



Motivation Monday

4-6

- Rise and Shine Activities
- Inclusion Pledge
- Gratitude Attitude

Take It Outside Tuesday

4-6

- Sending Spree
- Fitness Jigsaw Race
- Kneel Jump



Workout Wednesday

4-6

- Movement Sentence
- Yard Sale
- Force Field



Thoughtful Thursday

4-6

- Symbolizing Belonging
- Continuum of Feelings
- Calming Kit Construction

Foodie Friday

4-6

- Bento Box It Up!
- Passed Down Through Generations
- Several Shades of Smoothie



Looking for quick, easy, and fun activities to help children and youth stay happy and healthy throughout the summer months? PHE Canada offers FREE activities that engage children and youth in physical activity, healthy eating, and emotional well-being.

The special summer activity sheets are bundled by grade level and can be downloaded for free from our website! Check out our weekly suggestions for some summer fun!

Visit our website for more information:
<https://phecanada.ca/pheathome>

Materials	Paper, pen, materials for chosen activities
Learning Outcome	Recognize how starting your morning doing creative, calming, or inspiring activities can support self-management.

Description

Explain to the child that starting their day by doing something creative, calming, or inspiring allows them to begin their day in a positive way. This gives their brain a chance to prepare for learning in a meaningful way.

Each morning, encourage the child to start the day doing an activity of choice for twenty minutes. These activities could include drawing, playing outside, listening to music, dancing, meditating, yoga, or going for a walk.

Ask the child to try a different activity each day and have them create a log and at the end of each day. In the log, they should record the activity they did that day and how they felt for the rest of the day, reflecting on their emotions, energy, and attention levels.

Emotional Well-Being Competencies



THINK

Develop cognitive skills and strategies that facilitate self-management, decision-making, and relationship skills.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate responsible decision-making, self-awareness, and social-awareness.



Reflection Questions

Reflection is important to support learning for emotional well-being. Consider asking the child the reflection questions below and discuss the answers together.

- *How did the activities prepare your brain for learning compared to other types of morning activities?*
- *What activity did you enjoy the most? Why?*

Materials	Inclusion pledge, paper, markers
Learning Outcome	Demonstrate social awareness by developing a pledge for inclusion.

Description

Ask the child if they know what the term inclusion means and discuss their answer. Share that inclusion is showing acceptance, support, and compassion to all individuals regardless of background, identity, or ability. Inclusion promotes feelings of safety and trust in a barrier-free environment. Ask the child to think about how they already practice inclusion and how they can work towards further supporting inclusion.

Invite the child to use the card on the next page/below to create an inclusion pledge. The card can be printed or the child can use it as a template to develop their own pledge card on a piece of paper. If the child is unfamiliar with the term pledge, explain that it is a promise to act or behave a certain way.

If the child needs support, share the following points below for them to consider as they brainstorm their pledge.

- Inclusion means respecting individuals with differing abilities, beliefs, and orientations.
- Inclusion means accepting and showing compassion to individuals that are lonely, isolated, or excluded.
- Examples of barriers to inclusion include a fear of differences or simply being unaware of differing abilities, beliefs, and orientations.

Inclusion Pledge

I pledge to...

Emotional Well-Being Competencies



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Develop cognitive skills and strategies that facilitate self-management, decision-making, and relationship skills.



FEEL

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ACT

Practice behaviour skills and strategies that facilitate responsible decision-making, self-awareness, and social-awareness.



Reflection Questions

Reflection is important to support learning for emotional well-being. Consider asking the child the reflection questions below and discuss the answers together.

- Why is it important to ensure the inclusion of everyone?
- What other factors must be considered when working toward inclusion (e.g., laws, buildings, jobs, etc.)?

Materials	Access to the internet, paper, markers
Learning Outcome	Demonstrate self-awareness by practicing a gratitude exercise.

