



Physical Education Resources for Grades 3-5

with resources from



 NutritionFromTheHart.com

Varsity  **BRANDS**

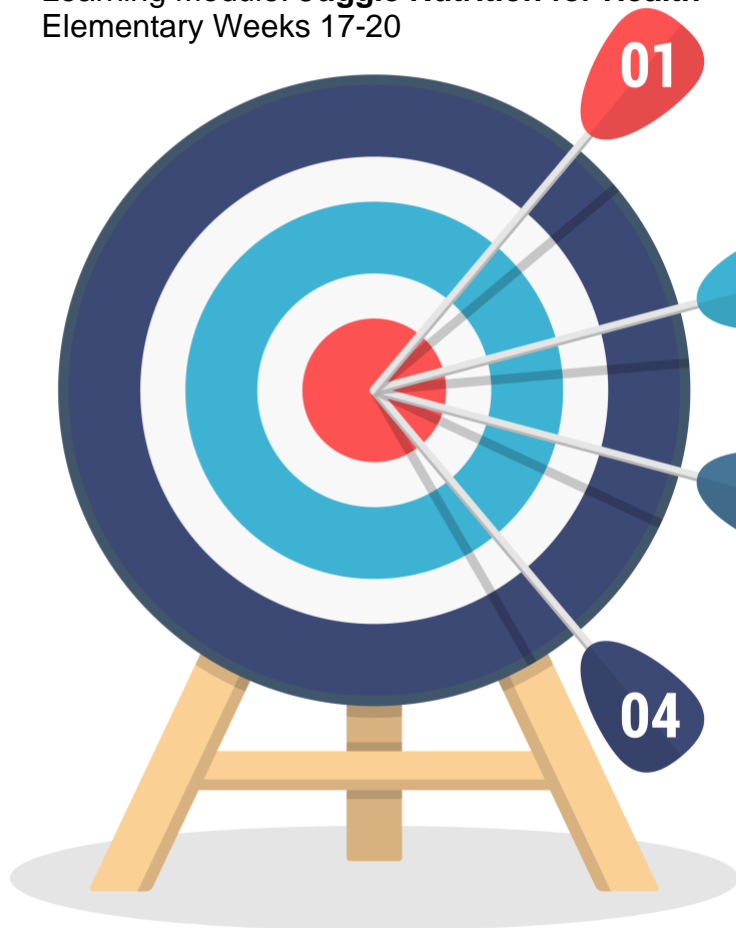




Learning Module: **Juggle Nutrition for Health**
Elementary Weeks 17-20

Healthy Body

I will recognize foods that promote good health.



Healthy Mind

I will recognize that physical activity is good for emotional and mental health.

Enjoyment & Challenge

I will identify physical activities that I like and that are challenging.

Building Skills

I will practice basic juggling skills.

Why are we learning this?

Nutrition and physical activity both play an important role in overall good health. In this module you will:

- Learn how to recognize foods that give you energy and promote good health.
- Practice juggling as a physical activity that is both challenging and fun.
- Enjoy learning about how to keep my body healthy and active.

JUGGLE NUTRITION

Checklist for Learning

Students and families:

During the next 4 weeks we will be learning about MyPlate and the 5 food groups, as well as developing basic juggling skills. To learn juggling we will use videos from the [National Circus Project](#). To learn about nutrition, we'll use resources from [Nutrition From The Hart](#). Keep both of these websites handy just in case you need to look for a file or video.

Also, keep this page in a safe place. It's a checklist of everything that you will need to complete during this 4-week *Juggling Nutrition* experience! But, if there's ever a time when you need a copy of our learning materials, you can visit: [OPENPhysEd.org](#) to download activity pages, assignments, and watch video demonstrations of the learning activities that we'll be using in physical education class.

Grades 3-5 Physical Education Checklist for Juggling Nutrition

CHECK	WEEK 1 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include Basic Juggling Practice at least 3X per week.
	Complete <i>Food Group Decoders</i> from NutritionFromTheHart.com
	WEEK 2 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include Basic Juggling Practice at least 3X per week.
	Complete <i>Food Group Find-It</i> from NutritionFromTheHart.com
	WEEK 3 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include 3 Scarf Juggling at least 3X per week.
	Complete <i>Build A Balanced Meal</i> from NutritionFromTheHart.com
	WEEK 4 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include 3 Scarf Juggling practice at least 3X per week.
	Complete <i>Food Group Pizza Goals</i> from NutritionFromTheHart.com

JUGGLE NUTRITION

Weekly Learning Targets

WEEK 1 of 4 STUDENT LEARNING OBJECTIVES (3-5)

PHYSICAL EDUCATION OBJECTIVES:

- I will be able to identify the 5 food groups of MyPlate.
- I will be able to discuss why physical activity and nutrition are important for my health.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will give active effort in improving my basic juggling skills.
- I will use positive self-talk words during challenging activities.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will be able to name the correct food groups for the foods that I eat.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

DEMONSTRATES FITNESS KNOWLEDGE: NUTRITION

Students demonstrate the knowledge and skills required to achieve and maintain a health-enhancing level of personal fitness.

- **(3)** Identifies the 5 basic food groups.
- **(4)** Identifies a variety of foods from each food group.
- **(5)** Compares and contrasts the health benefits of different food choices.

Social and Emotional Learning Priority Outcomes:

SELF-AWARENESS: EMPOWERMENT

- **(Elementary)**: Identifies personal thoughts and values that contribute to confidence and optimism.

SELF-MANAGEMENT: EMPOWERMENT

- **(Elementary)** Defines personal motivation and discusses how motivation can impact personal and academic goals.



JUGGLE NUTRITION

Weekly Learning Targets

WEEK 2 of 4 STUDENT LEARNING OBJECTIVES (3-5)

PHYSICAL EDUCATION OBJECTIVES:

- I will be able to sort foods into the 5 food groups of MyPlate.
- I will be able to discuss why physical activity and nutrition are important for my health.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will give active effort in improving my basic juggling skills.
- I will use positive self-talk words during challenging activities.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will be able to name the correct food groups for the foods that I eat.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

DEMONSTRATES FITNESS KNOWLEDGE: NUTRITION

Students demonstrate the knowledge and skills required to achieve and maintain a health-enhancing level of personal fitness.

- **(3)** Identifies the 5 basic food groups.
- **(4)** Identifies a variety of foods from each food group.
- **(5)** Compares and contrasts the health benefits of different food choices.

Social and Emotional Learning Priority Outcomes:

SELF-AWARENESS: EMPOWERMENT

- **(Elementary)**: Identifies personal thoughts and values that contribute to confidence and optimism.

SELF-MANAGEMENT: EMPOWERMENT

- **(Elementary)** Defines personal motivation and discusses how motivation can impact personal and academic goals.



JUGGLE NUTRITION

Weekly Learning Targets

WEEK 3 of 4 STUDENT LEARNING OBJECTIVES (3-5)

PHYSICAL EDUCATION OBJECTIVES:

- I will be able to discuss what a balanced meal looks like.
- I will be able to discuss why physical activity and nutrition are important for my health.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will give active effort in improving my basic juggling skills.
- I will use positive self-talk words during challenging activities.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will be able to discuss the health benefits of the foods that I eat.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

DEMONSTRATES FITNESS KNOWLEDGE: NUTRITION

Students demonstrate the knowledge and skills required to achieve and maintain a health-enhancing level of personal fitness.

- **(3)** Identifies the 5 basic food groups.
- **(4)** Identifies a variety of foods from each food group.
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Social and Emotional Learning Priority Outcomes:

SELF-AWARENESS: EMPOWERMENT

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SELF-MANAGEMENT: EMPOWERMENT

- **(Elementary)** Defines personal motivation and discusses how motivation can impact personal and academic goals.



JUGGLE NUTRITION

Weekly Learning Targets

WEEK 4 of 4 STUDENT LEARNING OBJECTIVES (3-5)

PHYSICAL EDUCATION OBJECTIVES:

- I will be able to discuss ways to build balanced and nutritious meals.
- I will be able to discuss why physical activity and nutrition are important for my health.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will give active effort in improving my basic juggling skills.
- I will use positive self-talk words during challenging activities.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will be able to discuss the health benefits of the foods that I eat.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

DEMONSTRATES FITNESS KNOWLEDGE: NUTRITION

Students demonstrate the knowledge and skills required to achieve and maintain a health-enhancing level of personal fitness.

