



JUGGLE NUTRITION FOR HEALTH

Physical Education Resources for Grades 6-8

with resources from



 NutritionFromTheHart.com

VARSIITY  BRANDS





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

Healthy Body

I will recognize foods that promote good health and be able to build balanced meals and snacks.

Healthy Mind

I will stay positive and optimistic when faced with challenges.

Enjoyment & Challenge

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

Building Skills

I will practice 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 identify food groups and combine foods into balanced meals.
- 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 6-8 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 3 Scarf Juggling at least 3X per week.
	Complete <i>MyPlate Social Media Profile</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 Ball Juggling Practice at least 3X per week.
	Complete <i>Recipe Scavenger Hunt</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 Basic Ball Juggling Practice at least 3X per week.
	Complete <i>Build Balanced Meals (Level 3)</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 Basic Ball 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 (MS)

PHYSICAL EDUCATION OBJECTIVES:

- I will be able to identify the 5 food groups of MyPlate.
- I will be able to discuss the health benefits of a variety of foods.

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 try to eat a variety of foods from all 5 food groups.

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.

- **(6)** Identifies foods from each food group that can be combined to build balanced meals.
- **(8)** Seeks out and makes requests for nutritious whole-food choices.

Social and Emotional Learning Priority Outcomes:

SELF-AWARENESS: EMPOWERMENT

- **(Secondary):** Recognizes the role of emotion within the context of past experiences and applies that learning to create a path toward self-improvement and personal achievement.



JUGGLE NUTRITION

Weekly Learning Targets

WEEK 2 of 4 STUDENT LEARNING OBJECTIVES (MS)

PHYSICAL EDUCATION OBJECTIVES:

- I will be able to sort foods into the correct food group.
- I will be able to discuss how to build balanced snacks and meals.

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 try to eat a variety of foods from all 5 food groups.

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.

- **(6)** Identifies foods from each food group that can be combined to build balanced meals.
- **(8)** Seeks out and makes requests for nutritious whole-food choices.

Social and Emotional Learning Priority Outcomes:

SELF-AWARENESS: EMPOWERMENT

- **(Secondary):** Recognizes the role of emotion within the context of past experiences and applies that learning to create a path toward self-improvement and personal achievement.



JUGGLE NUTRITION

Weekly Learning Targets

WEEK 3 of 4 STUDENT LEARNING OBJECTIVES (MS)

PHYSICAL EDUCATION OBJECTIVES:

- I will be able to build balanced snacks and meals.
- I will be able to discuss how to build balanced snacks and meals.

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 try to eat a variety of foods from all 5 food groups.

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.

- **(6)** Identifies foods from each food group that can be combined to build balanced meals.
- **(8)** Seeks out and makes requests for nutritious whole-food choices.

Social and Emotional Learning Priority Outcomes:

SELF-AWARENESS: EMPOWERMENT

- **(Secondary):** Recognizes the role of emotion within the context of past experiences and applies that learning to create a path toward self-improvement and personal achievement.



JUGGLE NUTRITION

Weekly Learning Targets

WEEK 4 of 4 STUDENT LEARNING OBJECTIVES (MS)

PHYSICAL EDUCATION OBJECTIVES:

- I will be able to discuss ways to better balance meals that I enjoy.
- I will be able to compare and contrast the nutrition value of different foods.

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 try to eat a variety of foods from all 5 food groups.

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.

- **(6)** Identifies foods from each food group that can be combined to build balanced meals.
- **(7)** Compares and contrasts the health benefits of whole foods verses processed foods.
- **(8)** Seeks out and makes requests for nutritious whole-food choices.

Social and Emotional Learning Priority Outcomes:

SELF-AWARENESS: EMPOWERMENT

- **(Secondary):** Recognizes the role of emotion within the context of past experiences and applies that learning to create a path toward self-improvement and personal achievement.





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.*

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

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

No scarves? Try plastic shopping bags.

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

Ready to try juggling with 3 scarves? The National Circus Project video will help you progress to the next level.

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.*

MyPlate Social Media Profile

Activity: [\[YouTube\]](#)

Learn about the 5 food groups by completing fun social media profiles for foods from each group.

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

Find more nutrition activities 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 Challenges:

2 in 1 Hand [\[YouTube\]](#)

Try this Scarf Juggling Trick with 2 scarves in 1 hand.

