TikTok dance about the causes of heart disease in Americans.
Record a video showing the steps of proper hygiene.	Design a poster to show how to reduce the risk of getting chronic diseases.	Make a collage of pictures of how to stay healthy during a pandemic.	Design a poster spreading awareness about viruses & bacteria.
Make a TikTok dance about the 4 types of pathogens.	Draw a picture of how the body is impacted by contagious diseases.	Write an Instagram post bringing awareness to flu season.	CREATE YOUR OWN (with approval from your teacher).

WHY?!

Student choice = more motivation & engagement; creativity skills.

let's do it

LIVE

STRATEGY #7: WHITEBOARD CHECKPOINTS

HEALTH UNIT SAMPLE: SOCIAL HEALTH

WHY?!

Time for revising of answers in real time, practice of content; more low-risk because of easy-erase method.

HOW?!

Respond to prompt or question on whiteboard & discuss with peer.



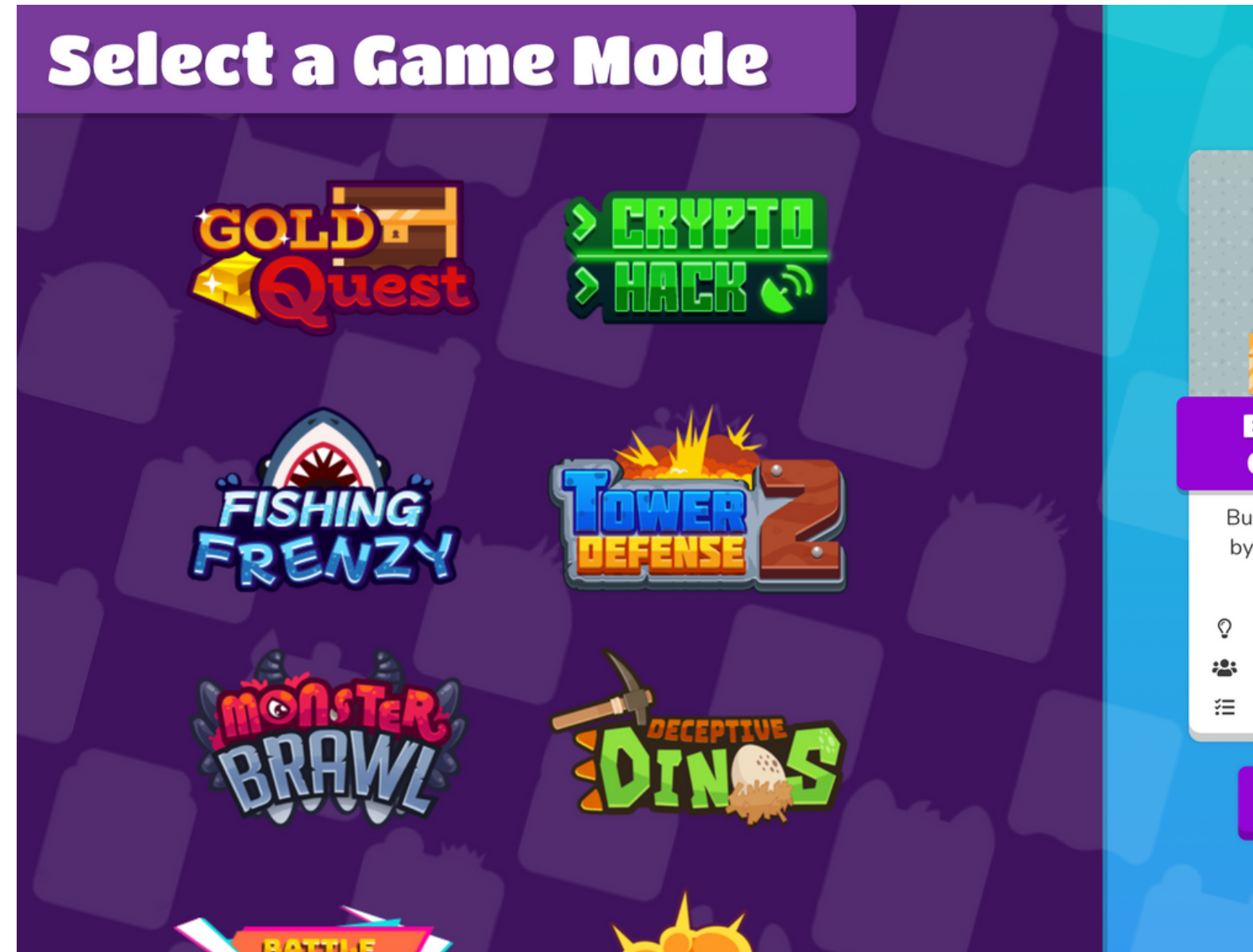
let's do it

LIVE

STRATEGY #8: BLOOKET HEALTH UNIT SAMPLE: FIRST AID & SAFETY

HOW?!

Online quiz for
assessing knowledge
- game based (if you
want!)



WHY?!

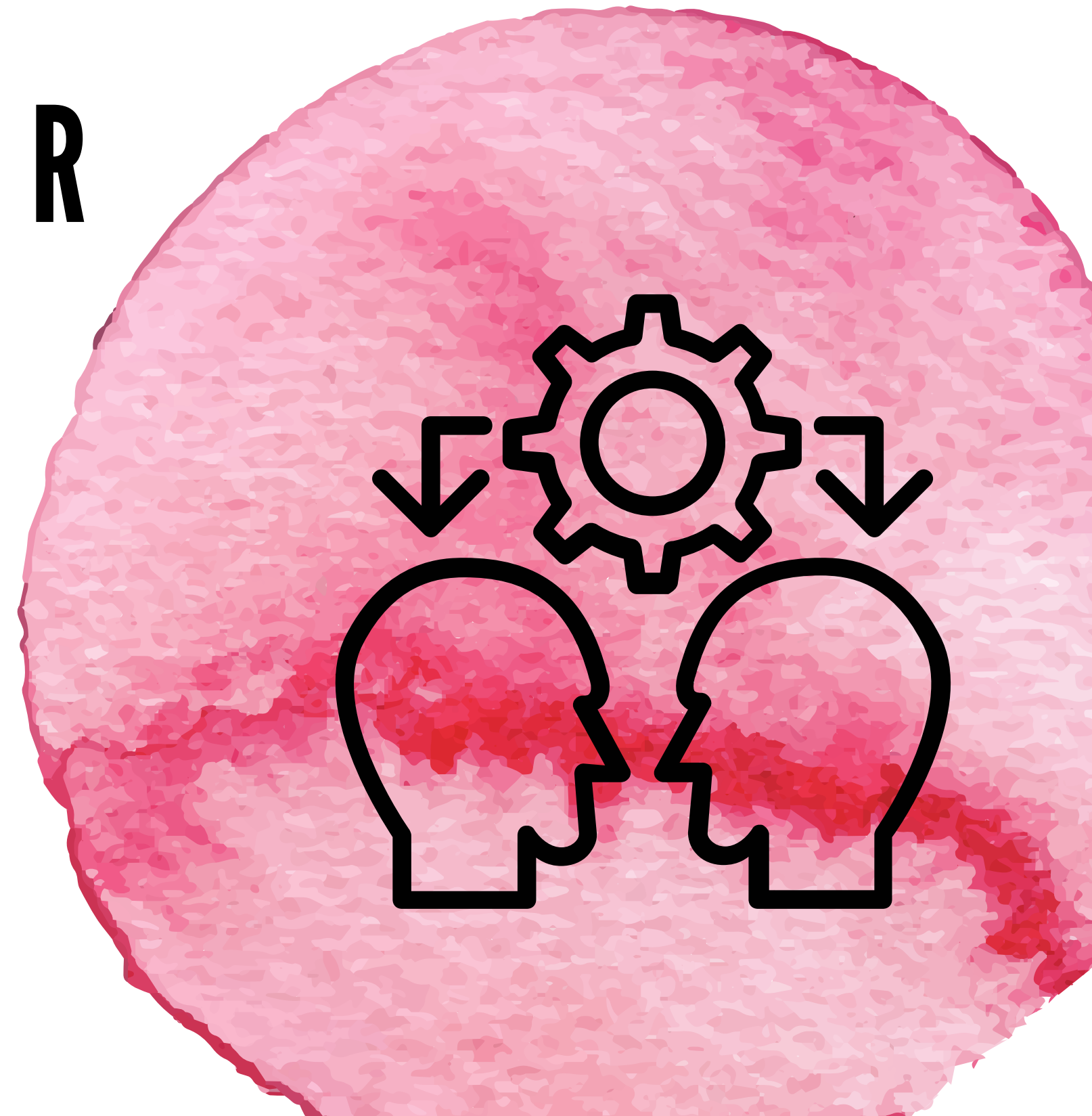
Greater
engagement,
repeated exposure
content.

