

FEB
2021

AT MY BEST CHALLENGE ACTIVITIES

K-3

I AM AND I CAN

Challenge Task: Discuss what it means to feel confident and list the abilities and characteristics that make you feel confident.

Challenge Details: Discuss with the students what confidence means and think about the abilities and characteristics that make them proud of themselves. For younger students, complete the activity as a large group by drawing the outline of a body with a large circle around it on chart paper. For older students, provide them with a copy of the body template downloaded below. On the inside of the body, ask students to list personal characteristics or qualities in one or two words (I Am). Inside the circle, ask students to list what they are proud about being able to do (I Can). Review the *I Am and I Can* statements and ask students when they can use these statements to help them be proud of themselves.

Extended Exploration: Introduce to students the concept of self-affirmations and practice self-affirmations in the classroom and/or in the home learning environment.

Reflection Question: How could you make others feel proud of themselves and understand their abilities and characteristics?

Challenge Downloads: [HUMAN BODY TEMPLATE](#)



MY SUPER DUPER SUPPERS

Challenge Task: Identify foods from each food category and create meals using foods from each category.

Challenge Details: Share the picture of [Canada's Food Guide](#) plate with students and ask them to name as many foods as they can. Discuss how the plate is broken up into vegetables and fruits, protein foods, and whole grain foods. Provide students with a piece a paper and ask them to draw or trace two large circles on it to represent plates. Students draw meals on their plates using the foods pictured on the Canada's Food Guide plate or other foods they know fit into these categories. Older students are encouraged to write the names of the foods as well as to draw the food on their plates so $\frac{1}{2}$ is vegetables and fruits, $\frac{1}{3}$ is protein foods, and $\frac{1}{3}$ is whole grain foods.

Extended Exploration: Ask the students to describe a meal that they like to share with their friends or family.

Reflection Question: Did you find it easy or hard to select foods from each food category? Why?



THERE IS NO 'I' IN SNOWPERSON

Challenge Task: Work in a group to create a snowperson ensuring that everyone contributes and feels included.

Challenge Details: This activity can be completed outdoors in the snow or inside using cotton balls and other art materials. Explain to students that they will work in groups of three to create a mini snowperson. Divide students in groups of three or ask them to work with a family member in a home learning environment. Provide students with natural materials (e.g., pine cones, leaves, etc.) or other materials (e.g., buttons, gemstones, etc.) to use to decorate their mini snowperson. Share that each group member must help build the snowperson and choose at least one material to decorate the snowperson. Group members must collaborate and support each other's decisions about how to decorate the snowperson.

Extended Exploration: List different environments (e.g., recess, at the park, in the classroom, etc.) and have students share what they can do or say to ensure everyone feels included.

Reflection Question: What did you do or say to make sure your group members felt included? What did they do or say to make sure you were included?



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ICARE

Challenge Task: Brainstorm a list of things you could do or say when you know that a friend is sad.

Challenge Details: For younger students, brainstorm the list together, or encourage students to brainstorm at home with a family member, and then break students up into pairs and have them act out the types of things you can do or say when a classmate is sad. For older students, ask them to write out a list with their partner. After an allotted amount of time, discuss as a class, or at home with a family member, the similarities and differences between some of the answers that students came up with.

Extended Exploration: Ask students to design an app that would support kids who are feeling sad to work through their feelings. What would it include and how would it help kids overcome their sad feelings?

Reflection Question: During the COVID-19 pandemic, how could you help a friend that is sad when you need to practice physical distancing?



BALANCE BEAN

Challenge Task: See how many parts of your body you can balance your bean bag/soft object on and if you can balance it while moving around!

Challenge Details: Provide each student with a beanbag/soft object and have them find an area of the classroom to practice balancing their bean bag/soft object on different parts of their body. Encourage students to stay stationary while trying to balance their beanbags/soft objects but call out different students' names at intervals who try to move around the space balancing their bean bag/soft object before moving back to their stationary spot. Discuss with students why being able to balance our bodies helps us to be able to perform a variety of movements while also preventing us from being injured. Brainstorm with the class ways that they have developed balance from the time they were babies (e.g., sitting up by themselves, walking, riding a bike, landing a jump, etc.). Ask students what would happen if they were not able to balance themselves in these situations.

