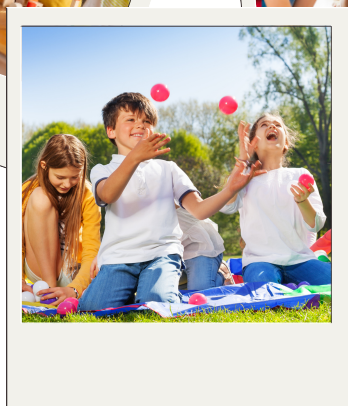


INTERACTIVE STUDENT ACTIVITIES

HEALTH ON THE GO!

HEALTH READY[®]



HEALTH READY

On the Go!

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Let's GO!

Hi there! I'm so excited to bring you Health on the GO!, a collection of my favorite interactive health activities designed to energize and engage students in meaningful health learning. After years of teaching and sharing these activities at state and national conferences, I found myself constantly fielding the question, "Where can I get these activities?" So here we are!

In creating Health READY®, I realized the need for flexible, impactful health activities that fit any curriculum and class schedule. That's why I developed Health on the GO!—a versatile set of activities that can stand alone or be seamlessly integrated into your existing curriculum (and, if you're using Health READY®, you'll find these are a perfect match!). Each activity is crafted to deepen students' understanding and let them actively apply health concepts in a fun, collaborative, and enriching environment.

Whether you have just 30 minutes or a full 90, you'll find something here to suit your needs. These activities align with the eight national health standards and cover essential health topics. Dive in, mix them into your lessons, and watch your students' engagement and enthusiasm soar!

-KIM MORTON

CONTENTS:



Preparing for Health READY	8
• First Step to Success	9
• Creating a Team Driven Classroom	10
• The First Five Minutes of Class	12
• Bell Ringer Reflective Videos & Prompts	13
• Exit Ticket and Reflection	25
First Week Favorites	27
• That Person Over There	28
• Cross the Line	30
• Clumps	32
• Health Triangle Mindmap	34
• Alphabet Health Quest	35
• COMCHI Connections	36
• Health Skills Carousel	38
• How to D.E.C.I.D.E	40
• S.M.A.R.T Goal Dissection	44
• Credible Content	49
Communication & Decision Making	54
• Tic-Tac-Talk	55
• Block Party	62
• Alone or With Others	71
• Solo or Team?	72
• Beyond the Fold	74
• Green Flags, Red Flags	76
• Ripple or Wave?	78
• My Boundary Bubble	80
• Building Boundaries	81

Communication & Decision Making

- What Happens Next? 83
- Swipe Right, Swipe Left 90

Mental Health & Wellness 92

- Group Juggling 93
- Emoji Bingo 95
- Guided Imagery 97
- Six Sprint 98
- Box Breathing 100
- Find Your Calm 101
- 5-4-3-2-1 104
- Fixed vs. Growth Mindset 105
- Trusted Resources Toolkit 107
- Steer or Release? 108
- Coin Flip Responses 110
- Dice Dropout (*asking for support*) 112

Body Systems 114

- CopyCat Cards 115
- Blood Flow Relay 116

Substance Abuse Prevention 122

- Substance Showdown 123
- Risk Map Challenge 125
- The Wise Move 127
- Comic Cards 128
- Decision Jenga 141
- Airflow Awareness 143
- Refusal Skills 145
- Support Source 4-Corners 147
- Butterfly Effect 149
- Snap, Share Do 150

Injury Prevention & Personal Safety 154

- Hazard Quest 155
- Rescue Ready 157
- Buy It or Doubt It? 159

Injury Prevention & Personal Safety

- Analyzing Influences 161
- Pedestrian Safety 163
- Spot the Safety: Pedestrian 165
- Bicycle Safety 167
- Spot the Safety: Bicycle 170
- ATV Safety 172
- Water Wise 174
- Spot the Safety: Water 176
- Blaze Breakers 178
- Spot the Safety: Kitchen 180
- School Safety 182

Violence Prevention 184

- What Am I? 185
- Persist to Resist 196

Nutrition 199

- What's For Lunch 200
- Portion Sense 202
- Guidelines Gallery Walk 203
- Label Literacy 205
- Plate It Right 207
- Build-a-Meal Nutrient Challenge 209
- Fiber Fact Check 211
- Fuel and Move Planner 213
- Rethink Your Drink 216
- Show and Tell: Macronutrients 218

Disease Prevention & Health Promotion 220

- Communicable or Non-Communicable 221
- Symptom Match-Up 222
- Pass the Pathogen 225
- Invisible Spread 226
- Future Me 227
- Health Literate Portrait 229
- Lights Out 231
- Sunscreen Showdown 234

Community & Environmental Health	235
• Community Fixer Upper	236
• The Volume Experiment	238
Reproductive Health	240
• Influence Investigators	241
• Dice Tower	253
• Gridlock Connections	256
• Don't Leave It to Chance	259
• Dice DropOut (<i>Recognize, Respond, Report</i>)	260
• Show and Tell: Changes	262
• Systems Superhero Trading Card	264
• Time, Money, or Both	266
Review Activities	268
• Rate the Habit	269
• Popcorn Review	271
• Trash It or Keep It?	272
Final Thoughts	283



Clumps

NATIONAL HEALTH STANDARD SKILL

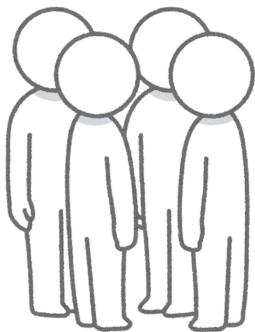
- Use interpersonal communication skills to support health and well-being of self and others.
- Use functional health information to support health and well-being of self and others.