let's do it

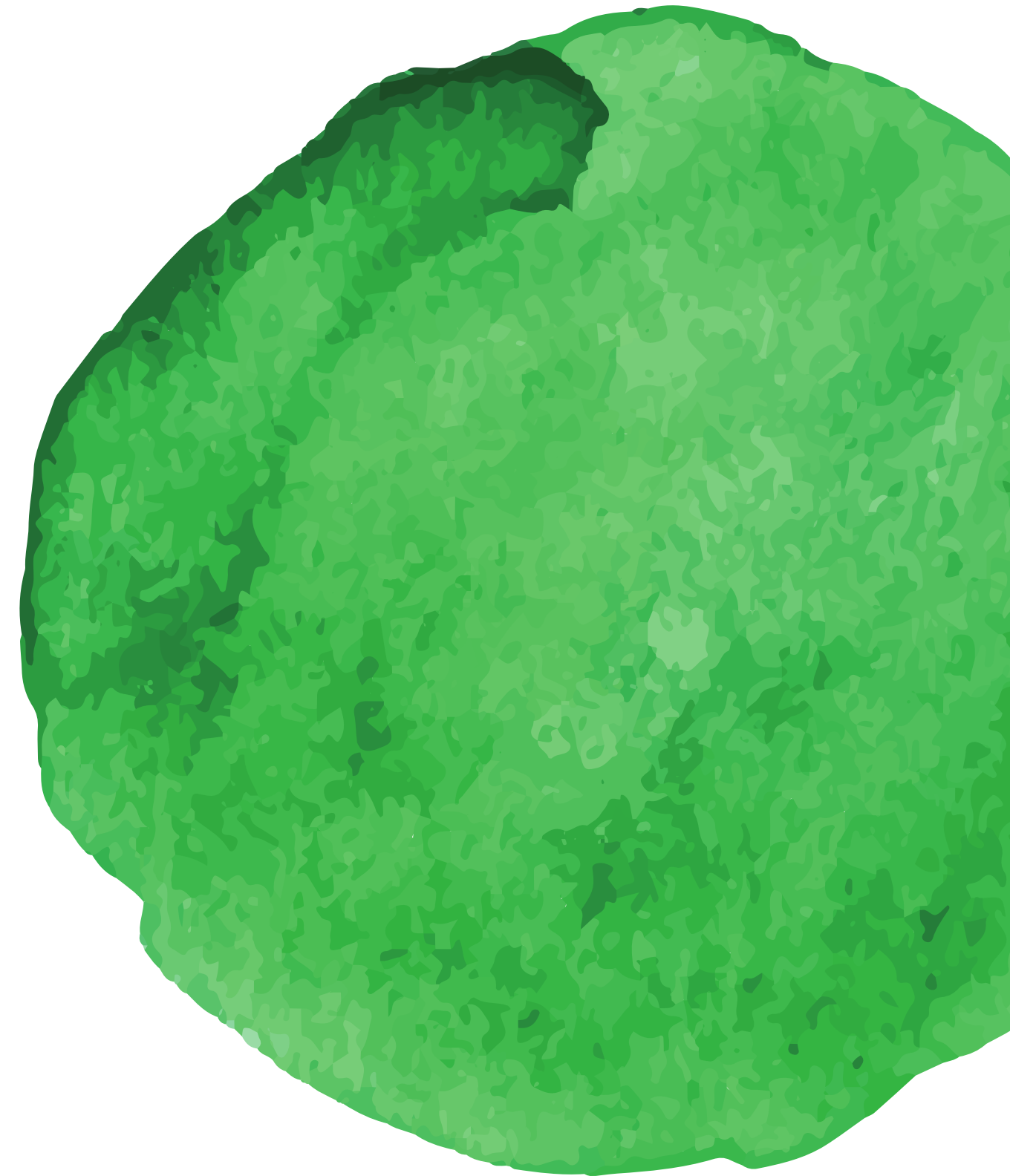
LIVE

HOW CAN WE BEND OR MEND THIS FOR YOUR CLASSROOM?

turn & talk with someone
nearby!

