

PHE at Home: Summer Activity List

7-12



Motivation Monday

7-12

- What's in a Wellness Plan?
- Go-Go-Goals
- Come Together Right Now

Take It Outside Tuesday

7-12

- Luta de Galo
- Pass Time
- Get Fit Disc Golf



Workout Wednesday

7-12

- Grow a Throwback Game
- What's in the Cards?
- Put the "I" in Inventor



Thoughtful Thursday

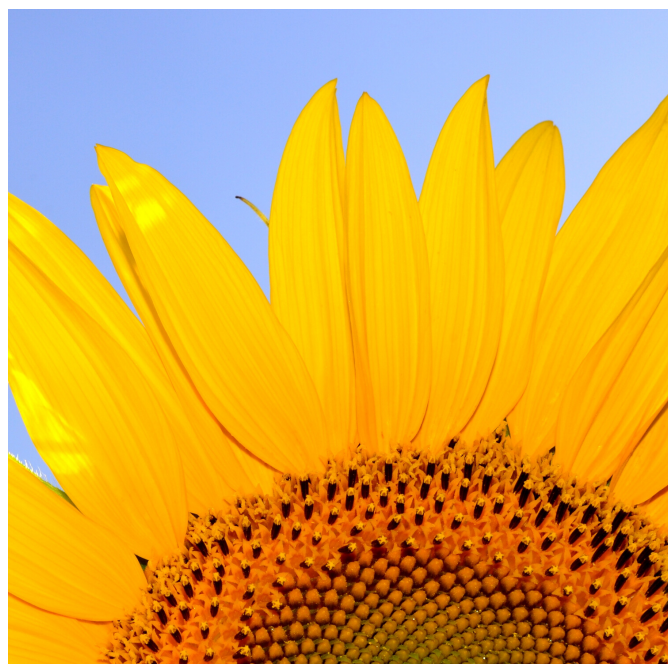
7-12

- Compassionate Citizenship
- Stressor Strategies
- Identifying Core Values

Foodie Friday

7-12

- Multiple Ways to Cook It
- Chef Chez You
- Be in the H2Know



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>

What's in a Wellness Plan?

Emotional
Well-Being

Grade
Level
7-12

Materials Paper, pen

Learning Outcome Develop goals, actions, and measurements for a wellness plan.

Description

Begin a discussion with the youth about wellness and why it is important. If the youth needs support with the discussion, explain that wellness is related to every emotion we feel and everything that we do. Our wellness affects our actions, emotions, and relates to all aspects of our lives. Invite the youth to choose different categories of wellness and create a wellness plan. Include physical activity, healthy eating, and emotional well-being categories but also consider other categories such as social, spiritual, intellectual, or environmental. On a piece of paper, invite the youth to draw a chart with different columns for each wellness category and select a topic to address for each category. If the youth needs support thinking of topics, they can include some of the following:

- Sleep
- Mindfulness
- Connections with others
- Connections with the environment
- Setting limits
- Food choices
- Food habits
- Amount of physical activity
- Type of physical activity
- Finding a new hobby

Use the chart to create a goal, action steps to reach the goal, and an indicator or measurement to know the goal has been reached. Encourage the youth to choose only one topic per category and add more once those goals are reached.

Physical Activity	Healthy Eating	Emotional Well-Being
Goal:	Goal:	Goal:
Action Steps:	Action Steps:	Action Steps:
How I will know I reached my goal:	How I will know I reached my goal:	How I will know I reached my goal:

What's in a Wellness Plan?

Emotional
Well-Being

Grade
Level
7-12

Ask the youth to share the wellness plan with you and explain to them that they can revisit it and adjust it any time.

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 youth the reflection questions below and discuss the answers together.

- *How do you think your wellness plan will be similar to the wellness plan of others? Different?*
- *Which part of your wellness plan do you think will be the hardest to achieve? Why?*

Materials	Paper, pencil
Learning Outcome	Analyze various areas of your life and develop specific, measurable, achievable, relevant, and timely goals.