1 up 2 up Scarf Juggling [\[YouTube\]](#)

Try this Scarf Juggling Trick with 3 scarves in columns.



JUGGLE NUTRITION
— OPENPHYSED.ORG —

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.*

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

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

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

Ready to try juggling with 3 scarves? The National Circus Project video will help you progress to the next level.

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.

Recipe Scavenger Hunt: [\[YouTube\]](#)

Can you find food in this fun recipe that belong in each food group?

Create lists for each food group and then answer the questions at the bottom of the page.

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

Find more nutrition activities 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.

Basic 3 Ball Juggling: [\[YouTube\]](#)

Let's practice juggling with 3 tennis balls (or another safe tossable available).

Apply the same toss and catch patterns you learned last week with scarves.

Start with 1 ball and work your way up. Stay focused and positive. Use encouraging self-talk to optimistic.



JUGGLE NUTRITION
— OPENPHYSED.ORG —

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.*

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

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

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

Ready to try juggling with 3 scarves? The National Circus Project video will help you progress to the next level.

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 Balanced Meals: [\[YouTube\]](#)
Build a dinner plate and lunch bag with foods from each food group. Click on the file below and then complete the activity.

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.*

Basic 3 Ball Juggling: [\[YouTube\]](#)

Let's practice juggling with 3 tennis balls (or another safe tossable available).

Apply the same toss and catch patterns you learned last week with scarves.

Start with 1 ball and work your way up. Stay focused and positive. Use encouraging self-talk to optimistic. Demonstrate grit!



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.*

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

Ready to try juggling with 3 scarves? The National Circus Project video will help you progress to the next level.

Basic 3 Ball Juggling: [\[YouTube\]](#)

Let's practice juggling with 3 tennis balls (or another safe tossable available).

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.*

Let's try some juggling tricks!

1 Up 2 Up Ball Juggling: [\[YouTube\]](#)

Juggle 3 balls in a column pattern.

Juggle 2 In 1 Hand: [\[YouTube\]](#)

This trick is the foundation for 4 ball juggling. Keep practicing!

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. We're going to start by working on scarf juggling. Scarves can help us learn the basic patterns for juggling because when we toss them, they float and fall slower than a ball does.

We'll try both 1 and 2 scarf basics and then quickly try 3 scarf juggling. It's okay if you don't jump from 1 to 2 to 3 quickly. Juggling is a challenging skill that requires practice and determination. Work at your own pace. If you need to stick with the basics – it's okay. Keep practicing and you'll get better.

Purposeful Practice

During our Purposeful Practice time we will learn the 5 food groups and talk about ways to eat a variety of foods from each food 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 pretend social media profile activity. Create fun social media profiles for each of the 5 foods. What are the health benefits of each food?

Just for Fun (and health)

The final part of this Juggle Nutrition lesson is advanced scarf juggling. It's okay if you still need to practice the basics. If you want, you can continue with that practice.

However, if you'd like to try a challenge take a look at the 2 challenge videos from the National Circus Project, and then give each trick a try.

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.*

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 patten with 2 scarves.

Use the [video from the National Circus Project](#) to help you learn this fun skill.



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.*

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.



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.*

MYPLATE SOCIAL MEDIA PROFILE ACTIVITY

Learn about the 5 food groups by completing fun social media profiles for foods from each group.

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

Find more nutrition games at:
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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.

RECIPE SCAVENGER HUNT

Can you find food in this fun recipe that belong in each food group?

Create lists for each food group and then answer the questions at the bottom of the page.

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

Find more nutrition games at:
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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 BALANCED MEALS

Build a dinner plate and lunch bag with foods from each food group. Click on the file below and then complete the activity.

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

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.

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

Find more nutrition games at:
NutritionFromTheHart.com



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.

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)

GRIT: Determination and excitement for long-term goals.

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

1 UP 2 UP SCARF JUGGLING

Try this Scarf Juggling Trick with 3 scarves in columns.

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.*

BASIC 3 BALL JUGGLING

Let's practice juggling with 3 tennis balls (or another safe tossable available).

Apply the same toss and catch patterns you learned last week with scarves.

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



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 BALL JUGGLING TRICKS

Let's add some challenging tricks to our practice!

1 UP 2 UP BALL JUGGLING

Ball Juggling with 3 balls in columns.

[Here's a video from the National Circus Project.](#)

JUGGLE 2 IN 1 HAND

This trick is the foundation for 4 ball juggling.

