TRAUMA-INFORMED VIRTUAL PROGRAMS

A guide for overcoming the child welfare gap through trauma-informed programming and play.

Table of Contents

INTRODUCTION TO THIS RESOURCE

Why was this resource created?

The COVID-19 crisis came with shocks to the educational system that were unfathomable in scale, and which have affected both students and educators alike across the country. The Toronto District School Board (TDSB), Canada's largest with roughly 250,000 students, has already seen more than 70,000 of its students opt into virtual school this fall and is currently trying to locate another 5,500 students who are unaccounted for (CBC, 2020). While virtual classrooms and virtual recreation programs have proven to be a fun and exciting way to create meaningful connections and help children and youth learn, they have also created a seismic child welfare concern. Educators and front-line rec workers have, for decades, been the most significant group of caring adults who identify and report on child welfare concerns. Without seeing kids regularly in brick and mortar classrooms and rec spaces, there are far fewer opportunities to notice concerns in child welfare and advocate for services for kids who need it the most. Since the onset of COVID-19 in Canada, there has been a dramatic reduction in reports to child welfare agencies (down 26-40%), and yet, we know that mental health concerns, depression, food insecurity and general instability have been on the dramatic rise (one study reported that depression rates have risen from (9% to 34-43% in mothers).

In order to address some of this welfare gap, Jays Care has worked since March 2020 to ignite and run virtual learning and recreation programs across the country with more than 14,000 children and youth who are socially isolated. This experience has enabled us to innovate, test out, and succeed in creating virtual spaces where caring adults can see, hear, connect with, play, support, and teach children who need it most. It has also provided an opportunity to check-in with kids from across the country and to identify and take action when kids are in need of protection.

The ability to connect with a caring adult in a brick-and-mortar classroom or rec space is a lifeline for many children and youth and the loss of this connection is being felt across the country. Frontline agencies, such as Kids Help Phone, have seen a significant increase in the number of children and youth accessing their services. Since the onset of pandemic, they have witnessed a 28% increase in conversations about physical abuse, a 42% increase about anxiety or stress and a 48% increase about isolation (Kids Help Phone, 2020). As a result, we have designed this resource to help equip virtual educators and programmers with easy-to-use tools for creating virtual programs that promote safety, build meaningful connections and create opportunities for checking-in.

Who is it for?

Any educator, youth worker, coach, support worker, or program director who is responsible for leading virtual classrooms or programs for children and youth aged 4 to 14. The tips, guidelines and activities within this manual are appropriate for people leading virtual programs that use video conferencing software.

How does it work?

This resource is designed to help virtual educators and programmers create trauma-informed environments:

- Where children and youth feel welcomed and safe,
- where they have opportunities to learn from and connect with caring adults and peers,
- where they are encouraged to engage (verbally, physically and with their cameras on), and

- where they are invited in many different ways to reflect on and share how they are doing (mentally and physically).

This trauma-informed approach creates spaces for children and youth to reduce their isolation and enhance their resiliency, while also providing increased opportunities for virtual educators and programmers to notice children and youth who need support and/or protection.

This resource is not a textbook. It is designed to be a reference guide that can be referred to regularly as you plan your daily and weekly virtual programs. It is filled with more than 100 dynamic and creative activities that are easy to integrate and can help create safe and playful spaces to learn and connect. At Jays Care, we know that play is the language of children and youth. There is no faster or more effective way to break the ice, to forge meaningful connections, or to discover concerns – than through play. We hope you find this play-based approach works as well for you as it has for us.

The resource is divided into the following 8 sections:

Tips for Creating Safe Virtual Spaces

Rules, Routines and Rituals

Ritual and Routine Activities

Activities to Encourage Engagement with Camera and Audio

Wellness Check Activities

Connection and Teamwork Activities

Get Moving Activities

Kindness and Gratitude Activities

ONE: TIPS FOR CREATING SAFE VIRTUAL SPACES

Although the COVID-19 crisis precludes us from ensuring children's' physical safety, there is much we can do to create online learning environments that feel safe—that foster connection and emotional regulation as we all face uncertainty and potential trauma. **To get you started, here are some considerations to keep in mind:**

1. **Work with parents to help set the stage for safety:** Parents want to know that their child is safe when engaging on the internet for programs or general use. Below are some great tips to share with parents in advance of any virtual programming.

   - Make sure safety/privacy settings are high, and set parental controls on each online streaming service, but recognize that it is impossible to filter out all unwanted material, even with specially designed software. Use passwords so children cannot go online unless they ask you first.
   - Pay attention to Internet sites and games that incorporate a chat component – use caution before permitting children to engage in chats.
   - Explain that once a picture/video/text/sext is sent online, they lose control of where it goes and what is done with it. Even if something is shared via an app that guarantees it will disappear, it can be saved to someone's phone or computer.
   - Teach children to respect the privacy and reputation of themselves and others:
   - Never say/post anything mean, rude, hurtful, threatening or untrue about someone online (some of these statements/images may even be against the law). Don't give in to pressure to do anything that makes them feel uncomfortable. Ask, "How would you feel if someone did that to you, or your best friend?"
   - If they receive a rude or unkind message about someone, or a picture, do not forward it.
   - Caution children to never share their password with friends. Insist that they give you a sealed envelope with a list of their usernames and passwords, in case of emergency, or if they lose their password.
   - Reinforce to children that they should always tell an adult if they feel uncomfortable, upset or threatened about anything online – don't wait to tell.

2. **Set up your virtual background effectively:** Ensure that your video background is as plain as possible, or create a virtual background, to avoid contents of your home from being seen. Conduct virtual sessions in areas of your home that are free from distractions, inappropriate images, posters/ signs, or otherwise cluttered or unclean spaces and spaces that are noise free. Never take your computer or device with you to a space where you are vulnerable or are in compromised positions (i.e. a change room, bathroom or other indecent spaces).

3. **Build extra time at the beginning and end of each virtual session for the kids who need extra support:** Often, the participants who need the most support, show up for classes and sessions early. Be there and be ready (prepared for your lesson and available to chat) so that participants who need the extra care and attention can receive it. Similarly, carve out time at the end of each session to stick around. Just like in brick and mortar classrooms and programs, many participants who need a little extra one-on-one time, will linger longer in order to chat.

4. **Make your name clear, professional and inclusive:** Make sure that your name appears professionally and inclusively so that all participants know how they should refer to you. Consider your first name and then your pronouns. Double check, if someone else shares your computer, that you are appropriately named each time you start a session. Invite participants to do the same with their names.

5. **Use inviting welcome slides and music to help participants know what to expect:** Something as simple as having some good tunes for participants to hear when they arrive, can go a long way. Be sure that the first impressions you make with your virtual classrooms/programs say, "you are welcome here, it is safe here, and I'm going to take care of this space".

