



Motivation Monday

K-3

- Get Creative!
- I Like Me Tee
- I Am and I Can

Take It Outside Tuesday

K-3

- Balance Bean
- Do the Locomotion
- Hoop and Pole



Workout Wednesday

K-3

- Fantastic Gymnastic Routine
- Human Bop It
- Dance in Time and Space



Thoughtful Thursday

K-3

- Mental Wellness Mailbox
- My Bedtime Routine
- My Happy Heart

Foodie Friday

K-3

- Make a Memorable Meal
- CrEATe a Healthy Snack
- Designing a Healthy Dessert



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, markers
Learning Outcome	Identify how creative arts can support self-management and utilize an art form to cope with a problem or strong emotion.

Description

Explain to the child that being creative can support you with coping with problems and strong emotions. Examples of ways to be creative to cope with problems and strong emotions include music, art, dance/movement, writing, and drama. Ask the child to choose one of the ways to be creative and communicate their feelings using the chosen art. The child could dance or move to an uplifting song, write a story about a character that is having strong emotions, act out how they are feeling, or choose another way to express themselves.

Ask the child to create something that could either help them cope with a problem or strong emotion, or express how they are feeling. Invite the child to share what they created with you and ask them how they feel after being able to express themselves this way.

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.

- *Why do you think being creative can help you to cope with problems and strong emotions?*
- *How did you feel after sharing what you created?*

Materials	Blank piece of paper, markers, other art supplies to decorate like stickers or sparkles (optional)
Learning Outcome	Demonstrate self-awareness by identifying positive personal characteristics and relate them to yourself.

Description

Draw an outline of a t-shirt on a blank piece of paper or print an online template. Brainstorm different positive words that can be used to describe yourself (e.g., smart, funny, kind, happy). Explain that these are known as characteristics. Ask the child what characteristic(s) they feel are most like them.

Provide them with the t-shirt template and have them write the characteristic(s) they chose and on the t-shirt template and design it. For younger children, help them with writing as needed. If available, provide a variety of art supplies to decorate the t-shirt template. Post the t-shirt design somewhere and refer back to the characteristics the child identified about themselves when they need it.

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Reflection Questions

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- *Do any family members or friends have the same characteristics? Which ones?*
- *When you are feeling sad or angry with yourself how could you use the t-shirt you designed to help you with your feelings?*

Materials	Paper, pencil
Learning Outcome	Identify the importance of self-confidence and list your abilities and characteristics.

Description

Discuss with the child what it means to have self-confidence and how it is important to get to know our good qualities and be proud of who we are. Ask the child to draw an outline of a body on a piece of paper and then draw a large circle around the outline.

On the inside of the body, ask the child to list who they are as a person (*I Am*) writing personal characteristics or qualities. Inside the circle, ask the child to list what they are proud about being able to do (*I Can*) writing personal achievements. Support early literacy learners with writing as required.

Review the child's *I Am* and *I Can* statements and ask them when they can utilize these statements to help them believe in themselves and show self-confidence.

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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.

- *What is one ability or characteristic about yourself that makes you very proud?*
- *How does it feel when someone can do something better than you? How can you have self-confidence in these situations?*

Materials	Bean bags or a similar object to balance (e.g., dried beans or rice in a baggie)
Learning Outcome	Practice different ways of balancing an object and maintaining stability.

Description

Provide the child with an object that they can balance on different body parts. Ensure there is enough space to do the activity away from any safety hazards. Encourage the child to start by balancing the object while stationary and then have them balance it while moving around the space. Challenge them to try to balance it on different body parts (e.g., head, upper arm, hand, back of the neck, foot, etc.).

Discuss with the child why being able to balance our bodies and be stabilized helps us to be able to perform a variety of movements while also preventing us from getting injured. Brainstorm ways that the child has developed balance and stability from the time they were babies (e.g., sitting up by themselves, walking, riding a bike, landing a jump, etc.). Balance refers to controlling your body when not moving and stability refers to controlling your body when moving. Ask the child what they think would happen if they were not able to balance themselves in a variety of daily tasks.

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.



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 do with different parts of your body to keep the object balanced?
- How did your ability to balance the object change from when you started the activity to when you finished it?