Description

Invite the child to sit in a quiet place in a comfortable position. Explain to them that they will practice a mindfulness exercise about gratitude. The ability to show gratitude has been proven to support overall health and well-being. Share with the child that the words *adversity* and *vulnerability* are used in the exercise and provide them with a definition of these words if needed. Play the [Gratitude Affirmations Practice](#) for the child and allow them to do the exercise.

After they have completed the exercise, discuss with the child any thoughts or feelings that arose for them. Invite the youth to make a graffiti design on a piece of paper to illustrate their gratitude. The child can choose a few words that represent their gratitude and design them on the paper in bright, bold letters. They can then design other images around the paper with bright, bold colours and fill the paper so there are no white spaces. If needed, the child can do an internet search for paper graffiti art to get ideas.

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ACT

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Reflection Questions

Reflection is important to support learning for emotional well-being. Consider asking the child the reflection questions below and discuss the answers together.

- How can you practice gratitude each day?
- How can having gratitude help you to show empathy for others?

Materials	Ball(s) and other equipment of choice
Learning Outcome	Apply knowledge and creativity to demonstrate a variety of ways to send an object.

Description

Challenge the child to brainstorm as many ways to send a ball (or object of choice) as they can. Sending refers to releasing an object away from the body. The object can be released to another individual, to a target, or to a wall and then received back to the individual. If the child needs support in brainstorming ideas, provide them with some of the examples from below.

- Throw to a wall and let the ball bounce once before catching it.
- Kick to a goal.
- Throw over a roof to another individual on the other side.
- Roll a ball down a ramp to knock over pins.
- Turn around and throw a ball through your legs to another individual.
- Roll a ball down a hill following a zig zag pattern by setting up walls with pool noodles or similar objects.
- Punt a ball off of a small plastic bowl through a hoop.
- Use a golf club or other implement to send the ball to a target.

Ask the child to demonstrate what they brainstormed. Discuss how many physical activities use similar types of sending and, if possible, ask the child to make the connection between their examples and a physical activity.

If the child wants an extra challenge, they can combine some of their examples and create a game. They will have to develop the game objective and rules.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S	Space	T	Task	E	Equipment	P	People
	Complete the activity in a space with minimal distractions.		The child brainstorms one way to send the ball (object) and is provided the required support to brainstorm. The child practices sending the ball (or object) with the required support to achieve success.		The child uses the equipment needed to send the ball (or object) to achieve success.		The child holds onto another individual for stability while sending the ball (or object).



Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the child the reflection questions below and discuss the answers together.

- What was the most creative way you brainstormed to send the object? Why?
- What was similar about some of the ways you brainstormed to send the object? Different?

Materials	Paper or thin cardboard, markers, scissors, timer
Learning Outcome	Complete a fitness activity performing endurance, strength, and balance exercises.

Description

Give the child a piece of paper or cardboard asking them to draw at least 8 connected puzzle pieces on the paper. Cut the puzzle pieces out and decide on a fitness activity for each puzzle piece. Write an activity on each puzzle piece as well as a number of repetitions for each activity. Ten is an adequate number of repetitions but modify the amount depending on the ability and endurance of the child. Ensure that the child knows how to perform each of the fitness activities using proper form to prevent injury. Examples of activities are:

- Long jumps
- Tuck jumps
- Crunches
- Jumping Jacks
- Swimmer kicks (lie on stomach and flutter kick legs)
- Triangle run (run forwards, backwards, and side shuffle in a triangular shape)
- Burpees
- Squats

Ensure there is enough space to do the activity away from any safety hazards. Decide a start line and the distance for the child to run to collect the puzzle pieces. Mix up the puzzle pieces and place them on the floor or ground in the agreed upon location. The child stands on the start line and when you say “go”, start the timer, and the child runs to pick up a puzzle piece. They perform the fitness activity on the puzzle piece and then run that piece back to the start line. The child continues to get puzzle pieces, one at a time, performing the fitness activity, and running the puzzle piece back to the start line. After all of the puzzle pieces are collected, the child puts the puzzle together. The time is stopped once the puzzle is completed. Encourage the child to play again to try to beat their previous time or create another puzzle with the same amount of pieces and have a race against another person.