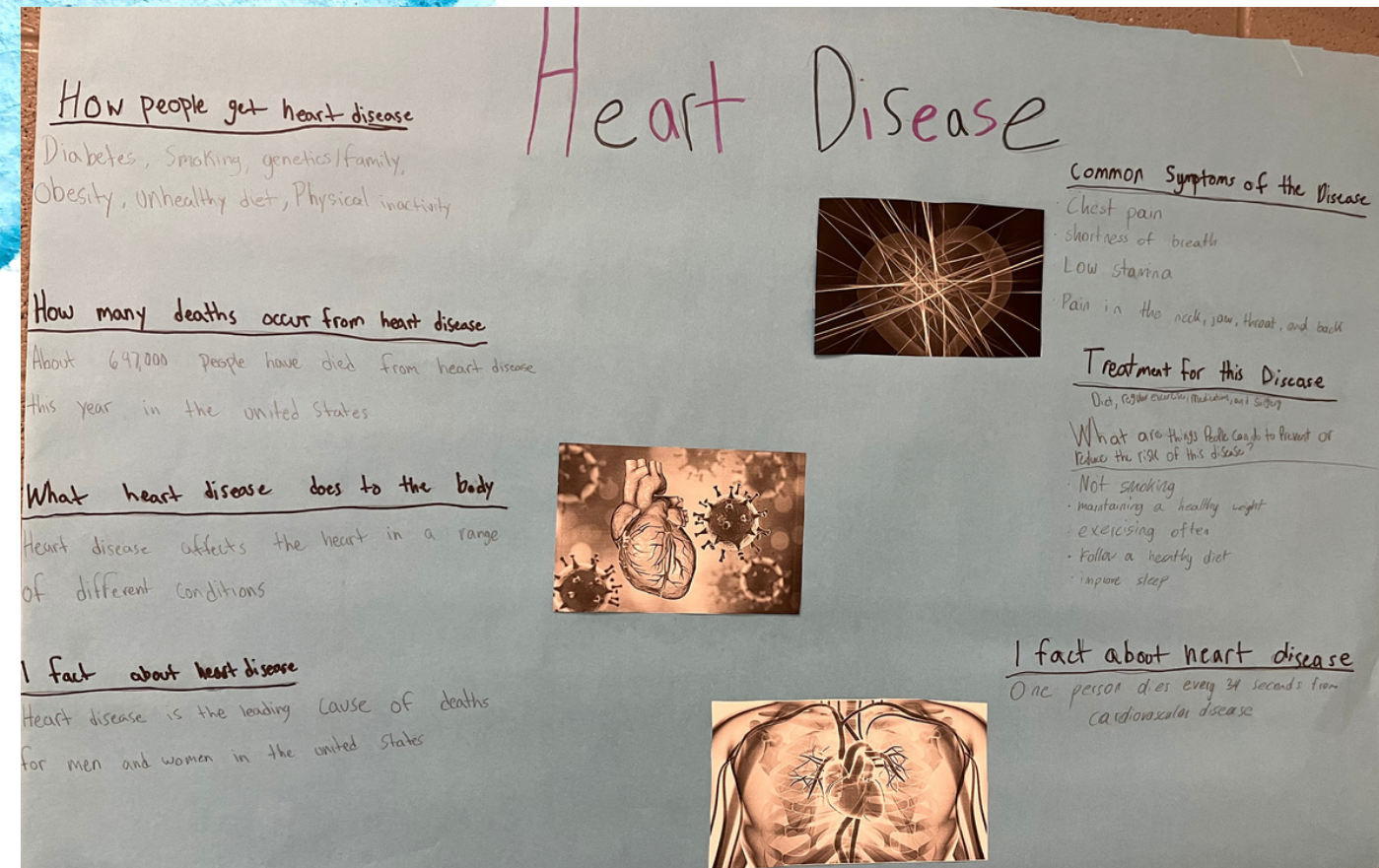


**J U S T A F E W M O R E
F O R Y O U R
C L A S S R O O M U S E . . .