- **(3)** Identifies the 5 basic food groups.
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Social and Emotional Learning Priority Outcomes:

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SELF-MANAGEMENT: EMPOWERMENT

- **(Elementary)** Defines personal motivation and discusses how motivation can impact personal and academic goals.





JUGGLE NUTRITION

— OPENPHYSED.ORG —

Brain & Body Warm-Ups

WEEK 1 of 4

TOSS: To throw something lightly.

*Jenna **tossed** the beanbag gently into the air.*

Claps Counter: [\[YouTube\]](#)

Clap as many times as you can while self-tossing.

- Toss the object into the air and clap as many times as you can. The number of claps only counts if the object is caught.
- Challenge: Spin in a circle (after tossing the object) while performing the claps.

Purposeful Practice

WEEK 1 of 4

FOOD GROUP: A category of foods that share something in common as they relate to nutrition.

*The 5 basic **food groups** are Fruits, Vegetables, Grains, Protein Foods, Dairy.*

Food Group Decoders: [\[YouTube\]](#)

Let's use a fun Decoder game to help us remember the names of the 5 food groups and learn new vocabulary.

Match the food picture with the correct letter to unlock the coded words.

Click for the file format you want:

[\[Google Slide\]](#); [PDF File](#); [PowerPoint](#)

Find more nutrition games at
NutritionFromTheHart.com

Just for Fun (and health)

WEEK 1 of 4

CATCH: To take hold of an object previously in motion.

*Kory reached out her hand to **catch** the falling scarf.*

Scarf Juggling Basics: [\[YouTube\]](#)

Today we start our juggling practice by learning how to toss 1 scarf up and across our bodies.

Next, we'll work on a throw-throw-catch-catch patter with 2 scarves.

Use the video from the National Circus Project to help you learn this fun skill.

If you don't have scarves, try plastic shopping bags.



JUGGLE NUTRITION
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Brain & Body Warm-Ups

WEEK 2 of 4

OPTIMISM: Hopefulness about the future or the success of something.

*Andi felt **optimism** about her goal of learning how to juggle scarves.*

Flip It Bean Bag: [\[YouTube\]](#)

Successfully flip and catch an object.

- On the start signal, students attempt to flip the beanbag or paper ball into the air and catch it with their hands.
- Challenge: Use different body parts (e.g. foot, head, knee, etc.).

Purposeful Practice

WEEK 2 of 4

IDENTIFY: To establish, know, and understand what something is.

Cooper can identify all of the foods that belong in each of the five food groups.

Food Group Find-It: [\[YouTube\]](#)

Let's be food group detectives. Click on the file below and then complete the activity.

Drag foods from the marked food group into the food group box. There are 5 pages, 1 for each food group.

Click for the file format you want:
[\[Google Slide\]](#); [PDF File](#), [PowerPoint\]](#)

Find more nutrition games at
NutritionFromTheHart.com

Just for Fun (and health)

WEEK 2 of 4

SELF-TALK: The inner voice or thoughts that a person has about themselves.

Leo used positive words in his self-talk in order to keep an optimistic attitude.

Scarf Juggling Basics: [\[YouTube\]](#)

Continue juggling practice and practice tossing 1 scarf and then 2 scarves. Follow the video prompts and work to get really good at 2-scarf juggling.

2 in 1 hand: [\[YouTube\]](#)

Now it's time for a challenge! Follow the juggling video from the National Circus Project to work on this new juggling trick.



JUGGLE NUTRITION

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Brain & Body Warm-Ups

WEEK 3 of 4

CHALLENGE: A task that tests a person's abilities.

*Kendra enjoyed the **challenge** of learning a new skill.*

Chair Catch Challenge: [\[YouTube\]](#)

Toss an object overhead and land it on your chair.

- On the start signal, students toss the bean bag over their head trying to have it land on the chair behind them.
- Challenge: Have students take a step further away from their chairs.

Purposeful Practice

WEEK 3 of 4

My Plate: The USDA nutrition guide that shows correct amounts of each of the 5 basic food groups.

***My Plate** helped Benji learn to fill half of his meal plate with fruits and vegetables.*

Build a Balanced Meal: [\[YouTube\]](#)

Let's build a dinner plate with foods from each food group. Click on the file below and then complete the activity.

Drag foods from the right into the food group box they belong in.

Click for the file format you want:

[\[Google Slide\]](#); [PDF File](#), [PowerPoint](#)

Find more nutrition games at NutritionFromTheHart.com

Just for Fun (and health)

WEEK 3 of 4

GRIT: Determination and excitement for long-term goals.

*Brigitte showed **grit** as she kept working to improve her juggling skills.*

Scarf Juggling Basics: [\[YouTube\]](#)

Warm-up with Scarf Juggling Basics After 5 minutes, level-up to trying 3 Scarf Juggling! Come back to the Basics as often as you'd like to.

3 Scarf Juggling: [\[YouTube\]](#)

Are you ready to try juggling with 3 scarves? The National Circus Project video in the YouTube link will help you progress to this next level of scarf juggling.



JUGGLE NUTRITION
— OPENPHYSED.ORG —

Brain & Body Warm-Ups

WEEK 4 of 4

EFFORT: Focused and purposeful work.

*Sasha demonstrated good **effort** as she focused and worked toward improving her skills.*

Two for All: [\[YouTube\]](#)

Toss and catch two objects.

- On the start signal, students toss and catch each object in the same hand.
- Challenge: Students toss and then catch each object in their opposite hand.

Purposeful Practice

WEEK 4 of 4

BALANCED: Having different parts in the correct amounts.

*Forrest created a dinner plate that was **balanced** with all 5 food groups.*

Food Group Pizza Goals: [\[YouTube\]](#)

Let's compare and contrast 2 pizzas and see which one gives us a more balanced meal.

Answer the questions on each page of the Pizza Goals file.

Click for the file format you want:

[\[Google Slide\]](#); [\[PDF File\]](#); [\[PowerPoint\]](#)

Find more nutrition games at NutritionFromTheHart.com

Just for Fun (and health)

WEEK 4 of 4

GROWTH MINDSET: The belief that a person's abilities can be built and improved through dedication and hard work.

*Penelope demonstrated a **growth mindset** as she continued to practice her juggling skills each week.*

Scarf Juggling Basics: [\[YouTube\]](#)

Warm-up with Scarf Juggling Basics
After 5 minutes, level-up to trying 3 Scarf Juggling! Come back to the Basics as often as you'd like to.

3 Scarf Juggling: [\[YouTube\]](#)

Continue your 3 Scarf Juggling practice with the National Circus Project video. Don't stop today. Juggling can be a fun activity for a lifetime!

JUGGLE NUTRITION

Teacher Talk

[Juggle Nutrition Week 1 Sample Script]

Brain & Body Warm-Ups

Today is the first lesson in our Juggle Nutrition for Health physical education module. We're going to practice tossing, catching, and juggling while we also learn about MyPlate and the 5 food groups. Let's start to warm up by playing a game called Claps Counter. You can use any safe small object that won't break when you toss and catch it. A bean bag, juggling scarf, or small foam ball will work great.

On the start signal, toss your object into the air and clap as many times as you can. Your claps only count if you catch the object. Freeze when you hear the stop signal.

Looking for challenge? Now, spin in a circle after you toss, perform your claps, and then catch the object. Give yourself 100 bonus claps if you catch the object!

Purposeful Practice

During our Purposeful Practice time we will learn the 5 food groups and practice putting foods into each group. A food group is a category of foods that share something in common. For example, dairy foods give our bodies the calcium it needs. The 5 food groups are Fruits, Vegetables, Grains, Protein Foods, and Dairy.

Our nutrition lessons will be done on our computers or using a printout. After you're done with each activity, we'll discuss your answers. Today we'll have fun with a decoder activity. Use the decoder key to unlock the names of the good groups. During the next lesson, we'll work as a class to see if we can remember all 5 food groups.

Just for Fun (and health)

The final part of each Juggle Nutrition lesson will be our juggling practice. Today we'll start by learning Scarf Juggling Basics. If you don't have a juggling scarf you can use a plastic shopping bag, handkerchiefs, or rolled-up sock ball. Objects like juggling scarves fall slower and can be easier to toss and catch.

Juggling is a very challenging skill to learn, but it is very fun and rewarding. Learning how to juggle is going to take growth mindset and grit. Stick with it! Practice as much as you can each week and your skills will improve!