[Here's a video from the National Circus Project.](#)





What is the *MyPlate Profile* activity? Students will create fun social media profile pages for foods from each food group.

Why is it designed this way?

OPEN Priority Outcomes for Fitness / Nutrition:

- (ES 4) Identifies a variety of foods from each food group.
- (MS 6) Identifies foods from each food group that can be combined to build balanced meals.
- (HS) Routinely creates/consumes meals and snacks that are based on healthful nutrition as a part of a lifestyle that enhances personal wellness.

How does it work? This is a fun exploration of foods from each of the 5 food groups. The activity is designed to allow students to research and summarize the health benefits of foods from each group as well as practice pairing foods with complementary nutritious food choices as they learn how to request and even prepare healthful meals.



Pineapple

ABOUT ME

Write something fun about Pineapple.

MY BEST FRIEND

Write the name of Pineapple's best friend along with something fun.

FUN FACTS & HEALTH BENEFITS

Write fun, interesting and helpful facts about Pineapple.



Describe what Pineapple is doing in this photo. Speak with the fun voice of Pineapple.



Describe what Pineapple is doing in this photo. Speak with the fun voice of Pineapple.

Plate Suggestions



Food to eat w/Pineapple

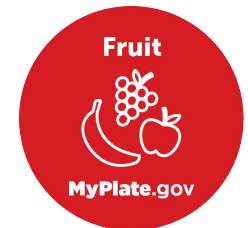


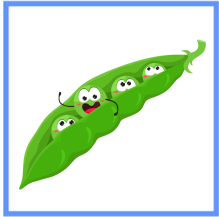
Food to eat w/Pineapple



Food to eat w/Pineapple

Food Group





Peas

ABOUT ME

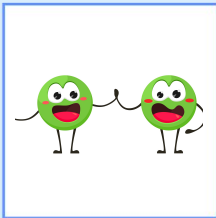
Write something fun about the Peas.

MY BEST FRIEND

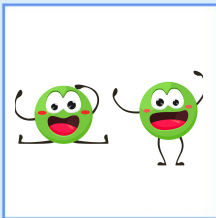
Write the name of the Peas' best friends along with something fun.

FUN FACTS & HEALTH BENEFITS

Write fun, interesting and helpful facts about Peas.



Describe what the Peas are doing in this photo. Speak with the fun voice of a Pea.



Describe what the Peas are doing in this photo. Speak with the fun voice of a Pea.

Plate Suggestions



Food to eat w/ Peas



Food to eat w/ Peas



Food to eat w/ Peas

Food Group





Yogurt

ABOUT ME

Write something fun about Yogurt.

MY BEST FRIEND

Write the name of Yogurt's best friend along with something fun.

FUN FACTS & HEALTH BENEFITS

Write fun, interesting and helpful facts about Yogurt.



Describe what Yogurt's friend is doing in this photo. Speak with the fun voice of Yogurt.



Describe what the Yogurts are doing in this photo. Speak with the fun voice of Yogurt.

Plate Suggestions



Food to eat w/ Yogurt



Food to eat w/ Yogurt



Food to eat w/ Yogurt

Food Group





Oatmeal

ABOUT ME

Write something fun about Oatmeal.

MY BEST FRIEND

Write the name of Oatmeal's best friend along with something fun.

FUN FACTS & HEALTH BENEFITS

Write fun, interesting and helpful facts about Oatmeal.



Describe what Oatmeal's friend is doing in this photo. Speak with the fun voice of Oatmeal.



Describe what Oatmeal is doing in this photo. Speak with the fun voice of Oatmeal.

Plate Suggestions



Food to eat w/Oatmeal

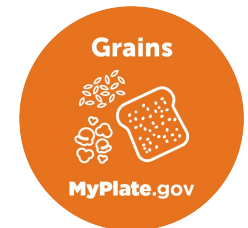


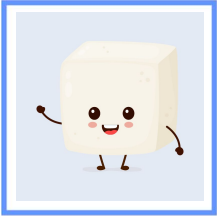
Food to eat w/Oatmeal



Food to eat w/Oatmeal

Food Group





Tofu

ABOUT ME

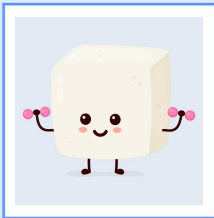
Write something fun about Tofu.