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Please make sure you have the following items for this session:

X
X
X
X
X
X

Welcome to XXXX

Please adjust your display name to show your first name and pronouns (if you would like).

Example: Chris (He/Him)

Christoph | Unmute | ...
Start Video
Unmute My Audio
Rename
Hide Non-Video Pa
Hide Self View

Please read through the following ground rules before we get started:
1. No judgement
2. Show openness to new ideas and thoughts
3. Engage and participate fully if you are able – *please consider turning your camera on*
4. Use the chat to ask questions/engage with the session
5. Assume the best in others, but bring something up if doesn't sit right
6. Reflect in the power/ privilege you hold within the space
7. Have lots of fun!
*Add/edit ground rules as you see fit for your session.

6. **Tell participants the plan:** Students who experience trauma can feel triggered by a lack of clear structures, boundaries, and routines. As we're sure you can imagine, providing classroom/program consistency, daily structures, clear expectations, and reliable warmth and love help stressed participants feel safe. Normalcy is profoundly healing and comforting, particularly for participants who do not feel in control of their lives. Implementing even small classroom/program systems can

greatly alleviate emotional stressors and prevent behavioral incidents. For example, sharing a clear agenda for the day's learning makes a participant aware of what's ahead and expected, giving them time to get comfortable. This decreases the stress and uncertainty caused by classroom/program activity transitions and the roll-out of assignments.

7. **Remember, that on virtual platforms, <u>the way you communicate</u> matters more than ever:**
Research has shown that when we communicate, 55% of what we say is understood through our body language, 38% is communicated through our tone, and only 7% is communicated through our actual words. When you translate this to a virtual platform, there are a few key things to keep in mind so that all participants can understand that your trying to create a safe and welcoming space:

Dr. Albert Mehrabian's 7-38-55% Rule
Elements of Personal Communication
• 7% spoken words
• 38% voice, tone
• 55% body language
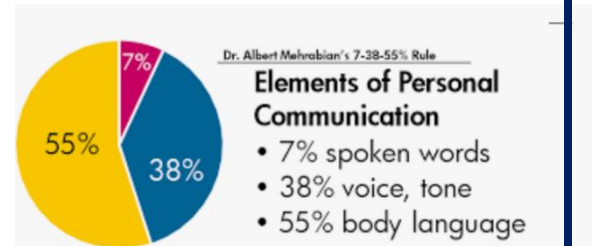
   a. **Tone and volume of your voice:** Most educators and youth workers are used to captivating a big audience in classrooms, gyms and rec spaces. This means they are used to projecting. On virtual platforms, the more you project, the more likely participants with auditory issues will become aggravated and retreat from the space. Practice using warm, welcoming and conversational tones and volumes with friends on your virtual platform. Ask for their feedback. Do you sound inviting? Do you sound warm? Are you speaking loudly enough? Are you speaking too loudly? Finding the right volume and tone can take a few tries. Whatever works for your friends, use it with your students/participants.

   b. **Body language:** Virtual platforms mean that your head (instead of your whole body) is now your core vehicle for communicating. This means that smiling often and sincerely (with your whole face) is important. Some do this naturally; others have less welcoming resting faces. If you are unsure, ask your peers and practice. The more your face says through smiles and confidence "we can do this", the more comfortable and safe participants will feel.

   c. **Eye contact:** Helping participants feel seen, means making regular eye contact. Unfortunately, in the virtual world, the only way to do this is by regularly looking directly at your computer's camera. Think of Jim from *The Office*. He's a master at this. If you want participants to feel like you're seeing them, set yourself a goal to focus your eyes on the camera at least once every 3 minutes.

   d. **Second screen:** If you're someone who uses a second screen regularly, this may be a tough transition. The truth is, it's hard to make participants feel welcome and connected, if you're staring at an entirely different screen. For best results in virtual programming, ditch your second screen and focus all your energy on one screen, one camera.

8. **Make your sessions inclusive:** When planning a session, it is important to keep in mind that you may have participants from all background and with varying abilities. In order to make your virtual

classes/sessions the most fun and enjoyable experience for all, try incorporating the following inclusion strategies we employ:

Use Visuals	Examples include:
	- Writing out or drawing instructions to show on screen. - Demonstrating the activity. - Showing equipment needed alongside describing it.
Use Simple Language & Instructions	**Examples include:**
	- Speak slowly and clearly. - Break down instructions into simple steps. - Keep sentences short. - Used Closed Captioning on all of your sessions (see instructions for setting these up in Appendix A)
Demonstrate Variations of Play	**Examples include:**
	- If an activity requires standing, can it be adapted to also be played seated? - If an activity requires typing or writing to answer a question, can players also shout out/speak the answer?
Use Inclusive Language	**Examples include:**
	'**If you're able**… jump up and down'. **'Move'** instead of 'run' or 'walk'. **'Everybody', 'folks', individual names, etc.** instead of 'guys', 'you guys', etc.

TWO: RULES, ROUTINES AND RITUALS

For many children, virtual programs feel scary and unknown. Taking the first few weeks to really establish safety, systems, expectations and connections, can make a huge difference for anxious participants. Take time to play lots of icebreakers, to help participants get to know one-another and to get to know you, and to establish rules and expectations that they understand and feel good about.

1. **Establish rules together:** Youth workers and educators often involve their participants in the creation of the program rules and expectations during the first few days of the program. You can do this in virtual classrooms/programs as well. However, it's important that you come to this discussion with a clear idea of the virtual classroom/program rules and expectations you will contribute to the list. Consider expectations like these for virtual programs:

   - Do your best to log onto the platform on time.
   - Clear your workspace free of distractions.
   - Log off all other website tabs, games, put away all other technology.
   - Find a quiet space at home where family members, pets, and other things cannot distract you.

NOTE: Some of these new rules and expectations are inevitably going to be a challenge for everyone but could be additionally difficult for any participants with neurodevelopmental, developmental and cognitive disabilities. It is important that participants are informed and involved in creating the rewards (these can be set for individuals and/or for your entire group/classroom) for following the rules as well as the repercussions for breaking them. Here is a great example of how this can look:

REWARD PROGRAM	
Participant shows up ready to learn on time	10 points
Participant shows up late, but ready to learn	5 points
Participant lets leader know that they are unable to attend	3 points
Participant engages in virtual program activities	5 points
Participant puts effort into completing key tasks/ assignments	10 points

- *Sample virtual points program*

Sample Rewards (individualized and class)

If you follow all the virtual program rules for a day, you will earn 5 stars (25 stars means a chance to make morning announcements)

If we all follow the rules, we all get 5 extra minutes to play "Deal or No Deal" at the end of class on Friday.

