



***At My Best®!***

CHARACTER EDUCATION SUPPLEMENT

*Building upon the Emotional Connection*



Helping every child thrive®

Founding Partners  
AstraZeneca Canada Inc. &  
Physical and Health Education Canada

## Founding Partners



Presented by



Endorsed By



The College of  
Family Physicians  
of Canada

Le Collège des  
médecins de famille  
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## What Is *At My Best*®?

**At My Best**® is a **free** comprehensive, curriculum-supported toolkit designed to help promote and develop children's overall wellness. This unique resource combines physical activity, healthy eating and emotional well-being to help children learn, grow and thrive on their way to a healthy, happy future. **At My Best**® was developed by Physical and Health Education Canada in partnership with AstraZeneca Canada. It was written by a team of educators, health professionals and experts in child development.

The goals of the **At My Best**® toolkit are to:

- Build student self confidence and emotional awareness;
- Educate students on the connection between physical activity, healthy eating and emotional well-being;
- Support the delivery of quality Health and Physical Education programs;
- Provide an opportunity for daily physical activity (DPA);
- Offer opportunities to build healthy living connections with parents and communities ;
- Facilitate cross-curricular learning opportunities, particularly supporting the development of literacy and numeracy skills; and
- Support character education and the development of life skills.



## Supporting Optimal Emotional Well-being

One unique aspect of **At My Best**<sup>®</sup> is the ever present theme of emotional well being. Acquiring a fundamental awareness of emotional well-being can assist students in making healthy choices which maximize their potential for optimal health. In addition to learning about the importance of physical activity, healthy eating and healthy living, the program teaches children about the importance of emotional wellness through the core values of the emotional ABCs:

### **A** (Ability) "I am able to..." -

Individual ability, awareness, choices and empowerment, as well as the abilities to try new things and ask others for help.

### **B** (Belonging) "We belong to..." -

Being inclusive and involving others, as well as an understanding of how we are the same while appreciating and celebrating differences. The lessons and story reinforce the importance of remembering that we belong and that we need to include others.

### **C** (Caring) "Caring about us" -

Respect and consideration for self and others - the lessons remind children to do what is best for them and what is best for others. They also identify that caring for self involves making healthy choices about food and physical activity (energy balance) and taking time to rest.

Emotional well being is a vital part of a child's healthy development. When children feel good about themselves, feel confident about their abilities and feel secure in their decision making skills, they are more likely to succeed. **At My Best**<sup>®</sup> gives children the tools they need to feel confident that they have the ability to try anything and to succeed. **At My Best**<sup>®</sup> participants are guided through the same steps that good decision makers take enabling children to choose healthy options in all aspects of life.



## A Supportive School Environment

Learning in an inclusive, supportive and positive environment is critical to a student's ongoing success. Teachers have a responsibility to model caring and supportive actions and words so that children feel safe in the classroom. This will enhance their learning, increase their confidence and augment their social interactions with peers.

**At My Best**® was developed to provide further support to teachers and to parents about nurturing emotional well being, and to offer a variety of new ideas on how to establish a healthy and vibrant atmosphere to optimize children's learning experiences. This supplement provides more specific information on the emotional well being focus.

## What is Character Education?

Many schools have recognized the importance of "Character Education" in the classroom. Character Education supports learning and success for all students in the school environment and beyond. Using lessons that promote the core values of **At My Best**®- **Ability**, **Belonging** and **Caring** helps to create a positive learning environment where students feel comfortable, confident and safe.

Character Education is a deliberate effort by schools, families, and communities to help young children understand, care about, and act upon core ethical values. It promotes the kinds of attitudes, positive personal attributes, beliefs and behaviours that the school wants children to learn and to foster for life. These qualities are continuously modeled, taught, expected, celebrated and practiced through the every day actions of teachers and students. Character Education is a school wide effort to nurture a community in which affirmative self talk, cooperation, core values, positive attitudes and appropriate behaviours are encouraged. It is the explicit promotion of universally desirable qualities.

"Within the character of the citizen lies the welfare of the nation."

- Cicero

## Why was Character Education Developed?

Character Education was developed because educators believed the social, ethical and emotional development of young people is just as important, if not more, than mastering academics. It is a way to deliver crucial life lessons that will allow young children to learn about and master the life skills needed for personal growth and success throughout life. Character Education gives explicit instruction and models the actions that can be taken when challenges arise.



## Character Education:

- Supports academic achievement by building self esteem and teaching students to value essential traits.
- Encourages personal growth and development of each student cognitively, behaviourally and academically.
- Supports behaviours that will guide students to become contributing citizens in their school and the greater community.
- Creates collaborative and respectful classroom practices.
- Fosters high expectations both academically and socially for the group, as well as each child.
- Transcends demographic factors and backgrounds.
- Finds a common ground and starting point for all students.
- Supports school wide efforts that build a sense of commitment and community.
- Invites the larger community to join in and participate.
- Assists students in being successful despite increasing demands society places on them today.
- Reduces instances of bullying.
- Builds a sense of social cohesion and belonging within groups.