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Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the child the reflection questions below and discuss the answers together.

- *How many ways can you think of to make this activity easier? Harder?*
- *Was your ability to put the puzzle together impacted by the fitness activities you performed?*



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S Space	T Task	E Equipment	P People
<p>Reduce the size of the playing area with the child performing the actions in one spot and not running to collect the puzzle pieces.</p>	<p>The child moves to collect different sensory items (e.g., kush balls, colourful scarves, gel shapes, etc.) spread throughout the playing area and performs different movements to reflect their ability (e.g., twist, bend, arms up, etc.).</p>	<p>The child follows a tactical line (e.g., rope or string taped to the ground) to collect the puzzle pieces.</p>	<p>The child holds onto a tether as another individual guides them to the different puzzle pieces.</p>

Materials	Tape measure or string, tape
Learning Outcome	Play an Inuit game to demonstrate the skills of jumping, agility, and balance.

Description

The Kneel Jump is an Inuit game. It is said that historically the kneel jump was by hunters to move away from predators quickly if they were approached while kneeling on the ground preparing meat. Other accounts share how the kneel jump helped hunters move quickly across the ice to safety if the ice began to break. Ensure there is enough space to do the activity away from any safety hazards. Place a piece of tape on the floor to represent the jump line.

The child starts on the floor on their knees with their bum in contact with their feet. The child's toes should be outstretched so they are not on their tippy toes. The child lines up their knees with the jump line and uses their arms to swing behind their body and thrusts their body upward and forward in order to land on their feet as far past the jump line as possible. Use a measuring tape or string to measure the distance of the child's jumps. The measurement is taken from the heel that is closest to the jump line or the body part that falls backwards.

The child continues to kneel jump and jump the longest distance.

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Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the child the reflection questions below and discuss the answers together.

- What skills are you working on when you practice the kneel jump?
- Did your ability to kneel jump increase or decrease the more you practiced? Why do you think that is?



Inclusion Considerations

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S Space	T Task	E Equipment	P People
Increase the space the child can jump to encourage continuous jumping in a straight line without measuring distance.	The child practices the standing long jump and measures how far they can jump.	The child kneel jumps from a raised pillow or mat to the floor.	With permission, use physical cues and hold the child's waist to support them with landing on their feet.

Materials	Music
Learning Outcome	Develop creativity and critical thinking while applying movement concepts.

Description

Invite the child to choose a song they like and create a movement sentence lasting approximately 30 seconds.

The movement sentence must have a beginning, middle, and final movement. It should reflect a particular emotion (e.g., joy) about a particular social situation (e.g., rainfall after a draught). Provide the child with time to brainstorm and practice their movement sentence and support as required. Have the child perform the movement sentence when they are ready. Consider challenging the child further by asking them to create several movement sentences to form a movement paragraph of about 1-2 minutes in length.

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Reflection Questions

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- What was the most challenging part of developing your movement sentence? Why?
- What speeds were your movements? Were your movements high or low? Did you move in a straight line or curved lines?



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S Space	T Task	E Equipment	P People
Complete the activity in a space with minimal distractions.	The child moves through the playing area choosing different movements based on their abilities.	Place a chair or other stabilizing object beside the child to hold while performing the movements.	The child faces another individual and follows their movements.

Materials	10-12 soft items (e.g., pairs of socks, stuffed animals, soft balls), flat floor marker (e.g., paper plate, piece of cardboard), laundry basket, timer
Learning Outcome	Practice covering space and stopping the play in a striking and fielding activity.