Desired behaviours demonstrated = continuing to participate

- **1st instance of undesired behaviour** = 1 reminder/modeling and 1st warning
- **2nd instance of undesired behaviour** = 2nd reminder and 2nd warning
- **3rd instance of undesired behaviour** = removal from class for the day and a conversation with your parents/guardians about repercussions

2. **Set up a fun rewards program:** There are an endless number of rewards you can integrate into your virtual classrooms/programs. Here are some to get you started:

Incentive
INDIVIDUAL REWARD
Advance Peek at an Upcoming Assignment
Answer only Even or Odd Problems on an Assignment
Be a Class DJ at a Digital Dance Party
Miniature Art Set Delivered to Your Home
Choose a Tik Tok Dance that the Class Can Participate in Together
Choose a Virtual Field Trip
Choose a Book to be read to the Class
Wear Your Favourite Colour Day – Student's Choice
Choose Your Teacher's Hair Style
Choose the activity for tomorrows class
Choose the music for the class dance party
Choose the theme of the next show ant tell
GROUP REWARDS
Class Lego Building Challenge
Class Play-Doh Sculpture Challenge
Class Dance Party
Class cheat day – students choose one activity they don't have to do the next day
Class competition – balance, tissue toss, balloon keep up, etc.
At home relay race – have the class decides on physical activities they can do and once finished they will pass it to the next person on their team to complete

3. **Curate routines and rituals that participants can come to depend on and look forward to:**
Educators and front-line staff have spent years modeling, explaining, practicing, and cementing routines and systems in schools and recreation centres so that they are now seamless for participants. For virtual programs, routines and systems will look very different but the practice is still necessary.

a) **Consider ways to teach the new skills that participants need for your systems to work:**
Setting up your virtual program for success means teaching participants (and providing the opportunity to practice) a whole host of new skills. Here are just a few that participants will need to learn in your first week of virtual programming:

- Muting and unmuting
- How to share ideas online
- How to show they want to speak
- Where to type or share responses
- When to log on and off
- How to problem solve when they have technology issues
- What materials are needed at home and when to use them

b) **Establish rituals that participants can count on:** When you facilitate in brick-and-mortar programs, there are many rituals that help make your classrooms and program "feel" like a classroom or club, and that bring structure, reliability and fun to participants' experiences. In virtual programs, rituals matter even more. Consider the following:

- What are some fun ways you can start each virtual session?
- What are rituals you can use to end each lesson/session?
- How and when will announcements take place? Can participants present them?
- How and when could "show and tell" add value?
- How will you pick your "Star of the day", "Star of the Week", or other classroom/program awards?
- What are some of the traditions that participants look forward to most? (i.e. art shows, talent shows, graduation ceremonies). How can you help participants feel both confident and excited that these traditions will exist within their virtual club experience?

Show and Tell: Stuffed Animal Day

THE IMPORTANCE OF ROUTINE AND RITUAL AMID COVID-19

For most children and youth, COVID-19 raises concerns related to danger, safety, and the need for protection. This sense of chaos and unpredictability can be particularly triggering for children and youth suffering for pre-existing trauma and equally for those who the pandemic brings up new feelings of grief, loss, and anxiety. As a result, maintaining predictable routines and rituals during this time is very important. Doing so helps those experiencing trauma maintain a sense of psychological safety and control, which in turn reduces trauma triggers and reactions.

THREE: RITUAL AND ROUTINE ACTIVITIES

A child who is unsettled is unlikely to relate to and connect with other people, and, until the child feels safe and supported, they are unlikely to have the cognitive capacity to fully engage in the higher-level processes that are essential for learning and reasoning. **Resultantly, how you start and end your sessions matters.** These rituals and routines are what participants come to expect and are what helps create a predictable pattern in a very unpredictable world. Regularly integrate some of the activities below in your virtual classrooms or programs to create a predictable start or end to your sessions:

1. Silly Question of the Day

Start the day off with a silly question and ask the participants to share their answers and explain why. Here are some fun examples:

- o "Who would win in a fight a hotdog or a taco?"
- o "What is the worst smell in the world?"
- o "If you could, what two animals would you combine?"
- o "If you could be Prime Minister for a day, what would you do?"
- o "If you could be the principal of your school, what is the first rule you would make or change?

2. Throw and Clap

Start each day off with this group challenge! This game is great when you are waiting for participants to log on, or if there is some down time.

- Have participants throw a ball/rolled up sock/Kleenex in the air, challenge them to see how many times they can throw and catch in 30 seconds
- Once participants feel confident add these progressions to challenge them further:
  - o Throw and clap once
  - o Throw and clap twice
  - o See how many times you can clap before catching it
  - o Thrown, spin and catch

3. Two Truths and a Lie

Two Truths and a Lie is a classic get-to-know-you icebreaker game and it can be a fun way to start off every day, or one day a week. Pick one participant each day and invite them to share their two truths and a lie. Ask the rest of the group to guess which one is the lie. Here are the general rules of the game:

- Participants tell two truths and one lie (in any order).
- The object of the game is for everyone else to determine which statement is the false one
- Allow participants a few minutes to think of 2 truths and a lie. Encourage them to write them out so they don't forget!
- Let participants go one at a time. They tell their two truths and one lie and everyone else guesses what the lie is in the chat box. Once everyone has guessed the participant can reveal their lie!
- Go around until everyone has had a turn.

4. Noodle Doodle

- At the beginning of each week, ask participants to grab a book, paper and a pen or pencil. Then instruct them to place the piece of paper on top of the book and then hold the book/paper on top of their head.

- Participants should be holding the book/paper with one hand and the pencil/pen in the other.
- Now describe step by step how to draw an image (ideally one that is linked to the lesson or theme of the week) to your participants. For example, if you were describing a smiley face you would say…" Draw a large circle… now two dots for eyes… and draw a smiling mouth inside the circle…".
- Participants will try to draw this all while the paper is on top of their head and can't see!
- See who got the closest to the actual image at the end of 5 minutes.

5. 30 Second Dance Off

- Start each Tuesday with a 30 Second Dance Off. Challenge every participant to show off:
  - How their parents dance
  - The weirdest dance moves
  - The funniest dance moves
  - The biggest movement dance moves
- Challenge another classroom or program group to a dance off. Record each group's 30 Second Dance battle and ask a neutral judge (i.e. your principal) to see which group wins the prize for the biggest, funniest, most memorable dance moves.

