



# Northern Fruit and Vegetable Program Activity Calendar Implementation Guide

Developed by The Timiskaming Health Unit & Porcupine Health Unit

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2021-2022



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Health Unit



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# Introduction to the Northern Fruit and Vegetable Program Calendar

Your school is participating in The Northern Fruit and Vegetable Program (NFVP). The NFVP is a school-based food literacy program that supplies two servings of vegetables and fruits weekly to students throughout Northern Ontario. The program is funded by the Ministry of Health and Long-Term Care and is facilitated by the Health Units across Northern Ontario, in partnership with the Ontario Fruit and Vegetable Growers Association. Check out your Health Unit's website for more information and NFVP-related resources: [Porcupine Health Unit NFVP](#) and [Timiskaming Health Unit NFVP](#).

The goal of the NFVP is to encourage healthy eating and lifestyle habits among children through exposure to vegetables and fruits as well as through food literacy and healthy lifestyle education. Exposure to new foods includes not only eating the food but being around the food or around others enjoying the food. Research has shown that the more exposure children have to a variety of vegetables and fruits, the more likely they are to eat and enjoy those foods later in life (even if they dislike them now)!

The vegetables and fruits are already being delivered to your school; to implement the food literacy and healthy lifestyle education portion of this program, all you need are the following two resources:

1. The corresponding **NFVP Activities Calendar** (includes fact sheets & recipes)
2. This **NFVP Implementation Guide** (includes details on activities)

## How to use this Implementation Guide:

- The **NFVP Activity Calendar** lists the fruits and vegetables you will receive each week and also provides corresponding activities.
- NFVP coordinators or teachers should print out corresponding fact sheets for each new vegetable and fruit encountered. The NFVP fact sheets can be found at the bottom of the **NFVP Activity Calendar** document.
- Teachers should work the suggested activities below into their lesson plans throughout the year! Refer to the **NFVP Activity Calendar** for this week's food literacy or healthy lifestyle activity. This **Implementation Guide** provides detailed instructions on how to facilitate these activities.
- This **Implementation Guide** also contains a number of recipes which incorporate the produce being provided to you.



## Template for keeping parents updated on NFVP

Make sure to keep parents updated on all the great work your school is doing through this program! Please feel free to send the **NFVP Calendar with Fact Sheets** to parents with the below text template in your next parent newsletter:

Dear Parent,

Your child's school is participating in the Northern Fruit and Vegetable program (NFVP). This program provides two servings of vegetables and fruits per student each week. It aims to teach children about a variety of fruits and vegetables and where these foods are grown and purchased (farms, orchards, grocery stores, farmers' markets). Your child has also been learning about the new [Canada Food Guide](#) and participating in nutrition and physical activities related to the vegetables and fruits provided by the NFVP.

It is important for children to have the chance to enjoy different types of vegetables and fruits. This helps build strong bodies and encourages healthy eating habits. Check out the **NFVP Calendar** to see what fruits and vegetables your child has been eating this week in school, and check out the **NFVP Fact Sheets and Recipes** to learn neat facts and recipes for each fruit and vegetable! Feel free to use these resources as inspiration for food-based fun at home too!

**Tip:** The [Timiskaming Talks Nutrition](#) page talks about the 2019 Canada Food Guide, tips for packing school lunches, breakfast for kids, recipe ideas, and much more! Feel free to like and follow this page for easy and healthy tips that you can trust!

Sincerely,

[School name]

# Safe Food Storage

If you have any questions regarding proper storage of the vegetables and fruits you are provided, please follow the link below and consult the resources available there.

[Vegetable and Fruit Storage Guides](#)

## Countertop

**Ripen at room temperature, before placing in the fridge:**

AVOCADOS

BANANAS

KIWIS

MANGOES

MELONS

ORANGES

PEARS

PEACHES

TOMATOES

This maximizes their flavour and sweetness. Just keep a watchful eye on them so they don't over-ripen!

**TIP:** To speed up the ripening process, place the fruit in a paper bag with a ripe banana. Check on the fruit every day to ensure the best possible ripeness.

## Fridge

**Store fruits and veggies separately in a fridge, as some fruits release ethylene gas that can spoil vegetables.**

A crisper drawer will keep the right moisture to maintain freshness for longer.