Description

Ask the youth why goal setting is important for people and discuss this with them. Support them with answers as needed (e.g., goal setting helps give you focus, helps you stay motivated, helps you measure progress, help you determine what you want to do, etc.). Ask the youth if they have any goals they are currently trying to achieve and discuss them if they do. Explain to the youth that if they do not have any goals set, they will do an exercise to set some goals. If they do have goals set, ask them to apply the goal setting process you will share with them to add clarity to their goals. On a piece of paper, have the youth write the letters S-M-A-R-T vertically down the page. Explain to the youth that they will use the S.M.A.R.T. goal setting approach to set their goals. Share that it is important to set goals in various areas of your life. Using the S.M.A.R.T. goal-setting approach, invite the youth to set goals for:

- Academics
- Physical activity
- Healthy eating
- Family and community
- Hobbies and interests
- Screen time
- Long-term plans

Encourage the youth to ask the following questions for each letter of the goal-setting process to support them with developing their goals.

S - specific	What do you want to do?
M - measurable	How will you know when you've reached it?
A - achievable	Is it reasonable enough to accomplish?
R - relatable	Will it meet your needs?
T - timely	When do you want to achieve it?

The youth can choose to share their goals with you or not. If they do share them with you, ask supportive questions about the S.M.A.R.T. process they applied to create their goals.

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 youth the reflection questions below and discuss the answers together.

- *What measurable will you use to know if you are successful with your goals?*
- *Did you find the S.M.A.R.T. goal setting process easy to follow? Why or why not?*

Come Together Right Now

Emotional
Well-Being

Grade
Level
7-12

Materials	Items for activities of choice
Learning Outcome	Develop relationship skills by choosing an activity to participate in with others in your family.

Description

It can be difficult for youth to connect with family members they live with. Invite the youth to think about activities that can be done together. This could be an activity or skill that you could share with them or an activity or skill they would like to share with you.

Explain to the youth that they should select an activity of their choice that can be completed with at least one other family member. For example, it can be playing a card game, making a dance routine, going through family pictures, baking their favourite muffins, or playing a game of basketball.

Emotional Well-Being Competencies



THINK

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 youth the reflection questions below and discuss the answers together.

- How did you feel during the activity? How do you think your family member(s) felt?
- Can you think of other activities that you can do to connect with your family members?

Materials	Two scarves or cloths
Learning Outcome	Use game play strategies and tactics to retrieve an object from an opponent while protecting your own object.

Description

Ensure there is enough space to do the activity away from any safety hazards. Explain to the youth that Luta De Galo is a popular game played in Brazil. Luta De Galo means fight of the roosters in Portuguese.

It is a two-player game with each player tucking a scarf or piece of cloth into their side pocket or waistband of their pants. Each player crosses their dominant arm across their chest and lifts the opposite leg up requiring them to hop. Each player tries to pull their opponent's scarf or cloth out while hopping on one foot with one arm across their chest.

If a player puts their leg down, or pulls the scarf or cloth with the hand across their chest, the other player wins the round.

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 youth the reflection questions below and discuss the answers together.

- What different moves did you use so your opponent could not pull out your scarf or cloth?
- Why do you think it is important to practice activities with your non-dominant side?



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 youth uses both arms and uses the form of movement that will bring them the most success.	Use a stuffed animal or large, soft object tucked into your sleeve.	The youth holds onto another individual for stability while doing the activity.

Materials	Four floor markers (e.g., cones, plastic cups), ball
Learning Outcome	Practice passing, catching, faking, and cutting in a territory game and applying game play tactics of creating space and avoiding defense.

Description

This activity requires three players. Ensure there is enough space to do the activity away from any safety hazards. Create a square or rectangle with the floor markers approximately 2-3 metres apart if possible. Two players are on offense and one is on defense.