We're lucky to have great juggling videos from the National Circus Project to help us with our practice. Let's watch the video and follow the demonstration prompts.



JUGGLE NUTRITION

Menu Activity Cards

BRAIN & BODY WARM-UP

TOSS: To throw something lightly.

*Jenna **tossed** the beanbag gently into the air.*

CLAPS COUNTER

Clap as many times as you can while self-tossing.

- Toss the object into the air and clap as many times as you can. The number of claps only counts if the object is caught.
- Challenge: Spin in a circle (after tossing the object) while performing the claps.



JUGGLE NUTRITION

Menu Activity Cards

BRAIN & BODY WARM-UP

OPTIMISM: Hopefulness about the future or the success of something.

*Andi felt **optimism** about her goal of learning how to juggle scarves.*

FLIP IT BEAN BAG

Successfully flip and catch an object.

- On the start signal, students attempt to flip the beanbag or paper ball into the air and catch it with their hands.
- Challenge: Use different body parts (e.g. foot, head, knee, etc.).



JUGGLE NUTRITION

Menu Activity Cards

BRAIN & BODY WARM-UP

CHALLENGE: A task that tests a person's abilities.

*Kendra enjoyed the **challenge** of learning a new skill.*

CHAIR CATCH CHALLENGE

Toss an object overhead and land it on your chair.

- On the start signal, students toss the bean bag over their head trying to have it land on the chair behind them.
- Challenge: Have students take a step further away from their chairs.



JUGGLE NUTRITION

Menu Activity Cards

BRAIN & BODY WARM-UP

EFFORT: Focused and purposeful work.

*Sasha demonstrated good **effort** as she focused and worked toward improving her skills.*

TWO FOR ALL

Toss and catch two objects.

- On the start signal, students toss and catch each object in the same hand.
- Challenge: Students toss and then catch each object in their opposite hand.



JUGGLE NUTRITION

Menu Activity Cards

PURPOSEFUL PRACTICE

FOOD GROUP: A category of foods that share something in common as they relate to nutrition.

*The 5 basic **food groups** are Fruits, Vegetables, Grains, Protein Foods, Dairy.*

FOOD GROUP DECODERS

Let's use a fun Decoder game to help us remember the names of the 5 food groups.

Match the food picture with the correct letter to unlock the coded words.

Click for the file format you want:
[[Google Slide](#); [PDF File](#); [PowerPoint](#)]

Find more nutrition games at:
NutritionFromTheHart.com



JUGGLE NUTRITION

Menu Activity Cards

PURPOSEFUL PRACTICE

IDENTIFY: To establish, know, and understand what something is.

Cooper can identify all of the foods that belong in each of the five food groups.

FOOD GROUP FIND-IT

Let's be food group detectives. Click on the file below and then complete the activity.

Drag foods from the marked food group into the food group box. There are 5 pages, 1 for each food group.

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JUGGLE NUTRITION

Menu Activity Cards

PURPOSEFUL PRACTICE

MyPlate: The USDA nutrition guide that shows correct amounts of each of the 5 basic food groups.

***MyPlate** helped Benji learn to fill half of his meal plate with fruits and vegetables.*

BUILD A BALANCED MEAL

Let's build a dinner plate with foods from each food group. Click on the file below and then complete the activity.

Drag foods from the right into the food group box they belong in.

Click for the file format you want:
[[Google Slide](#); [PDF File](#); [PowerPoint](#)]

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JUGGLE NUTRITION

Menu Activity Cards

PURPOSEFUL PRACTICE

BALANCED: Having different parts in the correct amounts.

*Forrest created a dinner plate that was **balanced** with all 5 food groups.*

FOOD GROUP PIZZA GOALS

Let's compare and contrast 2 pizzas and see which one gives us a more balanced meal.

Answer the questions on each page of the Pizza Goals file.

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JUGGLE NUTRITION

Menu Activity Cards

JUST FOR FUN (AND HEALTH)

CATCH: To take hold of an object previously in motion.

*Kory reached out her hand to **catch** the falling scarf.*

SELF-TALK: The inner voice or thoughts that a person has about themselves.

Leo used positive words in his self-talk in order to keep an optimistic attitude.

SCARF JUGGLING BASICS

Today we start our juggling practice by learning how to toss 1 scarf up and across our bodies.

Next, we'll work on a throw-throw-catch-catch patter with 2 scarves.

Use the video from the National Circus Project to help you learn this fun skill.



JUGGLE NUTRITION

Menu Activity Cards

JUST FOR FUN (AND HEALTH)

GRIT: Determination and excitement for long-term goals.

*Brigitte showed **grit** as she kept working to improve her juggling skills.*

2 IN 1 HAND

Now it's time for a challenge! You'll be tossing 2 scarves in 1 hand, up and down, from one scarf to the other.

Follow [the juggling video from the National Circus Project](#) to work on this new juggling trick.



JUGGLE NUTRITION

Menu Activity Cards

JUST FOR FUN (AND HEALTH)

GROWTH MINDSET: The belief that a person's abilities can be built and improved through dedication and hard work.

*Penelope demonstrated a **growth mindset** as she continued to practice her juggling skills each week.*

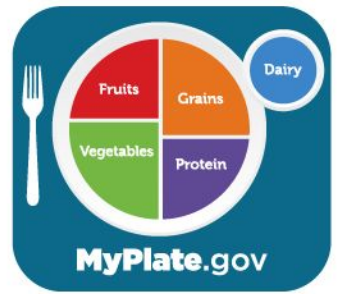
3 SCARF JUGGLING

Are you ready to try juggling with 3 scarves?

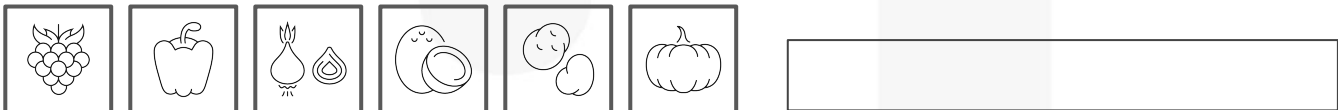
This [National Circus Project Video](#) will help you progress to this next level of scarf juggling.