APPLES

BERRIES  
in a container with tiny vents

CHERRIES  
in a container with tiny vents

GRAPES  
in a container with tiny vents

LEMONS / LIMES

ASPARAGUS  
in a glass of cold water, stalks upright

Store the following fruits and veggies in the fridge, as soon as you bring them home:

BEANS

BEETS

BROCCOLI

BRUSSELS SPROUTS

CABBAGE, CARROTS, CAULIFLOWER, CELERY, CORN stored inside husks, CUCUMBERS, EGGPLANT, DELICATE HERBS (CILANTRO, PARSLEY, MINT) in a glass of water, covered loosely with a plastic bag, HARDIER HERBS (OREGANO, ROSEMARY, THYME) rolled in a damp paper towel, LEAFY GREENS in a deli-bag in a sealed container in crisper, MUSHROOMS in a paper bag, PEAS, PEPPERS, ZUCCHINIS

## Pantry

**Store the following in a cool, dry, and dark place:**

GARLIC

ONIONS  
in a mesh bag

POTATOES  
in a paper bag

SWEET POTATOES

WINTER SQUASH

**TIP:** Keep onions away from other vegetables, as onions release a gas which could spoil other produce.

## Freezer

**Freezing fruits & vegetables at home is a fast and convenient way to preserve them for future use.**

FROZEN PIECES OF MANGO

FROZEN GRAPES

FROZEN BROCCOLI,  
cut and placed into a bag

FROZEN CARROT, ONION, CELERY SCRAPS  
in a bag

MAKE YOUR OWN VEGGIE BROTH  
by using frozen veggie scraps

For more produce tips, visit [HalfYourPlate.ca](http://HalfYourPlate.ca) or follow us on:

@halfyourplate 
 @halfyourplate 
 @halfyourplatecanada

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NFVP Activity Calendar Implementation Guide





# Food Literacy and Healthy Lifestyle Activities

Choose one or more of the food literacy activities listed below each week to complete with your class. Be sure to choose activities that are appropriate for your grade or adapt the ones listed for your classroom!

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## Read a Book about Vegetables and Fruits

Reading about vegetables, fruits, and food in general can help improve food literacy! Read your favorite books about vegetables and fruits with the class, or pick from the list of recommended reads below:

- Growing Vegetable Soup By Lois Ehlert (Grade JK-1)
- Anywhere Farm By Phyllis Root (Grade JK - 1)
- Soup Day By Melissa Iwai (Grade JK - 1)
- Fruit Is A Suitcase For Seeds By Jean Richards (Grade JK - 3)
- The Ugly Vegetables By Grace Lin (Grade JK - 3)
- [Stone Soup by Jon J Muth](#) (Grade JK-3)
- A Visit to the Market By Mary Lindeen (Grade JK-3)
- The Vegetables We Eat By Gail Gibbons (Grade JK-3)
- You Are Healthy By Todd Snow (Grade 1-2)
- What's on Your Plate?: Exploring the Food of the World by Whitney Stewart (Grade 1–4)
- Rutabaga the Adventure Chef: Book 1 by Eric Colossal (Grade 3–6)
- The Omnivore's Dilemma: The Secrets Behind What You Eat (Young Readers Edition) by Michael Pollan (Grade 7+)

If you don't have an appropriate book available to you, you can likely find a video on youtube of a read-through of the books recommended above.

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## Paint your Plate

The goal of Paint Your Plate is to teach students about vegetables and fruit in a fun and informative way, that inspires them to accept and enjoy a variety of vegetables and fruit more often.

When teaching about food in the classroom, you may be inspired to bring food into your classroom and this is great! Here are some tips to keep in mind if you are bringing food into your school or classroom:

### 1. Be food safe



If you are doing an activity that brings food into the classroom, ask children to clean their desk before eating. Also have them wash their hands before and after eating. Show them that you are doing the same!

## 2. Be aware of students with food allergies

If you are doing an activity that brings food into the classroom, know which children have an allergy. Your school will have a policy or guidelines to prevent allergic reactions. Find out ahead of time what the policy is and how you would respond if a child has a reaction.

## 3. Steer clear of discussions of calories and body weight

While teaching children about making healthy food choices is important, it can sometimes result in conversations about calories and body weight. These discussions can result in unintended consequences, and may trigger disordered eating patterns in children who are susceptible to developing weight-related disorders. Consider reviewing [Tips for Talking About Food to Children](#) before beginning the Paint Your Plate lessons.