MY BEST FRIEND

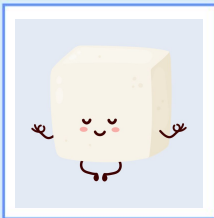
Write the name of Tofu's best friend along with something fun.

FUN FACTS & HEALTH BENEFITS

Write fun, interesting and helpful facts about Tofu.



Describe what Tofu is doing in this photo. Speak with the fun voice of Tofu.



Describe what Tofu is doing in this photo. Speak with the fun voice of Tofu.

Plate Suggestions



Food to eat w/Tofu

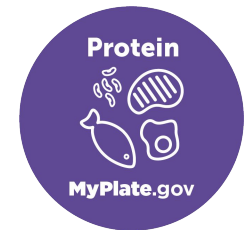


Food to eat w/Tofu



Food to eat w/Tofu

Food Group



Fruit and Veggie Salsa

- | | |
|--|---|
| 1 cup diced tomato (fresh or canned) | ¼ cup finely diced red onion |
| 1 cup canned black beans, rinsed and drained | 1 Tablespoon chopped fresh cilantro, parsley, or a combination of the two |
| 1 cup canned pineapple tidbits, drained | 1 jalapeno |
| ½ cup diced orange or yellow bell pepper | ½ teaspoon salt, or to taste |

Directions

1. Wash jalapeno. Wearing disposable gloves, slice open, remove and discard seeds. Finely dice jalapeno and place in a medium mixing bowl.
2. Add remaining ingredients and stir well.
3. Refrigerate for at least half an hour before serving to allow flavors to blend.

Serve with Baked Tortilla Chips (see recipe below) or your favorite tortilla chips. Makes about 3 ½ cups.

Baked Tortilla Chips

- 2 tablespoons olive or canola oil
- Salt, to taste
- 6 corn tortillas

Directions

1. Preheat oven to 350 degrees Fahrenheit.
2. Prepare a cookie sheet by cutting a piece of parchment paper to fit.
3. Brush both sides of each corn tortilla with oil and stack on top of each other.
4. Using a pizza cutter or knife, cut stack into 6 triangles.
5. Spread tortilla pieces on cookie sheet so they do not overlap. Sprinkle with salt.
6. Bake for 10 minutes. Flip over each chip using a spatula or tongs and continue to bake for about 3-5 minutes (or until crisp).
7. Check them frequently as they can quickly burn once cooked.
8. Allow to cool and serve.

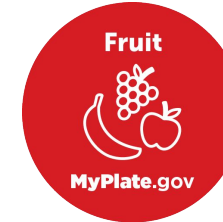
Serve with your favorite salsa, guacamole or other dip. Makes 36 chips.

Recipe Scavenger Hunt

(Snack Edition)

Today's snack is homemade salsa and chips!

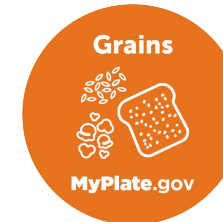
Let's breakdown the ingredients into the 5 food groups. Remember, our daily goal is to eat a variety of nutritious foods from all food groups.



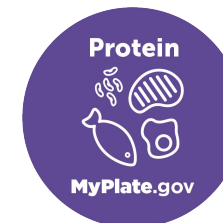
List all fruits:



List all vegetables:



List all grains:



List all protein foods:



List all dairy foods:

What food group is missing from this snack?

What can you do to add this missing group?

BUILD A BALANCED LUNCH

Let's build a balanced lunch! Pack this reusable lunch bag with nutritious food from all 5 food groups.

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



Fruit
FOOD

Vegetable
FOOD

Grain
FOOD

Protein
FOOD

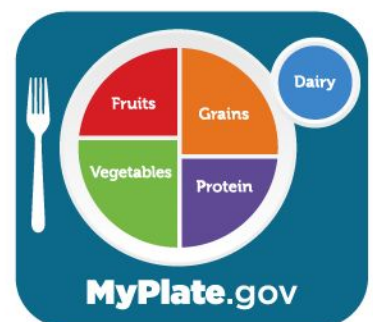
Dairy
FOOD



Don't forget recess! Take 15 minutes before or after your lunch to get some fun physical activity! What did you do for recess today?