**



STRATEGY: ANCHOR CHART POSTERS

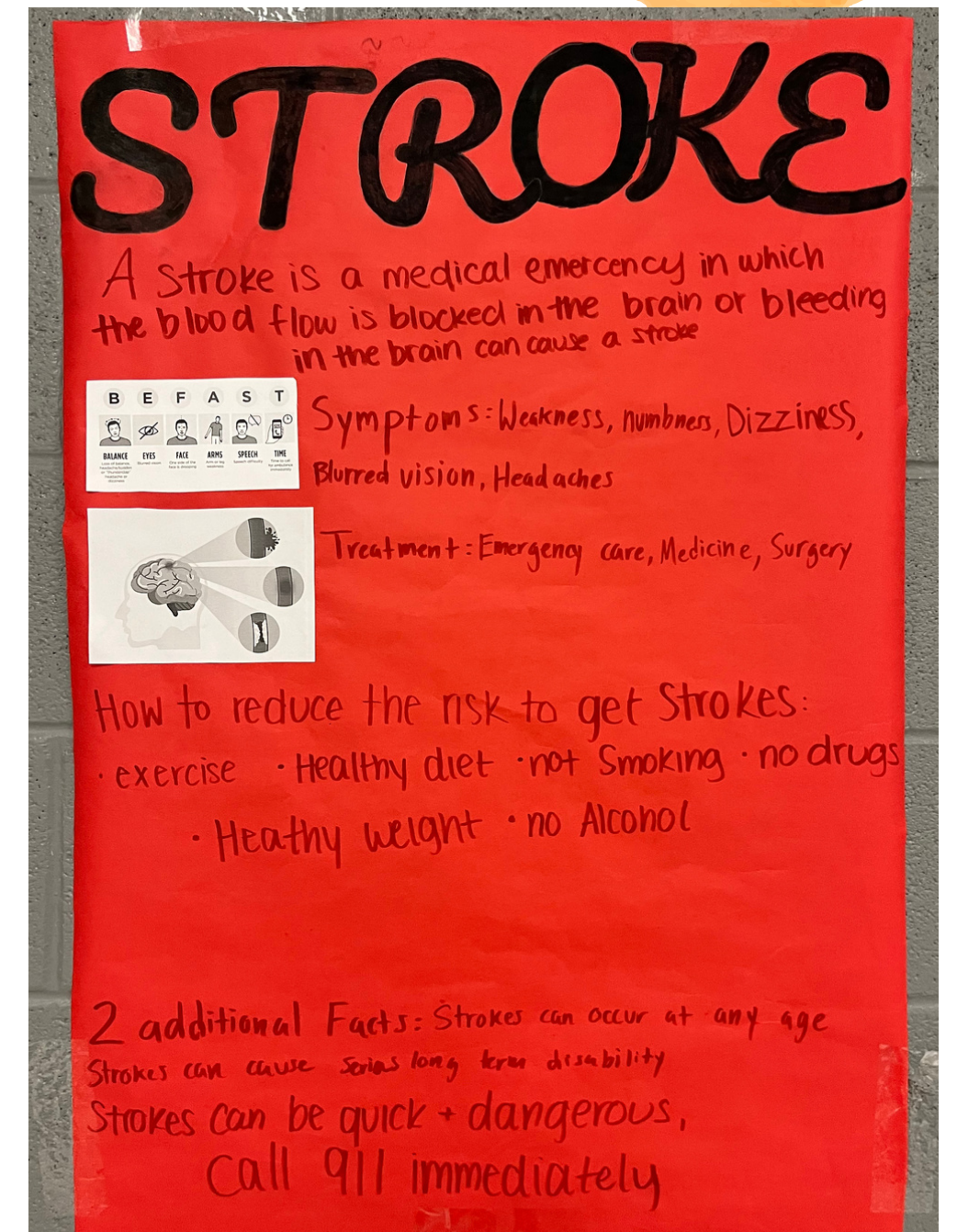
HOW?!