Paint Your Plate lesson plans are available for each elementary grade. Choose an activity for your class from the following site:

[BrightBites Lesson Plans](#)

If you were inspired by any of the ideas in the lesson plans above, check out more great Zesty Lessons here:

[BrightBites Zesty Lessons](#)

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## Edible Plant Parts Relay

From: [Science World Plant Parts Relay](#)

### Background Information

What humans eat as different fruits and vegetables are actually parts of plants:

- **Roots** hold the plant in the ground, especially when it's windy. They also soak up water and nutrients for the plant. Examples: carrots, turnips, radishes.
- **Bulbs** are underground stems that store lots of food in their leaves. Examples: leek, onions, garlic.
- **Tubers** are underground stems that are swollen with stored nutrients. Examples: potatoes, sweet potatoes.



- **Leaves** catch the sunlight and make food for the plant. Leaves also let water and gases such as oxygen and carbon dioxide in and out of the plant. Examples: lettuce, cabbage, spinach.
- **Fruits** are made by the flower parts and have seeds inside them. Examples: tomatoes, cucumbers, zucchinis, oranges, apples, grapes, string beans.
- **Seeds** store food inside for the plant embryo and grow into mature plants. Examples: sunflower seeds, coconuts (one of the world's biggest seeds), sesame seeds, poppy seeds, coffee beans, lima beans.
- **Stems** help plants stand up and move food and water to all of the other parts. Example: asparagus.
- **Petioles** are special stems that hold the leaves. Examples: celery, rhubarb.

## Objectives

Identify the parts of a plant.

## Materials

Per Class:

- plant parts (or photos): at least 5 different kinds (one tuber, one stem, one leaf etc.)
- plastic bags
- 5 bins (or 1 bin per plant part type)
- plant part labels
- open area to run

## Prepare

- Make up five veggie bags. Each bag should contain at least one plant part from each category. You can use pictures if fresh food is not available.
- Mark a start line at one end of the room.
- At the other end of the room, put the bins out on tables. Label each bin with a different plant part.

## Relay Game

- Divide the class into five teams. Each team gets a veggie bag.
- Give the teams a few minutes to discuss the plant parts that they have been given.
- Each group lines up at the start.
- The first student in each line takes a plant part from the veggie bag and races to put the plant part in the appropriate bin.
- These students return to the start line to tag the next student on their team.
- The relay continues until all the plant parts have been sorted into bins.





- Review the contents of the bins with the students and discuss the placement of any confusing items.
  - Have students taste the fruits and vegetables (or make a salad or a stew).
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## Vegetable and Fruit Colouring Maze

Print out the colouring activity from the link below for your students:

[Vegetable and Fruit Colouring Maze](#)

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## Virtual Farm Tour of an Apple Orchard

Follow the link below to go on a virtual field trip to see how apples are grown!

[Canadian Apple Orchard Tour](#)

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## Vegetable and Fruit Online Learning Games

Click the link below for some fun fruit and vegetable themed video games!

- [Freggie Tales](#)
- 

## Grow a Food for Yourself

From: [Food Matters Action Kit](#) (EN) (pg 8)

### Background information

Do you know where your food comes from before it gets to the grocery store?

Food grows in gardens and forests. It is fished from oceans and rivers. It is hunted or gathered from the land. But most of our food comes from farms. Sometimes it's a family-run farm or a community garden, and sometimes it's a big commercial farm that stretches farther than the eye can see. It takes land, proper soil and weather conditions, skills, labour, money and resources to produce the food we eat. It is a huge investment, and like any business, there is also risk involved—extreme weather events or pests can destroy an entire harvest. To help understand how much effort it takes to produce the food we eat, let's try to grow our own.

### You'll Need

- Seeds from an edible plant (tomatoes work well for this)
- Small cups or old newspaper, folded into pots
- Soil
- Sunlight or fluorescent growing lights

### Making it happen



1. Fill pots/cups with soil.
2. Examine your seed. What shape is it? What color is it?
3. Imagine or draw what this little seed will look like as a plant.
4. Poke a tiny two-seed-deep hole in the soil and place your seed in it and gently top with soil.
5. Label the pot with the name of the seed and the date you planted it.
6. Set the pot on a tray and place it in a sunny window.
7. Water the soil gently, so you don't wash away the seed.
8. Check daily, keeping soil moist but not soggy.
9. It can take anywhere from 2 to 12 days for different seeds to germinate. When your seedling has three or four sets of leaves and there is no chance of frost, you can transplant it to a sunny location outside.
10. Did you manage to grow something to eat?

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## Guess that Fruit or Vegetable

Adapted from: [Alberta Health Services Vegetable and Fruit Guessing Game](#)

No materials at all required for this one!