Activity Name	Activity Time



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



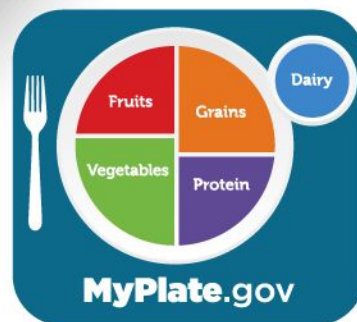
Fruit
FOOD HERE

Grain
FOOD HERE

Vegetable
FOOD HERE

Protein
FOOD HERE

Dairy
FOOD HERE



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



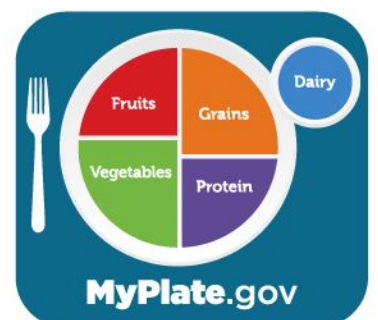
Dairy Foods

Cottage cheese, Lowfat milk, Mozzarella cheese, Soy milk, Yogurt



Activities

Bike riding, Jumping rope, Sledding, Swimming



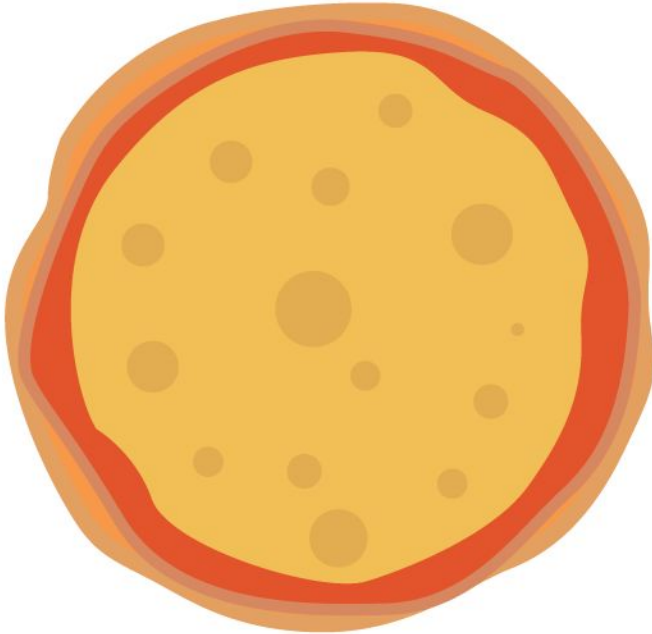


PIZZA GOALS



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?



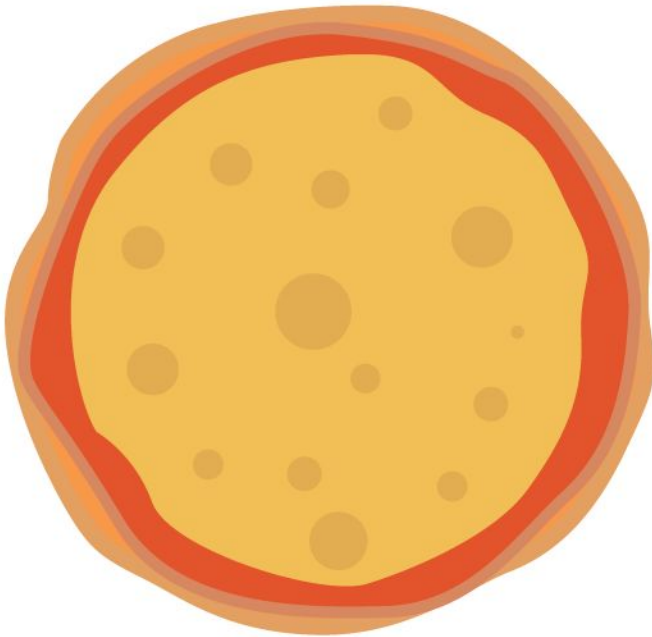
PIZZA GOALS



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?