The two players on offense start with one foot in contact with a different floor marker. The defensive player begins standing in the middle of the playing area. Before play begins each group can determine, based on their level of skill, if the defenders will play warm or hot defense. *Warm defense* means being an arm's length from the offense and intercepting passes if possible. *Hot defense* means being as close to the offense as you would like without causing a foul.

The offensive pair attempts to pass the ball as many consecutive times as possible in two minutes. The defensive player tries to intercept the passes. In order for a pass to be successful, offensive players must be in contact with a floor marker when they receive the ball. Play begins with one offensive player in possession of the ball. The offensive player not in possession of the ball must cut to an open floor marker after each pass and can cut through the middle or around the outside of the square or rectangle. Only one player is allowed at each floor marker at a time.

The offensive pair receives a point for every successful pass. If the defensive player intercepts or knocks down a pass, or if an offensive player does not catch a pass, the offensive group's score returns to zero. Play for a two-minute time limit and then switch roles so each player has a turn on defense.

Individually, players add up their total number of points scored after the three rounds.

Physical Education Competencies



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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 movement competence and confidence.



Reflection Questions

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

- *How did you and your partner communicate to know where to cut and pass on offense?*
- *How did the position of the defense inform your decision about where to move to receive a pass?*



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
Reduce the size of the square or rectangular or remove one floor marker and create a triangular playing area.	The youth performs the activity with a partner and breaks the skills and tactics down by practicing one at a time. Begin with the youth passing, then catching, then faking, and then cutting.	The youth follows different tactical lines (e.g., rope or string taped to the ground) to move to open space for a pass.	Reduce the amount of players to two and have the youth practice passing, catching, faking, and cutting with a partner.

Materials	Frisbee or paper plate (or other throwing object like socks), multiple small objects for markers (e.g., plastic cups, plastic measuring cups), paper, pencil
Learning Outcome	Develop a course for a target game and perform aerobic, fitness, and core activities while throwing for accuracy.

Description

Ensure there is enough space to do the activity away from any safety hazards. Design a disc golf course indoors or outdoors using materials available. For each hole, create a tee-off area and a hole a certain distance away from each other using small objects (e.g., plastic cups, plastic measuring cups, etc.). Each tee-off and hole object markers should be similar to distinguish different holes or consider numbering both the tee-off marker and the hole marker (e.g., the first hole's tee-off marker and hole marker both have a number 1). For each hole, write a different fitness activity on a piece of paper and place it by the tee-off marker. Examples of fitness activities include:

- Lunges x 5 per leg
- Wall sit x 30 seconds
- Squats x 10
- High knees x 10 per leg
- Plank x 30 seconds
- Jumping Jacks x 10
- Sit down and jump up x 5
- Run on the spot x 30 seconds

Play the disc golf course in pairs if possible using the same throwing object and altering throwing turns. If two players are not available, the game can also be played with a single player. Start at the first tee-off and throw the object toward the hole. If it does not land or hit the hole marker, move to where the object landed and perform the fitness activity.

Continue this process until the object lands or hits the hole marker. Finish the course or play for a selected amount of time. Consider keeping score and playing again to see if the score can be improved.

Physical Education Competencies



MOVE

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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 movement competence and confidence.



Reflection Questions

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

- *How did the accuracy of your throw change after performing some of the fitness activities?*
- *How could you design a more challenging course?*



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
Reduce the amount of holes and the distance from the tee-off and the hole.	The youth throws an object (e.g., pool noodle, stuffed animal) through different sized hoops hung around the playing space. After each throw, the youth performs different actions that reflect their ability (e.g., punch the air, jump on the spot, etc.)	Use a bean bag or baggie filled with rice to throw from hole to hole.	With permission, use physical cues to manually move the youth's arm through the frisbee throw.

Materials Equipment of choice

Learning Outcome Identify an active game and modify the rules, equipment, space or amount of people before instructing and playing the game.

