




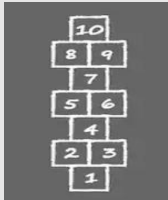






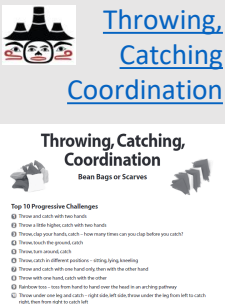






Instructions: Each day choose from the options below. Enjoy as many or as few as you have time for.

	A	B	C	D	E
Mindfulness	<p><a href="#">Mindful Breathing</a></p> 	<p><a href="#">Mindful Walk</a></p> 	<p><a href="#">Body Scan</a></p> 	<p><a href="#">Mindful Eating</a></p> 	<p><a href="#">Work in a Garden</a></p> 
Active Living Outdoors	<p><a href="#">Kilometer Club</a></p> <p>Track number of steps or kilometers travelled. Keep a chart. How long will it take you to move a marathon?</p>	<p><a href="#">Get Wet!</a></p> <p>Run through a sprinkler, wash your bike/vehicle, play a game of Water Limbo, Water Tag, or Sprinkler Freeze</p>	<p><a href="#">Hop Scotch</a></p>  <p><a href="#">How To Play</a></p>	<p><a href="#">Scavenger Hunt</a></p> 	<p><a href="#">Kilometer Club</a></p> <p>See Monday</p> 
Active Living Indoors	<p><a href="#">HIIT Workout</a></p> <p>Get in shape with this 7 minute HIIT workout!</p> 	<p><a href="#">Hoop Dancing</a></p> 		<p><b>Exercise Challenge:</b></p> <p>Complete 10/20/30 sit-ups, pushups, and body squats. How can you group these movements (e.g. 10-10-10)?</p>	<p><a href="#">Movement Dice</a></p> 
Movement Competence	<p><a href="#">Throwing, Catching Coordination</a></p> 	<p><a href="#">Float the Pond</a></p> <p>Develop your child's coordination and balance by playing this game! <a href="#">Click here</a> for instructions.</p> 	<p><a href="#">DancePL3Y 1</a> <a href="#">DancePL3Y 2</a></p> <p>Click on the links above and learn some new dance moves to your favourite songs.</p>	<p><b>Yoga</b></p> <p><a href="#">Cosmic Kids Yoga</a></p> <p><a href="#">30 days of Yoga with Adrienne</a></p> <p><a href="#">10 minute Chair Yoga</a></p>	<p><b>Obstacle Course</b></p> <p>Walk, run, hop, skip, or jump.</p> 
Healthy Living	<p>Prepare dinner together as a family. Talk about food as fuel for our bodies.</p>	<p><b>Discussion:</b></p> <p>Think about what exercises you do. How could someone get hurt? How can we avoid getting hurt?</p> 	<p><a href="#">Journaling</a></p> <p>Keeping a journal can help you understand your emotions shift over a period of time and ways to manage your emotions and responses as needed.</p>	<p><b>Sufficient and Satisfactory Sleep</b></p> <p>Brainstorm strategies you can use to get enough sleep every day</p> <p><a href="#">Sleep Better!</a></p>	<p>What would <a href="#">healthy eating</a> look like vs. unhealthy eating?</p> 

# Mindful Breathing



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

## **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



# 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/>



A photograph showing the lower legs and feet of three children lying on their backs on a green lawn. The children are wearing shorts, and their feet are pointing towards the camera. The background is a soft-focus green field.

# 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/>





# mindful eating exercise

## 1. Choose a piece of food.

Try something like a nut, slice of apple or even a piece of chocolate.

## 2. look at the food.

Check out the shape, colour and texture.

## 3. smell the food.

Take in the aroma + notice how it affects you.

## 4. taste the food.

Place it on your tongue. Notice the response of your salivary glands.

## 5. bite the food.

Don't eat it one mouthful. notice the chewing sounds + texture on your tongue.

## 6. chew the food.

Notice the texture changing as you chew it.

## 7. swallow the food.

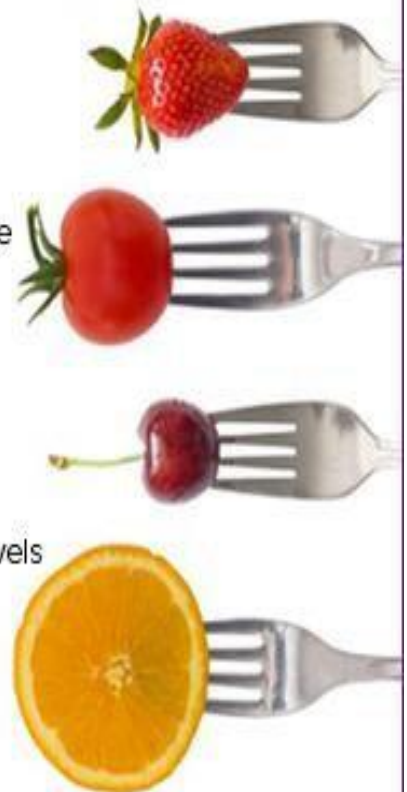
Actually take time to notice the sensation of the food as it travels down your throat to your stomach.

