

# Awesome Activities for ALL Students!



**Ron Malm**

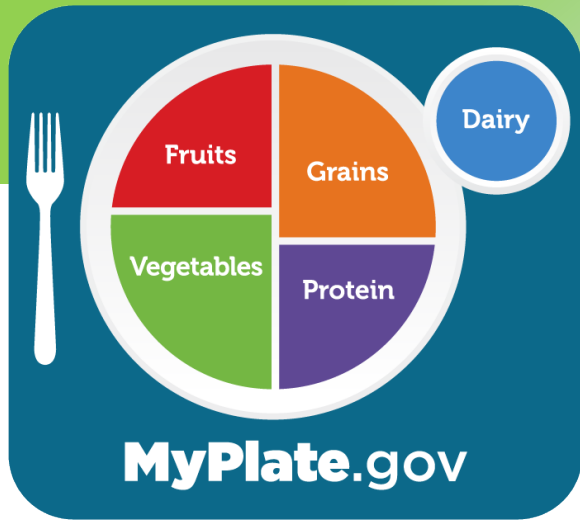
[rmalm@schoolhealth.com](mailto:rmalm@schoolhealth.com)

**@rtmshphysed**

**Tom Strenger**

[tstrenger@Schoolhealth.com](mailto:tstrenger@Schoolhealth.com)

**@StrengerTom**



# Mission: Nutrition!

**Amy Riggio**

**School Health PLT Member**

[ariggio@schoolhealth.com](mailto:ariggio@schoolhealth.com)

# Fitness Tag

**Yellow - 9 Star Jumps**

**Blue - 4 Push Ups**

**Red - 4 Squat Jumps**



# Macronutrient Tag

## *Energy Balance*

4.5 The student will explain the nutrition and activity components of energy balance.

- a) Define *calorie* and identify the number of calories per gram of fat (nine), protein (four), and carbohydrates (four).
- c) Identify examples of each macronutrient (i.e., fat, protein, carbohydrates).
- d) Calculate the calories per gram of macronutrients for various foods.

## *Energy Balance*

3.5 The student will describe energy balance.

- d) Identify the macronutrients (i.e., fat, protein, carbohydrates).

# Macronutrients???

## Components of food that the body needs

### FATS

- P** – Protects organs
- I** – Insulates body heat
- E** – Energy to live & move
- S** – Storage of vitamins & minerals