6. Name that Tune

- Introduce a fun way to start each day by explaining to participants how the Name that Tune Challenge works.
- Each day, when they enter your virtual program/class, you will be playing some music. Start each session with some great music playing.
- Once most of your participants have arrived, or after a specific time limit (2 minutes), you will stop the music.
- As soon as the music stops, everyone who thinks they know the song, needs to race around their chair and sit back down. The first one back gets to guess what song it was. If they are right, they can earn some reward points.

For a longer version of this activity, consider:
- Make sure everyone has a blank piece of paper and a pen and get them to number 1-10 on the page.
- Have 10 popular youth-friendly songs queued up and be ready to play a recognizable 10-second snippet.
- Begin playing the songs in succession.
- Tell the participants to write down what they think the title of the song is and who it's by. Emphasize that they should not yell out the answer but write it down.
- Once you have gone through the 10 songs, go through the participants' lists and see who got the most correct!

7. Read my Lips!

- Send one participant a word or sentence via a private chat.
- Have that participant say the word while on mute 3 times slowly.
- After the 3rd time get all the other participants to type their guesses in the group chat.
- The first person to guess correctly wins a point.

TIP: This is a great game for introducing the mute/unmute feature, explain expectations around this.

8. Anagrams

- An anagram is a word or phrase formed by rearranging the letters of a different word or phrase, typically using all the original letters exactly once (ex. Dawn – Wand). To turn this into a fun game to start or end each day, give participants a word and see how many anagrams they can create in one minute!
- Have participants write down all their words on a sheet of paper and then tally their totals.
- You can find varying lists of anagrams here: https://www.enchantedlearning.com/english/anagram/numberofletters/5letters.shtml
  Tip: This is a great way to introduce a "word of the day"

9. Drawing Parody

- Each morning, or once a week, challenge participants to pick a person (either beside, below or above them, or someone they'd like to get to know, or someone who looks kind, or someone they've never spoken to before, etc.). Then, challenge them to draw that person.
- Tell the group they have 3 minutes to complete the drawing.
- After everyone's is finished, invite a few volunteers to reveal their drawing to the group.
- Challenge the group to guess who is in each drawing.

10. Special Show and Tell:

- Once a week, consider giving participants 5 minutes to look around their home for something that:
  - Reminds them of their favourite place;
  - Reminds them of someone they care about a lot;
  - Is important to them;
- Once everyone has returned, invite all participants to show what they grabbed (ask them to show it to the camera). Then, invite a few of them to explain it with the rest of the class/group.

11. Daily Riddle

- Riddles are a great way to get everyone engaged quickly! Consider starting or ending each session with a riddle, challenging everyone to guess the answer in a group chat. Here are some examples:
  - Billy's mother had five children. The first was named Lala, the second was named Lele, the third was named Lili, the fourth was named Lolo. What was the fifth child named? ANSWER: Billy
  - You're driving a city bus. At the first stop, three women get on. At the second stop, one woman gets off and a man gets on. At the third stop, two children get on. The bus is blue and it's raining outside in December. What color is the bus driver's hair? ANSWER: Whatever hair colour of your participant is! – They are driving the bus.
  - A cowboy rode into town on Friday. He stayed in town for three days and rode back out on Friday. How is this possible? ANSWER: Friday is the name of the horse.

12. Would You Rather?

- This activity is a conversation starter and a fun way to start each session. Participants must choose between two challenging scenarios and explain why. The leader can be the one to pose the questions to the group or everyone can take turns asking a question to someone else.
- **Here are 20 "Would You Rather Questions" to get you started:**
  - Would you rather lick a dirty trash can or the bathroom floor?

- o   Would you rather have a magic carpet that flies or your own personal robot?
- o   Would you rather be the worst participant on a team that always wins or the best participant on a team that always loses?
- o   Would you rather have one eye in the middle of your head or two noses?
- o   Would you rather see a firework display or go to a concert?
- o   Would you rather eat donuts or candy?
- o   Would you rather have an extra finger or an extra toe?
- o   Would you rather only be able to crawl on all fours or only be able to walk backwards?
- o   Would you rather be able to create a new holiday or create a new language?
- o   Would you rather be the funniest person alive or the smartest person alive?
- o   Would you rather be a famous singer or a famous actor?
- o   Would you rather be able to fly or be invisible?
- o   Would you rather never have to shower again or never have to clip your toenails?
- o   Would you rather have the chance to design a new toy or direct a movie?
- o   Would you rather be ten years older or four years younger?
- o   Would you rather be able to control the weather or have the ability to talk to animals?
- o   Would you rather be a master at painting or an amazing dancer?
- o   Would you rather live on the Moon or live on Mars?
- o   Would you rather meet your favorite celebrity or be in a movie?
- o   Would you rather go outside in 100 degree weather or go outside in -50 degree weather?

13.   Group Handshake

- Establishing a virtual group handshake is a simple and easy way for everyone to feel a sense of belonging. It is also an easy way to welcome new participants to the space – by showing them how to do the handshake as well!
- Start with a simple gesture (i.e.: fist bump the screen) and have different participants add one new gesture to the handshake for as long as you want– challenge your participants to remember the routine each day.
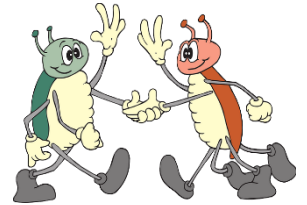
Tip: Make it a team challenge, how fast can the entire group complete it? Trying to beat their time from the previous day.

14.   Celebration Signal

- This is a great way to promote positive interactions and encouragement between participants while playing games and activities.
- Ask participants how they normally cheer if they are watching or playing any type of sport.
- Listen for yelling, clapping etc.
- Ask: How we can cheer each other on in a virtual space, when we have to be on mute sometimes?
- Come up with signals to celebrate/cheer on participants in your space.
- Consider recognizing participants who use your celebration signals a lot!
- Set up a spirit point system for any team games/challenges

Tip: Encourage using the technology features you have available (i.e.: hand wave, thumbs up, typing in the chat).

15.   Sign-Off Challenges

- Sign off the same way after every virtual session. You can do a group handshake here! Here are some other ways virtual programs have signed off:

- o **Team Photo Challenge:** have everyone memorize exactly how they are looking into the screen, then give everyone 5-10 seconds to move and touch 3 walls. Count down. Tell your participants that you are going to take a group photo when you are finished counting. Their challenge is to try and come back in that exact same spot BUT you will be taking the photo in whichever position they end up in.
    Tip: Use these photos to create a yearbook album at the end of the year!
- o **Dance Away:** End with a 1-minute dance! Play some tunes and shake out the day. (see Group

16. Seal the Deal

- This provides a fun and easy way to establish a tradition of agreeing to the set-out ground rules before each session.
- Establish 5 key ground rules everyone agrees to in the virtual space.
- Have them posted before the start of each session for everyone to see.
- Say: every time a ground rule is called out hold up one finger, so eventually everyone should have 5 fingers up on the screen
- Say: Lets seal the deal with a virtual high five
- Get all your participants to high-five the screen, agreeing to all the ground rules.