## Character Education is connected to and can be integrated into every facet of the school community including:

- Peer mediation programs
- Conflict resolution strategies
- Volunteer work; giving back to the community
- Policies and procedures that have core values entrenched in the wording
- Fundraising
- Dramatic presentations
- School climate
- Respecting rules
- Good sports'person'ship
- Classroom management strategies
- Recognition assemblies
- Cross-curricular lessons
- Random acts of kindness
- Sharing compliments regularly
- Global citizenship



## What does this mean for teachers?

In more and more schools across Canada, teachers are being asked to build character education practices into every aspect of school life. This includes how staff and students greet each other, how lessons are presented, what extracurricular activities are offered and how coaching sports is conducted. In the classroom setting, the use of character education can be integrated in several ways:

- Identifying personal attributes of characters in books that can be discussed openly.
- Noting and celebrating various characteristics demonstrated by students, such as perseverance in completing a math problem.
- Allowing students to show a variety of emotions in drama to initiate a lesson on empathy.
- Choosing to highlight a character trait a week and recognize students when they demonstrate those traits.
- Have students share “good news” and bring in articles from the newspaper or local community paper that celebrate individuals making healthy choices and who represent the character traits being taught.
- The building blocks of character – students build a tower with blocks and label the traits they feel are essential to success.

At the core of Character Education is the deliberate use of daily experiences to seize teachable moments and focus the class’ attention on how to be positive contributing citizens. Character Education is not taught in isolation, it is a resource and a way of life that can easily be applied to any and every subject as the opportunity presents itself.

If you are a teacher, you are a character educator. You teach by personal example, by your interactions with others, as well as your ability to show empathy and understanding on a daily basis. You are the single most important factor at school in the success of children learning the life skills that are crucial to their emotional development. **At My Best**<sup>®</sup> and this supplement are designed to provide you with terrific tools to assist you in nurturing a positive class environment where children can thrive.

Integrating character education with every aspect of the curriculum can be achieved by applying certain attributes (perseverance, responsibility, cooperation) into daily learning as students work towards goals in different subjects. Personal skills, creative and critical thinking as well as interpersonal skills are woven throughout the curriculum across Canada. There is ample opportunity to teach students about the importance of emotional well being and **At My Best**<sup>®</sup> highlights the importance of building a strong foundation for character education in children.



## What does this mean for students?

Delivering lessons in Character Education helps students take further steps to a healthy and happy future. Character Education allows children to understand what feelings are, and supports them in controlling their emotional responses when life presents surprises and challenges. Character Education helps students build resiliency, the ability to bounce back and recover from challenging situations.



## The Emotional **ABC's** - At My Best®

The emotional component of **At My Best®** provides an opportunity to easily carry over conversations that can be applied to everyday life. Specifically, the emotional ABC's (Ability, Belonging, Caring) encourages students to think critically and ask questions before making decisions.

### **A** - Ability

Acquiring the **ability** to identify feelings and fulfill community obligations such as respecting others, completing homework, doing chores, following routines and contributing positively to the school community is integral.

Recognizing that children have the **ability** to build and be a part of a better world, to respect others, to accept responsibility for their actions, to follow through and to complete tasks lends itself to a feeling of accountability to ensure students are learning necessary skills.

Teaching children about feelings and helping them develop the **ability** to identify these feelings is laying the foundation for Character Education. Once children can identify their feelings and can pinpoint the reasons they are feeling a certain way, they will be **able** to react in a more productive and positive way.

Some character attributes that a student may display or work on as they are developing learning about their abilities include:

- Cooperation:** We are able to lend a helping hand to others and work as a team to see that our goals are achieved.
- Courage:** We don't give up. We are able to keep trying to do our best and make good choices.
- Patience:** We are able to talk kindly to one another and encourage others if they are having a bad day.
- Responsibility:** We are able to help the class run smoothly and agree to be accountable for our personal actions.



## B - Belonging

Schools set out to create an atmosphere which encapsulates core values, safety guidelines and organizational factors that help build a sense of **belonging** amongst the entire school community. Working together as a community to identify and agree upon core values and character attributes is the cornerstone of Character Education. These attributes reflect a forged consensus on the belief and values of families and communities. It is critical that these attributes be identified through a school board process that includes family and community consultation. Through this process, communities find common ground on the qualities which schools should foster through systematic and intentional practices.

Students learn to strive to participate in activities they are interested in to gain a sense of belonging. In addition, the students learn to value individualism, celebrate their differences and work towards ensuring their peers feel like they belong. This can happen through open dialogue, partnerships and direct teaching of how to include others in every activity by having an open mind and awesome adaptations.

Some character attributes that a student may display or work on as they are developing learning about belonging include:

- Acceptance:** We ensure others belong by accepting them for who they are and celebrating differences and different perspectives.
- Fairness:** We understand that everyone needs help sometimes and that we need to be fair to others.
- Empathy:** We invite others to belong by showing empathy and seeing different angles to each situation.

## C - Caring

Students who are taught what **caring** looks like and feels like will be able to execute their skills on an ongoing basis, towards themselves and others. First and foremost, respect and care for themselves allows children to recognize how healthy choices and healthy relationships with others fuel positive feelings and success. Caring for others makes a lasting positive impact and links children into ongoing affirmative peer relationships.

Some character attributes that a student may display or work on as they are developing learning about caring include:

- Compassion:** We care about others and understand that sometimes they will be sad. We can help them feel better.
- Kindness:** We treat others kindly and the way we expect to be treated.
- Gratitude:** We appreciate the caring others show us.
- Respect:** We use our words to make people feel good, show them we care and agree to “no put downs”.



## Engaging Students and Parents

Engaging students and parents in the emotional component is crucial and that is what **At My Best**<sup>®</sup> strives to do through the inclusion of the take home component and a comprehensive website ([www.atmybest.ca](http://www.atmybest.ca)) that provides a range of tools, tips and activities that can be undertaken both at school and at home.