### PROTEINS

- Muscle builders
- Repairs baby tears in the muscles after exercise

### CARBOHYDRATES

- Quick energy

# Macronutrient Tag

**Fat - 9 Star Jumps**

**Protein - 4 Push Ups**

**Carbohydrates - 4 Squat Jumps**



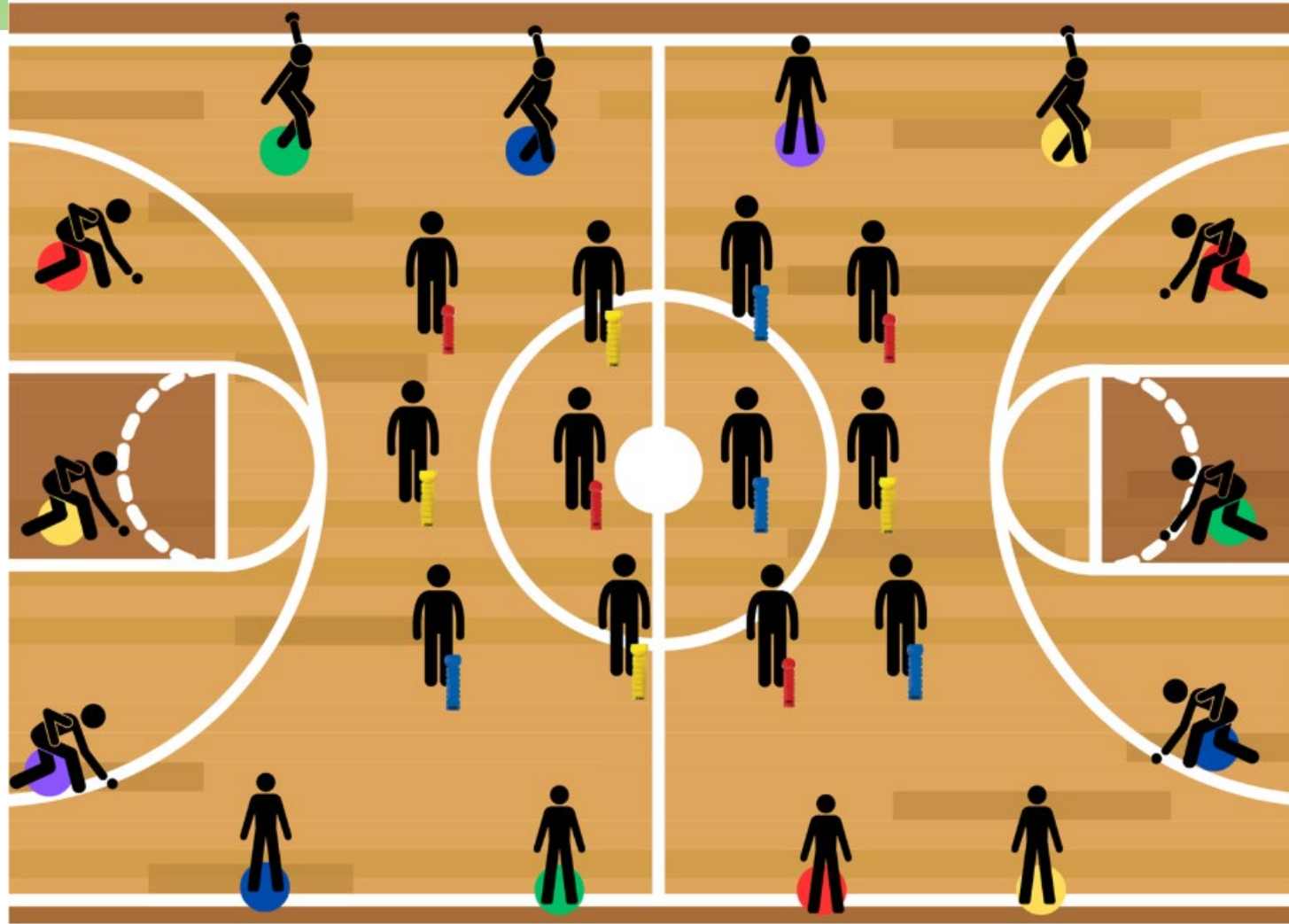
# Macro Power

**Fat**

**Protein**

**Carbohydrates**

# Macro Power

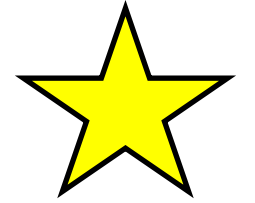




# Macro Power

## Formative Assessment

- Walk & Talk – Share with your partner how many protein pins you knocked down.
- What is one amazing thing that fat does for our body?



## Instant Activity – Jason Comins

### *Energy Balance*

- K.5 The student will identify basic concepts of energy balance.
- b. Identify one fruit and one vegetable.
  - c. Explain that fruits and vegetables provide energy for the body.

### *Energy Balance*

- 1.5 The student will identify basic nutrition concepts of energy balance.
- a. Name the food groups as identified by the U.S. Department of Agriculture (USDA).
  - b. Name one food from each (USDA) food group.

### *Energy Balance*

- 2.5 The student will describe the impact of balancing energy intake and physical activity output.
- b. Identify examples of healthy snacks.