Tip: Get more participants involved –assign different participants call out each ground rule, or have one leader of the day lead this ritual.

17. Group DJ Assignment

- Assign a weekly or daily group DJ who gets to be responsible for picking the song(s) played as participants are entering the group setting and/or while on quick breaks.
- Encourage participants to get up and dance while this music is playing to encourage movement.
- Alternatively, this could act as a great sensory break from the screen for 2-3 minutes – have DJ breaks after the end of a lesson or activity to help with transitions and encourage people to turn off their screens during tis time.
- When the music stops that is the signal for turning back on their screen! Everyone knows the next activity will begin.

Tip: Create a DJ schedule - have your DJ send you the songs they want to play ahead of time, so there are no surprises! To help with flow it is easier to play songs from your device.

18. Mistake Rituals

- Encouraging and establishing a mistake ritual is common practice on a lot of sports teams, particularly in baseball when mistakes happen often – even to the highest-level participants. A mistake ritual can be incredibly helpful for maintaining a positive environment when one-on-one conversations are harder. Here is a great example used by a softball coach:
- **Touch it, flush it:** a coach went out to the hardware store, bought a toilet handle to put on the bench and encouraged participants to "touch and flush" any bad plays they might have made when they came into the dugout. It became a fun routine for everyone, and a way for teammate to encourage each other: "don't worry about it, just flush it!"

Tip: In a virtual setting, get participants to draw a toilet hand on a sticky note or piece of paper, have them place it beside their computer, every time they are upset with what they did remind them to "touch and flush it."

19.   Award Time:

- Finish each week or month or term with a fun awards ceremony. Help participants feel recognized for the hard work they are putting into virtual learning.
- Certificates are easy to find online, and if you share them with parents/guardians, it can go a long way to helping participants feel celebrated at home.
- Take it one step further and nominate Award Captains. Invite these captains (participants from your class/program) to work with you to identify 3 participants who deserve to be celebrated. NOTE: the only thing better than being celebrated by your teacher or coach is being celebrated by your peer

FOUR: ACTIVITIES TO ENCOURAGE ENGAGEMENT WITH CAMERA AND AUDIO

Being able to see and hear your participants, is a remarkably helpful way for educators and program leaders to assess their participants' health and wellness. Without this, it may be difficult to know how your participants are doing. However, it is important to note the many reasons why participants might not share their video or voice during virtual school/programs. Some reasons may include:

- ✓ *Feeling shy or nervous*
- ✓ *Feeling unmotivated to share*
- ✓ *Not knowing how to use the camera or microphone*
- ✓ *Fear about who or what their peers will see in their background*
- ✓ *Inability to find a private space*
- ✓ *Limited internet bandwidth to support video features*

For many of the reasons listed, you may have limited control. But others, like shyness, nervousness and lack of motivation, can be addressed using some playful and encouraging programming tactics. Here are a few to consider:

FUNNY PARTICIPATION MOTIVATORS

### 20.	Sticker Face

- Every time a participant engages in a session, whether on video or audio, put a sticker on your face. The goal is to have your whole face covered in stickers by the end of the session.

### 21.	Shirt Stack

- Every time a participant engages in a session, put on an additional t-shirt or other article of clothing. By the end of the session, you should not be able to move your arms because you are wearing so many clothes.

### 22.	Tie it Up

- If you have long hair, wear an additional bun or pony tail every time a participant engages.

### 23.	Code Word

- Let participants choose a word for the session, for example, "Pickles". Every time you say "pickles" randomly throughout the session, participants must complete a task (type something in the chat, say a phrase, do an action, etc.). The first participant to complete that task receives a point, special role, or reward.

24.   Word Reveal

- Show participants an image of a word or phrase that has each of its letters covered up. As participation increases, gradually reveal one letter at a time. For example, for every five participants who engage, one letter will be revealed. Once there has been enough participation, all letters of the word or phrase will be revealed. It could spell a reward or prize such as "DANCE PARTY".

25.   Reward Jar

- Use a jar and collection of beans, pom poms or another item of choice (this can be real or a visual on screen). Explain that you will add items to the jar for every participant that engages. As the jar fills, the group can achieve various milestones or a reward at the end of the session.

26.   Secret Student

- At the start of the session, secretly choose one participant to be the "secret student". Tell the group that one person has been selected, and their name will be revealed at the end, only if they have participated and followed expectations/rules. Throughout the session, you can provide clues about whether the secret student is doing well, participating or needing to improve. At the end of the session, you may reveal to all who the secret student is, if you feel they were successful. If they were not successful, their identity may not be revealed. The goal is for everyone to be demonstrating good behavior and participation with the idea that they may be the secret student.

FUNNY PARTICIPATION ACTIVITIES

27.   Call Back Chants and Songs

- Using different songs, chants, or phrases, call out to participant's names and get them to repeat the next line of chant. This will allow participants to get comfortable using their audio and get the session regrouped for the next activity.

28.   Hokey Pokey

- If participants need encouragement using their video, at the beginning of the session, the facilitator will sing "Hokey Pokey" or a version of this song and call out one body part such as a hand or an elbow. This will be the body part that participants are encouraged to show using their camera during the song and for the remainder of the session. Switch up the body part that is named for the next session.

29. Signals

- Create a sign or signal for the group to identify when they should have their video on, and when they can turn it off if they aren't comfortable being on camera. They can differentiate times when they are encouraged to have their video on and when they can have it off.

30. Participant/Student of the Day

- Provide daily or weekly shout outs/awards to one participant who has participated and demonstrated great behavior. This winner receives a reward, can decide on a group activity, choose what the facilitator wears, etc.

31. Shout Outs

9. If participants must complete a task during your game or activity, have them yell out a phrase or perform an action on video as the final step in completing their task.

32. Freeze Screen

- When telling a story or playing a game, have your co-facilitator freeze at random times throughout. When the facilitator is frozen, participants will have to yell out a phrase in order to unfreeze them. This will help keep participants engaged and encourage them to use their voices.

33. Show and Tell

- At the beginning or end of session, allow time for participants to find one item in their home and show it to the group. You can choose a different theme or category that participants must select from.

34. Teddy Bear Picnic

- Encourage participants to find a stuffed animal, action figure, doll, etc. in their home. Participants will turn their camera on and place their item in view as if their item is attending the session. Participants can rename themselves as the item and pretend to be that item instead of showing themselves on camera.