Children gain confidence from the encouragement adults in their lives provide to them. When they believe in themselves and believe they are **able** to make positive decisions, they are more apt to complete tasks, fulfill goals and achieve success. A feeling of **belonging** is essential to children feeling comfortable in their surroundings. The skills and character attributes the children learn about through **At My Best**<sup>®</sup> allows them to integrate and **belong** within their peer group. When parents and teachers show they **care** about what the students are feeling and learning, students learn to **care** about the choices they are making and the way they are feeling too. When communities work together to deliver important messages and essential life lessons, students understand the concepts more completely and are able to apply the skills in different areas of their lives.

The Character Education traits are essential to developing positive interpersonal relationships, contributing to the community at large and assuming responsibilities of citizenship. The **At My Best**<sup>®</sup> emotional ABC's help to develop talents and skills and confidence which leads to goals being achieved and the development of a higher self esteem in children. Classes and whole school communities working towards a common goal allow for a strong community network and a feeling of social cohesion. A common language is used throughout and all students are aware of the momentum to demonstrate universally celebrated character traits.

## Modeling Positive Character Education Traits

In addition to the common language, community members of a school are all in a position to influence others through modeling of positive Character Education traits in our everyday actions. Teachers and staff can model desired attributes as well as provide instruction as to how to integrate them into everyday interactions. Here are a few easy examples:

- Treat everyone with respect
- Offer someone your help when you think they may need it
- Be a good neighbour
- Let someone ahead of you in line
- Challenge yourself to compliment ten people each day
- Recycle
- Appreciate jobs others do in the school
- Thank the custodians
- Take responsibility for your actions
- Welcome others
- Treat all guests in the school as very important people
- Give students a voice in every day routines and rules
- Have a no excuses policy
- Celebrate the good in others
- Give choice and differentiate instruction to include varied learning styles
- Focus on the implications of cause and effect
- Look people in the eye when you say hello
- Hold a door open
- Say Good Morning or Hello to someone you pass in the hallway



## Identifying students who may need extra attention and Intervention strategies

Sometimes, despite many lessons and interactions, there will be individual students who struggle to grasp the concepts or recognize the importance of fostering their own emotional well being. When children are unable to identify or understand their feelings, they can exhibit some undesirable behaviours. As educators, it is important to recognize the behaviours and put a plan into place to assist the student to regain a healthy emotional state. Watch for the following warning signs:

- overeating – the child will use food for comfort and make unhealthy choices
- refusal to eat – the child will refuse to eat
- overreacting – the child will be in tears, get very angry
- name calling – the child will call adults or peers names and try to make them feel badly
- aggressive tendencies – the child will lash out physically, hitting, biting, kicking etc.
- temper tantrums – the child stomps away, screams and the adult is unsure why
- refusal to try new things – the child is reluctant to take risks
- blaming others – the child takes it out on others
- shutting down – the child is withdrawn, leaves the group

As educators, we can recognize these signs and work with the students to develop some of the following strategies to enhance their reaction and emotional well being.

- show empathy – the child can see a situation from more than one perspective and understand why others may be feeling sad, happy, tired etc.
- demonstrate patience – the child is able to be patient when playing with others or help friends with tasks they are struggling with
- take a body break – the child may go outside or to an open space and be physically active to feel better
- write/draw about how they are feeling or what they are upset about – the child uses the drawing or writing as a release
- talk to someone they trust and label what they are feeling – the child chooses to talk about their feelings with an adult
- play it out – the child will use puppets or toys to play out the situation and come to a decision or resolution
- recruit help – the child will ask for help when needed and accepts support and help in trying new things
- join a group – the child will join a group and play with them to feel as though they belong



## Links to more great Character Education support resources:

<http://www.verney.ca/wccec2009/>

<http://www.ncec.ca/>

<http://www.yrdsb.edu.on.ca/page.cfm?id=ICM200203>

<http://www.rainbowschools.ca/programs/CharacterEducation/characterEducation.php>

<http://www.limestone.on.ca/programs/elementary/>

<http://www.communityofcaring.org/>

<http://www.sacsc.ca/>

<http://www.education.gov.ab.ca/charactered/>

## Building Character Education into the At My Best® Lesson Plans

**At My Best®** ensures that teachers have a go to toolkit with activities and ideas that optimize children's overall wellness. The following activities further enhance the lessons already provided in the **At My Best®** toolkit. They focus specifically on linking emotional well being components into the existing lesson plans.



# Kindergarten - Emotional Component Activities:

## LESSON 1: TEN SHINING STARS

**Purpose:** To introduce what people need to be emotionally healthy- happy hearts, happy bodies and happy minds.

**Materials:** **At My Best**® CD - track 6 "Ten Shining Stars"

**Activity Description:** Play song for students, have them move around in different ways as they listen. Sing the song and talk about the words.

### Guided Discovery Questions

#### **A**bility:

Can you tell me some of the things the song says we can do to be healthy?  
Possible answers: We can march, we can be active, we can move, we can belong, we can be friends, we can have positive energy.

What other things do we need in life to be healthy? Possible answers: physical activity, shelter, friends, water, sunshine, food, happiness.

#### **B**elonging:

How does your family show you that you belong? How does it make you feel to belong to a family group?

#### **C**aring:

How do your family members show you they care? What do you do to care for yourself?

### Ten Shining Stars

Ten shining stars standing all in a row.  
With a flick of energy, they start to glow.  
The leader shouted: We are **able!** We are friends!  
Of course, we can do it! Let's see how we bend!  
Let's all **march** and not pretend.

Ten shining stars standing all in a row.  
With a flick of energy, they start to glow.  
The leader shouted: We **belong!** We are friends!  
Of course, we can do it! Let's see how we bend!  
Let's all **clap** and not pretend.