Description

Invite the youth to think of an active game they liked to play at home, at school, or at the park when they were younger. Games such as four square, tag, wall ball, grounders, hopscotch, skipping, parachute games, or any similar game can be used.

Once the youth has chosen a game, challenge them to make a modification to the game to change the rules, equipment, space, or the amount of people who play. The objective of the game should stay the same (e.g., score a point in four square, etc.) but other game factors can be modified. Support the youth as needed to develop the new elements of the game. Ensure there is enough space to do the activity away from any safety hazards.

When the youth is ready they can explain the game and play it.

Physical Education Competencies



MOVE

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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 movement competence and confidence.



Reflection Questions

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

- What did you change about the game – the rules, equipment, space, or amount of people?
- What other activities or games have the same objective but different ways of playing (e.g., hockey and soccer, etc.)?



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 youth modifies the space of their chosen game by making it bigger or smaller.	Provide the youth with two to three modifications to choose and let them choose one to apply to the game.	The youth modifies the chosen game as needed with the equipment of their choice.	The youth modifies the chosen game as needed with the equipment of their choice.

What's in the Cards?

Physical
Education

Grade
Level
7-12

Materials	Deck of cards, paper, red and black markers
Learning Outcome	Complete a fitness circuit performing endurance, strength, balance, and flexibility exercises.

Description

Ensure there is enough space to do the activity away from any safety hazards. With the youth, choose different activities for endurance, strength, balance, and flexibility. Choose two-three different activities for each category. Examples of activities are:

- Endurance - high knees, long jump with jog back, skip in place (no rope needed)
- Strength - crunches, squats, lunges
- Balance - skaters, single leg deadlift (move core parallel to floor, extend one leg lifting off the ground and extending straight out behind you, opposite arm extends straight out), alternating leg bridges (extend one leg out in bridge position, switch legs)
- Flexibility - cat stretch, hand walkouts (standing straight, bend and walk hands out into plank position and then up to standing again), forward bend (reach your chest to your toes while standing)

Assign one card suit to each activity category (e.g., hearts = endurance, diamonds = strength, spades = balance, and clubs = flexibility). Draw each suit symbol on a different paper and post the papers around the room, ensuring there is enough room to move around freely in front of each card.

Place the deck of cards face down in the centre of the playing area. Play with two players with each player taking a turn running to the deck, selecting a card, and then running to the activity station that corresponds to the symbol on the card.

Each player performs the same amount of repetitions of the activity as is on the card they chose (with ace representing 1 and face cards representing 10). Play until all the cards from the deck have been chosen.

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 youth the reflection questions below and discuss the answers together.

- What exercises did you find it the easiest to do? Hardest? Why?
- What ways could you modify the activity to make it easier? Harder?



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
Reduce the size of the playing area by having the youth perform the actions in the same spot.	Spread 10-15 objects of four different colours (e.g., coloured jewels, Lego, coloured papers, etc.) with each colour representing actions that reflect the youth's ability (e.g., red = lift ball above head, blue = punch the air, yellow = side bend, green = arm circles etc.). The youth performs five repetitions for each object collected.	Provide the youth with a sensory object, like a mesh squish ball, to hold while performing the movements.	The youth follows the movements of another individual.

Put the 'I' in Inventor

Physical
Education

Grade
Level
7-12

Materials	At least one ball, other equipment of choice
Learning Outcome	Use the conditions provided to create a game with rules and strategies.

Description

Ensure there is enough space to do the activity away from any safety hazards. Challenge the youth to develop their own physical activity game. The only elements that must be included in the game are:

- At least one ball or similar object (e.g., socks) must be used.
- At least one form of sending (throwing, kick, roll, etc.) must be used.

Allow the youth time to brainstorm and to test the rules and strategies for their game.

Invite the youth to name their game and then video call a friend or family member to teach them the game.

Physical Education Competencies



MOVE

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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 youth the reflection questions below and discuss the answers together.

- What was the most enjoyable part of inventing your game?
- What would you do to modify your game for a younger player or for a player with a disability?



