



Nutrition Outcomes & Instant Activities: The Perfect Blend

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Unpacking Standard 3's Nutrition Outcome

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

→ *Standards are broken into grade level outcomes (E6.3).*

Grade 3: Identifies foods that are beneficial for pre- and post-physical activity. (E6.3)

→ *Educators must then take those outcomes and break them into essential knowledge blocks.*

- Focus activity snacks on fresh fruits and vegetables with water.
- This hydrates the body, provides quick energy, and is easily (comfortably) digested.

Unpacking Standard 3's Nutrition Outcome

Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.


→ *Standards are broken into grade level outcomes (E6.4).*

Grade 4: Discusses the importance of hydration and hydration choices relative to physical activities (E6.4).

→ *Educators must then take those outcomes and break them into essential knowledge blocks.*

- Hydrate with Water! Water is the best way to hydrate.
- Sports drinks can help if you sweat for more than an hour.
- More hydration is needed with sweat and hot temperatures.

OPENPhysEd.org Instant Activities [Part 1]

OPEN INSTANT **ACTIVITIES** 

FUEL COLLECTOR

STUDENT TARGETS

- ✔ **Fitness:** I will identify foods that are good to eat before I am active.

TEACHING CUES

- ✔ Eyes Up
- ✔ Be Aware of Your Surroundings
- ✔ Tag Safely


ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 cones for boundaries

Set-Up:

1. Use 4 cones to create a large playing area.
2. All students on the end line, standing in a straight line.
3. Give each student a title of either "Fruit," "Vegetable," or "Water."
4. Choose one student to begin the game as the "Fuel Collector" and send her/him to the center of the playing area.



Activity Procedures:

1. Today we're getting ready for the Big Event (a race or sport event), and the Fuel Collector needs to eat foods that are good for her/him *before* the event to fuel her/his body. These foods are fruits and vegetables for energy, as well as water for hydration.
2. (This tag game is similar to *Spiders and Flies*.) When I say "GO!" the Fuel Collector will call out either "fruit," "vegetable," or "water." If the Fuel Collector calls "fruit," everyone assigned Fruit will run to the other side while the Fuel Collector tries to tag them.
3. If you're tagged while attempting to get to the other side, join the Fuel Collector in the middle and help tag other students in the next round.

Grade Level Progression:

K: Play several practice rounds at a speed-walking pace. During practice, have students raise their hands before running across the area. This will help everyone understand who is supposed to run.

1st - 2nd: Choose different locomotor movements for students to perform across the activity area.



3rd - 5th: Have the Fuel Collector call a specific snack, such as "apple." The students identify each snack as either a fruit, a vegetable, or water in order to run at the correct time.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E6.3]** Identifies foods that are beneficial for pre- and post-physical activity.

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What type of foods are beneficial for before and after physical activity?
- ✔ **DOK 2:** Why is it better to have these foods instead of other foods?

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Fuel Collector

Today we're getting ready for the Big Event (a race or sport event), and the Fuel Collector needs to eat foods that are good for her/him before the event to fuel her/his body. These foods are fruits and vegetables for energy, as well as water for hydration.

Comprehensive Nutrition Education vs Physical Education Nutrition Outcomes

Physical Education Outcomes are Slanted toward Physical Activity


Outcomes [Grade 3 & 4]

- **Identifies foods that are beneficial for pre- and post-physical activity (E6.3).**
- **Discusses the importance of hydration and hydration choices relative to physical activities (E6.4).**

MyPlate [Grade 3 & 4]

- **Nutrients in food help us grow and stay healthy**
- **Understanding Moderation**
- **Limit Solid Fats & Added Sugars**

OPENPhysEd.org Instant Activities [Part 2]

OPEN INSTANT ACTIVITIES 

PICK A CARD

STUDENT TARGETS	TEACHING CUES
<ul style="list-style-type: none">● Fitness: I will identify foods from each food group.	<ul style="list-style-type: none">● The 5 food groups that make up a healthy diet are: Fruits, Vegetables, Grains, Protein, Dairy

ACTIVITY SET-UP & PROCEDURE

Equipment:

- Deck of Cards
- Pick a Card Challenge Posters

Set-Up:

1. Students are scattered in personal space.

Activity Procedures:

1. Today we're going to warm-up and practice naming food
2. I'll walk around and let one student pick a card from the depending on what suit the card comes from. The number challenge we must complete.
3. Spades: Do (card #) Invisible Jump Ropes; Clubs: Do (c and Veggies; Diamonds: Name (card #) Grains, Protein,
4. Examples: 7 of Hearts = Name 7 Fruits and Veggies; Ja

Grade Level Progression:

K-1st: Play the game as described above. Teacher names

2nd - 3rd: Students name foods individually and aloud (this w


4th - 5th: Add fitness equipment into the challenges. Student


STANDARDS & OUTCOMES ADDRESSED

- **Standard 3 [E6.1]** Recognizes that food Differentiates between healthy and unhealthy balance" of nutrition and physical activity

DEBRIEF QUESTIONS

- **DOK 1:** What are the 5 food groups?
- **DOK 2:** Who can tell the class why it's groups throughout the day?