Ten shining stars standing all in a row.  
With a flick of energy, they start to glow.  
The leader shouted: We are **caring!** We are friends!  
Of course, we can do it! Let's see how we bend!  
Let's all **jump** and not pretend.

Ten shining stars, jumping all in a row  
Let's all **turn around and not pretend**  
Ten shining stars, turning all in a row  
Let's all **shake our bodies and not pretend**  
Ten shining stars, shaking all in a row  
Let's all **touch our toes and not pretend**  
Ten shining stars, touching toes all in a row  
Let's all **make a bridge with our bodies and not pretend**  
Ten shining stars, bridging all in a row  
We did it! We did! We were **able** all along!  
With friends and family, we all **belong!**  
Little Rae, we are shining stars, we are **caring** and strong!  
With our ABC's, we can't go wrong!  
With our ABC's, we can't go wrong!



## LESSON 2: ALL ABOUT FEELINGS

**Purpose:** To show different emotions.

**Materials:** Scarves

**Activity Description:** Have the students hold the scarves in front of their face and then say a feeling (happy, sad, angry, surprised). Count to three and have the students pull scarves down and show the emotion on their faces.

**Alternate idea:** Students can move in a happy way - light on their feet, free flowing, skipping. Students can move in a sad way- hanging head, long dragging steps and holding the scarf near the floor so it drags. Students can move in an angry way - lots of stomping and quick strong movements with the scarves.

### Guided Discovery Questions

**Ability:**

How will you be able to remember what the feelings look like and feel like?  
Possible answers include: I will think back to the dance. I move lightly when I am happy. I stomp when I am angry.

**Belonging:**

How do you know when people are happy? Possible answers include: I laugh with my friends when we are happy. My family smiles a lot.

**Caring:**

How can you care for someone that is sad? Possible answers include: You can tell them you want to help. You can hug them.

## LESSON 3: FEELING WARM!

Use the scarves to pass along a compliment to someone else. A compliment is when you say something nice to someone so they know how you are feeling. Scarves help you feel warm on the outside. Compliments help people feel warm on the inside. Think up some compliments - nice things you can say about people in your family, your friends or people in your class. Be sure to tell them!

**Ability:**

How can you make someone feel good? Possible answers include: You can tell them something nice. You can play with them.

**Belonging:**

Why do people like to hear nice things about themselves? Possible answers include: It makes them feel good. It makes them feel special.

**Caring:**

Does it show you care about someone if you give them a compliment?  
Possible answers include: Yes. You take the time to make them feel good.



## LESSON 4: GOING ON A HEALTH WALK!

Going on a health walk – what would **you** see??

Possible answers: people skipping, a person running, team playing soccer, buying fruit, gardening, playing frisbee etc.

Use the song “Going on a Scarf Walk” from **At My Best**® for the lyrics, have students suggest what they might see on a health walk, change the words around. Sing the song again and make up your own actions for the new words.

## LESSON 5: BALANCING BEAN BAGS AND BOUNCING BODIES

When the bean bag drops as you are trying to balance it, both people in the partnership decide on something fun and active to do together. Example: Jump five times, hop across the room, touch toes, be a frog or a kangaroo, walk etc.

## LESSON 6: KEEPING HEARTS HEALTHY

On the back of the paper star draw a picture of something that happened that made your heart healthy. Physical activity and healthy eating are great ways to stay healthy and we can be even healthier by being kind to others. Sometimes it takes courage to be kind to someone and invite them to play when you are unsure. That helps them belong.

### Ability:

What can you do to keep your heart happy? Possible answers include: Do activities you like with people you love. Make good decisions in what you eat. Exercise with friends. When has someone been kind to you? Possible answers include: My sister shared her doll. My teacher told me I did a good job. My friend helped me feel better after I fell.

### Belonging:

Have you done something to help someone else? Possible answers include: I invited my friend to play with the group. I helped my Dad with the dishes.

### Caring:

How do you feel when someone tells you they love you? Possible answers include: I feel happy. I feel warm. I feel glad. Who is an important person who cares about you? Possible answers include: Dad, Nana, Mom, Grandpa, a friend, my teacher Ms. Brunex.





## LESSON 7: FEEDING FRIENDSHIPS

Make a cheer with the whole class to recite while you are playing the “healthy hustle!” Make a list of happy and healthy words to shout out as you run and play.

Example: “Being healthy is what I want to be. A healthy body is a healthy ME!”

## LESSON 8: TONY CHESTNUT

A song that will surely make you laugh and smile. Laughing and smiling with others is another way you can stay healthy.

Tony Chestnut	Actions: (Toe – knee – chest – head)
Knows I love you	Actions: (Nose – eye –cross hands over your heart – point to someone)
Tony knows	Actions: (Toe- knee- nose)
Tony knows	Actions: (Toe-knee –nose)
Tony Chestnut	Actions: (Toe- knee – chest – head)
Knows I love you	Actions: (Nose – eye – love – you)
That’s what Tony knows	Actions: (Point forward – shrug shoulders- toe- knee – nose)

Go faster or slower as you get to know the song!

## LESSON 9: BOOSTER JUICE

Boost the sense of community and sharing as you make healthy smoothies in the classroom. Have students sing, share stories or award stars to other classmates to show their appreciation. You can pass out star stickers and make super hero healthy nick names.

## LESSON 10: SHINING STARS

Describe a time when you felt like you were shining (so excited, feeling proud, feeling great)! That is when everything feels right; you are smiling and feeling that you are very good at a skill. When you feel like you are shining, you know you have done a good job.