MATERIALS NEEDED

- None

PREPARATION

- None



STUDENT EXPLANATION

One of the most powerful parts of health class is the connections we make with the people around us.

Every person in this room has their own unique experiences, interests, and perspectives—but we also share more in common than we might realize.

Taking time to get to know each other helps build trust, respect, and a sense of belonging. When we connect, we not only learn about others, we often discover new things about ourselves.

This activity is all about seeing those connections and appreciating the similarities and differences that make our class stronger.

ACTIVITY DIRECTIONS

- Have all students stand in an open area where they can move freely.
- Announce a “Clump” category (see sample categories on next page) one at a time.
- Students think about their answer and then quickly move to form a “clump” with others who share the same response.
- Give each “clump” a few moments to notice who is in their group and chat briefly.
- Call out a new category and have students form new clumps.
- Continue until all categories are complete or time runs out.

Clumps

ACTIVITY DIRECTIONS Continued

“CLUMP” Categories:

1. Favorite color
2. Favorite ice cream flavor
3. Favorite season of the year
4. Favorite topping on pizza
5. Your birthday month
6. Favorite outdoor activity
7. Favorite subject in elementary school
8. Favorite fast-food restaurant
9. Favorite type of dessert (cake, pie, cookies, etc.)
10. Favorite video game or board game
11. Favorite TV show or streaming series
12. Favorite type of shoe to wear
13. Favorite sport or physical activity in PE
14. Pet preference (dog, cat, other, none)
15. Favorite type of movie (comedy, action, mystery, etc.)
16. Favorite snack
17. Favorite style of music or artist
18. Favorite type of exercise or movement (walking, running, dancing, yoga)
19. Favorite sport to watch or play
20. Favorite superhero



Tic-Tac-Talk

NATIONAL HEALTH STANDARD SKILLS

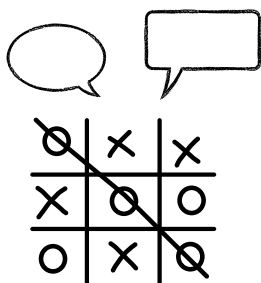
- Use interpersonal communication skills to support health and well-being of self and others.

MATERIALS NEEDED

- Dry erase markers and sleeves: 1 for every 2 students
- Tic-Tac-Talk Boards
<https://tinyurl.com/4dmf4tnf>: 1 for every 2 students

PREPARATION

- Print and laminate Tic-Tac-Talk boards or place in dry erase sleeves



STUDENT EXPLANATION

Today we are playing a game called Tic-Tac-Talk, but this is not just about winning a square. It is about having real conversations that help us connect, listen, and learn from each other.

In every conversation, we have the chance to show that we are listening, that we care, and that we respect the people around us—even when they are different from us. Good communication is not just about talking. It is also about using kind words, asking thoughtful questions, and being a great listener.

As you play the game, you will get to know your classmates in new ways. You will hear different ideas, stories, and experiences. Every person has value and something meaningful to share, no matter who they are, what they believe, or where they come from.

So take your time, listen closely, and speak honestly. Your words can build trust, create understanding, and help someone feel seen and respected.

ACTIVITY DIRECTIONS

- Have students find a partner.
- Give each pair a Tic-Tac-Talk board and a dry erase marker.
- Ask them to decide who will be X and who will be O.
- Explain the rules:
 - Before placing an X or an O on the board, you must answer a get-to-know-you question.
 - Take turns until someone gets three in a row or the board is full.
- If you finish early, erase the board and play again using a new Tic-Tac-Talk Board.

TIC-TAC-TALK

Directions: Find a partner and decide who will be X and who will be O. Before placing your X or O on the board, you must answer a get-to-know-you question. Take turns playing until someone gets three in a row or the board is full. If you finish early, erase the board and play again with new questions.

Would you
rather fly or be
invisible and
why?

My favorite
food to eat is

What's one
word someone
would use to
describe you?

If you could
meet any
famous person,
who would it
be?

What's your
favorite season
and why?

What's your
favorite game
to play?

What's your
favorite snack?

I feel happy
when

What's
something that
makes you feel
calm?



Block Party

NATIONAL HEALTH STANDARD SKILLS

- Use interpersonal communication skills to support health and well-being of self and others.