WHY?!

Focus on key points during the lesson, then make an anchor chart poster featuring a personal version of teacher's content.

Language development; creativity; student collaboration.



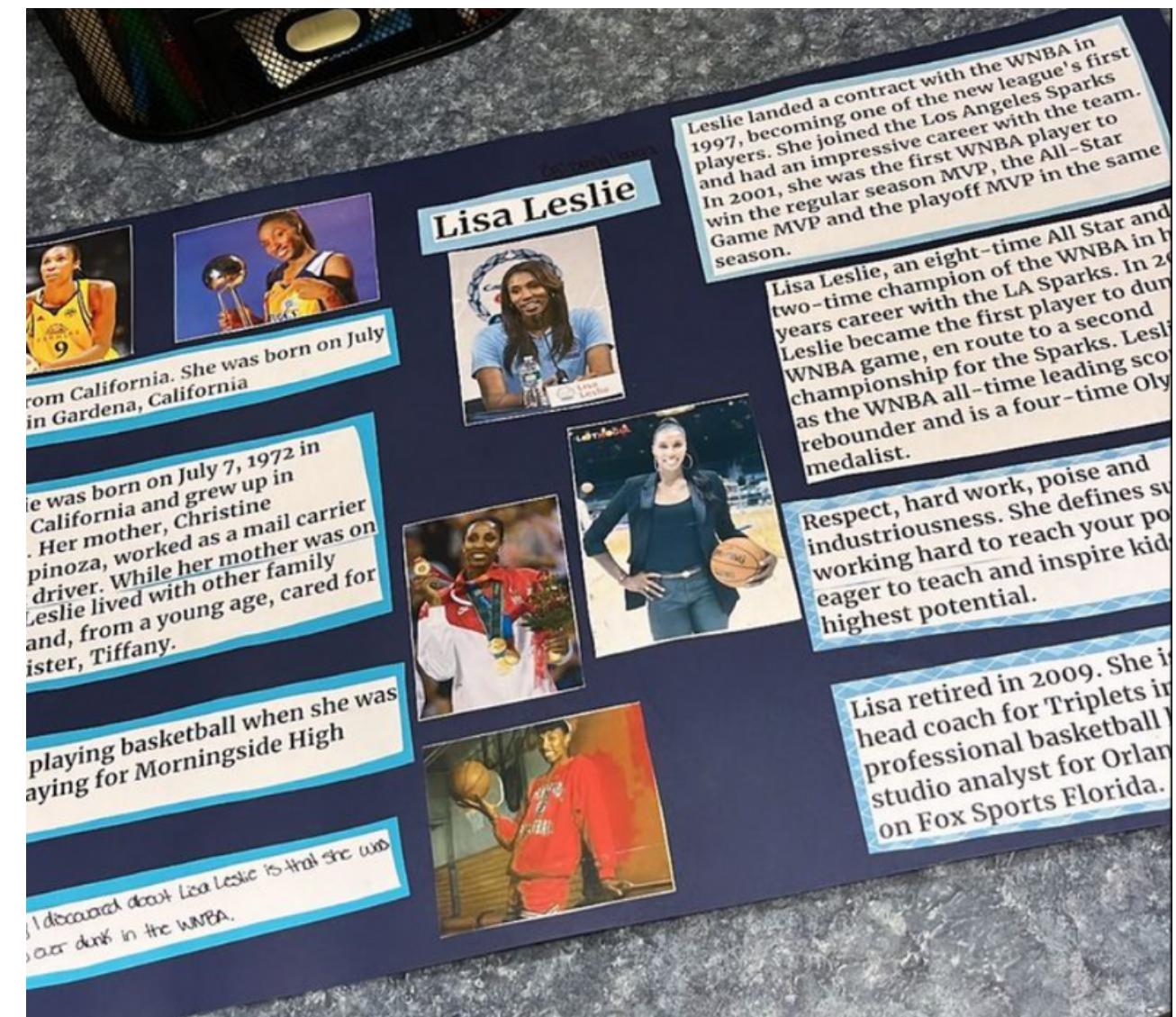
STRATEGY: GALLERY WALK

WHY?!