### *Energy Balance*

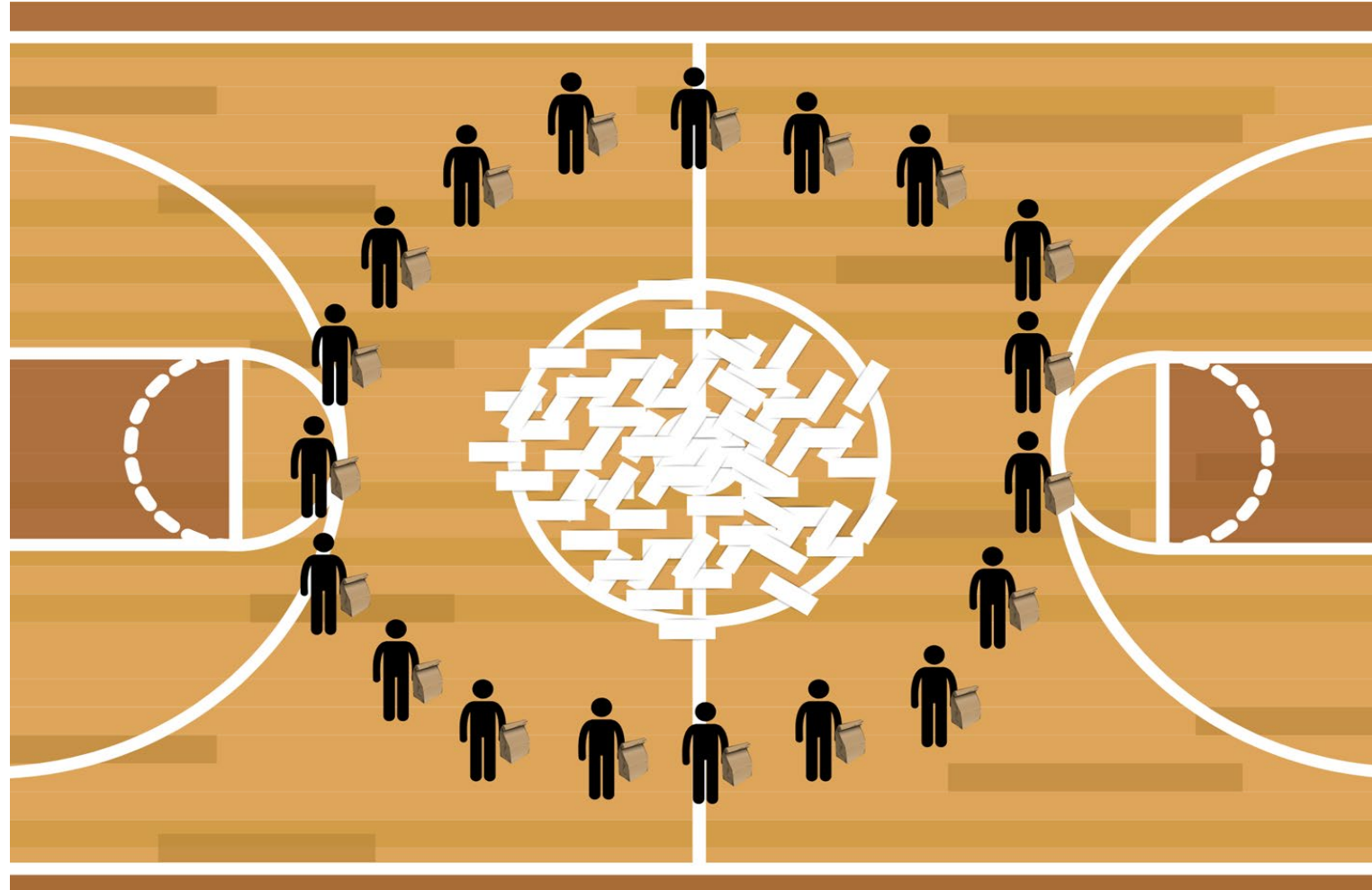
- 3.5 The student will describe energy balance.
- b. Identify one food per group to create a healthy meal that meets USDA guidelines.
  - e. Identify foods that are beneficial before and after physical activity.

## Instant Activity

- Students select a number
- Piece is removed
- Students guess what the food is
- Correct – Celebrate
- Wrong – Perform exercise on screen

# What's for Lunch?

- I am the color \_\_\_\_\_.
- I taste like \_\_\_\_\_.
- I feel like \_\_\_\_\_.
- I smell like \_\_\_\_\_.



# What's for Lunch?

## Essential Health Concepts

K.1 The student will identify and describe key health and safety concepts.

### Nutrition

- a) Identify the MyPlate food groups (i.e., dairy, proteins, vegetables, fruits, grains) and a variety of foods and beverages from each group.

