JUGGLE NUTRITION FOR HEALTH

Physical Education Resources for Grades K-2

with resources from

NATIONAL CIRCUS PROJECT

NutritionFromTheHart.com
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 tossing and catching safely and with control.

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**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.
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 K-2 Physical Education Checklist for Juggling Nutrition

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PHYSICAL EDUCATION OBJECTIVES:
• I will be able to talk about the 5 food groups of MyPlate.
• I will be able to talk about why physical activity and nutrition are important for my health.

SOCIAL AND EMOTIONAL OBJECTIVES:
• I will give active effort in improving my tossing and catching 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.
• (K) Recognizes that food provides energy for physical activities.
• (1) Identifies foods that promote good health.
• (2) Describes the specific roles that nutrition and physical activity play in overall good health.

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.
WEEK 2 of 4 STUDENT LEARNING OBJECTIVES (K-2)

PHYSICAL EDUCATION OBJECTIVES:
• I will be able to identify nutritious foods that help me stay healthy.
• I will be able to talk about why physical activity and nutrition are important for my health.

SOCIAL AND EMOTIONAL OBJECTIVES:
• I will give active effort in improving my tossing and catching 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.

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

PHYSICAL EDUCATION OBJECTIVES:
• I will be able to talk about what a balanced meal looks like.
• I will be able to talk about why physical activity and nutrition are important for my health.

SOCIAL AND EMOTIONAL OBJECTIVES:
• I will give active effort in improving my tossing and catching 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.

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• (K) Recognizes that food provides energy for physical activities.
• (1) Identifies foods that promote good health.
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• (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.
WEEK 4 of 4 STUDENT LEARNING OBJECTIVES (K-2)

PHYSICAL EDUCATION OBJECTIVES:
• I will be able to sort foods from the same food groups together.
• I will be able to talk about why physical activity and nutrition are important for my health.

SOCIAL AND EMOTIONAL OBJECTIVES:
• I will give active effort in improving my tossing and catching 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:
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Students demonstrate the knowledge and skills required to achieve and maintain a health-enhancing level of personal fitness.
• (K) Recognizes that food provides energy for physical activities.
• (1) Identifies foods that promote good health.
• (2) Describes the specific roles that nutrition and physical activity play in overall good health.

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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.
**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.

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](http://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.*
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 themself.

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 up and across your body. Follow the video prompts.

Next, continue to work on a throw-throw-catch-catch patter with 2 scarves. Stay focused, optimistic and don’t give up!

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

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.
**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.

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**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 Puzzles:** [YouTube]

Let's match foods from each food group. Click on the file below and then complete the activity.

Drag foods from the right into the puzzle pieces that match. Fruits are already matched as an example.

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

Find more nutrition games at NutritionFromTheHart.com

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**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]

Continue juggling practice and practice tossing 1 scarf and then 2 scarves. Follow the video prompts.

**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.
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 balls. 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.
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.).
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.
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.
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
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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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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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 PUZZLES

Let’s match foods from each food group. Click on the file below and then complete the activity. Drag foods from the right into the puzzle pieces that match. Fruits are already matched as an example.

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

Find more nutrition games at: [NutritionFromTheHart.com]
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 themself.

*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.
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](https://www.nationalcircusproject.org) to work on this new juggling trick.
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](https://www.nationalcircusproject.org/videos) will help you progress to this next level of scarf juggling.
Unlock The Food Group

Student Name:

Use the decoder box to decode the name of the food group.

Hint: Oatmeal is a nutritious food in this food group.

Decoder Box

A G I N R S

Hint: Oatmeal is a nutritious food in this food group.
Unlock The Food Group

Student Name:

Use the decoder box to decode the name of the food group.

| 🍇 | 🍊 | 🍔 | 🍽 | 🍎 | 🍆 | 🍑 |

Decoder Box

Hint: Mango is a nutritious food in this food group.

[Heart NutritionFromTheHart.com]

[MyPlate.gov]
Unlock The Food Group

Use the decoder box to decode the name of the food group.

Students Name:

A D I R Y

Decoder Box

Hint: Yogurt and soy milk are nutritious foods in this food group.

NutritionFromTheHart.com

MyPlate.gov
Unlock The Food Group

Student Name:

Use the decoder box to decode the name of the food group.