### Background information

- Vegetables and fruits are sources of important nutrients, such as vitamins, minerals, and fibre.
- Try to make half of your plate vegetables and fruit at meals to make sure you're getting enough of these essential nutrients.
- Many foods which contain the words "vegetable" or "fruit" in the labeling can actually be very high in saturated fats, salt, and sugar. Examples of this include candy, fruit jams, fruit juice and fruit drinks, and vegetable chips. These products may come up when you are discussing vegetables and fruits and it is important that students understand that these types of foods do not count as vegetables and fruits, they are "other foods".

### How to play

- Think of a vegetable or fruit and have the students take turns asking yes or no questions to determine what it is.
- Prompt questions for this game:
  - Colour (Is it red? Is it Green?)
  - Shape (Is it round? Is it cylindrical?)
  - Texture (Is it crunchy when raw?)
  - Size (Is it bigger than a golf ball? Is it longer than a pen?)
  - How/where it grows (Does it grow on a tree? Is it grown in Ontario?)
  - Part of the plant (Is it a leaf? Is it a root?)
- Students each take a turn either asking a question or guessing the vegetable or fruit until the item is identified.



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## Teach Me Something New

This activity will help introduce students to new vegetables and fruits as well as helping them practice their information gathering, teamwork, and presentation skills.

- Have your students pair up or join in small groups. Have each group research one vegetable and one fruit (the stranger the choice the better!)
- Have each group do a short presentation about their strange/new vegetable and fruit. Encourage them to be creative; skits and short songs are lots of fun!

The following sites are a great place to find information on a variety of vegetables and fruits:

[Half Your Plate Fruits and Vegetables](#) and [Foodland Ontario Kids Corner](#)

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## Nutrition Facts Tables

Please use the appropriate resources below to teach your class about Nutrition Facts Tables. After watching the below video and reviewing the handout with the class, ask the children questions or do a true and false game to reinforce their learning. For example: “What did you learn from this video or handout?” “True or false: Cracker B in the handout is a better choice because it has less saturated fat, less trans fat, less sodium and more fibre.”

- [Video 1](#)
- [Handout\\*](#)
- [All you need to know about Nutrition Facts Tables](#)

\*There have been minor updates to Canadian Nutrition Facts Tables since this handout came out. Please refer to the following page for more information: [Canada Health Food Labelling Changes](#)

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## Introducing [Canada’s Food Guide](#)

Please print or order the Canada Food Guide handout to show the food guide in class and for the kids to take home. After watching the below video with the class, ask the children questions or do a true and false game to reinforce their learning. For example: “What did you learn from this video?” “True or false: Vegetables and fruits should fill half of our plates?”

- [Video](#)
- [Handout](#)
- [Order Free Handouts](#) (delivery time 2-3 weeks)
- [Order Free Large Posters](#) (delivery time 2-3 weeks)
- [More information for educators](#)



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## Vegetable and Fruit Bingo

Adapted from: [Food and Fun: Bingo](#)

### Preparation and Materials:


- Print the below blank bingo board template or ask each child to draw their own blank bingo board. Provide a labeled list of fruits and vegetables images to the class and ask each child to fill in their blank bingo board in random order with the listed pictures of fruits and vegetables (they may draw or write the names of the fruit/vegetable). Photocopy the labeled list of fruits and vegetables images and cut out the pictures to use as call cards (or create a list).

### Instructions:

1. Play BINGO according to the usual directions:
  - a. Randomly pick the cards one by one and call out the fruit or vegetable to the group.
  - b. Have each child search their board for the item called out and place a marker over the fruit or vegetable if it appears on their card.
  - c. The first person to get 5 in a straight line (horizontally, vertically, or diagonally) yells out “BINGO!” to win.
2. Play with creative rules for winning:
  - a. First to get any 5 on board
  - b. First to cover entire board
  - c. First to get cover all green or red fruits and vegetables

### Extension Activities:

- Play with creative ways of calling out cards (Note: several fruits or vegetables may fit the description):
  - Describe color (“I’m a deep green vegetable”)
  - Describe common way to consume the food (“People drink my juice”)
  - Describe region where fruit/vegetable is from or which season it grows in (for example “fall”=pumpkins, apples, etc).
  - Learn names of fruits and veggies in different languages spoken by the group and call out by these different languages

| <b>B</b> | <b>I</b> | <b>N</b>  | <b>G</b> | <b>O</b> |
|----------|----------|---|----------|----------|
|          |          |   |          |          |
|          |          |   |          |          |
|          |          |  |          |          |
|          |          |   |          |          |
|          |          |   |          |          |



