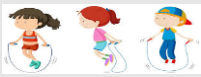
# Health & Physical Education Menu C

Instructions: Each day choose from the options below. Enjoy as many or as few as you have time for.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Mindfulness | | Mindful Breathing | Body Scan | Mindful Walk | **Heartbeat Exercise** |
| Active Living Outdoors | | **Yard Work** Help with work that needs to be done outside. Can you rake the grass? Tidy up flower beds, take down Christmas lights? | **Inuit and Northern Games** Learn more about traditional Indigenous Peoples games by clicking on the icon: | **Scavenger Hunt** | **Kilometer Club** Track number of steps or kilometers travelled. Keep a chart. How long will it take you to move a marathon? |
| Active Living Indoors | Easter Monday | **Laundry Basket Ball** | | **Chair Aerobics** | **Go Noodle** Now that everyone's home, make clean-up fun with this motivating clean up song and dance! |
| Movement Competence | | **Skipping** How many skipping styles are you able to master?  | **Movement Challenge** Follow this link to try some different movement challenges! | **Yoga** Cosmic Kids Yoga<br>30 days of Yoga with Adrienne<br>10 minute Chair Yoga<br>Chair Yoga Poses | **UNO Activity Challenge** |
| .Healthy Living | | **Mental Wellness** Click on the following website for mental health information: https://smh-assist.ca/emhc/ | **Mindful Eating** Choose a healthy snack and describe what it looks like, how it smells and/or how it feels. Describe its taste and texture to someone. | **Make Water Your Drink of Choice!** *Drinking water is*:<br>- Important for your health.<br>- A great way to quench your thirst and stay hydrated.<br>Read more about the benefits of water here. | What would healthy eating look like vs. unhealthy eating? |

Please click on this Icon, wherever you see it, to access Indigenous content.

# Mindful Breathing

**Instructions:**

- You may sit or stand for this activity
- Put both hands on your belly
- Close your eyes or look down to your hands.
- Take three slow deep breaths in and out to see if you can feel your hands being moved.
- You may like to count “1, 2, 3” for each breath in and “1, 2, 3” for each breath out, pausing slightly at the end of each exhale.
- Think about how the breath feels, answering the following questions silently, in their mind.
    - What is moving your hands? Is it the air filling your lungs?
    - Can you feel the air moving in through your nose?
    - Can you feel it moving out through your nose?
    - Does the air feel a little colder on the way in and warmer on the way out?
    - Can you hear your breath?
    - What does it sound like?

- Breathe slowly for 5 minutes

https://www.teachstarter.com/au/blog/classroom-mindfulness-activities-for-children/

# Mindful Walk

**Begin your walk:**

- As you begin, walk at a natural pace. Place your hands wherever comfortable: on your belly, behind your back, or at your sides. If you find it useful, you can count steps up to 10, and then start back at one again. If you're in a small space, as you reach ten, pause, and with intention, choose a moment to turn around.
- With each step, pay attention to the lifting and falling of your foot. Notice movement in your legs and the rest of your body. Notice any shifting of your body from side to side. Whatever else captures your attention, come back to the sensation of walking. Your mind will wander, so without frustration, guide it back again as many times as you need. Particularly outdoors, maintain a larger sense of the environment around you, taking it all in, staying safe and aware.

**During your walk:**

- Now for a few minutes, expand your attention to **sounds**. Whether you're indoors, in the woods, or in a city, pay attention to sounds without labeling or naming, or getting caught up in whether you find them pleasant or unpleasant. Notice sounds as nothing more or less than sound.
- Shift your awareness to your sense of **smell**. Again, simply notice. Don't push or force yourself to feel anything at all, just bring attention to the sense of smell, whatever you discover.
- Now, move to **vision**: colors and objects and whatever else you see. Patiently coming back each time something grabs your attention, or even if something needs addressing, like avoiding an obstacle. Staying natural, not overly rigid, not daydreaming and drifting, but with sustained awareness.
- Keep this open awareness of everything around you, wherever you are. Nothing to do, nothing to fix, nothing to change. Fully aware, and walking.