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 youth moves through an obstacle course with various options to choose from at each component of the course (e.g., roll the ball to the target or bounce the ball through the ring).	The youth uses the support equipment they require to complete the activity such as ramp, tee, or other implements.	Another individual supports the youth with brainstorming and creating game elements.

Materials	Materials or tools for chosen delivery method (letter, email, phone call, etc.)
Learning Outcome	Discuss examples of good citizenship and conduct an act of compassionate citizenship.

Description

One component of citizenship for youth is supporting and respecting people and places within the community. Ask the youth for examples of how they practice citizenship within their community. If they need support coming up with examples, ideas include respecting the environment by recycling and not littering, showing kindness to neighbours and community members, helping people in need either by performing kind acts or sharing kind words, or volunteering at a local organization.

Explain to the youth that these acts are often called compassionate citizenship and it is about supporting others around you because we are stronger together. Invite the youth to perform an act of compassionate citizenship. This could include:

- Write a letter to a local organization thanking them for all that they do for the community
- Email a healthcare organization to say thank you for going above and beyond
- Call a neighbour to check in to see how they are doing and to ask if they need anything
- Get creative and perform an act of compassionate citizenship using your own method

After the youth has completed their act of compassionate citizenship, discuss other ideas they have to support their community and continue to encourage them to perform further acts of compassionate citizenship.

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 youth the reflection questions below and discuss the answers together.

- *How did you feel after performing your act of compassionate citizenship?*
- *How could you perform acts of compassionate citizenship at your school?*

Materials	Paper, pen
Learning Outcome	Demonstrate self-awareness by identifying common stressors and brainstorming strategies to manage them.

Description

Explain to the youth that a stressor is a person, place, or situation that causes a person to feel stress. Stress is the actual response to the stressor(s). Ask the youth if they can describe how stress feels to them (e.g., feel nervous, heart beats faster, cannot focus, feel annoyed, racing thoughts, etc.). Explain that everyone feels stress but that recognizing your stressors and building strategies to manage them is important to your overall health. Share that everyone feels stress at some time in their lives and this changes from person to person and from situation to situation. **Note that conversations about stressors can be difficult for youth so ensure to create a safe and welcoming space and reach out for support if needed.** Ask the youth to think about their stressors and discuss them if they would like to. These questions may support the youth with identifying their stressors:

- Do you feel stress before a test?
- Do you feel stress when it is noisy or you are in a crowd?
- Do you feel stress about doing well at school?
- Do you feel stress about your schedule?
- Do you feel stress when there is change in your life?
- Do you feel stress about relationships with friends and/or family members?

After thinking about their stressors, ask the youth to write a list of ways to manage their thoughts, feelings, and behaviours when a stressor occurs. Encourage the youth to write their ideas down and put them in a place where they can refer back to them when needed.

Examples of ideas to manage stressors are:

- Recognize what is causing the stress
- Be physically active
- Eat healthy
- Reach out to talk to someone
- Meditate or do breathing exercises
- Connect to nature
- Listen to music
- Reduce noise and find a quiet place to think
- Do something you enjoy
- Make a plan
- Write about your thoughts
- Take time to rest and sleep
- Limit situations where the stressor occurs
- Be assertive about your needs

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 youth the reflection questions below and discuss the answers together.

- What did you learn about your stressors and how to manage stress?
- Do you think you will always have the same stressors? Why or why not?

Identifying Core Values

Emotional
Well-Being

Grade
Level
7-12

Materials Paper, markers

Learning Outcome Practice self-awareness by identifying core values.

Description

Explain to the youth that we all have a set of core values that define how we act, how we treat others, and how we see the world. Values are the things that provide meaning and help us through tough times. Values often guide the behaviour and decisions that we make. A person's values can be influenced by the way they were raised or the people in their lives.