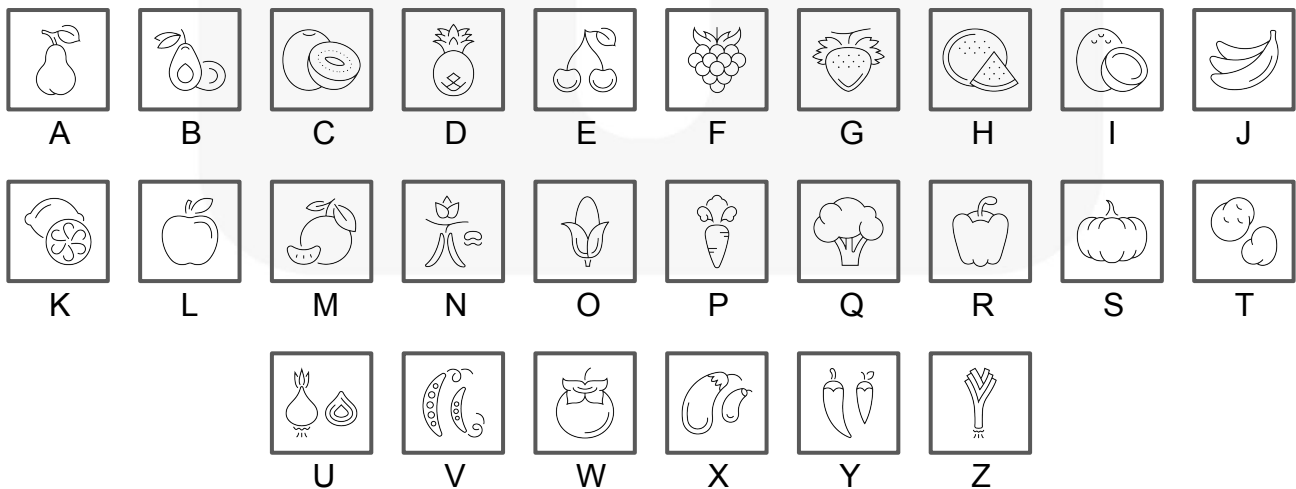
Unlock MyPlate Vocabulary



Student Name: _____



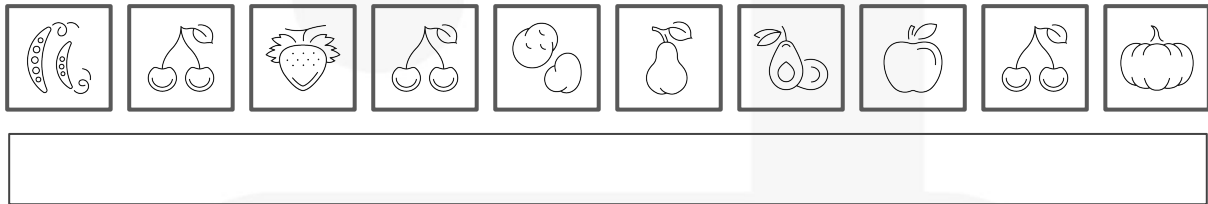
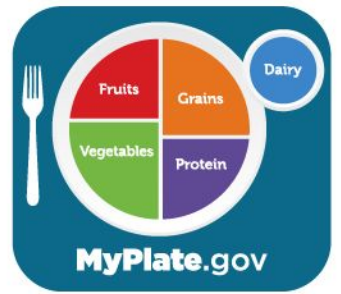
Decoder Box



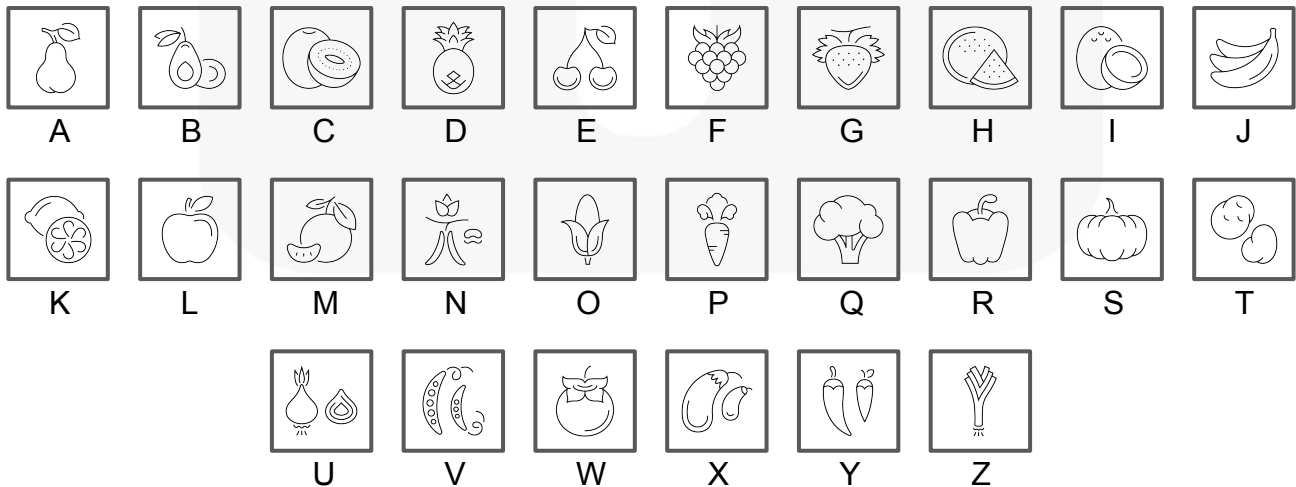
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Unlock MyPlate Vocabulary



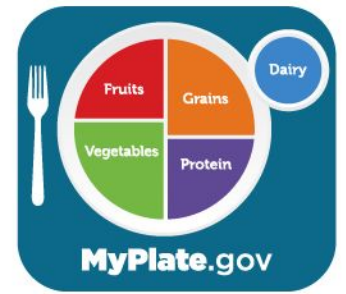
Decoder Box



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Unlock MyPlate Vocabulary



Why do these words matter?

Learning about healthy eating is important. To help you choose nutritious foods it's important that you can **identify** all of the **MyPlate Food Groups** as well as nutritious foods that make up each group. Your body can do a lot of amazing things! All of those amazing things use different vitamins, minerals, and nutrients as fuel. Understanding **MyPlate** and the **Food Groups** will help fuel the amazing fun in your life.

MyPlate Glossary

Dairy (*noun*) As a food group, the dairy group contains foods high in calcium. These foods are typically dairy products produced from or containing the milk of a cow (cheese, yogurt). However, calcium fortified dairy alternatives can also fit into this group.

Food Group (*noun*) A category of foods that share something in common as they relate to nutrition. The 5 basic food groups are Fruits, Vegetables, Grains, Protein Foods, Dairy.

Fruits (*noun*) A group of foods that usually comes from the seed-bearing parts of flowering plants. They are usually sweet to taste and contain complex carbohydrates, fiber, as well as essential vitamins and minerals.

Grains (*noun*) A group of foods that come from the seeds of the many different types of grass plants – like wheat, oats, and barley. Corn is also considered a type of grass. Grains contain complex carbohydrates, protein, fiber, and essential vitamins and minerals.

Identify (*verb*) To establish, know, and understand what something is.

My Plate (*noun*) The current USDA nutrition guide that demonstrates estimated appropriate portions of each of the 5 basic food groups.

Protein Foods (*noun*) A group of foods that provide a good source of protein, including red meat, poultry, fish, beans and peas, eggs, nuts, seeds, and soy products. Beans and peas are also considered vegetables.

Vegetables (*noun*) A group of foods that come from all of the edible parts of a plant including the leaves, seeds, and stalks. They contain complex carbohydrates, fiber, some protein, and essential vitamins and minerals.



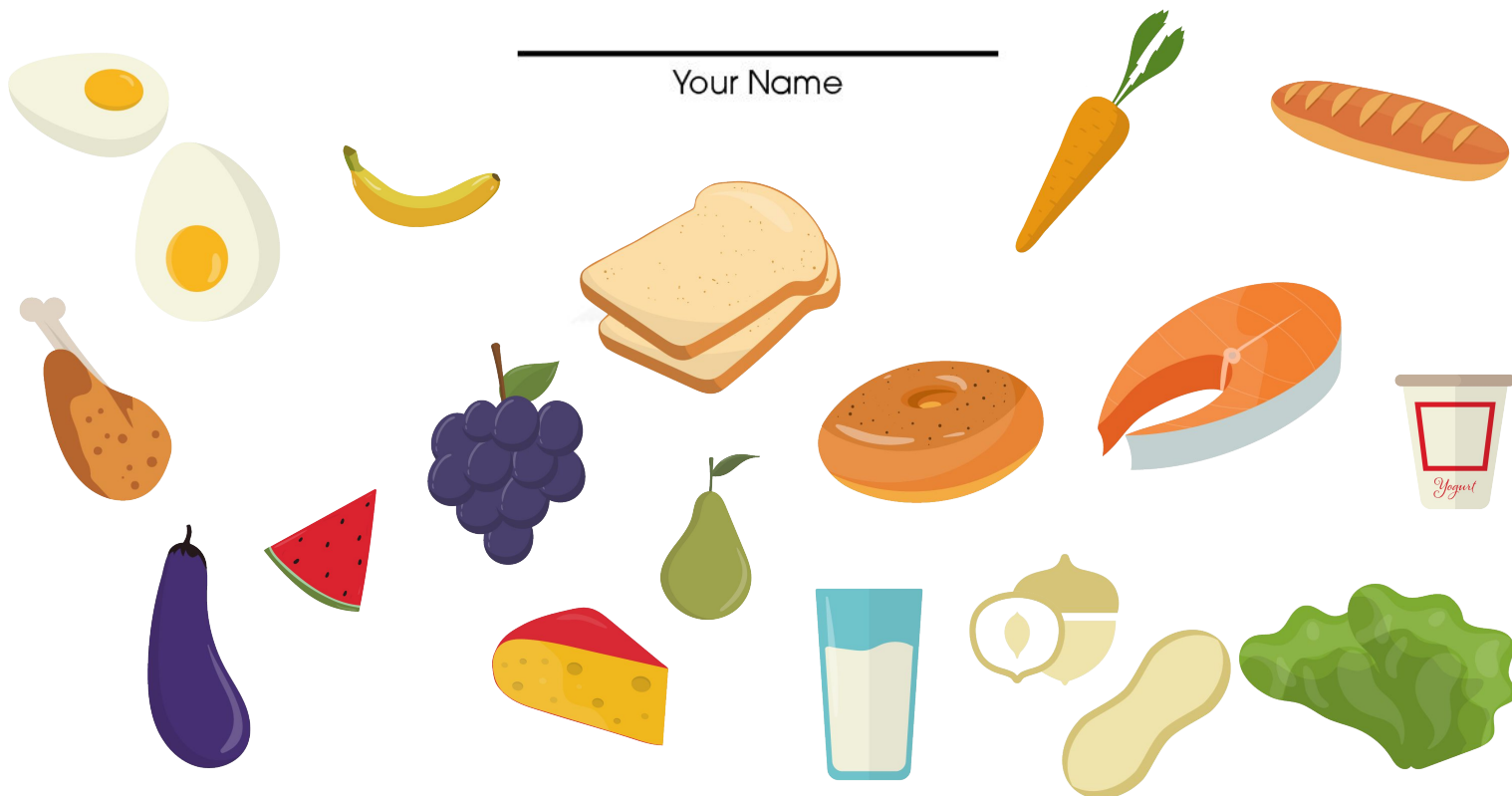


FOOD GROUP FIND-IT!