Decoder Box

Hint: Nuts are a nutritious food in this food group.

NutritionFromTheHart.com

MyPlate.gov
Unlock The Food Group

Student Name:

Use the decoder box to decode the name of the food group.

Hint: Spinach is a nutritious food in this food group.
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

Heart Nutrition From The Hart.com

Fruits

Fruits

MyPlate.gov
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

Vegetables

NutritionFromTheHart.com

MyPlate.gov
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

Grains

NutritionFromTheHart.com
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

Protein

MyPlate.gov
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

MyPlate.gov
BUILD A BALANCED MEAL

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, move the food pictures into the correct food group boxes.

Dairy
Fruit
Grain
Vegetable
Protein

NutritionFromTheHart.com
Finish all 5 food group puzzles. Move the correct food pictures into the food group puzzle pieces. The fruits puzzle is already finished as an example.
# Juggle Nutrition

At Home Choice Board

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

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<td>Food Group Decoders <a href="#">YouTube</a></td>
<td>Scarf Juggling Basics <a href="#">YouTube</a></td>
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<td>Clap as many times as you can while you toss an object.</td>
<td>Use the decoder key to unlock the names of the food groups.</td>
<td>Practice with 1 and 2 scarf juggling.</td>
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<td>2 in 1 Hand <a href="#">YouTube</a></td>
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<td>Try to flip a bean bag or other object into the air and catch it.</td>
<td>Drag foods into the correct food group boxes.</td>
<td>Juggle 2 scarves in 1 hand.</td>
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<td>Chair Catch Challenge <a href="#">YouTube</a></td>
<td>Build A Balanced Meal <a href="#">YouTube</a></td>
<td>3 Scarf Juggling <a href="#">YouTube</a></td>
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<td>Toss an object over your head and into a chair.</td>
<td>Build a dinner plate by dragging foods into the food group boxes.</td>
<td>Follow along to the National Circus Project video.</td>
</tr>
<tr>
<td>Two For All <a href="#">YouTube</a></td>
<td>Food Group Puzzles <a href="#">YouTube</a></td>
<td>Empty Square</td>
</tr>
<tr>
<td>Toss and catch 2 objects in different ways.</td>
<td>Match Foods from each food groups in the puzzle boxes.</td>
<td>Create Your Own Just for Fun Game</td>
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@OPENPHYSED OPENPHYSED.ORG
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.
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 themself.

*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.*
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 are things you can do to learn how to juggle?

Question Set 2
1) What is optimism?
2) Can you create a list of optimistic words?

Question Set 3
1) How can you tell if something is challenging?
2) What are things you can do when faced with a 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?

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?

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How did it go?

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?
How did it go?

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?

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.

<table>
<thead>
<tr>
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**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?

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### JUGGLE NUTRITION

**Activity Log**

**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.

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- 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?

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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.

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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?
**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.

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**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?
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.

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Rules</th>
<th>Environment</th>
<th>Instruction</th>
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<td>• Use large, brightly colored organizational markers to help students maintain safe distances from their peers.</td>
<td>• Change directions and expectations to reflect equity of skill acquisition, mobility, and fitness level.</td>
<td>• Visually mark/define space in activity area with visual markers like cones, spot markers, visual signs/cues.</td>
<td>• Be flexible. Adjust as needed. One size doesn’t fit all.</td>
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<td>• Use different colored cones or spots to identify activity and lap areas.</td>
<td>• Vary movement expectations to increase equity. For example, allow different tossing and catching alternatives.</td>
<td>• Adjust lighting (e.g., brighter or lighter).</td>
<td>• Establish consistent, predictable routines.</td>
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<td>• Use spot marker to create travel routes.</td>
<td>• Adapt body positioning to student needs. For example, modify the activity to move while sitting, lying, or prone.</td>
<td>• Visual pathways for travel using spot markers, floor markings, wall markings, and other visual cues.</td>
<td>• Be concise. Speak slowly &amp; clearly with a well-defined beginning &amp; end.</td>
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<td>• Give 1-step vs multiple-step directions.</td>
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<td>• Provide time for students to process instruction.</td>
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<td>• Give choice to motivate students.</td>
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<td>• Provide multiple forms of prompts and cues — kinesthetic, visual, and auditory.</td>
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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.