Make shining stars out of foil or shiny tissue paper and give it to someone the next time they make you feel like a shining star.

In addition, you can use the picture book *The Rainbow Fish* by Marcus Pfister to create conversation about sharing with others and making them feel good.



## Grade 1 - Emotional Component Activities:

### LESSON 1: BELONGING

**Purpose:** To realize that when respect and cooperation are in place, every person can find a way to belong.

**Materials:** Open Space

**Activity Description:** Students stand in a circle and the teacher calls out actions. Hop up and down if you like music. Run on the spot if you have a pet. Balance on one foot if you want to go to Disneyworld. Students will see that they have a lot in common and feel as though they belong to the class community.

### LESSON 2: TARGET ON ENTHUSIASM

Great! Fantastic! Incredible! Way to Go! You are awesome! Fabulous! WOW! Chant positive words after each student tries to hit the target. Encouragement helps others have courage to try new things!

### LESSON 3: FEELINGS

**Purpose:** To recognize how feelings can affect the way a person feels and moves.

**Materials:** Narrow - wide paper squares.

**Activity Description:** Different feelings affect the way people stand or sit. When people are happy or proud they have a posture that is open (shoulders back, arms and legs relaxed, body tall). When people are sad or angry, they often have a posture that is closed off or small (holding limbs to body, curled in, looking down).

Create body shapes/postures for the following words: sad, happy, angry, frustrated, tired, proud etc. When people feel angry or sad they can feel small and narrow. When people feel happy they can feel bright and big.

Using the cards handed out to your group, choose a posture having to do with feelings for each narrow or wide card.



## LESSON 4: SHOW THEM YOU CARE!

### Ability:

How do you show your partner you care in bean bag boogie? Try picking up the bean bag when it drops; give your partner encouragement as they try.

### Belonging:

How were you most helpful to your partner? Did you feel like you wanted to try each activity?

### Caring:

How did you show that you cared about the equipment? How did you show that you cared about your partner in the game?

## LESSON 5: CARING FOR YOU!

Students discuss what they can do to show they care for themselves ("I"), what they can do to show they care for another class mate (We), and what they can do to show they care for the larger school community (Us). They can present their thoughts in a number of ways: posters, pamphlets, commercials, skits etc.

## LESSON 6: HEALTHY FRIENDSHIPS

Having friends is an important part in life. It is great if you can find friends who like to make healthy choices like you.

- Being a friend is hard work. It takes patience and kindness.
- What makes a friendship healthy? Possible answers include: Friends that share. Friends who are nice to each other.
- How do you know if someone is your friend? Possible answers include: They play with you. They are nice. They help you.
- Give examples of when you have been a good friend. Possible answers include: I played tag with my friend at recess. I was nice to my friend. I shared my toys with my friend.
- How can you and your friends be active and healthy together? Possible answers include: We can skip. We can play soccer. We can go on a hike.



## LESSON 7: FRIENDSHIP FRUIT SALAD

Have each child bring in a piece of fruit or two and make fruit salad for the class. The children can wash the fruit and talk about their fruit choice. The adult in the room cuts it up and places it in the bowl.

Once the fruit salad is prepared, have the students go for a walk or play cooperative games outside together.

- After the students have enjoyed some outside time, head back into class to enjoy the fruit salad. Talk about why it is a healthy choice to eat fruit after being physically active.
- Why is fruit a healthy snack for us? Possible answers include: It has vitamins. It helps our body be hydrated.
- Why should we eat a healthy snack after being active? Possible answers include: It is fuel for our body. It is a healthy choice that helps our body be active the next time.

This activity and discussion builds a sense of community and belonging. The class can then enjoy the fruit salad together.

## LESSON 8: HAVE YOU EVER...?

Students can find out healthy facts about their peers by asking questions at lunch, sharing information and building a sense of community.

Have you ever been to a hockey rink?

- Have you ever read a book with your family?
- Have you ever tried swimming in a lake?
- Have you ever run around the block?
- Have you ever eaten an avocado?
- Have you ever eaten a mango?
- Have you ever gone tobogganing with your family?
- Have you ever made a healthy snack with your family?