35. Bop or Not/Would you Rather

- Play a song of your choice. If participants like it (bop), then they will move to one side of their screen. If they don't like it (not), they will move to the opposite side of their screen. This can be done with other examples, when comparing two items.
- Participants can turn their cameras on or off as their response to comparing the items. For example, they can turn off their camera for one answer and turn on their camera for other answer.

36. Group Costumes

- Create a storyline during your session that encourages all participates to dress up and get involved. Each participant can be in a different role in the story or can dress up for the theme of the session.

37.   Star of the Week

- If you establish a reward for everyone to have their camera on for a certain length of time, they cancan earn points towards a major prize at the end of the week. For example, you can start your session and say "if everyone can turn on their camera and keep it on for two minutes, you will earn one point towards our virtual dance party at the end of the week. The longer everyone has their camera on, the more points we can earn as a team!"

38.   Simon Says Turn on Video

- Playing Simon says is a safe and competitive way to get participants moving and interacting with one another. Use the phrase, "Simon says, 'turn your video on', as one of the instructions to encourage participants turn on their videos for that part of the game. Hopefully by doing this, they keep their camera on for the remainder of the activity.

39.   Video Race

- One participant will be designated as the leader and everyone will start with their cameras off. The leader will call "videos on" and the goal is to not be the last person to turn on your camera. The leader will then say, "videos off" and the goal is to not be the last person with their camera off.

40.   Video Statue

- Start this game by asking everyone to turn on their cameras, then stand up and out of view of the camera (either to the right or left of the screen).
- One person will be the leader of the game and they must be in view on their screen. They will turn around so their back is facing the camera, and while doing so, the other participants will try to move from one end of their screen to the next without being seen by the leader
- The leader can turn around at any point to look at their screen and see if someone has moved. If they catch anyone moving, those people need to start again. Every 20 seconds or so the leader can also call "videos off" this means everyone must turn their video off and reset themselves. Once the leader yells "videos on" the game begins again.

FIVE: WELLNESS CHECK ACTIVITIES

Wellness checks are fun activities that allow participants to reflect on how they are feeling. These are creative opportunities for participants to say, "I'm doing great", or "I'm in trouble. I need help."
For participants who are attending virtual schooling or programming, they have limited opportunity to connect with caring adults outside of those they live with. This means that you have a unique opportunity as a caring adult who can check in on their well-being. Here are simple and creative activities you can use to do wellness checks that allow participants to tell you how they are feeling and coping:

41.　　Mood Animals
- Ask participants to get a piece of paper and pen.
- Ask participants to think about how they have been feeling over the past few days. Challenge them to think about their mood, attitude, energy and experiences.
- Then ask them to think of an animal that best describes those feelings and experiences and give them a few minutes to sketch it.
- Once they've completed their drawings, invite participants to hold their image up to their screen at the same time and ask a few participants to elaborate on the animal they chose (i.e. "Tamika, it looks like you drew a sloth – tell us why you chose a sloth today"). This will allow you to get a broad view on how some of your participants are coping outside of program and provide you with insights into who you might want to follow-up with.

42.　　My Weather Week
- Repeat the steps listed above for "Mood Animals", but this time challenge participants to draw the weather that represents each day of their week. For example, if they had a wonderful day on Monday, they might draw a big sun, if the day was awful on Tuesday, they might draw a thunderstorm, etc.

43.　　Mood Monster
- Repeat the steps listed above for "Mood Animals", but this time challenge participants to draw a monster that helps express their week. For example, they might draw a monster with 50 eyeballs if they've spent a lot of time watching TV or on screens, or a monster with twenty arms if they feel like they've been asked to help out around the home, or a monster with a giant head and small body if they've been having head-aches, etc.

44.　　Movie of the Week
- Using a piece of paper and pen/pencil, participants will
- write or draw an original movie title about their past week (or day). Challenge them to think about.
- Make sure to provide an example to start. Provide details in your example to encourage participants to do the same, but also try and make it funny!
- For example: "My movie title today would be: ***The saga: camper with bed head, ran into wall, stubbed toe.***"
- Invite participants to share and explain their movie titles.

45.   Emoji Check-In

- Using a piece of paper and pen, participants can
- describe how they are feeling by drawing an emoji and think about why they identify with it.
- Provide an example: "Right now, I am the party emoji (show the picture to the screen) because I am so excited to see everyone again."

Tip: Ask a few participants to share their emoji with the group.

46.   Stop, Go, Slow

- Assign a signal for Stop, Go and Slow – explaining that:
  - o Stop means you absolutely don't like something or don't agree
  - o Go means you love it or totally agree
  - o Slow means you are unsure or undecided
- Here are some signal examples:
  - o Stop = making an X with your forearms across the screen
  - o Go = Sprint in spot
  - o Slow = Slow motion run
  - o To play, ask a series of statements regarding anything you want to learn more about. For example: I liked the new group project assigned, I had a big breakfast this morning, I've made new friends this year, etc.
- First, say the statement, then give participants 3 seconds to decide on the signal they want to use.
- Ask 5-10 questions and note down which movements participants choose to do.

Tip: It helps to start with a couple of practice rounds and questions.
Tip: If participants don't have video capability, ask them to write in the chat (Go, Slow, Stop)

SIX: CONNECTION AND TEAMWORK ACTIVITIES

One of the most pro-active strategies for supporting the overall well-being of virtual students and participants is the integration of a wide variety of activities that promote meaningful connection between participants. One of the greatest protective factors that can support overall resilience of children and youth is the presence of multiple peers who can be relied on. Integrating opportunities for children and youth to connect with and build meaningful relationships with peers is integral. Here are some ways to help facilitate connection and friendships within your virtual programs/classrooms.

47.   Small Group Activities

- Divide participants into small groups as often as possible and assign them to work in break-out rooms to work on their assigned activity/assignment together. Here are a few examples:
    - Scattergories
    - Team name, team symbol
    - Team cheer
    - Team handshake
    - Anagrams
    - 2 truths and a lie
    - Would you rather
    - Word scrambles
    - Brain teasers

48.   Choreograph a Dance/Cheer Routine

- Create a group cheer/dance routine over zoom! Let everyone make up a move and practice putting it all together. Perform it for the parents one day!
- To help, you can follow a Zumba video online, try out a new Tik Tok dance trend or play some of the following dancing themed games:
    - **Musical Statues**: Start the music and everyone dances until the music stops playing (out of view of the participants, hit the pause button), then they freeze in position. Anyone still moving when the music stops playing or who moves while the music is off is out for that round. The final participant dancing is the winner.
    - **Musical Bobs**: Proceed like Musical Statues (see instructions above) except this time the participant must bob down when the music stops. Last person to hit the floor is out. Last person dancing is the winner!
    - **Air Guitar competition**: Put on your favourite rock or heavy metal song and invite participants to showcase their best air guitar skills! The winner is the performer who does the best job pretending to play their imaginary rock guitar.
    - **Dance Switch**: Play music and have the participants dance randomly. Stand alongside the dance floor and randomly call out different dance styles, such as disco, square dance, ballroom, hip-hop or ballet. Whenever a new dance style is called, participants must switch their dance moves to suit that style.