**Ending your walk:**

- In the last moments, come back to awareness of the physical sensations of walking, wherever else your mind found itself throughout the practice. Notice your feet again touching the ground. Notice again the movements in your body with each step.
- When you're ready to end your walking meditation, stand still for a moment again. Pausing, choose a moment to end the practice. As you finish, consider how you might bring this kind of awareness into the rest of your day.

https://www.mindful.org/daily-mindful-walking-practice/

# Body Scan

- Lay on the floor, with their eyes closed if they are comfortable (or they may prefer to look at the ceiling). Alternatively, sit comfortably in a chair
- Pay attention to their feet for 5 or 10 seconds.
- Move on to their toes, then ankles, then calves and knees. Continue body part by body part until you reach the head.
- Question how each part of the body feels to bring awareness to their body in the moment.
- If there is tightness or stress, imagine breathing the stress out of that part of the body with each exhale

**Questions to ask during a body scan:**

- How does this body part feel?
- Is it cold or warm?
- Does it feel tight or relaxed?
- Is all or part of that body part touching the floor?
- Or clothing?
- What does that feel like?

https://www.teachstarter.com/au/blog/classroom-mindfulness-activities-for-children/

# Heartbeat Exercise

- Have your child jump up and down in place or do jumping jacks for one minute

- When finished, have your child sit down and put a hand over his/her heart. Instruct your child to close their eyes and pay attention to their heartbeat and their breathing as well.

https://confidentcounselors.com/2019/04/16/middle-school-mindfulness-activities/

Many people spend a great deal of time manicuring their lawns. Taking great effort in ensuring it serves as a reflection of their personal standards.

*"The grass is always greener on the other side of the fence."*

Often, they take exception to others' "unkempt" properties. Many Indigenous Peoples do not share the same perspective.

Please watch the following video to understand why some people might prefer to let the weeds grow.

Why Would We Let the "Weeds" Grow

Return Home

For Indigenous Peoples, games were often ways to hone skills required for hunting and warfare.  Many of these games have evolved, but the traditional values in them remain.

Please watch the attached video on Inuit & Northern Games for a better understanding.  Then, try some of the games provided in the link below.

Arctic Winter Games

Traditional Inuit Games

Return Home

# Kilometer Club

| Date | Distance<br>Km or Steps | Total<br>Distance or Steps |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# Spring Scavenger Hunt

Use your senses to try and find as many listed items as you can

| | |
|---|---|
| Find something that makes a crunching sound | |
| Find something that is long | |
| Find something that smells good | |
| Fins something that is wet | |
| Find something that is rough | |
| Find something that smells bad | |
| Find something that is smooth | |
| Find something that is circular | |
| Find something that is soft | |
| Find something that is loud | |
| Find 3 of the same thing | |

# Laundry Basket Ball!

- Place a laundry basket out
  (adjust distance based on age or skill level)
- Allow child to target and throw/toss the
  ball into the laundry basket

Use a beach ball, tennis ball, foam ball, etc...
If no balls can be found, us any type of ball shaped item,
such as a rolled-up pair of socks!

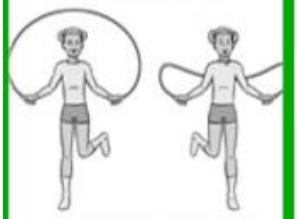
**Roll them up!** ↑

## Step up your game!

- For every basket made, increase the distance of the basket. Keep increasing the distance until the child can no longer reach or no more baskets can be made.
- If possible, try to bounce the ball onto the floor one time before it hits the basket.
- Place a noise maker (ex. beeper, cell phone playing music) in the laundry basket and see if you can locate the target (ball to basket) without looking.

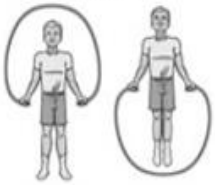
# ← Individual Jumps

## Alternating Foot



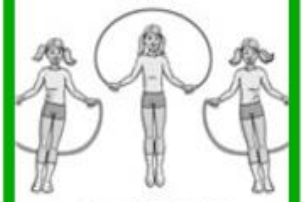
Jump like you are running on the spot.

## Jump



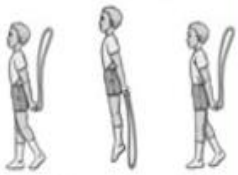
Jump with your feet together.
The shorter the jumps the better!

## Skier



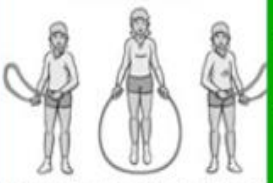
Jump with feet together.
Jump to the right with feet together.
Jump to the left with feet together.

## Toe to Toe Jump



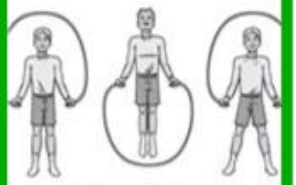
Jump and tap right toe on the floor
then jump and tap left toe on the floor.