## Healthy Decisions

K.2 The student will identify healthy decisions.

### Nutrition

- a) Describe healthy meal, snack, and beverage options that include food from the MyPlate food groups (i.e., dairy, proteins, vegetables, fruits, grains).

## Advocacy and Health Promotion

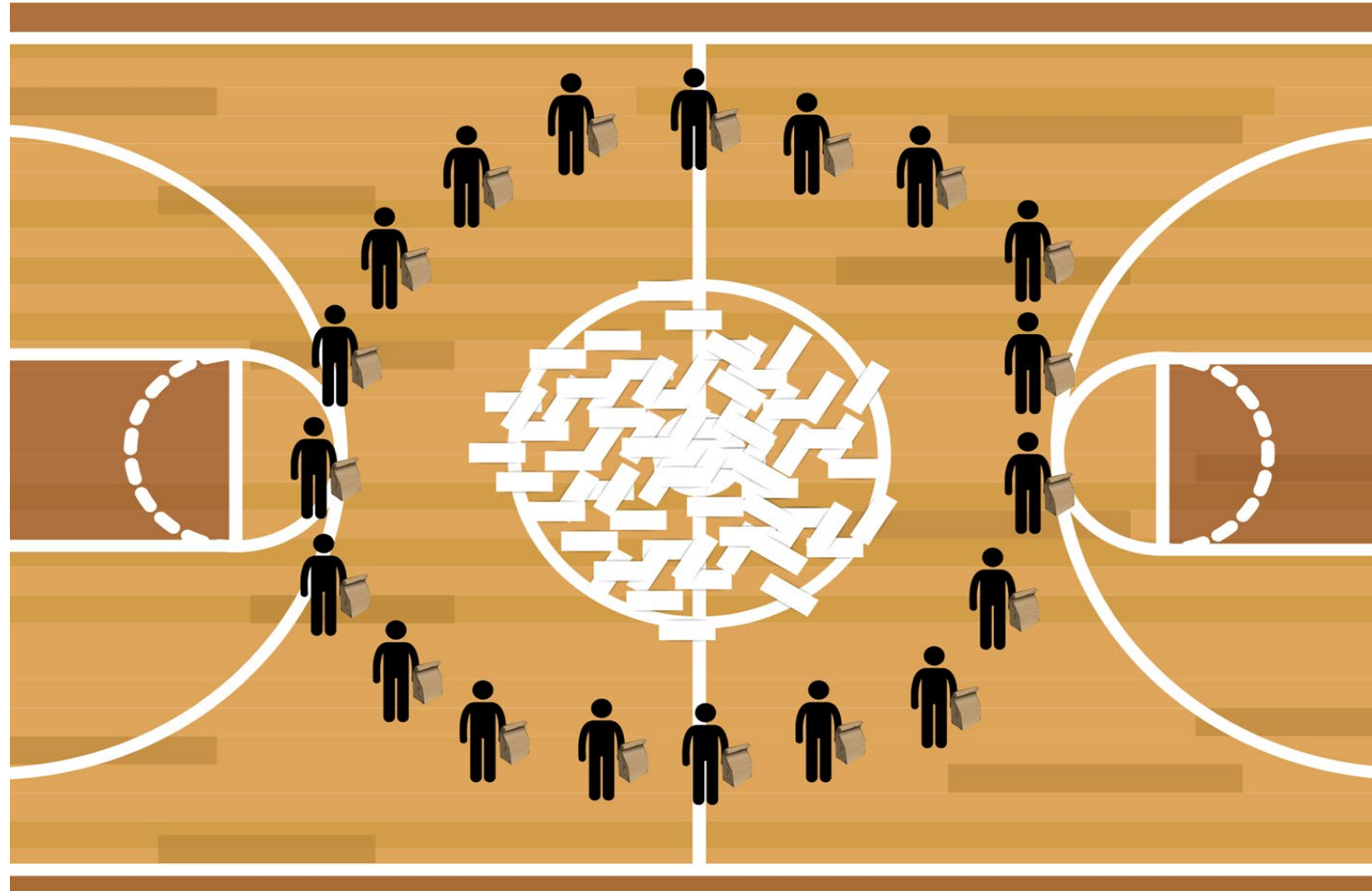
K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

### Body Systems

- a) Describe the different body parts involved in one movement (e.g., jumping, walking, biking).
- b) Describe ways to protect the five senses.