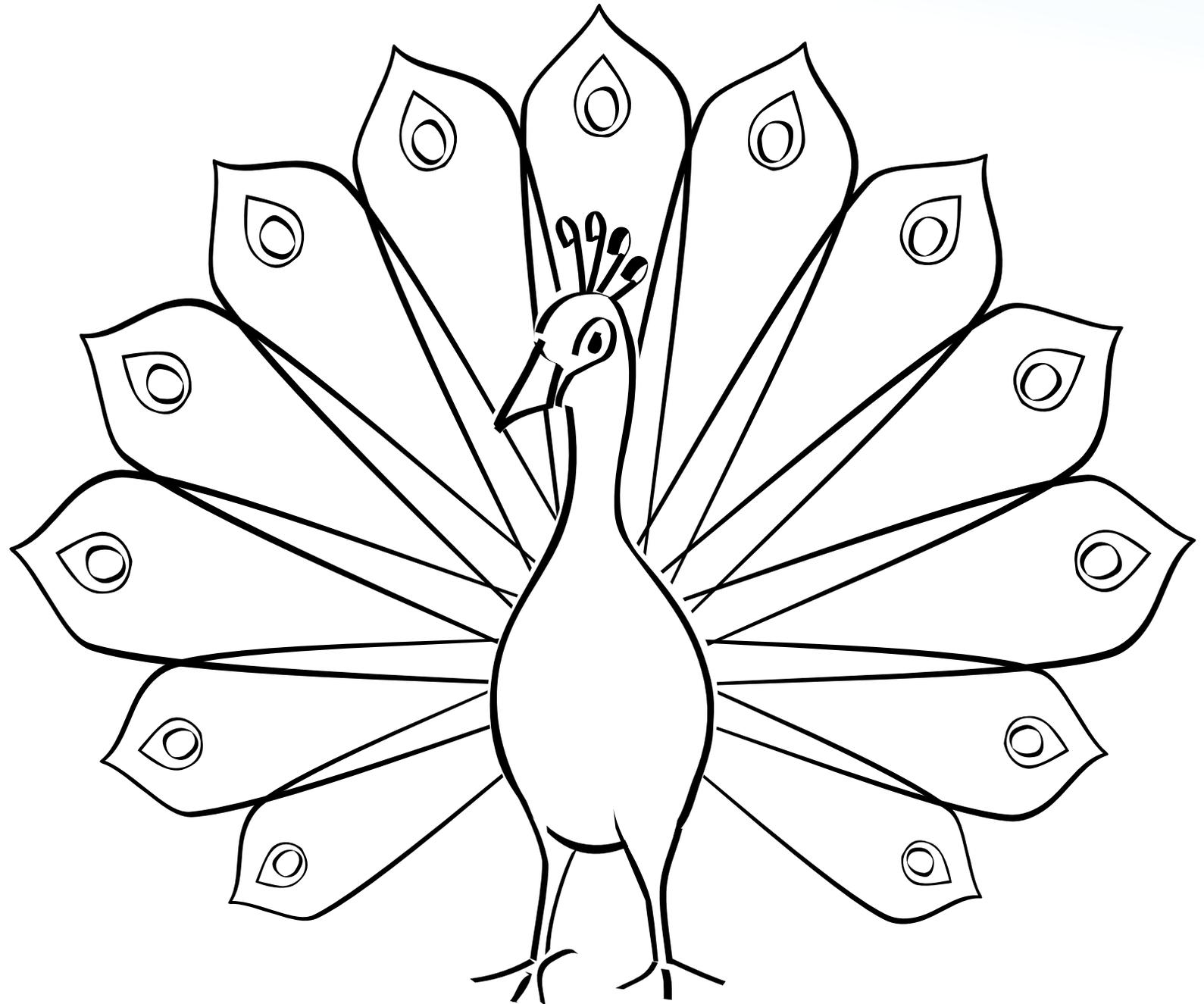
You can switch it up and have them change spots if they have ever...



## LESSON 9: PROUD AS A PEACOCK

Have a picture of a peacock on a template that students can colour in. Students can write or draw on the peacock something that they have done that they are proud of.

Create a large "Proud as Peacocks" display so that other classes can see what the students have learned about healthy decisions, healthy eating, cooperation and physical activity.



## LESSON 10: BOREDOM BUSTERS

Now that you know your healthy ABC's you can make great choices to stay healthy. Brainstorm a list of Boredom Busters for those times when you are not sure what to do.

- Build a fort
- Go for a swim
- Go for a run
- Draw a picture of your friends
- Try a new activity
- Perform a random act of kindness
- Give someone a compliment
- Create a new game
- Bounce a ball with friends
- Play tag
- Play a card game - Memory or Go Fish
- Read a book with a family member



## Grade 2 - Emotional Component Activities:

### LESSON ONE: WHAT YOU NEED

- Purpose:** To have students identify the difference between wants and needs.
- Materials:** Index cards with one item listed on each (example: water, soda, chocolate, a parent, sunshine, video games, running shoes, coat, mittens, cd, dvd, radio, food, vegetables, ice cream) markers, music.
- Activity Description:** Have students brainstorm a list of things they want and things they need to be healthy. Discuss the difference between a want and a need. When the music plays, students pass the index cards back and forth. When the music is stopped, students with needs listed on their card go to the chalkboard; students with wants listed on the cards go to the teacher's desk. Teachers can identify two areas they want the students to gather, if the desk and chalkboard won't work. Have the class discuss the results.

#### Guided Discovery Questions

##### **A**bility:

What helped you decide whether the word was a need or a want? Possible answers include: A need is something that you need to live. A want is something you wish for.

##### **B**elonging:

How did you make sure you included everyone in the conversation when you got to your area? Possible answers include: I gave everyone a chance to talk. I asked each person what they thought.

##### **C**aring:

Did you help any of your classmates if they were confused or needed help? Possible answers include: Yes, when they asked. Yes, I tried my best.

### LESSON 2: A BALANCING ACT

Getting and keeping your balance is tricky! It takes a lot of practice, patience and perseverance. Once you can stand strong and hold your balance, you feel great!

#### Guided Discovery Questions

##### **A**bility:

How do you feel now that you can balance? Possible answers include: I feel proud. I feel happy.

##### **B**elonging:

Was it fun practicing with the group? Why can having others around make an activity more enjoyable? Possible answers include: There are people to talk with. You get everybody's ideas.

##### **C**aring:

Did you see any of your friends wobble as they tried a new balance formation? How did you help them feel good about trying again? Possible answers include: I told them You Can Do It! I said please try again. I'll try with you.



## LESSON 3: HELPFUL HINTS

### Guided Discovery Questions

#### **A**bility:

What do you do that is helpful in school? I can listen to my teacher. I can put away the toys nicely. What can you do that is helpful at home? I can help my parents with dinner. I can make my bed. I can help watch my little sister. What can you do to help the environment? I can put my litter in the garbage. I can recycle cans and bottles.

