Get Moving with HEAL United

Presented by Ginger Aaron-Brush, HEAL United Educational Content Strategist
2026 ASAHPERD Fall Conference

HEAL Rock, Paper, Scissors

Equipment: Each student will have 5 food cards representing different food groups.

How to Play:

Students skip around the playing area while music plays. When the music stops, the teacher counts down from 5 to 1. During the countdown, students find a partner.

Once paired, students play Rock, Paper, Scissors (RPS). Students may place their cards on the ground or tuck them under their arms while playing.

The **winner** of RPS shows their partner one food card. The partner must identify the correct food group*.

- **Correct answer:** Both students celebrate with 5 sky jumps (jumping for excitement)!
- **Incorrect answer:** Both students perform 5 squats while the winner shares the correct food group.

When the music begins again, students exchange one food card with their partner and travel around the playing area to find a new partner during the next round.

Continue for several rounds, encouraging students to interact with different classmates and practice identifying a variety of foods.

*Depending on grade level, students could name a body benefit or if the food is in the high, medium, or low food group.

What is it? Video

Equipment: computer, projector, music, HEAL video

How to Play:

This video can be used as an instant activity, warm-up, or makes a great substitute activity. Prior to beginning, fitness activities should be taught/explained.
Students will be in personal space. While the video is playing and the foods are being revealed, students will guess by doing the activity for each food group. As tiles are removed, students

may change their guess and will change their activity. When the food is revealed, students will perform that activity until the next food starts.

**2 videos can be found on the HEAL United website.
HEALUnited.org => Teacher Portal => under “New Game Ideas”

HEAL Power Pins

Equipment: Hula hoops (one for approximately half the class), Bowling pins (one per hoop), Balls for foot dribbling (one for half the class), HEAL nutrition cards

How to Play:

Divide the class into two groups: Defenders and Attackers.

Defenders: Each defender stands near their own hula hoop with a bowling pin standing upright in the center. Each defender also has one HEAL nutrition card placed inside their hoop.

Attackers: Each attacker has a ball and dribbles throughout the playing area, attempting to knock down defenders' bowling pins by using a controlled kick or tap of their ball.

When a bowling pin is **knocked down:**

1. When an attacker knocks down a pin, the defender should hold up their food card so the attacker can identify it. This avoids students entering the hoop to look at cards and keeps the activity moving. The attacker attempts to correctly identify the food group, High/Medium/Low (HML) category, or body benefit associated with the defender's nutrition card. (The teacher determines which HEAL concept students must identify before each round.)
2. Correct Answer: The attacker collects the defender's nutrition card and keeps it as a point.
3. Incorrect Answer: The defender keeps their card, and the attacker continues playing.
4. If the attacker correctly identifies the HEAL concept and collects the card, the defender travels to a designated card collection area, selects a new HEAL nutrition card, returns to their hoop, and resets their bowling pin.
5. Once the pin is upright and the defender is ready, the hoop is back in play.

Continue playing for a designated amount of time before switching roles so everyone has an opportunity to attack and defend.

Additional Rules and Considerations

- After each round, attackers can count their collected cards to determine their score.
- Rotate roles every 3-4 minutes to keep everyone engaged.

Body Benefits Bingo

Equipment: one ball for every 2 groups of students, HEAL nutrition cards, Body Benefits Bingo cards, pencils or markers.

How to Play:

1. Spread the HEAL nutrition cards face up in a central area. Have students find a partner and spread out so each pair has room to throw and catch safely.
2. Partners take turns throwing and catching, counting each successful catch toward a shared goal of **five catches**. If the ball drops, pick it up and keep counting from where you left off.
3. After five catches, one partner walks to the nutrition cards, chooses one, and brings it back. Together, the partners name the food, flip the card over, and read the **first body benefit** listed.
4. If that body benefit is on their bingo card and hasn't been marked, they put an **X** over it. If it's missing or already marked, they leave the board as it is.
5. Return the nutrition card face up, reset the catch count, and begin again. Partners alternate who picks the nutrition card each round.
6. When a pair marks **a row** across, down, or diagonally, they call "Body Benefits Bingo!" and jog a victory lap.
7. Students will keep playing and try to mark another row.

**Bingo Cards can be found on the HEAL United website.
HEALUnited.org => Teacher Portal => under "New Game Ideas"

HEAL Food Group Sprint

Equipment: HEAL nutrition cards (fruits and vegetables), red and green polyspots, timer, pulse bar (optional).

How to Play:

1. Divide students into groups of three. Each group will have a stack of approximately 30 HEAL nutrition cards and two polyspots placed 15–20 feet from their starting position. The green polyspot represents fruits, and the red polyspot represents vegetables. (Could also use pieces of paper labeled fruits/vegetables.)
2. Each student will have one of three roles:
    - **Runner:** Identifies foods and travels to the correct polyspot.
    - **Card Manager:** Hands the runner a new nutrition card each time they return.
    - **Heart Rate Monitor:** Uses the pulse bar to observe their own heart rate while waiting..

3. On the teacher's signal, the Card Manager hands the Runner a nutrition card. As the Runner travels toward the polyspots, they look at the food on the front of the card and flip it over to determine whether it is a fruit or vegetable.
4. The Runner touches the corresponding polyspot (green for fruit, red for vegetable) and returns to their group, keeping the nutrition card.
5. The Card Manager immediately hands the Runner another card. The Runner adds it to their collection and repeats the process.
6. After 60 seconds, the teacher signals students to stop. Runners count the nutrition cards they collected to determine how many trips they completed.
7. The Runner checks their heart rate immediately after finishing. Students then rotate roles so everyone has an opportunity to complete each role.
8. After everyone has completed a turn, students may repeat the challenge and try to improve their previous score.