Share with the youth that it is good practice to be able to list and define their core values. Ask the youth to think about 5 core values that guide them. Core values can include: *loyalty, honesty, courage, perseverance, compassion, and reliability.*

After the youth has decided on their 5 core values, invite them to design the values on a piece of paper and post it in their room so they can refer back to them as a reminder every day.

Emotional Well-Being Competencies



THINK

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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 youth the reflection questions below and discuss the answers together.

- Do you think you have more than 5 core values? If so, what are they?
- How do you think your core values differ from those of friends or family members? How are they the same?

Materials	Paper, pen, one food item that can be cooked multiple ways (optional)
Learning Outcome	Identify various ways to cook food and practice cooking one food.

Description

Explain to the youth that many foods can be cooked in a variety of ways (e.g., baked, grilled, roasted, etc.). If needed, refer to the [Healthy Cooking Methods](#) of Canada's Food Guide for an explanation of various ways to cook food.

Ask the youth to brainstorm all the foods they can think of that can be cooked in a variety of ways. For example:

- Eggs - fried, boiled, poached, etc.
- Potato - mashed, scalloped, boiled, etc.
- Chicken - grilled, baked, stir-fry, etc.
- Rice - boiled, steamed, baked, etc.
- Corn - boiled, grilled, steamed, baked, etc.

After brainstorming various foods, invite the youth to select one of the foods and cook it at least two ways.

Talk about the differences in texture and taste and the process to prepare each food.

If access to the food is not available, consider watching a video about how to prepare it and try to cook the food another time when there is access.

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 youth the reflection questions below and discuss the answers together.

- *How many different ways did you learn to cook food?*
- *How do you think being able to cook a food in various ways might support budgeting for groceries?*

Materials	Ingredients for a meal of choice
Learning Outcome	Choose ingredients and follow a recipe to create a meal.

Description

Challenge the youth to choose a meal to cook for your family. Invite them to choose a healthy recipe either from available cookbooks or from the Recipes section of Canada's Food Guide.

Encourage the youth to choose a recipe that contains ingredients you currently have at home. Support them with following the instructions to prepare the meal and be sure to supervise chopping or using the oven or stove.

Enjoy the meal together and encourage the youth to ask for positive and constructive feedback after family members have eaten the meal.

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 youth the reflection questions below and discuss the answers together.

- What was the most difficult part of preparing the meal? Easiest part?
- Is there anything you would change for the next time you cooked this meal?

Materials	Paper, markers, fruits and herbs to flavour water (optional), computer or laptop (optional)
Learning Outcome	Recognize why water is a healthy drink choice and create naturally flavoured water to drink.

Description

Share with the youth that there are so many choices of drinks to choose from but that it is important for your health to drink plenty of water. This is because our bodies lose water by sweating, getting rid of waste, and even breathing. It is important to stay hydrated with water and to try to avoid drinks that contain a lot of calories, sugars, sodium, and saturated fat. These nutrients do not support hydration or overall health.

Explain to the youth that one way some people drink more water is by adding fruit or herbs to it in order to add flavour. According to [Canada's Food Guide](#), you can add the following to water to flavour it:

- Blackberries & mint
- Raspberries & cucumber
- Strawberries & fresh basil
- Chopped apples & cinnamon stick
- Pear slices & drop of vanilla extract

Ask the youth if they can think of any other fruits or herbs to add to water to flavour it. If the ingredients are available, encourage the youth to make flavoured water choosing from the fruits and herbs from the list above or using their own recipe. Support the youth with chopping the fruit or herbs if needed. If the ingredients are not available, ask the youth to choose one of the options they would like to try.

After making or choosing their flavoured water, challenge the youth to come up with a name and slogan for their water. Design it on the computer or on a piece of paper and ask them to share their design with you.

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 youth the reflection questions below and discuss the answers together.

- *Do you think you need to drink more water? If so, what drinks could you substitute water for?*
- *You created a name and slogan for your flavoured water. How do you think advertising is part of selling different flavours of drinks?*