Extended Exploration: Use a large space and encourage students to find a safe space away from others and see how far they can move balancing the bean bag/soft object.

Reflection Question: What did you have to do with different body parts to keep the bean bag/soft object balanced?



WHY DO YOU EAT?

Challenge Task: Consider all of the reasons you eat.

Challenge Details: Write the following question where all students can see it: Why do we eat food? If students are in a home learning environment, encourage them to discuss the question with a family member. For younger students, guide a discussion and invite students to answer and write their answers under the question. For older students, invite them to discuss answers with a partner or in a small group before having a whole class discussion. Example answers include: to give our body the energy it needs, to help our body grow, to connect with others, because we get hungry, it tastes good, etc.

Extended Exploration: Explore why food is called *fuel* for our bodies. Discuss with students how the energy our body gets from food, called vitamins and nutrients, can help build and repair bones and muscles, keeps your heart strong, helps your brain learn new things, help you grow, and more!

Reflection Question: Why do you think other living things eat food (e.g., plants and other animals)?



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FUN WITH FOOD AND FAMILY

Challenge Task: Draw and describe your family's favourite healthy meal to eat together.

Challenge Details: Facilitate a discussion with students about the types of foods in meals that follow the guidelines recommended in [Canada's Food Guide](#). Have students think about what their family eats for breakfast, lunch, or supper or have them discuss it with a family member in a home learning environment. If further support is required, brainstorm a list of different types of meals people can share together. Give each student a blank piece of paper and ask them to draw their family's favourite meal. For older students, have them write the name of the meal and describe what it is.

Extended Exploration: Get creative and provide students with different materials to create their picture and make it an art activity. Display the creations in the classroom, on a bulletin board, or somewhere at home.

Reflection Question: How does eating with others make you feel?



OVER, UNDER, AND AROUND

Challenge Task: Use different movements over, under, and around an object.

Challenge Details: Ask students to spread out in a large outdoors space and provide each student with a pylon, cone, or similar object. For students in home learning environments, they can complete the activity using a safe object available to them. Call out different ways for students to move over, under, around, in front of, or to the back of their pylon or cone. Examples include:

- Jump over
- Roll around
- Balance under
- Hop in front
- Leap over
- Skip around
- Jump behind

Older students can be split into small groups and take turns calling out different movements and completing them in their small group.

Extended Exploration: Create an obstacle courses, or challenge students to create an obstacle for their peers, where they must use different movements to move over, under, around, in front, and to the back.

Reflection Question: What was the most challenging movement you completed? Why?



TELL A YOGA STORY

Challenge Task: Listen to a story and practice basic yoga poses.

Challenge Details: Create a relaxing environment for the students, such as playing calming music, dimming the lights, or talking to them about focusing on calming their body as they do the poses. Tell a story using [common yoga poses](#) or show a yoga story to the class, such as [The Grateful Giraffe](#). Students follow the different poses as the story is told. Yoga stories can incorporate poses such as the downward dog, cat cow, frog, cobra, butterfly, and more.

Extended Exploration: Challenge students to create their own yoga story. Students can work with their peers or with a family member if they are in a home learning environment.

Reflection Question: How did your body feel during and after the activity? How did your mind feel?



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SHAPING UP OUR MOVEMENT SKILLS

Challenge Task: Create various shapes using different movement skills.

Challenge Details: Take the students outside in a large open space. Invite students to move around the space using a chosen movement skill and call out different shapes at intervals. When you call out a shape, assign a movement skill to it and students try to create the shape using the movement skill (e.g., jump a circle, skip a square, run a heart, roll a rectangle, etc.).

Extended Exploration: Divide students into small groups and provide them with equipment (e.g., cones, skipping ropes, or food colouring mixed with water for the snow) to create different shapes. Challenge groups to come up with a sequence of shapes and movements for other students to try (e.g., a star that you skip around, a square that you roll around, etc.).

