**BAG OF TRICKS FOR HEALTH CLASS**

HPAI 2023 - Tori Fantasia, Harrisonburg High School | tfantasia@harrisonburg.k12.va.us

**Live during Presentation**| **Additional Strategies**

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| **#** | **Strategy &**  **Health Unit** | [**VA SOL**](https://www.doe.virginia.gov/teaching-learning-assessment/instruction/health-education)**:**  **Grade 8** | [**VA SOL**](https://www.doe.virginia.gov/teaching-learning-assessment/instruction/health-education)**: Grade 9** | **Description - the HOW** | **Purpose - the WHY** |
| **The following SOL alignment coincides with the sample health unit during presentation, though any SOL can be aligned with change in unit.** | | | | | |
| 1 | **Find Your Match**  **→ Substance Abuse** | 8.1: I  8.2: I-J  8.3: I-J | 9.1: H-J, R, K, T  9.2: H-J  9.3: H-J, M | Sts read a card containing a word, phrase, image or other class content, then search for a peer with corresponding card and discuss why it matches. | Sts engage in classroom chatter about content; practice identifying key concepts. Activity easily modified to GoFish, memory game, or simple flashcard matching. |
| 2 | **Brainstorm Walk**  **→ Nutrition** | 8.1: B, D-F  8.2: B-F  8.3: B-F | 9.1: A, B-D  9.2: A, B-D  9.3: A, B, D | Sts move in groups to chart paper labeled with subtopics; discuss prior knowledge & write related words, facts or questions on paper. | Develops skills in all areas: writing, listening, speaking. Active collaboration with peers. |
| 3 | **Trashketball Jeopardy**  **→ Substance Abuse** | 8.1: I  8.2: I-J  8.3: I-J | 9.1: H-J, R, K  9.2: H-J  9.3: H-J, M | Sts work in small groups to identify correct questions to the Jeopardy slideshow game, writing answers down on paper or whiteboard. For bonus points, sts can take a shot into a trash can. | Active collaboration with peers through writing & dialogue; greater engagement; incorporates fun & plan into the classroom through competition. |
| 4 | [**Bingo Game**](https://myfreebingocards.com)  **→ Mental Health** | 8.1: L-O, Q-S  8.2: L-O, Q-S  8.3: P-S, | 9.1: O-Q  9.2: O-R  9.3: O-R, M | Sts receive a card that has a key phrase/vocab word. As sts identify the matches with what is shared to the board, they check-off the box - “BINGO” style. | Greater engagement; incorporates fun & play into the classroom; practice identifying key concepts. |
| 5 | [**DIY Stress Balls**](https://onelittleproject.com/how-to-make-a-stress-ball/)  **→ Mental Health** | 8.1: N  8.2: N  8.3: N | 9.1: O-Q  9.2: O, Q  9.3: O, Q, M | Sts receive a bag of rice, funnel and balloons at table groups. Work in partners to assist filling the balloon with rice for DIY stress ball. | Greater engagement; Incorporates fun and play into the classroom; gives sts a tangible tool for coping with stress management. |
| 6 | **Choice Board**  **→ Diseases** | 8.1: G-H  8.2: G-H  8.3: G-H | 9.1: E-G  9.2: E-G  9.3: E-G | Sts choose 2-3 activities for a project from a teacher-created list. Activities can range in creativity & composition - written or spoken, research-based, design-centered, etc. | Provides student voice and choice, which then increases motivation; differentiation easy to implement for students; fosters creativity & critical thinking skills. |
| 7 | **Whiteboard Checkpoints**  **→ Social Health** | 8.1: P, T, L, M  8.2: L-M, P, O, T  8.3: P, M, O, T-U | 9.1: N, O, Q  9.2: N, O, P, R  9.3: P, R | Sts listen to a prompt, respond on the whiteboard, then discuss with peers or class to identify areas of learning/confusion. | Sts who miss questions can revise responses in real time, ensuring greater understanding; sts practice content & apply new knowledge as topics are discussed. |
| 8 | **Blooket**  **→ First Aid & Safety** | 8.1: K  8.2: K  8.3: K, T | 9.1: K-M  9.2: K-M  9.3: K-L | Sts use a form of technology to engage in an online platform to answer content-related questions, that if answered correctly, results in game participation. | Greater engagement; incorporates fun and play into the classroom through competition; repeated exposure to content for greater retention. |
| **No specific SOL provided due to the nature of them being versatile for any specific health unit.** | | | | | |
| 9 | **Anchor Chart Posters** | Dependent on the Health unit. | | Sts will focus on key points during the lesson, then make an anchor chart/poster featuring a personal version of the content the teacher gave. | Sts can co-create on chart paper by asking questions & contributing ideas; using language provided on charts by other peers & teacher. |
| 10 | **Role Play** | Dependent on the Health unit. | | Sts receive a prompt, scenario, concept, etc. related to content being learned. Teacher provides parameters and encourages sts to be creative. | Greater engagement; Hands on / experiential learning allows students to be more involved in the learning process; fosters creativity, communication & collaboration. |
| 11 | **Gallery Walk** | Dependent on the Health unit. | | Gallery walks are an easy way for students to present their work in an informal, low-risk setting to their peers. Sts are divided in half - half of them stand with their work to present while the others rotate museum style to observe peers. | Greater engagement with presentations (more low-risk environment); public speaking skills; sts practice asking good questions w/ peers regarding project/work; repetition of content for students’ who are sharing. |
| 12 | **Graphic Organizer &** [**Frayer Model**](https://dpi.wi.gov/sites/default/files/imce/ela/bank/6-12_L.VAU_Frayer_Model.pdf) | Dependent on the Health unit. | | After reading or listening to kep information, sts will complete a visual organizer with necessary details (can be pictures, written text, examples, etc.)  Frayer Model Organizer - EL specific template to work on vocabulary comprehension. | Helps to summarize information; helps sts to identify key content; critical thinking skills (IE: why does this item go under this category or subtopic?) |
| 13 | **Guided Notes** | Dependent on the Health unit. | | Sts will listen for specific details during the lesson delivery to complete the blanks in the notes organizer to discuss content with peers after. | Promotes literacy; supports ELL development, useful as study guide for assessments. |



**SCAN FOR VIRTUAL ACCESS:**