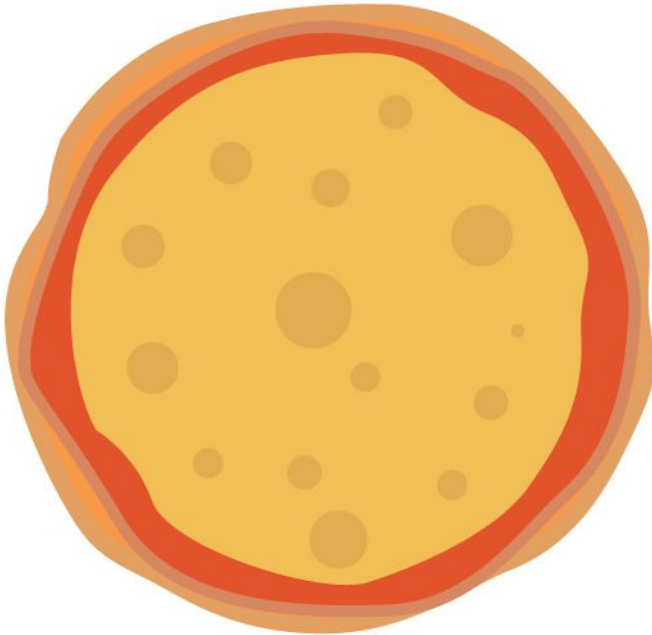


PIZZA GOALS



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)
<p>Scarf Juggling Basics [YouTube]</p> <p>Practice with 1 and 2 scarf juggling.</p>	<p>MyPlate Social Media [YouTube]</p> <p>Learn about the 5 food groups by completing fun profiles for each food.</p>	<p>2 in 1 Hand [YouTube]</p> <p>Juggle 2 scarves in 1 hand.</p>
	<p>Recipe Scavenger Hunt [YouTube]</p> <p>Find food from the food groups in a fun recipe.</p>	<p>1 Up 2 Up [YouTube]</p> <p>Juggle 3 scarves in columns.</p>
<p>3 Scarf Juggling [YouTube]</p> <p>Follow along to the National Circus Project video.</p>	<p>Build Balanced Meals [YouTube]</p> <p>Build a dinner plate and lunch bag with foods from each food group.</p>	<p>Basic 3 Ball Juggling [YouTube]</p> <p>Apply the same toss and catch patterns you learned with scarves.</p>
	<p>Food Group Pizza Goals [YouTube]</p> <p>Compare and contrast 2 pizzas. Which one gives us a more balanced meal?</p>	<p>Juggling Tricks Keep Practicing!</p> <p>1 Up 2 Up (Ball) [YouTube]</p> <p>Juggle 3 balls in a column pattern.</p> <p>Juggle 2 In 1 Hand [YouTube]</p> <p>The foundation for 4 ball juggling.</p>



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) Can you name the 5 food groups?
- 2) What do you know about each food group?
- 3) Why is it important to eat a variety of foods from each food group?

Question Set 2

- 1) What does identify mean?
- 2) How many foods from each food group can you identify?
- 3) What are some ways we can identify nutritious foods?

Question Set 3

- 1) What is MyPlate?
- 2) What does MyPlate show us?
- 3) How can you use MyPlate to help you eat more nutritious meals?

Question Set 4

- 1) How can you identify a balanced meal?
- 2) What would you include on a list about balanced meals that you enjoy?

Social & Emotional Health

Question Set 1

- 1) What do you know about juggling?
- 2) What can you do to improve your juggling skills?

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) What are things you can do when faced with a challenge?
- 2) What is grit? How is grit related to challenge?

Question Set 4

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



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 Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had
GIANT ENJOYMENT



Circle if you had
AVERAGE ENJOYMENT



Circle if you had
SO-SO ENJOYMENT

Check-In Chat

[Respond to the question below with 2 or 3 sentences.]

> What was the biggest benefit of your physical activity choices this week?

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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 Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had
GIANT ENJOYMENT



Circle if you had
AVERAGE ENJOYMENT



Circle if you had
SO-SO ENJOYMENT

Check-In Chat

[Respond to the question below with 2 or 3 sentences.]

> Think about the food that you ate this week. What was your favorite nutritious whole food and how did your body benefit from you eating that food?

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
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had
GIANT ENJOYMENT



Circle if you had
AVERAGE ENJOYMENT



Circle if you had
SO-SO ENJOYMENT

Check-In Chat

[Respond to the question below with 2 or 3 sentences.]

> What barrier to being physically active did you overcome over the past 3 weeks? How did you overcome it?

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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
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had
GIANT ENJOYMENT



Circle if you had
AVERAGE ENJOYMENT



Circle if you had
SO-SO ENJOYMENT

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.