Reflection Question: What signs did your body give you that you were moving a lot during the activity (e.g., heart beating strongly, breathing fast, feeling a bit sweaty, etc.)?



HUMAN BOP IT

Challenge Task: Practice coordination and movement skills by performing different actions.

Challenge Details: Ensure there is enough space to do the activity away from any safety hazards and in an area where students are physically distanced from one another. Explain to the students that they will perform movements to the beat of a song based on the popular game called Bop It. Choose music with a strong beat and as the music is played call out the following actions for the students 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 center
- 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

Extended Exploration: Divide students into small groups or work as a class to create a game with different actions to perform when called out (e.g., move like different animals, create actions for characters from a movie or TV show, etc.).

Reflection Question: Which action did you enjoy performing the most? Why?



MY HAPPY HEART

Challenge Task: Draw all the things you love, value, and that matter most in your life.

Challenge Details: As a class, or at home with a family member, discuss with students what they love, value, and that matter most to them. Provide students with the heart template downloaded below and ask them to draw what they discussed. Talk about why it is important to remember what matters most in your life when you are feeling sad, angry, or have a hard decision to make and what you can do for support (i.e., talk to someone you love, write out your feelings, or do something you love).

Extended Exploration: Ask students to describe their happy heart creation to a partner or family member.

Reflection Question: What do you do to feel better when you are feeling mad or sad?

Challenge Downloads: [Heart Template.pdf](#)



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HEALTHY RELATIONSHIP BUILDER

Challenge Task: Recognize and illustrate healthy relationships with others.

Challenge Details: Explain to students that building healthy relationships with others is important in order to feel loved, safe, important, and happy. Relationships can be with family, friends, teachers, neighbours, teammates, and more. Ask students to think about a healthy relationship that they have or what a healthy relationship should look like. Then, ask students to draw a picture of themselves and the other person, writing out or describing the qualities that make the relationship healthy (e.g., kindness, trust, good communication, thoughtfulness, etc.). On the back of the paper, ask students to draw what they think an unhealthy relationship looks like, as well as writing or describing the qualities that make the relationship unhealthy (e.g., hitting, saying mean words, lying, etc.). Ask students what they can do and who they can talk to if they think they are experiencing an unhealthy relationship.

Extended Exploration: Brainstorm as a group how you can still practice healthy relationships at the same time as physically distancing from others (e.g., a thumbs up instead a high five, call a family member you are not able to see in person, do activities like skipping where you can still play together but have your own equipment, etc.).

Reflection Question: What do you say, do, or how do you behave to build healthy relationships?



POWER OF POSITIVE SELF-TALK

Challenge Task: Brainstorm and practice positive self-talk to build self-awareness and self-confidence.

Challenge Details: Ask students to think about and share some positive messages that family members or friends say to them (e.g., good job, I am impressed, you are smart, etc.). Ask students if they ever use or think about similar messages to talk to themselves. Explain that speaking to themselves about their good qualities and positive things about their day can support them in getting to know themselves and their thoughts and opinions. It can also help them feel confident and believe in themselves. Ask students to brainstorm positive messages and affirmations they can share with themselves. Write down the messages on chart paper or ask older students to write their own messages on a piece of paper. Students can find a quiet place to practice their messages or can share them with a partner or a family member (in a home learning environment). Examples of positive messages are: I am proud of who I am, I am kind to others, I am good at...

Extended Exploration: Encourage students to use a mirror at home and practice saying their positive messages in the mirror.

Reflection Question: How did positive self-talk make you feel?



SPREADING THE LOVE

Challenge Task: Draw something or someone that you love and describe why you feel that way.

Challenge Details: Provide students with a blank piece of paper and ask them to draw something or someone they love (e.g., parent, friend, pet). Have students share their drawings with the class or with a family member, and ask them to share why they chose to draw what they did. Discuss with students why it is important to have someone or something in their life to talk to or who can help them feel better when they are sad.

Extended Exploration: Ask the students to create a thank you card or letter (for older students) for the person they drew.