49.   Colour War

- Who says you can't hold a virtual colour war? If you can get enough virtual participants to make at least two teams, you can run a colour war.

- Divide your participants into two teams. Send them off to their own breakout rooms on Zoom. There they can come up with their team name, team cheer, and strategize.
  - Over the course of the week award points for…
  - Showing up each day or for each activity (100 points)
  - Wearing their team color (100 points)
  - Participating in challenges (100 points)
  - Winning, or placing, in the challenge (500, 1000, 1500 points
- You can create all sorts of challenges that the participants can participate in. They can be challenges that are recorded and submitted later, challenges that are done live, trivia contests, art contests, writing contests, fitness contests, cooking contests, talent contests, etc.
- At the end of the week announce the winner and have a virtual ceremony.

50. Virtual Charades
- For this game you can divide participants into teams (or utilize the *Break-out Rooms* feature depending on size of the group).
- You will give each participant a word or phrase and each team will take turns to act it out without speaking, while the other members of your team try to guess what the phrase is.
- The objective is for each team to guess any many words or phrases from each participant in 45 seconds.
- The team that has the most correct guesses win.
- For this game, you can use the private message feature on "zoom" to send the word or phrase to the specific participant to reduce the chances of other participants seeing it.

51. Create a Virtual Celebration Corner
- Assign a celebration corner leader. They will be in charge of writing down all the shootouts and putting them on paper or a poster.
- Challenge participants to type 5 positive words/ about something they saw or heard another participant doing throughout the week. Sending it to the celebration corner leader, here are a few prompts:
  - *I want to thank you for…*
  - *5 words to describe you are…*
  - *I want you to know that you are…*
- At the end of the week as the leader send you all the shootouts that you can share the next week!

Tip: It is best managed if the celebration leader lets you know of the shootouts BEFORE sharing with the participants, that way if you want/or need to add a few more shootouts you can before sharing them with the group!

52. All About Me Bingo

- Ask each participant to get a sheet of paper and a pen. Have them draw out a blank bingo sheet.
- Prepare questions that allow participants to learn more about each other.
- Assign each question a letter (B, I, N, G or O). **For e.g.:**
  - **B - You have been to the dentist before**
  - **I- You have a dog as a pet**
  - **N- You have an older sister**
  - **G– Has played soccer before**
  - **O– Is the youngest sibling**
- Begin calling out questions and tell participants to mark an X on any question/scenario that applies to them. To make it more fun, you might challenge participants to stand up and twirl around each time they mark an X. This can provide you with a great opportunity to invite participants who twirl around to share a little bit more about themselves with the group (i.e. "Daniel, you have a pet? Tell us all a little bit about your pet."
- The person who fills in all the boxes in a row or column shouts "BINGO". They must then share their sheet with the group.

All About Me

B	I	N	G	O
Favorite food is pizza	Born in another state	Has at least one pet	Plays at least one sport	Packed a lunch today
Read this summer	Likes country music	Favorite color is blue	Went to the pool this summer	Favorite season is winter
Has at least one sibling at school	Favorite subject is math	FREE	Favorite color is pink	Likes broccoli
Likes to dance	Has a summer birthday	Has a sister	Enjoys arts and crafts	Watches the Disney Channel
Youngest in the family	Plays video games	Likes to be outside	Went on vacation this past year	Has a brother

SEVEN: GET MOVING ACTIVITIES

A recent study has found that less than 3% of Canadian children are currently getting the recommended 60 minutes of moderate to vigorous physical activity per day due to COVID-19 restrictions. This is alarming as studies have demonstrated that young people who exercise have lower levels of depression, stress and psychological distress, and higher levels of positive self-image, life satisfaction and psychological well-being. Thus, no matter what you are teaching or leading, one of the greatest ways you can support the overall well-being of your participants is by integrating 5-10 minutes of physical activity into every hour of programming or class you lead. Here are several fun activities you can easily integrate:

53.   Colour Game

- The objective of this game is for your participants to move as fast as they can to touch a certain colour.
- For example, if coach says, "touch something blue", participants must find an item in their home that is blue as fast as they can. Repeat with different colours for 3 – 5 minutes. To increase the challenge, call out two colours at a time, or challenge participants to hop, run with high knees, high kick, or dance to the next colour.

54.   Follow My Hand

- As the leader, place you palm up on the screen and make sure everyone can see it.
- Next ask participants to follow your hand with their nose, challenge them to do this with their hands behind their backs.
- Guide your hand around the screen – challenging participants to go low, high and side to side.
- Next, ask for other participants to be the leaders for a max of 20 – 30 seconds each.

55.   Four Corners

- Challenge participants to number each of the four corners in their room.
- When a number is called, participant(s) move to that corner as quick as they can.
- Play this game for 3-5 minutes.

Tip: To take it up a notch, include, hops, skips, jumps, zigzags, or other movements that are accessible to your participants.

56.   Huckle Buckle

- Challenge participants to place a household item 15 feet from a wall – this marks the starting point. Ask participants to stand at the starting point and face the wall. Call out "Huckle Buckle_____" and name a body part. For example: Huckle Buckle…. hand!) Participants then:
  1. move to the wall as quickly (and safely!) as possible;
  2. place their hand on the wall; and
  3. move back to their starting place as fast as they can.
- Choose a variety of different body parts for them to place on the wall. Play for 5 minutes!

Tip: Challenge your participant(s) to move progressively faster each time!

### 57.	Lap it Up

- Challenge participants to complete 3 laps around the room.

Tip: Put on a motivational song and challenge them to do laps hopping, skipping, then jumping.

### 58.	Mirroring Activity

- Divide participants into pairs.
- Select one person per pair to be the leader and the other to be the follower.
- Instruct the leader to have their arm out with their palm facing their partner.
- The leader will move their hand in various motions (up, down, to the right, down low) while the follower tries to follow the leader's hand with their hand. Do this for 2 minutes then switch roles.

Tip: Switch up the body parts that participants will use to follow the leader (i.e. head, nose, finger, etc.)