MATERIALS NEEDED

- Block Party Cards
<https://edushare.org/58>
- 12 colored blocks per team of 4
 - 2 red
 - 2 green
 - 2 yellow
 - 2 blue
 - 2 purple
 - 2 orange
 - Substitute small colored sheets of paper for blocks

PREPARATION

- Print the block party cards and place each one inside a numbered envelope (1-16).
- Create 12 block sets (two of each color) for each team and place them in ziplock bags.
- Label each colored block with the first letter of its color to help all students easily distinguish between the six colors.

STUDENT EXPLANATION

Effective communication is key to building strong connections with others and making sure your message is understood.

When you are giving directions or sharing information, being clear and concise helps avoid confusion and makes it easier for others to follow along.

At the same time, effective communication is not just about talking; it is also about listening. Actively listening to others shows respect and helps you understand their perspective, which is essential for any great conversation or teamwork.

Today, you will practice strengthening both sides of communication to help you succeed in all areas of life!

ACTIVITY DIRECTIONS

- Organize students into teams of 3-4 members each.
- Provide each team with 12 colored blocks. Ensure each set includes:
 - 2 red
 - 2 green
 - 2 yellow
 - 2 blue
 - 2 purple
 - 2 orange
- Position the Block Party Card patterns away from the teams. Suitable locations include against a side wall or at a distance that requires movement to view the patterns.
- Each team selects one member to act as the "engineer."
- Tell students, An engineer designs and plans structures like buildings, houses, bridges, and other projects, working closely with project managers to ensure their designs are executed effectively.

Block Party

ACTIVITY DIRECTIONS Continued

- The engineer's responsibility is to guide their team in replicating the designated block pattern to successfully build their structure.
- Assign a block party design to each engineer.
- Engineers are prohibited from physically interacting with the blocks. This includes pointing at or touching the blocks.
- Each engineer runs to their assigned block pattern, memorizes the layout, and then returns to their team to provide verbal instructions on how to replicate the pattern.
- Team members follow the engineer's directions to assemble the blocks into the correct pattern.
- Engineers are permitted to make multiple trips to view their pattern, ensuring they can give accurate and helpful directions to their team.
- Once a pattern is successfully replicated, the team selects a new engineer and prepares to replicate a new block pattern. Repeat the process for each new pattern and engineer.
- Block Party Tips:
 - Encourage clear and concise communication from coaches.
 - Foster teamwork by having team members actively listen and collaborate on solving the pattern.
 - Ensure fairness by rotating the coach role, giving each team member a chance to lead.



Beyond the Fold

NATIONAL HEALTH STANDARD SKILLS

- Use interpersonal communication skills to support health and well-being of self and others.
- Demonstrate practices and behaviors to support health and well-being of self and others.

MATERIALS NEEDED

- 8.5 x 11 paper for every student



STUDENT EXPLANATION

Understanding the perspectives of others is essential for building healthy relationships. It fosters empathy, mutual respect, and effective communication. When we take the time to see situations from another person's viewpoint, we can better appreciate their feelings, needs, and motivations, which helps reduce misunderstandings and conflicts. This approach promotes trust and cooperation, as each person feels heard and valued.

Additionally, being open to different perspectives broadens our own understanding, enabling us to grow and adapt within relationships, ultimately leading to stronger, more resilient connections.

ACTIVITY DIRECTIONS

- Distribute one sheet of blank paper to each student.
- Demonstrate and provide the following instructions one step at a time:
 - Fold your paper in half.
 - Fold your paper in half again.
 - Fold your paper in half one more time.
 - Turn your paper and tear off a small piece from the bottom right corner.
 - Turn your paper and tear off a small piece from the top left corner.
 - Turn your paper and tear off a small piece from the bottom left corner.
 - Turn your paper and tear off a small piece from the top middle.
 - Carefully unfold your paper to reveal your design.
- Tell students to hold their papers up for others to see. Allow some time for the students to observe the variety of designs that have resulted from the same set of instructions.

Beyond the Fold

ACTIVITY DIRECTIONS Continued

- Lead a discussion about the activity. Emphasize that although everyone followed the same instructions, some designs turned out differently. Highlight that there is no right or wrong outcome; instead, this activity illustrates how different approaches and interpretations can lead to diverse results. Stress the importance of valuing and embracing different ideas, thoughts, and perspectives from others, as this diversity enriches learning and understanding.
- Ask students the following questions:
 - How did you feel when you saw that your paper design was different from your classmates' designs, even though you all followed the same instructions?
 - Can someone share how they decided where to tear the paper? What made you choose those specific spots?
 - Do you think having specific instructions limits creativity, or can it inspire creativity? Why?
 - What does this activity teach us about individuality and the importance of each person's unique contribution?
 - Did anyone find the instructions open to interpretation? How might this relate to how we interpret other types of instructions or information in our lives?
 - How can learning from our differences make us stronger as a team or community?
 - Did anyone make assumptions about what the final product would look like before we started? How did those assumptions compare to the actual outcome?
 - How can the lessons we learned from this activity apply to how we work together in class or understand each other better?