#### **B**elonging:

How can friends help each other make healthy choices? Possible answers include: Friends can talk about what they want to do. They can share ideas. Friends can tell you no if you want to make a poor choice.

#### **C**aring:

What can you do to help others in life? Possible answers include: I can help shovel the driveway. I can help a friend learn how to play basketball. How do people help you? Possible answers include: My dad makes me healthy meals. My grandma reads to me. My friend reminds me to wear my helmet when I ride my bike.

## LESSON 4: PASS THE COMPLIMENT

As you pass the ball back and forth, give the person you are passing it to a compliment. Tell them something you like about or appreciate about them. Try to pass the ball to a new classmate each time.

## LESSON 5: WIN OVER YOUR WORRIES

Talk to students about worries. Explain that they could be worried about an upcoming test, a try-out for a team, or about a family member who is sick. Explain to students that sometimes sharing your worries with others helps make you feel that you can solve the problem and have an active part in feeling better. Suggest a worry (example worried about being alone at recess). Write it down on a paper and then have students brainstorm ways to deal with the worry. This models working through worries and helping others feel better.



## LESSON 6: HABITS FOR A HEALTHY ME!

Just like choosing habits for healthy eating, you can choose habits for a healthy you. Knowing what makes you happy, sad or angry is a start to be able to be healthy in all areas. When you feel different emotions, you can make healthy choices as to what to do.

Examples:

**When I am sad I can....** cry with a friend, talk to someone I trust, draw a picture.

**When am angry I can...** talk about it, count to 10, snap my fingers, and throw socks at my bed.

**To make myself feel happy I can...** go for a bike ride with an adult, play in the leaves, walk outside in the sunshine, tell a friend.

## LESSON 7: FRIENDSHIP FRUIT SALAD

Have each child bring in a piece or two of fruit and make fruit salad for the class. The children can wash the fruit and the adult in the room cuts it.

Once the fruit salad is prepared have the students go for a walk or play cooperative games outside.

After they have enjoyed some outside time, head back into class to enjoy the fruit salad. Students can also take turns letting classmates know why they chose the fruit they did. It builds a sense of community and belonging.

## LESSON 8: SURPRISE YOUR SENSES

Now that you have used your senses in eating, it is time to recognize how your senses change based on what you are feeling.

**Think about how your senses work for you.**

What are you feeling right before you try something new?

Possible answers include: I felt nervous. I felt excited. I felt scared.

How do you feel after you have accomplished a goal?

Possible answers include: I feel great. I feel proud. I feel excited.

How do you feel when you are with friends?

Possible answers include: I feel loved. I feel like I belong. I feel glad to have such good friends.

Track your senses over a few days and see what happens in different situations.



## LESSON 9: FEELING ENERGIZED

**Purpose:** To learn and share what you can do to help your body feel energized and your mind positive.

**Materials:** Digital Camera, Outdoor Magazines, Scissors, Glue Paper

**Activity Description:** Assign students into small groups. Have each group make a list, act out or make a collage of things that they can do to feel energized. Suggestions include: walking, running, jumping jacks, swimming, yoga stretches.

### Guided Discovery Questions

#### Ability:

What are you able to do to keep your body energized and positive? Possible answers include: I can be active outside. I can tell myself I can do it. I can eat healthy foods. How do you feel when you have control over your body? Possible answers include: I feel confident. I feel like I can try new things.

#### Belonging:

How can you tell if you need to energize your body? Possible answers include: When I am tired. My body feels bored. When I have been sitting still for a long time. What are some situations where you would need to help others feel energized? Possible answers include: When my friend is sad. If my mom had a long day at work.

#### Caring:

How does having positive energy help you feel? Possible answers include: It helps me feel good about myself. It makes me want to participate. How can it help others? It can help change their mood. How do you keep your body energized at home with others? Possible answers include: You can eat lots of fruits and vegetables. You can go on a walk with your family.



## LESSON 10: HEALTH AWARDS

**Purpose:** To recognize a job well done and what you have learned from the **At My Best**<sup>®</sup> program.

**Materials:** Construction paper, scissors, markers, stickers

**Activity Description:** Make yourself a Healthy Star Award.

### Guided Discovery Questions

#### Ability:

What have you learned about yourself and your ability to make healthy choices? Possible answers include: I have learned I can make healthy choices by eating fruits and vegetables. I can be healthy by being active with my friends. Making healthy choices makes me happy.

#### Belonging:

Has learning alongside your classmates helped you feel closer to them? Have you learned something new about someone in this class? Possible answers include: I learned my classmate likes to talk in front of people. I learned my classmate is a good artist.

#### Caring:

Why is respecting others so important in groups? Possible answers include: The group members all feel their ideas are important. Why is having respect for yourself important? Possible answers include: Respecting yourself is important because you have to take care of yourself.



## Grade 3 - Emotional Component Supplemental Activities:

### LESSON 1: WANTS VS. NEEDS

**Purpose:** To have students recognize the difference between wants and needs and understand that sometimes needs take priority. This can relate to fairness.

**Materials:** Overhead transparency or chart paper with the following quote: "Fairness means having every child receive what they need to succeed, not treating every child the same way."

**Activity Description:** Discuss the quote. Talk about what that means. Have students give their input.

#### Guided Discovery Questions:

##### **A**bility:

Are you able to get what you need to be healthy? Possible answers include: Yes. I can drink lots of water and eat well. I can ask adults for help when I need it. What are some things you can do to increase your healthy choices? I can be active with my friends instead of playing video games. I can ask an adult to help me make fruit salad.