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
The child remains stationary and does not move through the space.	The child holds the object in the palm of their hand with their arm extended while moving through the space.	The child chooses the type of object they would like to balance (e.g., sensory object, stuffed animal).	The child follows another individual or, with permission, is manually guided through the space.

Materials	Floor markers (e.g., plastic cups, stuff animals, pylons), music, paper and markers (optional)
Learning Outcome	Demonstrate a variety of locomotor skills and practice stopping and changing direction in a controlled manner.

Description

Ensure there is enough space to do the activity and check for safety hazards. Scatter the floor markers in the playing area making sure there is enough space between the markers for the child to travel. Choose a type of locomotion to travel to each marker (e.g., hop, skip, jump, gallop, run, dodge). Review how to perform each type of locomotor skill or refer to Movement Skills Cues to support you. Choose a body part for the child to touch the floor markers with (e.g. elbow, toe, knee, hand, thumb). Start the music and invite the child to use the chosen locomotion and try to touch as many markers as they can using the designated body part. When the music stops, the child will freeze and share with you how many floor markers they touched. Decide on a new locomotion for travel and another body part to touch the markers. Challenge the child to surpass the number of markers touched each round. For older children, consider placing numbers on the markers and having them touch them in sequence, or place letters on the markers and have them spell their name or words.

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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.

- Which locomotion skill was the easiest for you? Hardest?
- What happened to your breathing as you played? Why did this happen?



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S Space	T Task	E Equipment	P People
Place the floor markers in a square or rectangular shape.	The child moves using a chosen locomotion (e.g., walking) and touches specific objects with their hand, or any other chosen body part.	The child follows a tactical line (e.g., rope or string taped to the ground) to each floor marker.	The child moves through the space following another individual.

Materials	Soft ball and hula hoop (or an alternative round object)
Learning Outcome	Practice the movement skill of underhand roll and perform the roll while aiming for a target.

Description

This game originated with Indigenous Peoples to develop agility and target skills for hunting.

Begin by ensuring there is enough space to do the activity and check for safety hazards.

Review how to perform the underhand roll movement skill or refer to [Movement Skills Cues](#) to support you.

One person stands on one side of the playing area with the hoop. The other person lines up on the adjacent side of the playing area with the ball.

The person with the hoop rolls it across the playing area keeping it upright if possible and maintaining contact with the floor or ground. The person with the ball underhand rolls the ball, aiming to roll it through the hoop (or hitting the target that is being rolled). Switch roles periodically.

For older children who can easily roll the ball through the hoop, consider challenging them to try by using an overhand throw or a kick.

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Reflection Questions

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- Were you successful at rolling the ball through the hoop (or to hit the rolling target)? If so, what made you successful? If not, how might you change how you rolled the ball?
- What would make this activity easier (e.g., roll the ball to a stationary hoop)? Harder (e.g., use an overhand throw)?



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S	Space	T	Task	E	Equipment	P	People
	Decrease the distance the child is standing or sitting from the person who is rolling the hoop.		The child underhand rolls, or sends a ball to a stationary target.		Place a target on a tabletop and have the child use the table for support while performing the underhand roll.		With permission, use physical cues to manually move the child's arm through the underhand throw motion.

Materials	Two sections of rope or string, 4-5 stuffed animals, scarf or dish towel, 5-6 paper dots, 5-6 stickers, streamer or ribbon
Learning Outcome	Demonstrate how to balance using different body parts and perform a variety of contrasting movements.

Description

Ensure there is enough space to do the activity and check for safety hazards. Create a gymnastics floor routine for the child with different movement stations around the space. Examples of different stations are provided below.

- Walk along a rope or string and jump over stuffed animals placed along the rope.
- Hold a tree pose for 3-5 seconds.
- Do a wall handstand.
- Do a log roll along a rope while holding a scarf or dish towel above their head.
- Hold a bridge pose for 3-5 seconds.
- Jump from dot to dot taped to the ground.
- Walk on their hands with someone holding their legs and touching each sticker with one hand.
- Spell their name with the streamer or ribbon.

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Reflection Questions

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- Which movement was the easiest for you to do? Hardest? Why?
- What parts of your body are you moving or using at each station?



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S Space	T Task	E Equipment	P People
Reduce the amount of stations throughout the space.	Develop stations that the child can perform different movements at specific to their ability.	The child uses the support equipment they require to complete the activity.	The child follows the movements of another individual.