Description

Ensure there is enough space to do the activity away from any safety hazards. This activity requires at least two players. Place the laundry basket containing the 10-12 soft items in one location of the playing area to represent home base. Provide enough space from home base to allow for the soft items to be thrown outside of the playing space. Place the flat floor marker within the playing space and close to home base to represent first base. One player stands by the laundry basket and the other stands in the open playing space. The player yells “Yard sale!”, starts the timer, and starts throwing the items, one at a time, into the playing space. The player in the playing space moves to collect each item as quickly as possible to collect the items and place them by the floor marker. Each item must be picked up, one at a time, and placed on the floor marker. The items can be caught in mid-air while they are thrown and moved to the floor marker. Once all the items are collected, the round ends and the timer is stopped. Players switch positions and see how fast they can pick up the items. If more than two players are playing, other players can play in the field and each object must be passed to each player in the field before being placed on the floor marker.

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Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the child the reflection questions below and discuss the answers together.

- *When you were collecting the items that were thrown into the playing area, what strategies did you use to collect the items as fast as you could?*
- *How could you modify the activity to make it easier for the person collecting the items? Harder?*



Inclusion Considerations

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S Space	T Task	E Equipment	P People
Reduce the size of the playing area.	One object at a time is thrown and moved to the flat floor marker.	Tape rope or string to the ground for the child to use as tactile lines to follow to pick up the different objects. Ensure that the objects are placed along the tactile lines.	An individual supports the child by providing verbal and gesture cues.

Materials	Ball, two socks, rope or string
Learning Outcome	Practice preventing offense from advancing the ball and scoring a point in a territorial/invasion game.

Description

Ensure there is enough space to do the activity away from any safety hazards. Set up two end zones on opposite sides of the playing area using rope, string or other flat markers. The activity requires two players with each player tucking a sock by their hip to act as a flag. One player begins with the ball on offense and stands on one of the end zone lines. The other player begins on defense and stands on the other end zone line.

The player with the ball moves through the playing area trying to successfully get past the defensive player and into the end zone to score a point. The defensive player tries to stop the play by taking the flag from the offensive player. The play also stops if the offensive player drops the ball or runs out of bounds. Players change roles after each play and play for a given time limit or until each player has had three turns on defense.

Physical Education Competencies



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Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the child the reflection questions below and discuss the answers together.

- What did you think about when deciding where to position yourself on defense?
- What can you do to force the ball carrier to go where you want?



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S Space	T Task	E Equipment	P People
Reduce the size of the playing area so players only have room to walk or wheel, and dodge in the space.	The activity is played with the child moving to stop rolling objects from crossing a goal line.	Provide the offensive player with a sensory ball or auditory object (e.g., plastic bottle half-filled with rice, etc.), and have the child move to touch the object.	Add a second defensive player to support with angling the offensive player so the child can move to pull the sock from the waist of the offensive player.

Materials	Paper, markers, other art supplies
Learning Outcome	Analyze what belonging means and give examples of belonging in various social environments.

Description

Ask the child what belonging means to them. What does belonging feel like? Look like? Sound like? Think about what belonging may mean in their family, school, and community. What words represent belonging in each of these places?

Share what a word cloud is with the child. It is an image that contains a variety of words that describe a concept. Show some examples of word clouds if needed. Ask the child to create a word cloud of their own that promotes the acceptance of everyone in their family, school, and community. Support in brainstorming a list of words and ask the child to design their word cloud on a piece of paper and encourage them to use different colours and elements to design the words.

Invite the child to phone or video call a family member or friend and share their word cloud.

Emotional Well-Being Competencies



THINK

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FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate responsible decision-making, self-awareness, and social-awareness.



Reflection Questions

Reflection is important to support learning for emotional well-being. Consider asking the child the reflection questions below and discuss the answers together.

- Why is belonging important?
- What family member or friend makes people feel that they belong? Who is it and what do they do to make people belong?

Materials	Paper, markers, other art supplies
Learning Outcome	Demonstrate self-awareness by communicating feelings and formulating strategies to cope with feelings.

Description

Discuss with the child that learning various ways to express and talk about their feelings supports their self-awareness and their health. Ask them to think about the past few days and name some of the feelings they have had over the course of those days. Talk about strategies they used to cope with their emotions, what was successful, and what they can consider for the next time. Create 5 pouches with paper, decorate or colour them, and label the pouches: *I feel great, I feel good, I feel fine, I could be feeling better, and I am not ok.* Have the child create or decorate something that represents them that fits in the pouches (e.g., a popsicle stick figurine, name art, etc.).