Be a food group detective!

Move the correct food pictures into the food group box at the bottom of the page.



Your Name

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Fruits



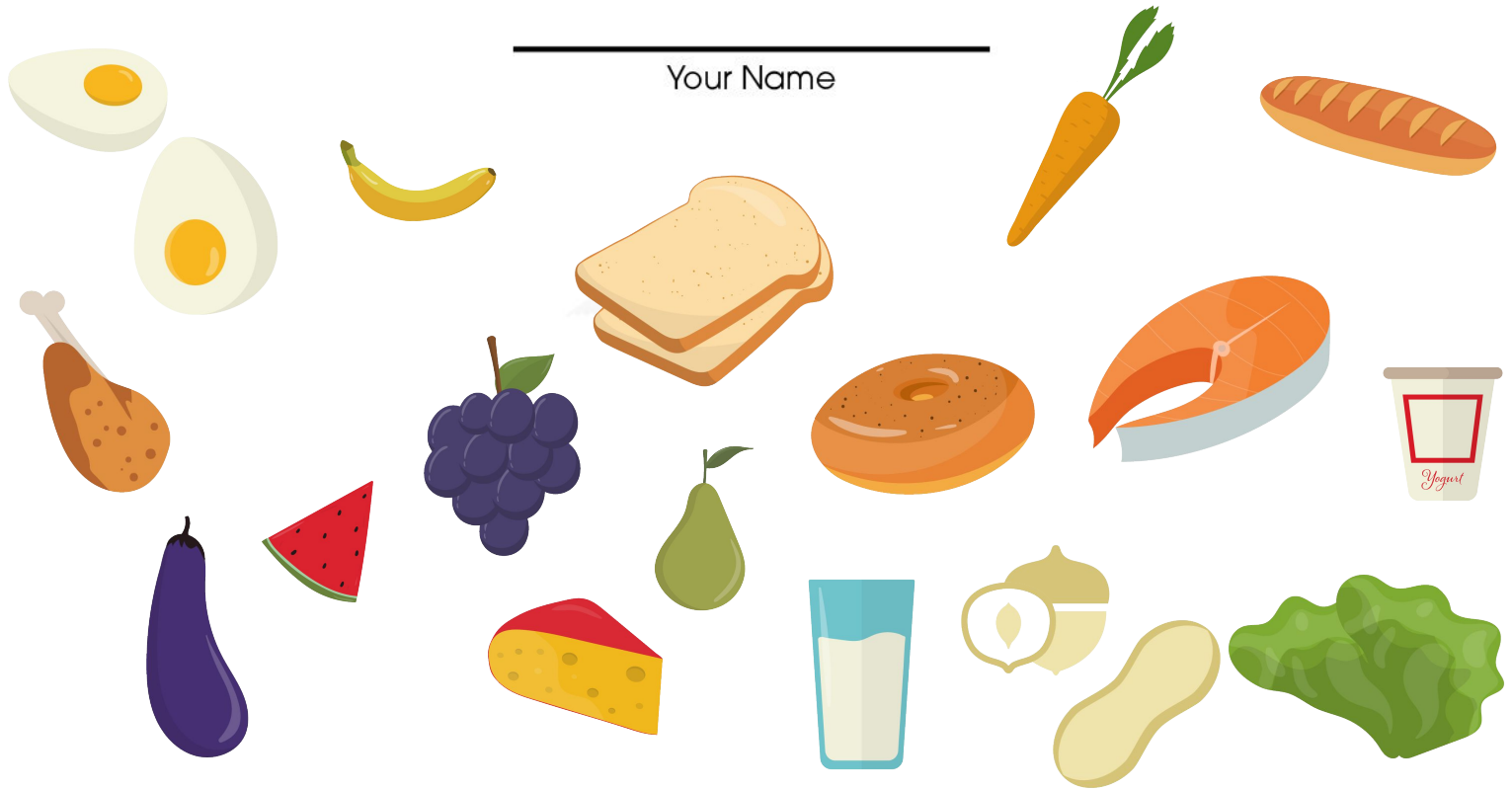


FOOD GROUP FIND-IT!



Be a food group detective!

Move the correct food pictures into the food group box at the bottom of the page.



Your Name

 NutritionFromTheHart.com

Vegetables





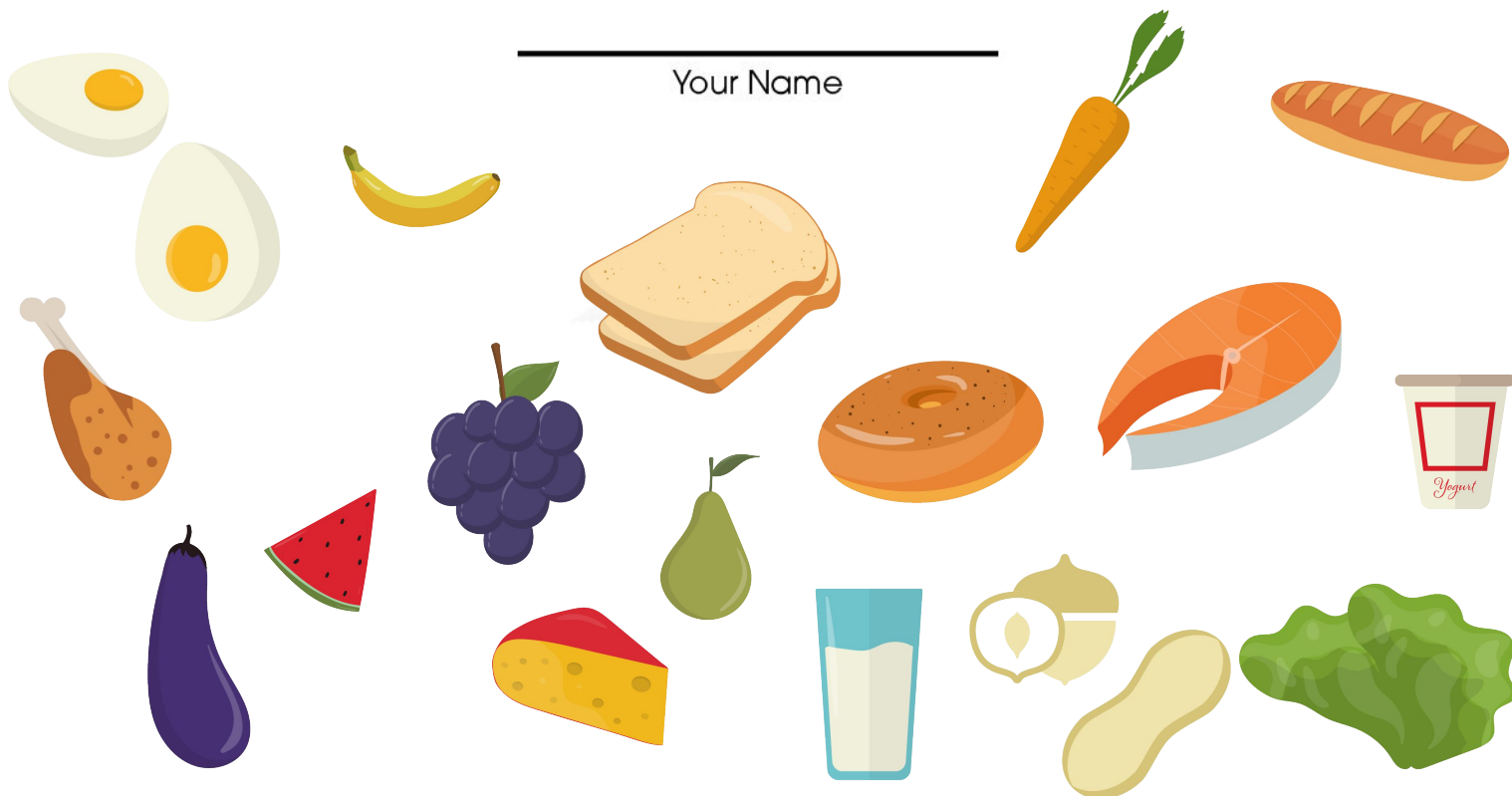
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Your Name