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## Interview with Mr. Broccoli

Adapted from: [Florida Health: It's Fun to Eat Fruits and Veggies!](#) (Pages 5-10)

### **Instructions:**

Read the Interview with Mr. or Ms. Broccoli script to the children (script below). This demonstration will need two adults or students to play the roles. Have Mr. or Ms. Broccoli wear the broccoli crown and, if possible, some type of green clothing like a shirt. Option to make a broccoli crown for each child or Mr./Ms. Broccoli (template below).

### **Script: an interview with Mr. or Ms. Broccoli**

**Interviewer:** Boys and girls we have a special visitor with us today—Mr./Ms. Broccoli. (Introduce Mr./Ms. Broccoli to each of the children—maybe shake hands!)

**Interviewer:** Mr./Ms. Broccoli, we understand that you are very healthy.

**Mr./Ms. Broccoli:** (looking very proud) oh, yes—that is true, I am very healthy!

**Interviewer:** What makes you so healthy?

**Mr./Ms. Broccoli:** I have lots of vitamin A and vitamin C. Did you know that vitamin A helps me to have healthy eyes (point to eyes) and skin (rub arms)? Did you know that vitamin C helps with the body's immune system to keep me healthy?

**Interviewer:** Mr./Ms. Broccoli, please forgive me, but I've heard that some people (look worried and lower voice) don't like you.

**Mr./Ms. Broccoli:** (Dab eyes with a tissue. sniffle and look tearful.) Yes, I know there are people who don't like me, and it really hurts my feelings. They could at least give broccoli a little try every now and then until they do like me.

**Interviewer:** (Pat Mr./Ms. Broccoli on the back) now, now Mr./Ms. Broccoli, it's ok! (try to cheer Mr./Ms. Broccoli up) Hey—how many wonderful ways are there to eat broccoli?

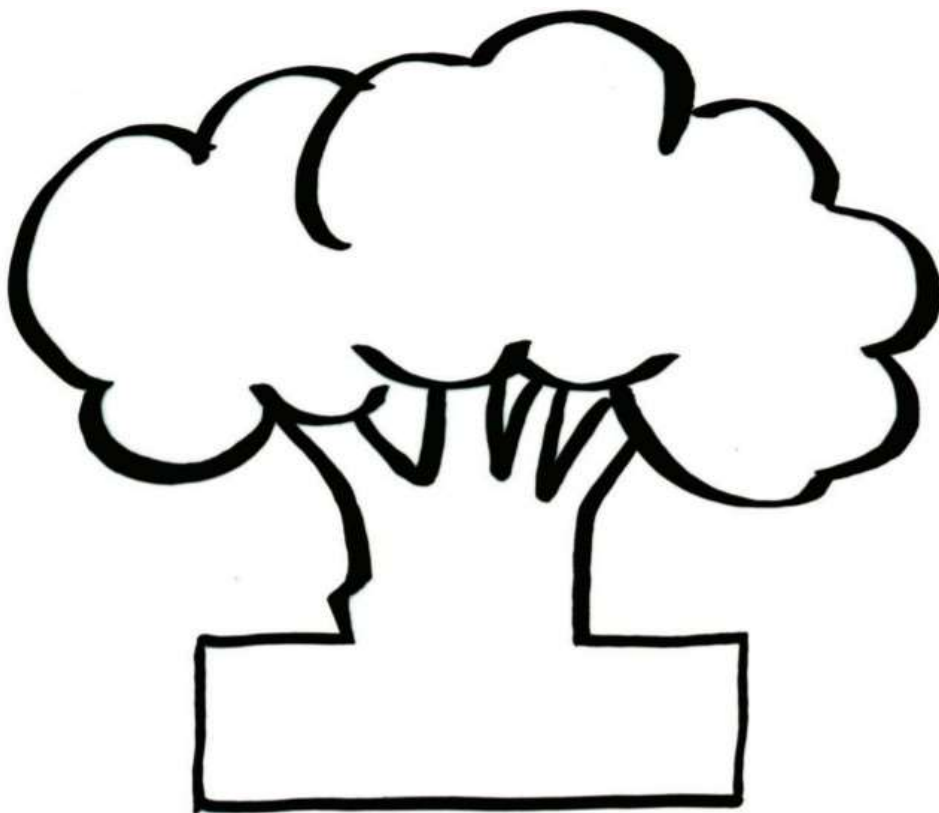
**Mr./Ms. Broccoli:** (starting to feel better and cheering up) oh, broccoli can be eaten raw with dip, or steamed with shredded cheese on top, or even cooked in a casserole with chicken. Mmmm—broccoli is very yummy!!!