Materials	Music
Learning Outcome	Demonstrate rhythm, coordination skills, and movement skills by performing actions to the beat of the music.

Description

Ensure there is enough space to do the activity away from any safety hazards. Explain to the child that they will perform movements to the beat of a song based on the popular game called Bop It. If the child has never played Bop It, they can still enjoy playing Human Bop It!

Choose music with a strong beat and as the music is played call out the following actions for the child to perform:

- Kick it - kick in front of your body
- Twist it - plant your feet on the floor, and twist your torso gently to the side and then back to the centre
- Spin it - do a 360 degree spin
- Pull it - imagine you are pulling two levers down from above your head
- Bop it - jump in the air

As you call out the actions, encourage the child to perform them to the beat. Increase or decrease the speed that you call out actions depending on the skill level of the child.

Switch roles for the next song and allow the child to call out the actions and you perform them.

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Reflection Questions

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- Which action did you enjoy performing the most? Why?
- Were you able to perform the actions quicker the more you did them?



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S	Space	T	Task	E	Equipment	P	People
	Complete the activity in a space with minimal distractions.		Adjust the actions to match the ability of the child and use verbal cues to call out the name of the action (e.g., stomp, hands in the air, touch your toes, etc.).		Use a maraca (plastic bottle half filled with rice) or drum to create the beat.		The child follows the movements of another individual.

Materials	Stick or item to use as a drumstick, bucket or bin
Learning Outcome	Practice moving to the tempo of music at different levels.

Description

Ensure there is enough space to do the activity and check for safety hazards. Test the beat of your bucket or bin or consider making your own drum out of an empty tin can with a balloon pulled over the can and held with an elastic. Cut the neck off of the balloon and pull it over the tin can. Create a beat with the drum and ask the child to think about how to move while taking into consideration time and space. Specifically, they can think about the tempo of their movements by moving at a slow, medium, or fast pace, or even freezing. They can also think about their levels of movement by moving low, middle, or high. Encourage the child to listen and follow the beat of the drum to decide their movements. Below are some sample movements that can be utilized to support the child with discovering how to move differently in time and space. For older children, encourage them to create their own sequence of movements, communicating how to beat the drum for each section to align with their movements.

Time (Tempo) Slow, medium, fast, freeze	Space (Level) Low, middle, high
Slow	Low
Medium	High
Fast	Middle
Freeze	Low
Slow	High
Medium	Middle
Fast	Low
Freeze	High

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Reflection Questions

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- Which movements were the easiest for you? Hardest?
- What parts of your body did you move to keep the beat?



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S	Space	T	Task	E	Equipment	P	People
	Complete the activity in a space with minimal distractions.		Keep the same drumbeat throughout the activity and the child moves any part of their body to the beat.		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	Craft items to make a mailbox or pouch, small pieces of paper, marker
Learning Outcome	Identify and recognize a variety of feelings and discuss ideas for how to address and cope with these feelings.

Description

Create a mailbox using an old shoebox or create a pouch using construction paper. Cut out small pieces of paper to place in the mailbox.

Throughout the day when the child experiences different feelings, encourage them to write each of the feelings down on one of the papers and put it in their mailbox. Continue to do this throughout the day.

At the end of the day, ask the child to share the feelings in their mailbox and work together to come up with strategies to manage each of those feelings.

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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 you experience one feeling more than others today? Why do you think that was?*
- *Do you always experience the same feelings each day? Why or why not?*

Materials	Pencil and paper (optional)
Learning Outcome	Discuss why sleep contributes to overall health and development and create a realistic bedtime routine.

Description

Discuss with the child why it is important to get quality sleep (e.g., helps your brain develop, gives your muscles a needed rest, helps your body grow, helps you concentrate, etc.). Explain that part of quality sleep can involve having a bedtime routine to help your body wind down and know it is time to sleep. With the child, brainstorm all of the things that can contribute to a positive bedtime routine (e.g., setting a time each night to unwind and get ready for bed, limiting blue lights from screens one hour before bed, spend time doing something quiet like reading, etc.).