### Nutrition

- a) Create a shopping list that includes foods from each MyPlate food group.



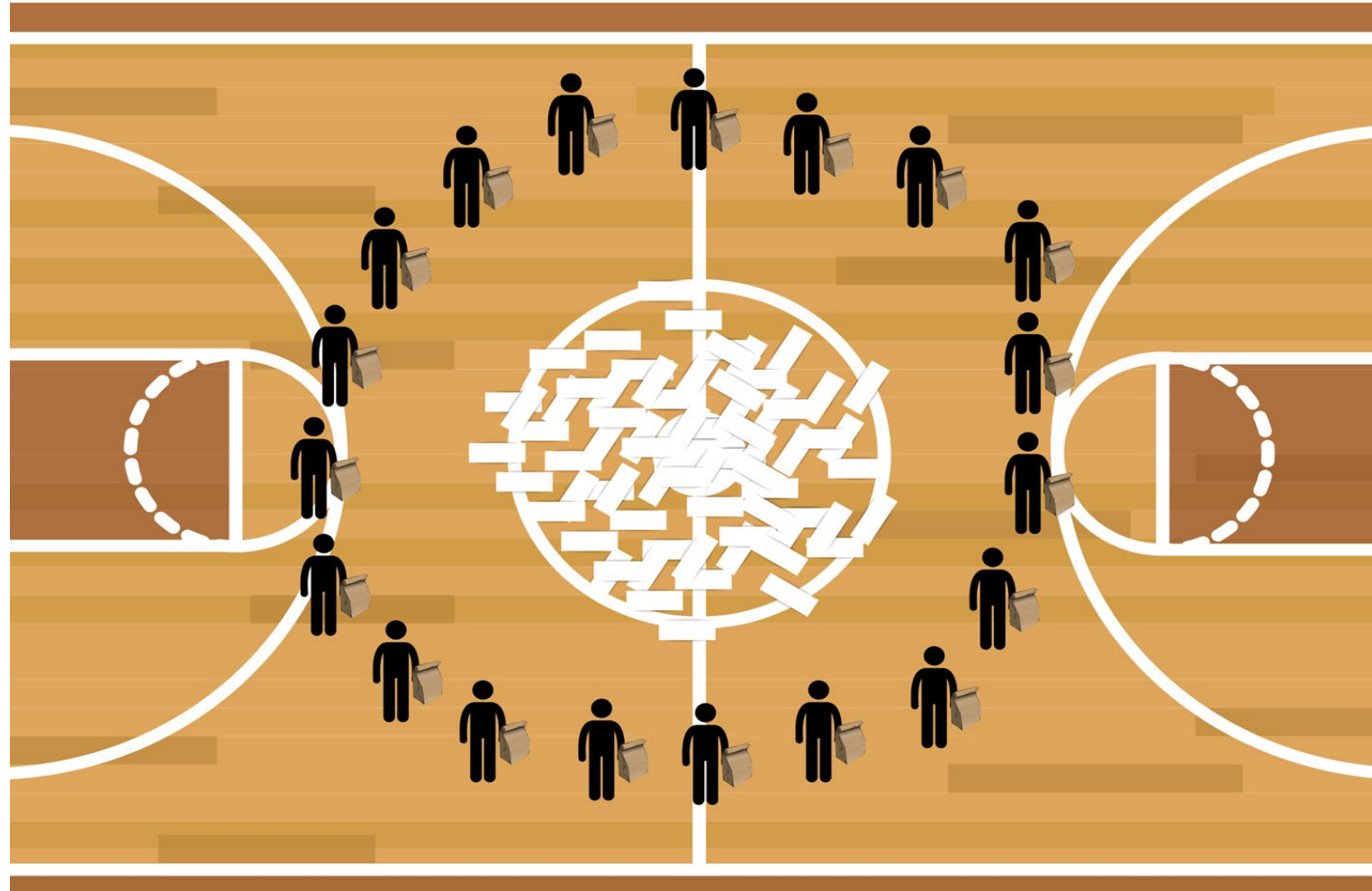
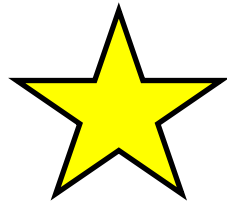