**Interviewer:** Mr./ Ms.Broccoli, we want to thank you for visiting with us today. Let's show Mr./Ms. Broccoli how much we like him/her by clapping! How else can we show him/her we like him/her? (**encourage the children to say "by tasting and eating more broccoli!!!" then provide the NFVP broccoli to the children**)



### **Make a Crown for Mr./Ms. Broccoli:**

Fold a piece of green construction paper into thirds (accordion or fan style). Cut out the broccoli pattern below. Trace the pattern onto the top of the accordion-folded green paper and cut it out so when it is opened it has a row of three broccoli heads. Repeat this process with another piece of green paper. Now you have two rows of three broccoli heads. Tape the two rows together to make a broccoli crown.





## Additional Activities for a Healthy Lifestyle

Physical Activity is so important to student success! When students get active, their brains are ready to learn. Help your students meet the [24-Hour Movement Guidelines for Children and Youth](#) by offering fun movement breaks throughout the school day. Choose an activity from the list below to promote physical activity in your classroom.

---

### Have a dance party!

Put on some fun music and help your students burn some energy! Collect a playlist of songs from students to help get interest from your class.

---

### Stretch it out!

Inspired by: [We Are Teachers](#)

It's never a good idea to spend too much time sitting in one position. Allow kids to take a break and bring some flexibility back into their spines.

- Have them stand with their feet shoulder-distance apart. Put their left hand on their hip and raise their right hand overhead.
  - Lean to the left and stretch their arm as far as they can to the left. Repeat on the right side.
  - Then stand tall and slowly roll down one vertebrae at a time until their hands reach the floor (or at least their shins). Have them take a deep breath then slowly roll back up.
  - Repeat as necessary.
- 

### Jump Skip Counting and Spelling

Inspired by: [Minds in Bloom](#)

Have students count by twos, fives, tens etc. while jumping with each count. You could also practice spelling words, such as different vegetables and fruits, this way.

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### Balance Break- Apple Tree Pose

Get students to stand, feet shoulder width apart. Encourage them to choose a focal point in the room to help with balance. When they are ready, have them shift their weight to their left foot and bring the right foot up, bringing it up along the inside of their leg at a 90 degree angle. When they are balanced, slowly bring hands together and clasp at the chest into a prayer position. Switch & repeat with the other foot.

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## Go Outside!

Look for ways to include being outdoors into your curriculum.

- Learning about ecosystems? Get some hands-on experience.
- Teaching colours? Go on a colour scavenger hunt.
- Looking for a literacy activity? Take a group walk (even around the school yard) and have students identify things they see starting with a particular letter.
- Learning about vegetables and fruits? Take a walk and have students list a vegetable or fruit for each letter of the alphabet.

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## Follow the leader!

- Get all students standing up and have one start a movement on the spot.
- All students copy the movement until the teacher calls the name of another student to start a new movement, then students switch to that. Continue rotating through students.
- If there is space, play this in a circle. The first student starts a movement, then the student beside them starts the same movement, continuing one by one around the circle.
- When it reaches the last student in the circle, they start a new movement that continues to move through the circle, one student at a time.
- Students continue the movement until either a new one reaches them or the game is ended by the teacher.

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## 5-4-3-2-1

Inspired by: [Minds in Bloom](#)

In this simple game, students stand up and the teacher (or leader) has them do five different movements in descending order. For example the teacher would say: “Do five jumping jacks, spin around four times, hop on one foot three times, walk all the way around the classroom two times, give your neighbor one high-five, pausing in between each task for students to do it.

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## True or False

Students stand as the teacher reads several statements. If students think the statement is true, they do a jumping jack. If students think that statement is false, they jog in place. **Use this activity to review the information on the NFVP Vegetable and Fruit Fact Sheets provided.**

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## Minute to Win It

Inspired by: [Boks Bursts Activities](#)

Complete each set of tongue twisters for your body as many times as possible in 60 seconds:

- Jump-Spin-Clap
  - Stomp-Jump-Spin
  - Squat-Spin-Clap
  - Stomp-Stomp-Clap
  - Jump-Spin-Jump
-