##### **B**elonging:

How does fairness help people feel like they belong? Possible answers include: They get what they need to succeed. They are able to participate in the activity. Give an example of fairness and how it helped you feel good. Possible answers include: I was able to get more time to finish my journal entry so I was proud of it.

##### **C**aring:

How does showing others you care help them to feel healthy? Possible answers include: It makes them happy to have friends. They will be more active if you invite them to go on a walk.

### LESSON 2: CHOREOGRAPHED COOPERATION

Work with a partner and move in a way that shows cooperation. Choreograph a short dance that demonstrates cooperation. Examples may include: skipping while holding hands, giving high fives, pretend to ride on a teeter totter, building a castle together. Share with the class.

### LESSON 3: GROUP CHEERS

Have students make a golf cheer highlighting the strengths of the people in the group. Students can then perform the cheer as they go from one hole to the other.

When students sink the ball in the golf game - they share a healthy choice they have made or an instance of teamwork they have experienced.



## LESSON 4: BALANCING ACT

(Extension to Body Shapes and Tableaus based on sports skills)

Students create a tableau or body shape of a sharing skill, a friendship skill or of a caring skill. Create tableaus or body shapes to show emotions – happy, sad, angry, surprised etc. Students can work on their own or in groups.

## LESSON 5: AMAZING ABILITY RIDDLES

Each student fills out a card with three things they are able to do written on it.

Example: I can do a front roll. I can score a goal in hockey. I can swim four laps without stopping. Who Am I?

A teacher or a student can read out the cards. Students can guess which student wrote it or all the students can stand up and those who can do what the card reads stay standing while the others sit down. This gives a smaller range of people to guess from.

## LESSON 6: HEALTH - O - GRAMS

**Purpose:** Students recognize the healthy choices of their peers, teachers or parents.

**Materials:** Little health-o-grams (can use the templates of an apple, a shoe or a star)

**Activity Description:** Students design and colour a health-o-gram to congratulate someone they know on making healthy choices. Students could also randomly select a classmate from a jar to ensure each child received a health-o-gram.

### Guided Discovery Questions

**A**bility:

Is it easy to recognize healthy choices people are making? Possible answers include: It is easy if you see them doing the activity like biking or walking. Sometimes you can't see the healthy choices people are making for themselves because they are private.

**B**elonging:

Are you motivated to make healthy choices because of the healthy choices your health-o-gram recipient made?

**C**aring:

How do you think the person who received your health-o-gram felt? Possible answers include: They felt happy that I saw them do something healthy. It made them feel like they wanted to do it again.



## LESSON 7: QUALITY QUESTIONS

### Ability - Apple; Belonging - Banana; Caring - Carrot

**Purpose:** To have students practice questioning skills. Being able to look critically at a situation helps children to see all angles and understand the reasons behind someone's behaviour.

**Materials:** A drawing of an apple, a banana, and a carrot on the blackboard or on Bristol board. Scrap paper, tape and pencils.

**Activity Description:** After playing the **Healthy Food Hustle**, have students write down their own guided discovery questions on the paper and post it on the right section - apple (Able), banana (Belonging) or carrot (Caring). Once the students have had time to place their question, read questions aloud and have students give answers for the questions.

## LESSON 8: HEALTHY FOOD GRAPHING

**Purpose:** To have a visual representation of the servings of each food group the class is consuming.

**Materials:** A large graph on the black board or white board or bristol board.

**Activity Description:** Students choose the paper food cut out that correlates with what they are eating or draws the picture of what they are eating and places it on the class graph.

### Guided Discovery Questions

#### Ability:

What new healthy foods have you tried that you don't usually bring in your lunch or have with your meals at home? Have you found that you like them more than you thought you would? Possible answers include: Red peppers, carrots, bananas, oranges.

#### Belonging:

Does it feel good to be working cooperatively with your classmates towards a healthy eating goal? Possible answers include: Yes, it makes me want to keep at it. I know we can do this together.

#### Caring:

How do you feel when you choose healthy foods? Possible answers include: I feel energetic. I feel proud that I am making good choices and taking care of my body. I feel like I will be able to run faster.



## LESSON 9: RANDOM ACTS OF KINDNESS

Challenge yourself to perform some random acts of kindness while you are active with people you know. Race to clean up the school yard, rake leaves in your backyard, shovel the driveway of an elderly neighbour and invite family members to play soccer with you. Try to make others feel great as they participate actively with you. Draw a picture of what you did for your Random Act of Kindness and how it made you feel.

## LESSON 10: "WRAP" IT UP!

Have an "It's a Wrap Party" to consolidate the student's learning! Students are assigned to bring in a healthy topping (lettuce, tomatoes, cheese, turkey, ham, carrots, peppers, pickles) and have the class community celebrate their learning and successes with a healthy "Wrap Party". Being aware of allergies and cultural food choices – please make sure all food is kept in separate containers before students choose their wrap contents. Students make healthy choices and make their own wraps before enjoying lunch together. Jeopardy or Trivia with questions from the **At My Best**® program can be offered as summarizing activity.

## Summary

Developing life skills and emotional well being in children is an important and ongoing job. It is not only about congratulating children on a job well done and recognizing their individual strengths but also allowing them to learn how to be more independent in their actions and in their thinking.

Children learn by doing and learn from the adults around them so modeling thoughtful decisions, being physically active and choosing a healthy life style are all ways to start to motivate and inspire children to thrive in this challenging world. Emotional health and physical health definitely go hand in hand. **At My Best**® allows each child to build the skills necessary to make good choices, eat healthy and build physical activity into their daily routine.







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