Reflection Question: How does this person show they care for you?



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FOOD PLACEMAT

Challenge Task: Identify food preferences and create a placemat to illustrate them.

Challenge Details: Download and print the placemat template provided below and provide one to each student. Visit [Canada's Food Guide](#) and discuss what foods are shown and how the plate is divided ($\frac{1}{2}$ vegetables and fruits, $\frac{1}{4}$ protein foods, and $\frac{1}{4}$ whole grain foods). Ask students to draw their favourite foods (or foods they would like to try) on their placemat in the appropriate section, encouraging a balanced meal. Ask older students to label the foods on their placemat. Once completed, ask students to share their plate with the class, partner, or a family member (in a home learning environment). Placemats can be covered with saran wrap or placed in a freezer bag to prevent them from getting wet or dirty.

Extended Exploration: Post the placemats around the room and invite students to visit each other's placemats. Encourage students to consider how their placemat is the same and differs from others.

Reflection Question: What food category was easiest for you to decide which preferred foods to draw? Which was the hardest?



MOVEMENT SHAKE UP

Challenge Task: Demonstrate various static balance poses and locomotor skills.

Challenge Details: Explain to students that static balance is holding your balance in place while not moving around the space. Share that examples of static balance include balancing on one foot, doing different yoga poses, or touching one hand to your foot. Take students outside and encourage them to spread out. Ask students to come up with different ways to practice static balance on one leg, one arm and one leg, or on one elbow and one knee. Divide students into four groups and assign each group a colour. Provide each student with a scarf or a sticker that is the colour of their group. Invite students to begin moving around the playing area using a specific locomotor skill (e.g., jump, gallop, slide, crawl, etc.). Call out "freeze" at different intervals and all students must freeze in place. Choose a colour and a type of balance movement (e.g., balance on one foot, balance on elbow and knee, etc.). Students with that colour of scarf or sticker perform the movement while students with differently coloured scarves and stickers hop like a frog or crawl like a bear around the playing area. Call out a new locomotor skill for students to use to move around the playing area and begin again. Encourage students in a home learning environment to complete the activity with a family member.

Extended Exploration: Provide some students with a ball as they move around the playing area, encouraging them to keep the ball moving using various forms of passing (ex: throwing, kicking, hand-offs, etc.).

Reflection Question: Which balance pose did you find the easiest? Hardest?



EMOTIONS

Challenge Task: Think about different types of emotions and perform actions to demonstrate these emotions.

Challenge Details: Ask students to stand up at their desks or take them outside. Discuss with students what emotions are and list as many emotions as a group (e.g., angry, happy, scared, sad, silly, nervous, proud, excited). Ask students to perform a corresponding action ("motion") to the various emotions listed. After each emotion, ask them if the emotion is positive or negative. Encourage students in a home learning environment to complete the activity with a family member.

Extended Exploration: Discuss why it is important that we know how to react to both positive and negative emotions and what appropriate reactions are for different emotions.

Reflection Question: What person, place, or thing makes you feel positive emotions? Why?



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MY ACTIVE LIFESTYLE

Challenge Task: With your classmates, list all of the ways you have been active this week.

Challenge Details: Invite students to consider all of the ways they have been active this week which may include walking to school, playing sports, going to the park, helping out around the house, and more. For younger students, use a SMART Board or chart paper to brainstorm the list together and tally how many students participated in each activity. For older students, separate them into groups of four and provide each group member with a role (facilitator, recorder, presenter, and encourager). Ask each group to create a list and have the recorder write it down. Have the presenter from each group share the list with the class and talk about the similarities and differences in the activities the groups listed. Encourage students in a home learning environment to complete the activity with a family member.

Extended Exploration: Ask students if they know what the term sedentary behaviour means. Explain that sedentary behaviour is sitting or lying down (with the exception of sleeping). Start a class discussion about why it is important to choose to be active when possible and not sit down for long periods of time. Ask students to brainstorm ideas of how they can reduce their sedentary behaviour.

Reflection Question: What is your favourite way to be physically active and why?



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