 NutritionFromTheHart.com

Grains





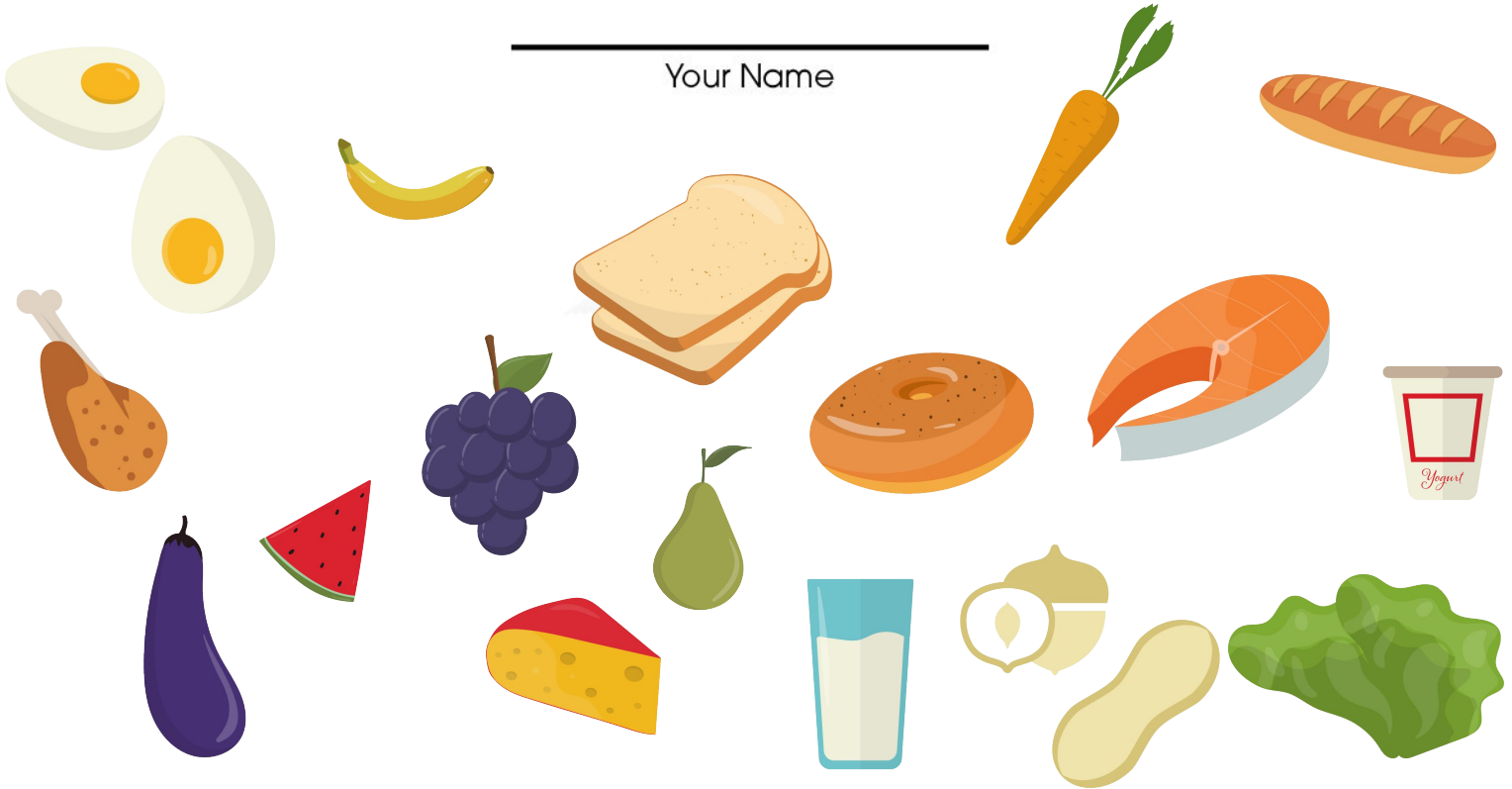
FOOD GROUP FIND-IT!



Be a food group detective!

Move the correct food pictures into the food group box at the bottom of the page.

Your Name



NutritionFromTheHart.com

Protein





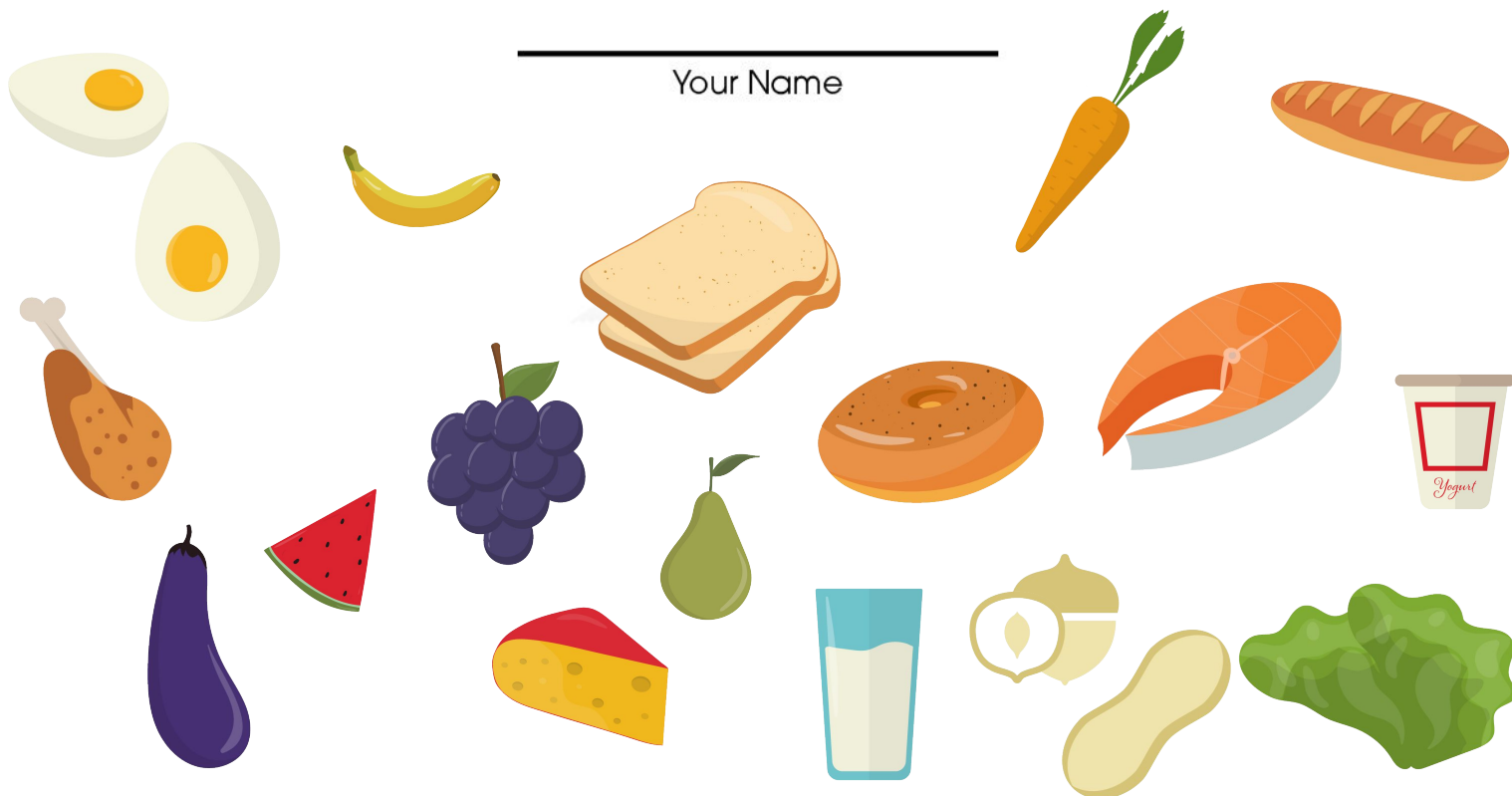
FOOD GROUP FIND-IT!