Throughout the day, invite the child to place the item that represents them in the pouch that best represents how they are feeling. After they choose how they are feeling, ask them why they are feeling that way. If needed, brainstorm strategies to cope with how they are feeling. Other family members can create items to represent themselves and place their item in a pouch throughout the day. They can also join in the conversation to identify and talk about their feelings throughout the day.

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Reflection Questions

Reflection is important to support learning for emotional well-being. Consider asking the child the reflection questions below and discuss the answers together.

- *Did your emotions change throughout the day? Why or why not?*
- *Do you find it easy to talk about your emotions? Why or why not?*

Materials	Shoe box or container, chosen calming items
Learning Outcome	Discuss self-regulation strategies and create a personalized kit to support with managing your emotions.

Description

Generate a discussion with the child about what strong emotions feel like and what they commonly do to identify and manage these emotions. Ask the child the following questions:

- What big emotions (positive or negative) have you felt?
- How do you identify that emotion? Is it how your body feels? Is it what you are thinking? Or do you have some other way(s) of identifying the emotion?
- Once you have identified the emotion, do you have ways of managing the emotion? If so, what do you do?
- Why do you think it is important to identify and manage your emotions?

After discussing ideas and strategies for identifying and managing emotions, explain to the child that there are many calming strategies to use after identifying their emotions. To support managing emotions, it is helpful to create a personal calming kit. Calming kits are personalized based on each individual and what supports them when they feel big emotions. Invite the child to create their own calming kit and brainstorm household items that are available to develop the kit. Share with the child the following examples of items:

- Instructions for deep breathing exercises
- Stress ball
- Fidget toy (e.g., spinner, Rubik's cube, playdough, etc.)
- Bubble wrap
- Notebook with pencil
- Photos of family and/or friends
- Eye mask
- Noise cancelling headphones
- Illustrated yoga poses
- Books
- Puzzles
- Doodle tools (e.g., chalk board, white board, Etch-a-Sketch, colouring book, etc.)

- Timer
- Illustrated calm down cards
- Blanket
- Kaleidoscope or plastic snow globe
- Harmonic or kazoo
- Other items of choice

Support the child with developing and collecting items for their calming kit and encourage them to label and decorate it. Practice using the calming kit when the child is calm and place it in a place where they can use it when they are feeling big emotions.

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Reflection Questions

Reflection is important to support learning for emotional well-being. Consider asking the child the reflection questions below and discuss the answers together.

- *Do you think the contents of your calming kit would be the same as the contents of the calming kits of family and friends? Why or why not?*
- *Do you think the items in your calming kit will change as you get older? Why or why not?*

Materials	Available food items, tupperware containers, aluminum foil (optional), toothpicks (optional), access to the internet (optional)
Learning Outcome	Choose healthy foods and create a healthy on-the-go meal.

Description

Bento box meals are very popular in Asian culture and are becoming increasingly popular around the world. Bento means convenient and a bento box is a boxed meal prepared with care. They include a variety of tastes, textures, and food.

A bento box is a great technique to use for school lunches or lunches on-the-go. Provide the child with a tupperware container and invite them to create their own bento box meal. Be sure to wash the food appropriately and support the child with chopping or grating. If needed, create dividers in the tupperware container using aluminum foil or other similar items (e.g., silicone baking cups, etc.).

Gather various healthy foods such as vegetables, fruits (fresh or dried), nuts, meats, whole grains (breads, pitas), cheese, hard boiled eggs, rice, etc. Ask the child to get creative and prepare their bento box.

Consider using toothpicks and cutting the food to make designs - bento boxes are also about presentation! Search the internet for ideas on how to cut and assemble the food if needed.

Remind the child to consider different tastes and textures as they create the meal. Have an indoor or outdoor picnic at your house to enjoy the bento box!