## 8. say the name of the food.

Yep, say it out loud. acknowledge it. be grateful.

## 9. practice a mindful bite once at every meal.

Set the tone for your meal by turning on your mindfulness with this simple exercise.



ZOMT

<http://internationalbeautyclinics.com/emotional-eating/zomt-mindful-eating-exercise>

/





## Work in a Garden

If you have a garden, or have the space to create even a small plot, do a gardening exercise. Sink their hands into the soil and notice the sensations they experience during the activity. They can also tune into smells and sounds while working in the garden.

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



# Kilometer Club

### Goal:

Walk 42 km to reach a marathon distance!

[illegible]A blank sheet of graph paper featuring a uniform grid of small squares. The grid consists of 20 columns and 20 rows, creating a total of 400 square units. The lines are thin and black, set against a white background. There are no margins, text, or other markings on the page.

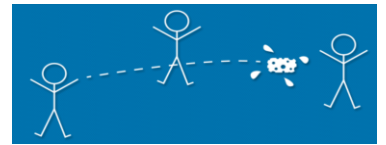
## Water Limbo



### How to Play

- Choose 1 player to hold the garden hose at shoulder height.
- All other players take turns leaning back and moving under the water without touching it. If a player touches the water or falls, she is out.
- The player holding the hose lowers the water to chest height. Players who are not out try again. Continue lowering the water after each round until there is only 1 player left.
- The last player touched by the water is the winner.

## Water Tag



### How to Play

- Decide on a home base, and an area where players can wet their sponges.
- On GO, players try to tag each other by throwing the wet sponges at other players' legs
- If a player is tagged he runs to the home base and counts to 5. He may then rejoin the game.
- The object of the game is to not get tagged.

## Sprinkler Freeze



### How to Play

- Choose 1 player to be the Water Master.
- The Water Master turns the sprinkler on.
- When the sprinkler is on all other players dance freely around in the water.
- When the Water Master suddenly shuts the sprinkler off all players must freeze.
- If a player moves while the sprinkler is off he is out.
- The last player standing becomes the next Water Master.

<http://www.push2play.ca/games/>





# How to play Hopscotch!



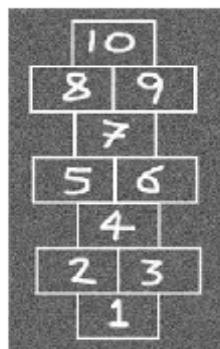
Victorian children didn't have computers or television so they played lots of games. Some of the games that were popular in Victorian times are still played in playgrounds today. Have a go at playing hopscotch with your friends and family!

## Things You'll Need!

- Chalk or masking tape
- A marker — this would traditionally have been a flat stone, but you can use a bean bag or a ball of modelling clay

## Instructions

1. Draw the hopscotch board on to the floor with chalk — or you could use masking tape.
2. The object of the game is to throw the marker onto the board and hop over it onto the next square (or set of squares), working your way up and down the board without making a mistake.
3. To begin the game, the first player throws their marker onto square one. They must hop over that square and land on squares two and three with one foot in each. Then they try to hopscotch up to the top of the board — hopping in single squares and landing with two feet in double squares — once they reach the end of the board they must turn and come back down, stopping to pick up the marker on the way back.
4. If no mistakes were made, the same player continues by throwing their marker to square two and repeating the process, always avoiding contact with the square that contains the marker.
5. The next player starts their go when the board is complete or if:
  - A player does not throw the marker in the correct square.
  - A player loses balance and places a hand or second foot down.
  - A player steps on a line, hops on the wrong square or hops on the square containing their marker.
  - A player puts both feet down in a single box.



# Spring Scavenger Hunt

Item	What I found
A yellow flower	
A flag or lawn ornament	
A watering can	
A baby animal	
Sidewalk chalk	
A tricycle	
Red lawn furniture	
A sprinkler	
A playground with a swing	
A skipping rope	
A basketball	
A person jogging	
A duck	
A robin	
Someone planting flowers	
A lawnmower	
Someone spring cleaning	
Decorated windows	
A bicycle	
A worm	



# 7 MINUTE HIIT WORKOUT FOR KIDS

DO AS MANY OF EACH MOVE AS YOU CAN IN 45 SECONDS. TAKE A 15 SECOND BREAK IN BETWEEN.



## FROG JUMP

Hop, hop hop! up and down like a frog



## BEAR WALK

With your hands & feet on the floor, hips high, walk left & right



## GORILLA SHUFFLE

In a low sumo squat, use your hands to balance and shuffle around the room.



## STARFISH JUMPS

Jump up and down spreading your arms and legs wide (jumping jacks)



## CHEETAH RUN

Run in place as fast as you can, just like the fastest animal in the Sahara



## CRAB WALK

Sitting down, place your palms on the ground behind you, lift your hips and crawl on your hands and feet.



## ELEPHANT STOMPS

March in place, stomping your feet as hard as you can.

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<https://hes-extraordinary.com/>



# Hoop Dancing



## How to Play:

In First Nations and Métis hoop dancing, the hoop symbolizes the never ending circle of life. During the dance, shapes of popular characters from traditional stories are formed, such as the Eagle, the Snake, and the Coyote.