# What's for Lunch?

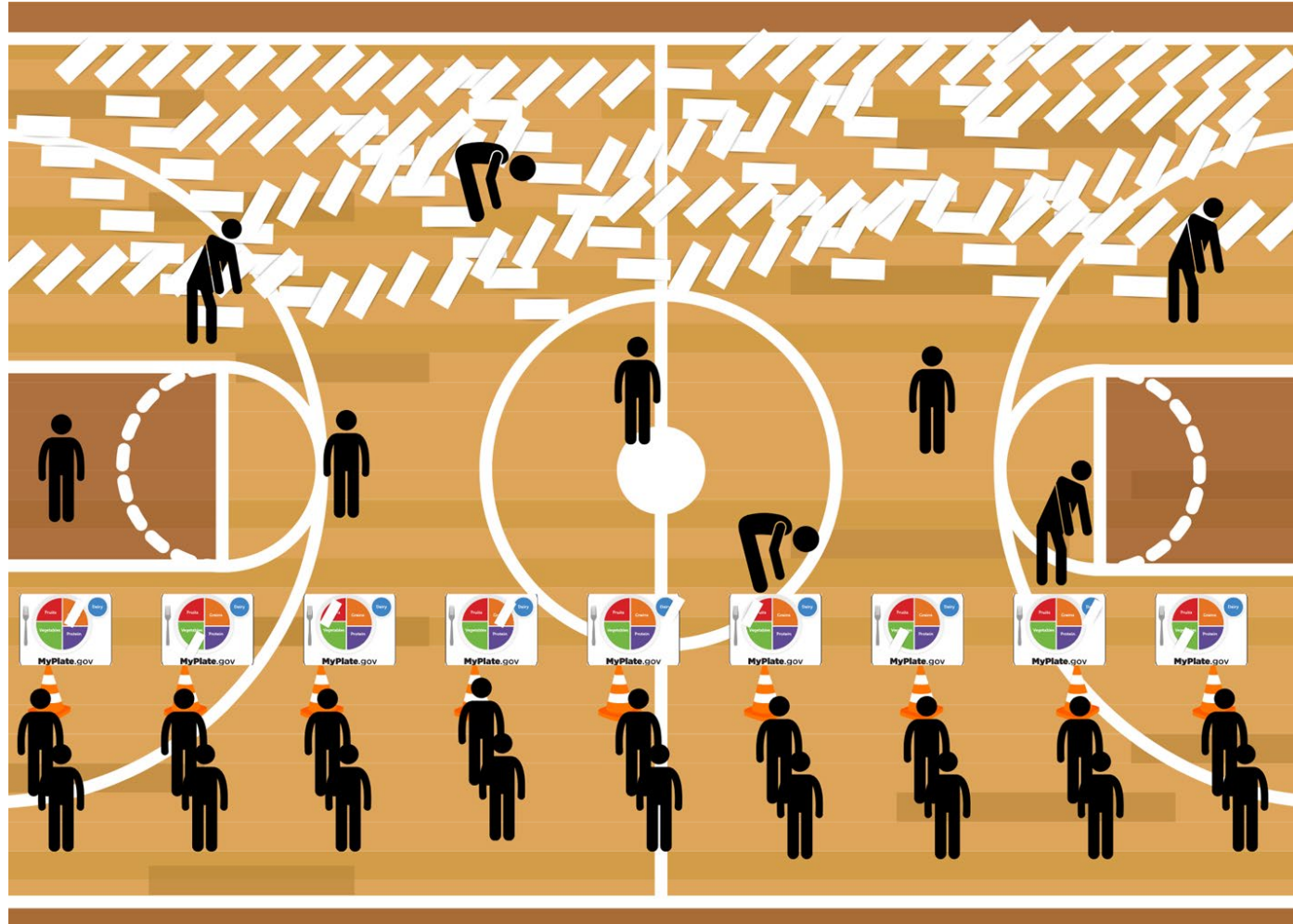
## *Social and Emotional Development*

2.4 The student will identify, demonstrate, and apply cooperative, respectful, and safe behaviors in physical activity settings.

c) Demonstrate cooperative skills, including taking turns and sharing equipment.