Healthy Eating Competencies



THINK

Develop cognitive skills and strategies that facilitate knowledge about healthy foods, food habits, food preparation, and food safety.



FEEL

Develop affective skills and strategies that facilitate healthy food relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate healthy eating, food habits, food preparation, and food safety.



Reflection Questions

Reflection is important to support learning for healthy eating. Consider asking the child the reflection questions below and discuss the answers together.

- *What did you do to make sure your bento box had a variety of tastes and textures?*
- *What made your bento box fun to eat?*

Materials	Ingredients for a recipe
Learning Outcome	Develop food skills by preparing a meal and relate it to family traditions.

Description

Think about a recipe or food that your family has enjoyed for a long time. It could be a recipe that has been passed down to you, a recipe from your childhood, or a recipe that your family finds comfort in eating together. Talk to the child and get their input as well.

Show the child the recipe and read through it together and collect the ingredients. If the recipe is not written down, take the time to write it down with help from the child. Prepare and cook the meal together. Be sure to wash the food appropriately, support the child with chopping or grating, and have an adult manage the oven or stove.

When the meal is prepared, share stories together. An important part of healthy eating habits is to enjoy meals and conversation with others!

Healthy Eating Competencies



THINK

Develop cognitive skills and strategies that facilitate knowledge about healthy foods, food habits, food preparation, and food safety.



FEEL

Develop affective skills and strategies that facilitate healthy food relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate healthy eating, food habits, food preparation, and food safety.



Reflection Questions

Reflection is important to support learning for healthy eating. Consider asking the child the reflection questions below and discuss the answers together.

- *Why do you think family food traditions are important?*
- *What did you learn about the story behind the recipe you made?*

Materials	Fruits and vegetables of choice, chosen liquid for smoothie (e.g., water, milk), other chosen ingredients, blender (optional)
Learning Outcome	Choose a colour and prepare a smoothie of that colour using fruits or vegetables and other healthy ingredients.

Description

Explain to the child that smoothies are a great option for a quick, healthy, and tasty breakfast or snack. Invite the child to make a smoothie using ingredients you have available. There are many different types of smoothies with various ingredients, and the child can get creative by adding their own unique flavours!

Start by asking the child to pick a colour and guide the child in choosing fruits and vegetables to make their chosen smoothie colour. Below are examples of ingredients to use to help make different coloured smoothies.

- Red/Pink: Strawberries, cherries, raspberries
- Orange: Oranges, peaches, carrots, mangos
- Yellow: Bananas, pineapples, lemons
- Green: Spinach, kiwi, avocados, limes
- Blue/Purple: Blueberries, blackberries, plums, acai berries

Support the child with chopping and using the blender. If you do not have a blender, you can make a smoothie without a blender by using very ripe fruits or soft vegetables, and mashing them together in a bowl. You can then add Greek yogurt or nut butter to thicken the smoothie.

Share the following tips and ingredients with the child as they prepare to make the smoothie.

- Ingredients like oats, seeds, milk, and yogurt can make the smoothie more filling.
- Adding water helps to increase the quantity of the smoothie without using more ingredients.
- Honey or maple syrup can be added to naturally sweeten the smoothie.
- Adding mild-tasting vegetables (e.g., spinach, kale, beets, carrots, pumpkin) to fruit smoothies is a great way to get the nutrients from vegetables but not take over the taste

Repeat the activity another day and encourage the child to choose a different colour of smoothie!

Healthy Eating Competencies



THINK

Develop cognitive skills and strategies that facilitate knowledge about healthy foods, food habits, food preparation, and food safety.



FEEL

Develop affective skills and strategies that facilitate healthy food relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate healthy eating, food habits, food preparation, and food safety.



Reflection Questions

Reflection is important to support learning for healthy eating. Consider asking the child the reflection questions below and discuss the answers together.

- *Did your smoothie taste the way you expected to? Why or why not?*
- *What other healthy ingredients could you add to your smoothie for flavour (e.g., cinnamon, vanilla, mint, etc.).*