## Swing Jumps



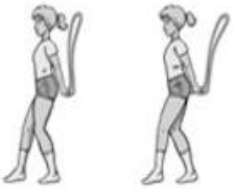
Swing the rope to the right side of the bod
Complete a jump over the rope.
Swing the rope to the left side of the bod
Complete a jump over the rope.

## Side Straddle



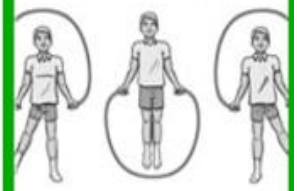
Jump with feet together.
Jump with feet split in a straddle position.
Jump with feet together.

## Scissors



mp with right foot forward and left foot ba
mp again left foot forward and right foot b

## Heel to Heel

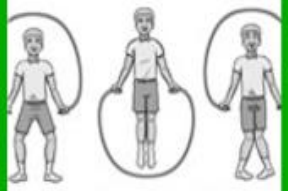


Jump with right heel forward.
Jump with left heel forward.

## X-Foot Cross

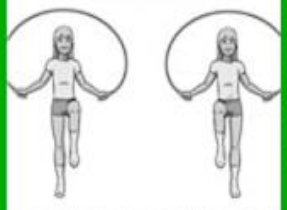
mp with feet in a straddle position, then jump a
and cross right foot over your left.
e landed, jump again and return to straddle pos

## Wounded Duck



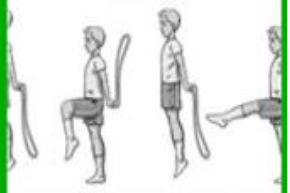
Jump with your toes pointed in.
Jump with your toes pointed out.

## High Knee



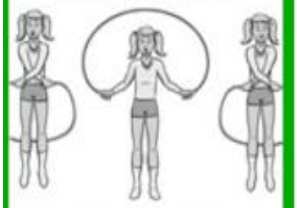
ump and lift right knee to a 90 degree angl
en jump and lift left knee to a 90 degree an

## Can Can



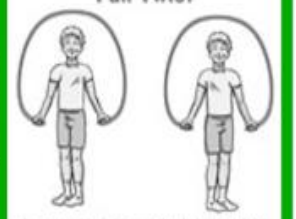
Jump with two feet, then jump and lift left knee
Jump with two feet again, and finish with
another jump where you jump
and kick your right foot forward. Repeat.

## Front Arm Cross



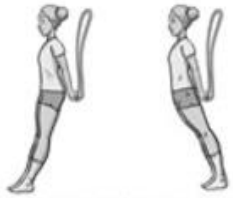
Jump with two feet then jump and
cross arms in front of your body.

## Full Twist



Jump and twist lower body to the right.
Jump and twist lower body to the left.

## Bell Jump



Jump forward with feet together then
jump backward with feet together.

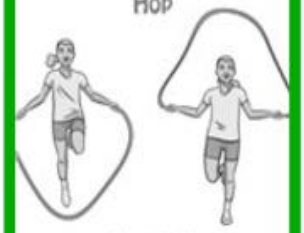
## Jog + Jump

Jog and turn the rope at the same time.
Step over the rope as it hits the ground.

## Double Bounce

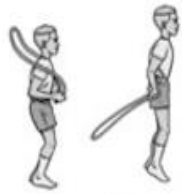
r feet touch the ground 2X for each turn of the r

## Hop



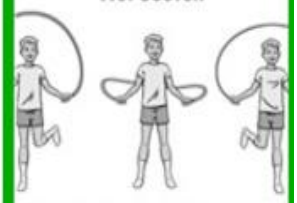
Hop on 1 foot.
Switch feet every 2-3 hops.

## Backward



Swing rope backward
using any trick.

## Hopscotch



Alternate a straddle with a hop and switch fe
whit each hop as though moving
through a hopscotch court.

# Movement Challenge!

## STATION 1: KNEE TAPS

March in place, tap knee with opposite hand 30 times.

Scan with i-nigma App
or QR Code App

## STATION 2: BALANCE ON ONE FOOT

Stand on one foot and count to 20. Repeat on the other foot.

Scan with i-nigma App
or QR Code App

## STATION 3: WALL SITS

Place your back up against the wall and slowly slide down to a seated position. Count to 20 then stand up.