Be a food group detective!

Move the correct food pictures into the food group box at the bottom of the page.

Your Name



♥ NutritionFromTheHart.com

Dairy



BUILD A BALANCED DINNER

Let's build a balanced dinner!
Fill your plate with nutritious food
from all 5 food groups.

First, write your name on the line.
Next, in the boxes, draw pictures or
write the names of foods from each
group.

Your Name

Dairy
FOOD HERE

Fruit
FOOD HERE

Grain
FOOD HERE

Vegetable
FOOD HERE

Protein
FOOD HERE

Fruits



MyPlate.gov

Vegetables



MyPlate.gov

Grains



MyPlate.gov

Protein

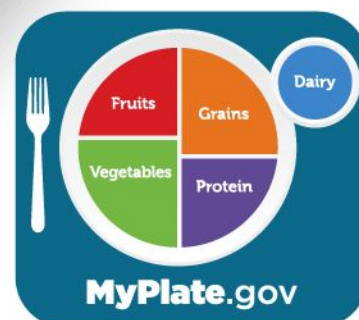


MyPlate.gov

Dairy



MyPlate.gov



FOOD GROUP FOOD LISTS (YUM!)

We started each list. Now add your favorite foods in each food group!
Don't forget the physical activity. List your favorite games and activities.



Fruits

Blackberries, Cantaloupe, Pineapple, Raisins, Red grapes



Vegetables

Broccoli, Celery, Collard greens, Green Pepper, Sweet potato



Grains

Brown rice, Corn tortilla, Oatmeal, Popcorn, Whole wheat bread



Protein Foods

Eggs, Hamburger, Pinto beans, Tofu, Tuna



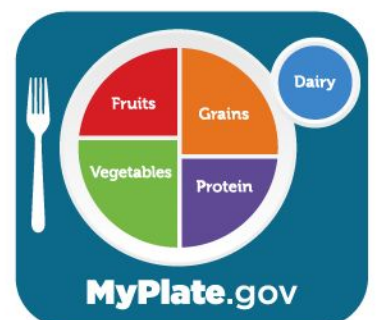
Dairy Foods

Cottage cheese, Low fat milk, Mozzarella cheese, Soy milk, Yogurt



Activities

Bike riding, Jumping rope, Sledding, Swimming



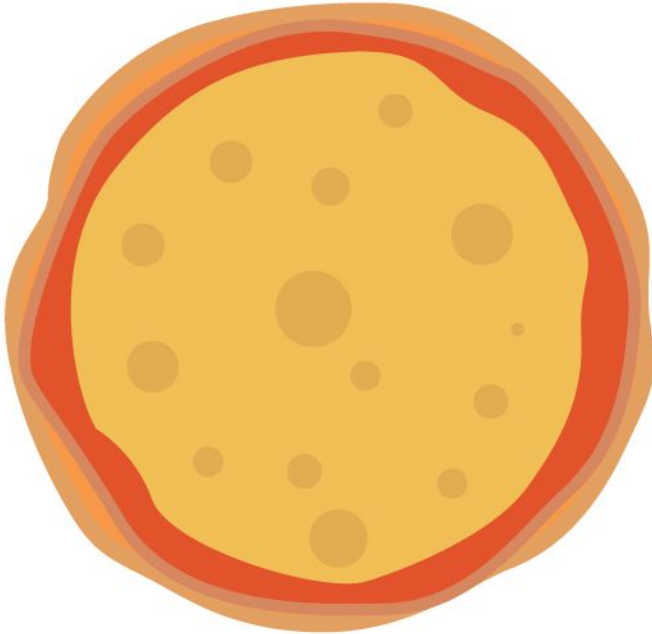


PIZZA GOALS



THE GOAL: To eat a variety of foods from different food groups.
Answer the questions below and decide which pizza gets us closer to the goal.

Your Name



Cheese Pizza



Veggie & Protein Pizza

List the ingredients for the cheese pizza. What food groups do the ingredients belong to?

List the ingredients for the veggie & protein pizza. What food groups do the ingredients belong to?

Which pizza helps us eat a variety of foods from different food groups?



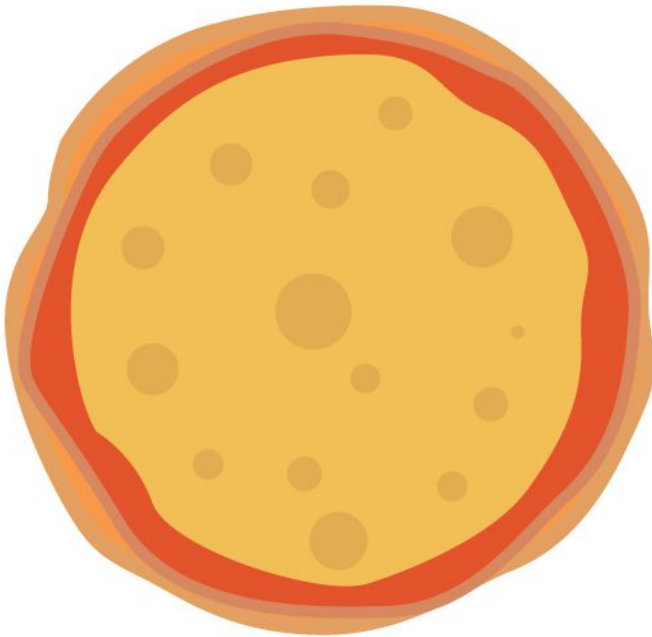
PIZZA GOALS



THE GOAL: To eat a variety of foods from all food groups.

Answer the questions below and decide which pizza gets us closer to the goal.

PIZZA'S NAME: _____



Cheese Pizza



Veggie & Protein Pizza

BONUS QUESTION!

What nutritious ingredients would you add to the cheese pizza so that it helps meet our goal? Can you name the food group that each ingredient belongs to?

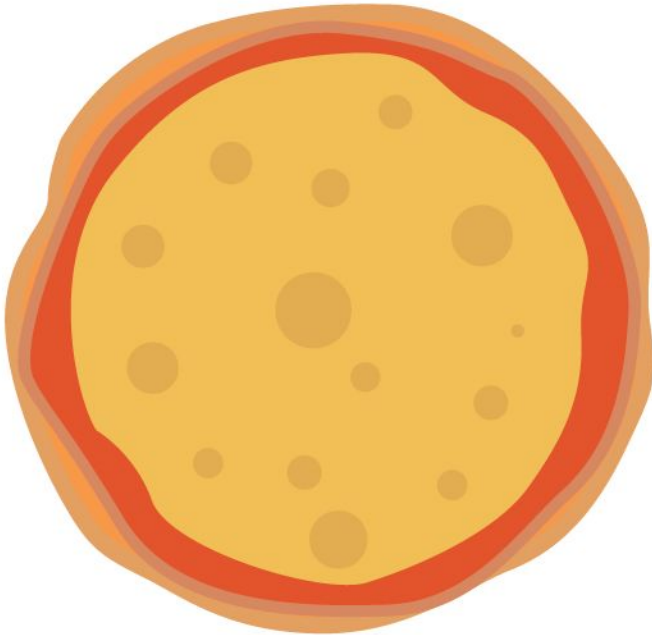


PIZZA GOALS



THE GOAL: To eat a variety of foods from different food groups.

You can use this list of ingredients to help you answer pizza questions.



Cheese Pizza



Veggie & Protein Pizza

Ingredients:

- White Flour Crust
- Mozzarella Cheese
- Tomato Sauce

Ingredients:

- Whole Wheat Crust
- Mozzarella Cheese
- Tomato Sauce
- Fresh Tomatoes
- Sliced Onions
- Green Peppers
- Diced Ham (or diced vegetarian bacon*)

** Yes, there is such a thing as vegetarian bacon LOL.*

JUGGLE NUTRITION

At Home Choice Board

Hang this choice board near your safe physical activity space.
Choose an activity, get active, and have fun!