Invite the child to create a bedtime routine for quality sleep explaining that a routine is a sequence of actions or steps. Ask the child to write their routine on a piece of paper and support early literacy learners with writing as needed. If the child already has a bedtime routine, encourage them to write it down. Review the bedtime routine together and discuss if there are any other components to consider. Post the routine where the child can see it and follow it at bedtime!

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Reflection Questions

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- *Do you think your bedtime routine is the same or different than other children your age? Why?*
- *How do you think your bedtime routine will change as you get older?*

Materials	Paper, scissors, markers
Learning Outcome	Identify people, places, and things that support emotional well-being and discuss why these are important relationships.

Description

Draw a heart template on a piece of paper and cut it out. Ask your child to think of people, places, and things that matter a lot to them and make them happy. It could be friends, family members, a pet, a favourite place, a favourite hobby, or a combination of these things. Invite the child to draw what they discussed on the heart. For older children, have them write a sentence about each item they drew.

After they complete their drawing, ask the child to explain why they chose to draw each of the pictures on their heart. Discuss how these people, places, and things may help them when they are feeling sad, lonely, or angry.

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Reflection Questions

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- *Do these people, places, and things also help you when you feel happy? Why or why not?*
- *If a friend or family member also drew pictures of people, places, and things that matter to them, do you think they would be the same or different? Why?*

Materials	Index cards or small pieces of paper, ingredients for your favourite family meal
Learning Outcome	Identify healthy foods and prepare a snack.

Description

Discuss the benefits of eating meals with others. For more information, visit Canada's Food Guide webpage [Eat Meals with Others](#). Talk with the child about times you eat together and how it makes them feel. Also talk about suggestions to improve how you could connect better when eating meals together. Think about questions or topics of conversations that you could have over a meal and write them down on index cards.

Choose one of your family's favourite recipes and prepare it together. Be sure that an adult cleans and chops the food, as well as uses the oven or stove. Set the table and have the child add any other details you would like (e.g., flowers, name cards, etc.). Enjoy the meal together and have the child read the conversation cards and discuss them together.

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.

- *How did it feel to prepare and enjoy the meal together?*
- *Did you learn anything new from family members by taking time to enjoy a meal together?*

Materials	Chopped vegetables or fruits (or other healthy foods), toothpicks
Learning Outcome	Identify healthy foods and prepare a snack.

Description

Discuss with the child how healthy eating can be fun and brainstorm a vegetable or fruit creation (or other healthy foods) that you could make for a snack (e.g., car, flower, funny face, unicorn, fish, or a building block creation).

Ask the child to select vegetables or fruits (or other healthy foods) to make their creation. Ensure that an adult washes and chops the vegetables and fruits. The child designs their healthy snack creation and then EATS it. Consider taking a picture of the creation before it is eaten and have the child send it to a family member or friend and explain what they created.

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Reflection Questions

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

- Can you think of other healthy snacks that are from other food categories of the Food Guide? Refer to [Canada's Food Guide](#) if needed.
- Did the vegetables or fruits you used for your creation taste good together?

Materials	Ingredients for your dessert
Learning Outcome	Demonstrate an awareness of healthy foods by creating and preparing a healthy dessert.

Description

Dessert does not have to be unhealthy! Explain to the child that you will work together to decide on a healthy dessert option for after a meal. Use ingredients that are available at home and brainstorm what can be used to create a healthy dessert.

Ask the child to make the dessert and encourage them to taste test it and modify it as necessary before serving it to family members. Be sure to wash the food appropriately, support the child with chopping or grating, and manage the oven or stove.

Examples of healthy desserts are:

- Strawberry sundae bites (cut strawberries with yogurt on top drizzled with chocolate)
- Apple donuts (cored and sliced apples spread with your favourite nut butter)
- Banana ice cream (cut ripe bananas into small slices; freeze for two hours; pulse in a blender or food processor until smooth)
- BBQ fruit kebabs (grill pineapple, banana, apple, or pear on the barbecue)
- Frozen yogurt grapes (stick toothpicks in grapes, dip it in greek yogurt, freeze)

Invite the child to name their dessert creation and ask family members to provide feedback on the dessert.

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Reflection Questions

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

- *Is there a difference between the dessert you created and other desserts you enjoy?*
- *Would you do anything differently if you made the dessert again? If so, what would you do differently?*