Greater engagement overall (lower-risk setting); developing question skills, public speaking skills; repetition of content for students.

HOW?!

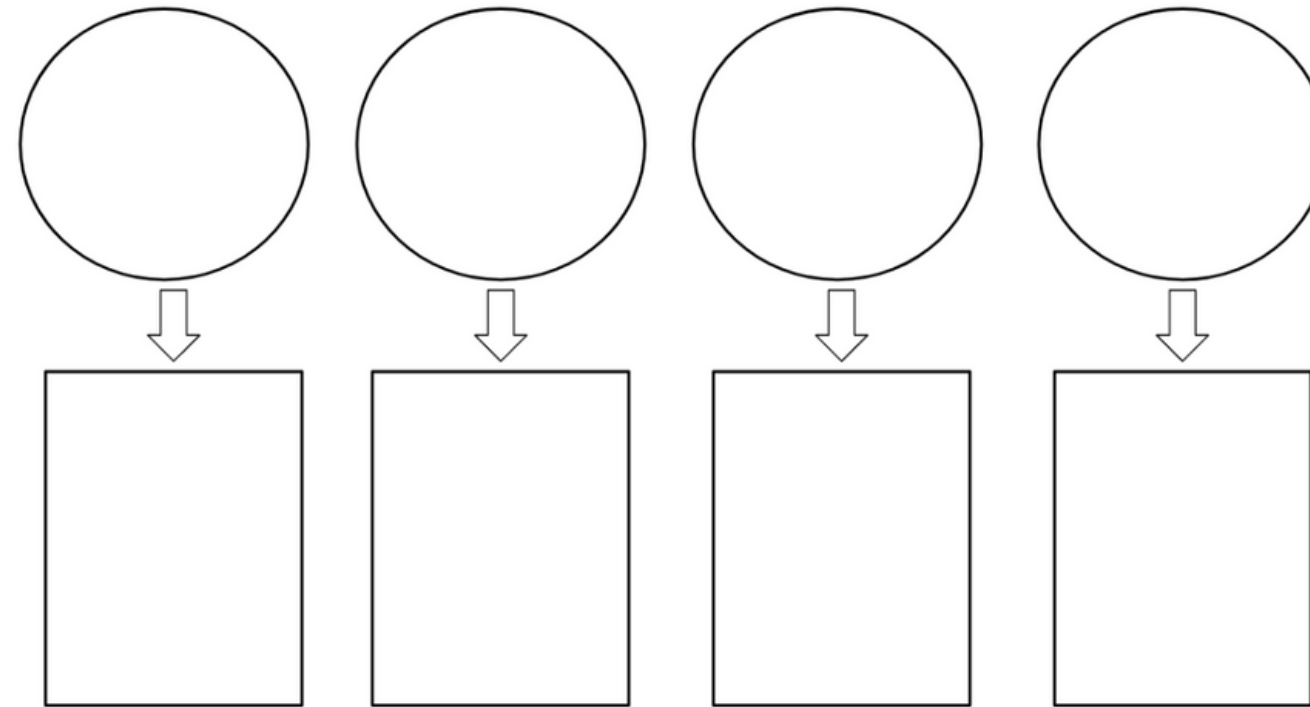
Students divided in half; half of them stand with their work to present while other half rotate around to observe their peers.



STRATEGY: GUIDED NOTES

Dangerous Behaviors and Peer Pressure

What influences teens to use drugs?



_____ is when someone or a group of people try to _____

_____.

Peer pressure can be _____ or _____.

Negative Peer Pressure	Positive Peer Pressure
1.	1.
2.	2.
3.	3.

HOW?!

Students will listen for specific details during the lesson & complete the spaces accordingly.

WHY?!

Promotes literacy; supports ELL development, useful as study guide for assessments.

**ANY LINGERING
QUESTIONS OR
COMMENTS?**



thank you!

SCAN THE QR CODE FOR
A MASTER DOC OF
TODAY'S PRESENTATION
WITH SOL'S +
DESCRIPTORS.



SCAN ME

@MsFantasiaHHS 

@ToriJasmine_ 