Start with these four simple moves. Repeat each move over and over, faster each time.

1. Hold the hoop between your legs. Step through the hoop with your right foot crossing it over your left foot. Cross your left foot over your right foot as you step through the hoop again. Try to step forward as you step through the hoop.
2. Place the hoop under your left knee. Bring your knee to your chest. Lean forward and stick your head and shoulder through the hoop. The hoop will now be under your right knee. Bring your right knee to your chest and bring the hoop up over your head. Try not to step out of the hoop.
3. Bring the hoop down over your head and tuck it behind your knees. Squat, and bring the front of the hoop up over your head and down your back. As you get better at the move, try it without using your hands.
4. Bring the hoop over your head quickly and down your back. Jump when the hoop gets to your feet, bringing the hoop back to your front. Keep doing this faster and faster until you can do it without stopping.



<http://www.push2play.ca/games/hoop-dancing/>





# MOVEMENT DICE



1 •	_____
2 ••	_____
3 •••	_____
4 ••••	_____
5 •••••	_____
6	

## Movement Dice

Choose an activity for each number of the die. When the die is rolled, each person does that movement.

In need of idea, click [here](#)!

Here's [a template to make printable dice](#), if you don't have any. Or, write the numbers one to six on scrap pieces of paper and draw them out of a hat or bowl.

Don't have bean bags or scarves?  
Try a small stuffed animal or ball.

# Throwing, Catching, Coordination



## Bean Bags or Scarves



### Top 10 Progressive Challenges

- 1 Throw and catch with two hands
- 2 Throw a little higher, catch with two hands
- 3 Throw, clap your hands, catch – how many times can you clap before you catch?
- 4 Throw, touch the ground, catch
- 5 Throw, turn around, catch
- 6 Throw, catch in different positions – sitting, lying, kneeling
- 7 Throw and catch with one hand only, then with the other hand
- 8 Throw with one hand, catch with the other
- 9 Rainbow toss – toss from hand to hand over the head in an arching pathway
- 10 Throw under one leg and catch – right side, left side, throw under the leg from left to catch right, then from right to catch left





Previously, you had learned that Indigenous games were practiced to develop skills needed for everyday life. You observed a variety of Inuit games.

Please watch the attached video to learn about some First Nations games as well.

### [Indigenous Games – Elder Knowledge](#)



# Float the pond

## Requirements:

- Open space, indoor or outdoor at least 3 X 10 metres
- Two round pieces of paper



## Instructions:

1. Pretend the open space is a pond.
2. The goal is to cross the pond by walking on your two lily pads.
3. Begin by placing one lily pad on the “pond” and step onto it with one foot.
4. While balancing on one lily pad with one foot, place the second lily pad in front.
5. Step onto the second lily pad and balance on one foot again.
6. Continue until you have crossed the entire “pond”.
7. If you lose balance and fall into the “water,” pretend to swim up to your lily pad again by doing five jumping jacks, then continue crossing the pond.

## Variations:

- Ask your child to think up a new scenario – for example, stepping between rocks over lava
- Challenge your child to place the lily pad as far as possible in front of the other lily pad (longer steps)

[https://activeforlife.com/activity/float-the-pond\\_10/](https://activeforlife.com/activity/float-the-pond_10/)





# JOURNALING

## WHAT IS IT ALL ABOUT?

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Students explore journaling about their feelings in order to understand situations and how they might respond to them.

## WHY DO IT?

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It is important to understand your feelings and what influences them. Keeping a journal can help you understand your emotions shift over a period of time and ways to manage your emotions and responses as needed.

## HOW DO WE DO IT?

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Remind students that an important part of mental health is understanding their feelings and why they occur. Explain that it is common for people to sometimes feel overwhelmed with their emotions and become immobilized by their fear or sadness. Knowing why you feel upset can provide valuable information, possibly telling you that you need to change something in your life.

Maintaining a journal can help students explore their inner world.

Students begin the process of keeping a daily journal. If they recognize that they need or want to change something in their life, they can then create a plan of action.

Share with students a few prompts to consider using for journal entries:

- Describe a hero. It can be either someone you know or simply qualities of a hero.
- Describe the perfect friend.
- List one of your pet peeves and write about why it annoys you.
- What is courage?
- What is something that you appreciate about your parents or family?
- What is your favourite activity? Who do you do it with? Why do you think you enjoy it so?
- What was your most difficult life experience?
- What was your most joyous life experience?

## WHAT ELSE DO WE NEED?

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- Journals
- Online journaling applications
- Paper
- Writing utensils



<https://teachingtools.ophea.net/activities/ideas-action/journaling/pdf>

## SUFFICIENT AND SATISFACTORY SLEEP

### WHAT IS IT ALL ABOUT?

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

### WHY DO IT?

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

### HOW DO WE DO IT?

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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?

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- Relaxing music and audio equipment (optional)

### HOW DO WE GET CREATIVE?

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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.

<https://teachingtools.ophea.net/activities/ideas-action/sufficient-and-satisfactory-sleep/pdf>