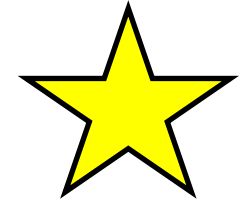


# My Plate



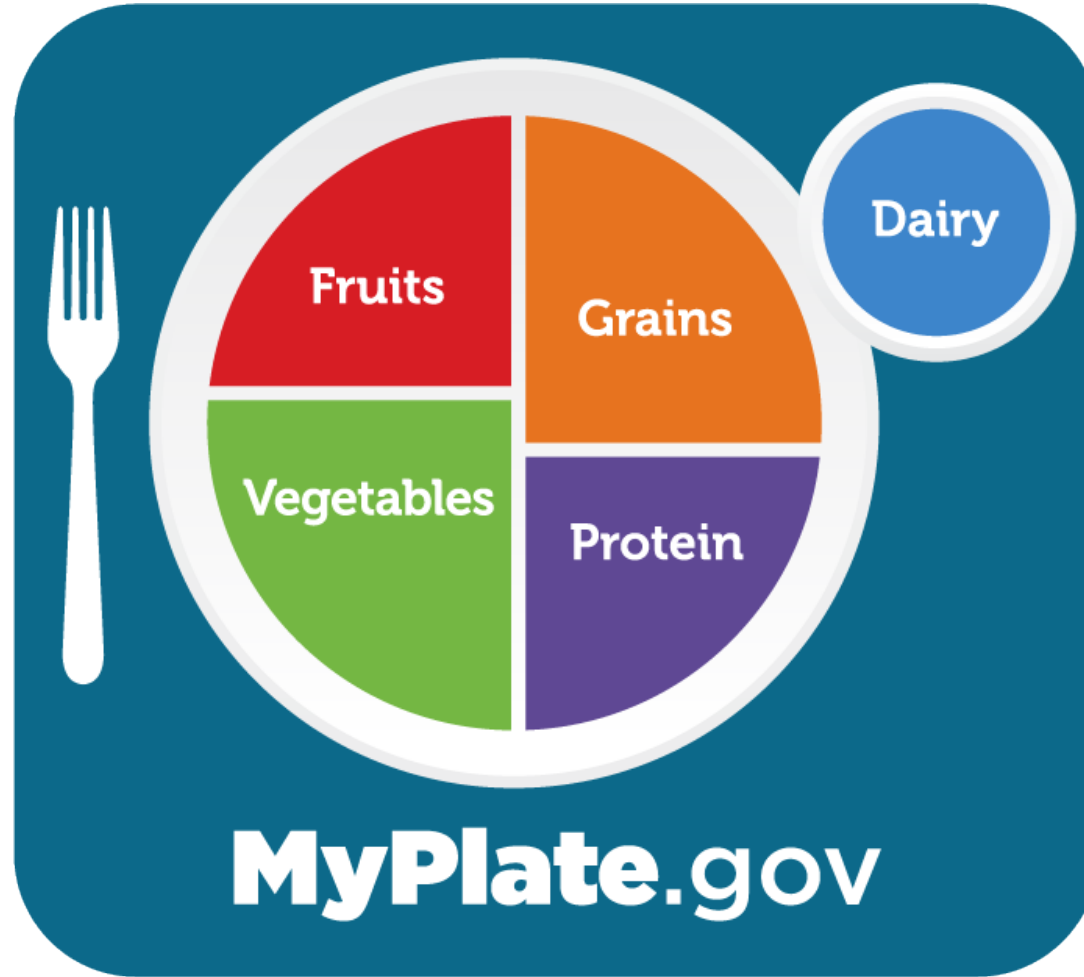
*Locomotor Skills*

*Social Emotional  
Development*



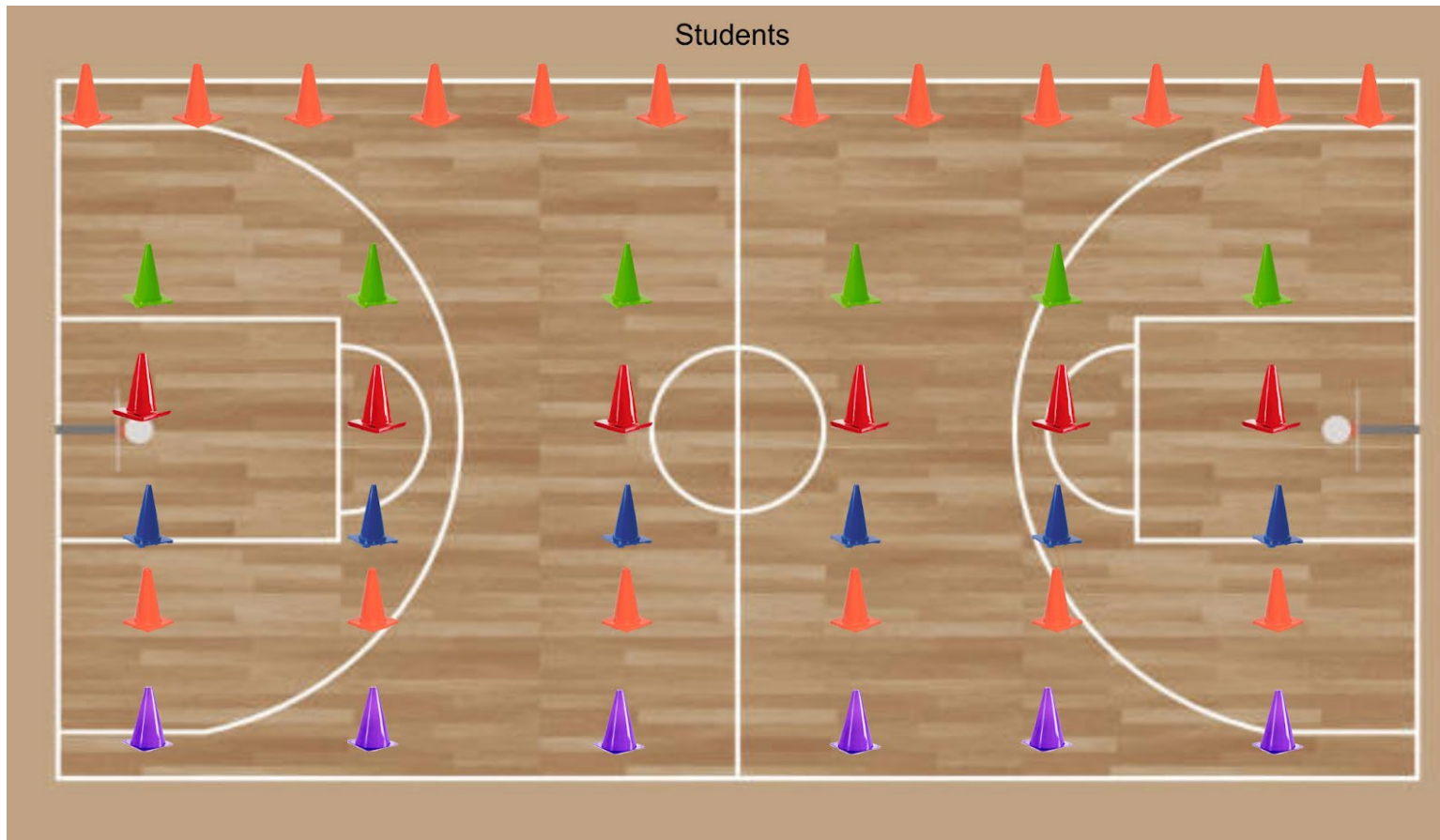
*Nutrition Concepts*

# My Plate





# Food Choice Run



**Created by:  
Jason Comins**

# SCHOOL HEALTH PHYSED



**Ron Malm**

[RMalm@SchoolHealth.com](mailto:RMalm@SchoolHealth.com)

<https://pewithpalos.com/>

**@SHPhysEd**



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