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OPEN INSTANT ACTIVITIES 

FOOD IS FUEL TAG

STUDENT TARGETS	TEACHING CUES
<ul style="list-style-type: none">● Fitness: I will identify foods that provide good fuel for my body.	<ul style="list-style-type: none">● Eyes Up● Be Aware of Your Surroundings● Safe Tagging


ACTIVITY SET-UP & PROCEDURE

Equipment:

- 8 cones for boundaries and the "garden" area
- Bean bags or rubber critters to identify taggers
- Garden Reentry Posters
- Task Tents (optional)

Set-Up:

1. Create a large playing area using 4 cones.
2. Use 4 cones to create a garden reentry area.
3. Scatter students in the activity area.
4. Give bean bags to 2 or 3 students to identify them as taggers.



Activity Procedures:

1. Today we're going to warm up our bodies for physical education class by playing Food is Fuel Tag.
2. When I say "GO" begin playing at a speed-walking pace. The taggers will do 5 jumping jacks to give you time to move away from them.
3. If you're tagged, move to the "garden" (area on sidelines marked with cones) and pick fruits and veggies that provide good fuel for your body. There are different sections of the garden marked with activity signs to help you know what type of food you'll be picking. For example, one sign says, "Do 3 squats to pick and fuel-up with 3 carrots."
4. Complete the activity and return to the game.
5. Freeze when you hear the stop signal and we'll change taggers.

Grade Level Progression:

K: Keep the pace at a speed-walk. Provide only 1 Garden Reentry Poster.

1st - 2nd: When students demonstrate safe movement, increase the pace to a skip or gallop. Provide 2 or more Garden Reentry Posters.



3rd - 5th: Allow students to create their own Garden Reentry Posters. Prompt them to analyze the food choices based on their activity preferences and personal health goals.

STANDARDS & OUTCOMES ADDRESSED

- **Standard 3 [E6.3]** Recognizes that food provides energy for physical activity (K); Differentiates between healthy and unhealthy foods (1); Identifies foods that are beneficial for pre- and post-physical activity (3); Analyzes the impact of food choices relative to physical activity, youth sports, & personal health (5).

DEBRIEF QUESTIONS

- **DOK 1:** What foods from the garden did we use to fuel our body?
- **DOK 2:** How can these foods help fuel our activity?
- **DOK 3:** How is nutrition and food choices related to personal health?

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Food is Fuel Tag

Today we're going to warm up our bodies for physical education class by playing Food is Fuel Tag.

Pick a Card

Today we're going to warm-up and practice naming foods for each food group with a game called Pick a Card.

How did the PE Teacher do???

- Did we plant seeds of nutrition awareness?

- Was the information presented in an accurate and positive way?






Focus on FOOD GROUPS

Learning and understanding the 5 food groups begins in Grade 1 and continues through High School.

- Essential Knowledge GR1: Identify foods from food groups and increase Fruit and vegetable consumption.
- Essential Knowledge HS Level 1: Use MyPlate to create a personalized nutrition plan appropriate for a healthy, active lifestyle.

OPENPhysEd.org Instant Activities [Part 3]



INSTANT ACTIVITIES

Toss 3

STUDENT TARGETS

- ✔ Skill: I will accurately toss and catch with a partner.
- ✔ Fitness: I will stay actively engaged and warm up my body.

TEACHING CUES

- ✔ Look for Hands Up, Eyes Ready
- ✔ Step with Opposition, Tick Tock Toss
- ✔ Two Handed Catch with Soft Hands


ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 ball per 2 students
- ✔ 4 cones

Set-Up:

1. Create a large activity space using 4 cones to mark boundaries.
2. Scatter pairs of students throughout the activity area. Each pair with a ball.



Activity Procedures:

1. Today we're going to think about the five food groups while we practice tossing and catching skills.
2. The object of Toss 3 is to work with as many Toss 3 partners as you can while the music is playing.
3. When the music starts, the partner with the ball will begin with a toss. Each pair will make 3 tosses. The partner who now has the ball will travel and find a new partner who does not have a ball.
4. With each toss, name a food from the Grain food group (change food groups each round).
5. Freeze when the music stops.

Grade Level Progression:

K: Play the game with a balloon or yarn ball. Add the nutrition element only after students have mastered the toss/catch task.

1st - 2nd: Play the game as described at a walking pace.

3rd - 5th: Add a variety of locomotor skills. Alternate passing tasks (e.g., basketball bounce pass, floor hockey passing, etc.).

STANDARDS & OUTCOMES ADDRESSED

- ✔ Standard 1 [E16.3-5c] Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball at chest/waist level using a mature pattern in a non-dynamic environment (4); Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).

DEBRIEF QUESTIONS

- ✔ DOK 1: What does "accurate" mean?
- ✔ DOK 2: How does the accuracy of a toss affect a person making a catch?
- ✔ DOK 3: What do you think the purpose of this activity is? Can you support your answer with facts and examples?

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Toss 3

Today we're going to think about the five food groups while we practice tossing and catching skills.

The object of Toss 3 is to work with as many Toss 3 partners as you can while the music is playing.

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