Brain & Body Warm-Ups	Purposeful Practice	Just for Fun (and health)
Claps Counter [YouTube] Clap as many times as you can while you toss an object.	Food Group Decoders [YouTube] Use the decoder key to unlock the names of the food groups.	Scarf Juggling Basics [YouTube] Practice with 1 and 2 scarf juggling.
Flip It Bean Bag [YouTube] Try to flip a bean bag or other object into the air and catch it.	Food Group Find-It [YouTube] Drag foods into the correct food group boxes.	2 in 1 Hand [YouTube] Juggle 2 scarves in 1 hand.
Chair Catch Challenge [YouTube] Toss an object over your head and into a chair.	Build A Balanced Meal [YouTube] Build a dinner plate by dragging foods into the food group boxes.	3 Scarf Juggling [YouTube] Follow along to the National Circus Project video.
Two For All [YouTube] Toss and catch 2 objects in different ways.	Food Group Puzzles [YouTube] Match Foods from each food groups in the puzzle boxes.	Empty Square Create Your Own Just for Fun Game



JUGGLE NUTRITION

Physical Education Vocab

Important words for us to understand and use.

BALANCED: Having different parts in the correct amounts.

*Forrest created a dinner plate that was **balanced** with all 5 food groups.*

CATCH: To take hold of an object previously in motion.

*Kory reached out her hand to **catch** the falling scarf.*

CHALLENGE: A task that tests a person's abilities.

*Kendra enjoyed the **challenge** of learning a new skill.*

EFFORT: Focused and purposeful work.

*Sasha demonstrated good **effort** as she focused and worked toward improving her skills.*

FOOD GROUP: A category of foods that share something in common as they relate to nutrition.

*The 5 basic **food groups** are Fruits, Vegetables, Grains, Protein Foods, Dairy.*

GRIT: Determination and excitement for long-term goals.

*Brigitte showed **grit** as she kept working to improve her juggling skills*

JUGGLE NUTRITION

Physical Education Vocab

GROWTH MINDSET: The belief that a person's abilities can be built and improved through dedication and hard work.

*Penelope demonstrated a **growth mindset** as she continued to practice her juggling skills each week.*

IDENTIFY: To establish, know, and understand what something is.

*Cooper can **identify** all of the foods that belong in each of the five food groups.*

MYPLATE: The USDA nutrition guide that shows correct amounts of each of the 5 basic food groups.

***MyPlate** helped Benji learn to fill half of his meal plate with fruits and vegetables.*

OPTIMISM: Hopefulness about the future or the success of something.

*Andi felt **optimism** about her goal of learning how to juggle scarves.*

SELF-TALK: The inner voice or thoughts that a person has about themselves.

*Leo used positive words in his **self-talk** in order to keep an optimistic attitude.*

TOSS: To throw something lightly.

*Jenna **tossed** the beanbag gently into the air.*

JUGGLE NUTRITION

Class Discussion Questions

Physical Activity & Personal Health

Question Set 1

- 1) What is a food group?
- 2) Can you name the 5 food groups?
- 3) What do you know about each food group?

Question Set 2

- 1) What does identify mean?
- 2) How many foods from each food group can you identify?

Question Set 3

- 1) What is MyPlate?
- 2) What does MyPlate show us?

Question Set 4

- 1) What would you include on a list about each food group?
- 2) How does knowing about food groups help you follow MyPlate?

Social & Emotional Health

Question Set 1

- 1) What do you know about juggling?
- 2) What can you do to improve your tossing and catching skills as you learn how to juggle?

Question Set 2

- 1) What is optimism?
- 2) Can you create a list of optimistic words?
- 3) How is optimism related to self-talk?

Question Set 3

- 1) How can you tell if something is challenging?
- 2) What are things you can do when faced with a challenge?
- 3) What is grit? How is grit related to challenge?

Question Set 4

- 1) What is effort?
- 2) What do you know about growth mindset?
- 3) How is effort related to growth mindset?



JUGGLE NUTRITION

How did it go?

Wk 1 of 4

Give a thumb to give your answer.

- As a class, did work safely?
- Did you do other physical activity this week to help you stay healthy?



- As a class, did we behave in a way that was helpful?
- During the week, did you behave in a way that was helpful at home?



JUGGLE NUTRITION

How did it go?

Wk 2 of 4

Give a thumb to give your answer.

- As a class, did we follow directions?
- Did you work with a focus on improving your skills?



- As a class, did we show good motivation during activities?
- Did you demonstrate motivation?



JUGGLE NUTRITION

How did it go?

Wk 3 of 4

Give a thumb to give your answer.

- As a class, did we behave in a way that helps our classmates learn?
- Did you work on learning about MyPlate and the 5 food groups?



- As a class, did help each other feel safe and relaxed?
- Did you help your classmates feel safe and relaxed?



JUGGLE NUTRITION

How did it go?

Wk 4 of 4

Give a thumb to give your answer.

- As a class, did we use encouraging words with our classmates?
- Did you use encouraging words in your self-talk?



- As a class, did we help each other learn?
- Did you focus on improving your juggling skills?



JUGGLE NUTRITION

Activity Log

Name: _____

Class: _____

Date: _____

WEEK 1: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had
TONS OF FUN



Circle if you had
SOME FUN



Circle if you had
SO-SO FUN

Check-In Chat

[Think – think some more – and then express yourself through writing, art, or with a selfie video.]

> What physical activities did you do this week that helped your body be healthy?

JUGGLE NUTRITION

Activity Log

Name: _____

Class: _____

Date: _____

WEEK 2: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had
TONS OF FUN



Circle if you had
SOME FUN



Circle if you had
SO-SO FUN

Check-In Chat

[Think – think some more – and then express yourself through writing, art, or with a selfie video.]
> Great job this week! What physical activities can you do next week to help you stay healthy?

JUGGLE NUTRITION

Activity Log

Name: _____

Class: _____

Date: _____

WEEK 3: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
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	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had
TONS OF FUN



Circle if you had
SOME FUN



Circle if you had
SO-SO FUN

Check-In Chat

[Think – think some more – and then express yourself through writing, art, or with a selfie video.]
> Think about all of the physical activities that you did this week. Which activity made your heart beat the fastest?

JUGGLE NUTRITION

Activity Log

Name: _____

Class: _____

Date: _____

WEEK 4: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
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	Saturday				
	Sunday				

Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had
TONS OF FUN



Circle if you had
SOME FUN



Circle if you had
SO-SO FUN

Check-In Chat

[Think – think some more – and then express yourself through writing, art, or with a selfie video.]

> There are many reasons to be physically active. Can you make a list of your reasons for being active?

JUGGLE NUTRITION

Universal Design for Learning

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities.

The table below offers UDL adaptations and suggestions.

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> • Use large, brightly colored organizational markers to help students maintain safe distances from their peers. • Use different colored cones or spots to identify activity and lap areas. • Use spot markers to create travel routes. 	<ul style="list-style-type: none"> • Change directions and expectations to reflect equity of skill acquisition, mobility, and fitness level. • Vary movement expectations to increase equity. For example, allow different tossing and catching alternatives. • Adapt body positioning to student needs. For example, modify the activity to move while sitting, lying, or prone. 	<ul style="list-style-type: none"> • Visually mark/define space in activity area with visual markers like cones, spot markers, visual signs/cues. • Adjust lighting (e.g., brighter or lighter). • Visual pathways for travel using spot markers, floor markings, wall markings, and other visual cues. 	<ul style="list-style-type: none"> • Be flexible. Adjust as needed. One size doesn't fit all. • Establish consistent, predictable routines. • Be concise. Speak slowly & clearly with a well-defined beginning & end. • Give 1-step vs multiple-step directions. • Provide time for students to process instruction. • Give choice to motivate students. • Provide multiple forms of prompts and cues — kinesthetic, visual, and auditory.

When UDL adaptations are not enough for accessing and developing equitable learning activities and assessments, and you feel that you need to do more for individual students, reach out to providers on the students' IEP Teams. You can also reach out to your school's curriculum resource department in order to see how else you can modify instructional delivery to meet students' needs. Students who have an IEP or a 504 will oftentimes have specific modifications and accommodations in their IEP based on individual needs.