Scan with i-nigma App
or QR Code App

# UNO Activity Challenge

Each student is dealt one **UNO** card. They are to perform an activity by the following criteria:

**(note: this activity is modified for a standard deck of playing cards here.)**

**Skip Card** -- skip one lap around the room (or yard).

**Reverse Card** -- jog/walk 1 lap backward around room (or yard).

**Draw 2 Card** -- draw 2 cards from regular UNO cards and perform the activity which corresponds to the card color using the number of repetitions indicated by the number on the card

**Wild Draw 4 Card** -- draw 4 cards from the UNO deck and do all 4 activities

**Wild Card** -- draw from the pile and assign the activity to any player you choose.

**Number Cards** -- Perform the activity which corresponds to the card color (see chart below) using the number of repetitions indicated by the number on the card. *For Example: You draw a card that is 5 red. You must do 5 sit ups.*

| Colour | Activity |
|---|---|
| RED | sit ups |
| YELLOW | jumping jacks |
| GREEN | arm circles |
| BLUE | lunges |

**Deck of Cards Activity Challenge**

Each student is dealt one card. They are to perform an activity by the following criteria:

**(note: this activity is modified for a deck of UNO cards here.)**

**Jack** -- skip one lap around the room (or yard).

**King** -- jog/walk 1 lap backward around room (or yard).

**Queen** -- draw 2 additional cards and perform the activity which corresponds to the card suit using the number of repetitions indicated by the number on the card

**Joker** -- draw from the pile and assign the activity to any player you choose.

**Number Cards** -- Perform the activity which corresponds to the card color (see chart below) using the number of repetitions indicated by the number on the card. *For Example: You draw a card that is 5 of hearts. You must do 5 sit ups.*

| Colour | Activity |
|---|---|
| HEARTS | sit ups |
| CLUB | jumping jacks |
| SPADE | arm circles |
| DIAMOND | lunges |

# SUFFICIENT AND SATISFACTORY SLEEP

## WHAT IS IT ALL ABOUT?

Students brainstorm strategies they can use to get enough sleep every day.

## WHY DO IT?

Getting enough quality sleep helps improve or maintain your good mood, high energy, and enthusiasm the next day.

## HOW DO WE DO IT?

Highlight for students the importance of getting quality sleep to improve or sustain mood, energy, and enthusiasm.

Have students brainstorm a list of strategies they use or have heard of to help them get quality sleep. For example:

Reducing screen time prior to going to bed assists in getting to sleep faster.

Completing an evening ritual that prepares you for bed also allows you to get to sleep faster. Brush your teeth, change into bedclothes, set out clothes for the next day, or do whatever makes sense to you that triggers your brain to know sleep is coming soon.

Have everyone place their heads on their desks for a full, quiet, 2-minute nap or restful moment.

## WHAT ELSE DO WE NEED?

- Relaxing music and audio equipment (optional)

## HOW DO WE GET CREATIVE?

Have students use an app or a clock and track their sleep times for one week.

Students can share strategies they've brainstormed with the entire school or community through posters or social media. Consider having a teacher or mental health professional vet ideas before sharing.

## ADAPTED FROM:

Adapted from: Alberta Education. Mental Health Matters. Retrieved from https://education.alberta.ca/mental-health/information-and-resources/everyone/mental-health-supports/

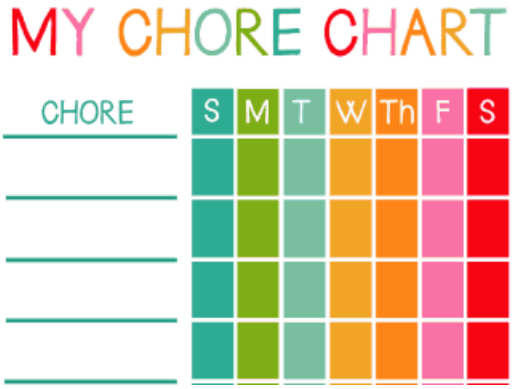
# Clean Up!

GoNoodle

Now that everyone's home, make clean-up time fun with this motivating clean up song and dance!

## My Chore Chart:

Create a chore list (like the one below) with your child with simple tasks they can do and check off every day. And don't forget to include a reward like a movie night!




## Other At-Home Activity Ideas

Give kids a clean-up challenge like these:

-Clean by Color: Call out the colors or shapes of items to be cleaned.

-Play Freeze Clean! Play and pause music, (just like freeze dance) while kids clean up.

Get creative with your cleaning! Kids can decorate a broom handle, bucket, or other cleaning supplies with permanent markers and stickers.