### 59.	Quick Grab

- Have the participants decide on an object that they all have at home that they can use as a target (a ball, socks, keys, a bottle)
- You will call out a set out instructions for the group to do. For e.g. touch your head, run in a circle, touch you elbow, do jumping jacks.
- When you yell the objects name (for e.eg. BALL!) then each participant must grab it as fast as they can
- The first participant to grab the object and show it on the screen wins.
- To make it more complicated you can get the participants to play it as opposites. For e.g. if you say go up then participants should go down. If you say go left, then then participants go right.
- Try to modify the speed of the game and the instructions to make it even harder

### 60.	Stretching Dice Baseball

- Challenge participants to set up a baseball diamond using items from around their homes as bases (i.e. four pillows, four pieces of paper, four cards - one for each base).
- When you yell "GO", participants move around the bases.
- Each time participants make it around the bases, tell them to "STOP".
- Then roll a die, and challenge participants to do whatever the die dictates -get them to do the stretch/activity that corresponds to the number that was rolled:
    1- 10 Jumping Jacks
    2- Cross body arm stretches for 30 seconds per arm
    3- 10 Leg lifts
    4- 10 Arm Circles
    5- 10 Slow neck rolls
    6- Participant's choice

### 61.	Triangle Shuffle

- Ask participants to place 3 shoes/socks approx. 5 feet apart from each other in the shape of a triangle.
- Participants start in the middle.
- Instruct participants to move out and touch one of the shoes, returning to the middle after. Continue doing this for two minutes touching a different shoe each time.
- Challenge your participants to count how many shoes they can touch in two minutes.

Tip: Choose 3 different colour items instead of shoes and identify which item your participants should touch each time (i.e. "touch red, then black, then white, GO!").
Modification: Challenge participants to run around the shoes, rather than touching them before moving back to the middle.

62.   Virtual Musical Chairs
- This game is like musical chairs 2.0. You will play the music while the participants will remain seated. When the music stops the leader will give an instruction that each participant must follow.
- Let's say you say "grab a fork from the kitchen" …each participant must do the instruction as fast as they can and then hurry back to their seat.
- The fastest participant to complete the instructions and make it back to their seat wins a point each round. Feel free to get wacky (but safe) with the instructions.

63.   Wall Touch
- Challenge participants to touch as many walls as they can in 1 minute.
- Play some great music while they do it to enhance their motivation to move fast.

64.   Whistle Fitness
- Grab a whistle. Assign different exercises to the number of whistles blown (or simply numbers called out). Challenge participants to respond as quickly as possible while continuously jogging in one spot. Slowly increase the pace of the activity, doing the activities alongside the participants.
    - 1 blast of the whistle = side shuffles.
    - 2 blasts = 10 jumping jacks.
    - 3 blasts = 10 burpees, etc.
Modification: Instead of a whistle you can also use signals or simply call out the number associated with the action.

65.   The Scavenger 500
- Divide participants into pairs or groups of 3. Explain that this will be a relay race.
- Using breakout rooms, give each team a few minutes to come up with a team name and a team order (i.e. which participant will go first, second and third).
- When they are ready, show the group a list of items that they need to race to collect in the order provided on your list. This means the first participant in each group needs to find the first item, run back and show it to the screen before the second participant can run to grab the second item, and so on.
- First team to finish wins.

Indoor Scavenger Hunt

Find Something….

- ☐ Blue   ☐ Green
- ☐ Hard   ☐ Large
- ☐ Yellow   ☐ Orange
- ☐ Small   ☐ Shiny
- ☐ Red   ☐ Purple
- ☐ Soft   ☐ Smelly

66.   Usain Bolt Challenge
- Start off by asking participants if they know who the fastest man in the world is.
- If no one knows try to make them guess, i.e. "His name sounds like another word for lightning".
- Once they know that it's Usain Bolt let them know what the record is:
    - Usain Bolt set the world record for the 100M sprint in an incredible time of 9.58s!

- Ask all participants to stand up.
- Challenge them to do high knees as fast as they can for 9.58s - just like Usain Bolt.
- Tell them to keep track of how many times they raise their knees to establish a winner.
- For added fun you can share the short clip of his record breaking race, or the extended version. You could even try counting how many times he raises his knees!

67. Rainbow Road
- Divide participants into teams of 6. Explain that they will be placed in breakout rooms with their teams and will have 5 minutes to complete the following challenge:
  - Assign each team member one of the colours of the rainbow: Red, Orange, Yellow, Green, Blue and Purple.
  - Race as fast as they can to get on as many items of their assigned colour as possible.
  - Challenge them to get creative and find ways to be as colourful as possible.
  - After 5 minutes, close the break-out rooms and celebrate each team's rainbow efforts.

68. Kobe!
- Ask participants to grab the following items:
  - Scrap Paper x 10
  - Small (empty) garbage bin
- Once everyone has the necessary items, ask them to place the garbage bin 15 steps away from them.
- Everyone will need to scrunch up each piece of their scrap paper into a small ball.
- When you say "go", participants will have 24 seconds to make as many shots as possible (or all 10) while impersonating Kobe's signature fadeaway!
  - Here's a tutorial video breaking down Kobe's signature fadeaway for inspiration. (Skip to 1:10)
- Whoever can make the most shots wins!

69. Opposites Attract
- Ask all participants to stand up.
- Explain that when you call out a specific body part, participants need to make sure they DON'T TOUCH IT! Instead they need to grab the opposite of that limb. Ie: If I call out "shoulders", you'll grab your "knees"
- Here's the list of "opposites"
  - Shoulders | Knees
  - Eyes | Ears
  - Arm | Leg
  - Feet | Hands
  - Ankle | Wrist
  - Shin | Forearm
  - Fingers | Toes
  - Chest | Back
  - Head |Head (this one is a trick)
- Anyone who DOES touch what's called our is eliminated.
- Last participant standing wins the game.

70.   Bingo with a Twist

- Send each participant a virtual copy of a Bingo card (see example to the right).
- Explain that you will call out one of the spaces at random and participants will have 20 seconds to locate that item at home and bring it back to the screen. (Consider playing music that you can stop as soon as the twenty seconds is up).
- If participants don't make it back before the time is up, they cannot fill that space!
- First participant to get 5 in a row wins!

71.   Freeze Dance

- This is just like it is in real life: you play a song and pause the music it at different points.
- Participants must stop immediately when the music is pauses, the last one to stop dancing is out.
- Continue until you have a winner!

Virtual Bingo

Hair Brush	Cell phone	Headphones	Marker	Broom
Spoon	Salt	Hand sanitizer	Measuring Cup	Cup
Toilet Paper	Apple	FREE SPACE	Pillow	Ice Cube
Paper	Ball	Toothbrush	Coaster	TV Remote
Shoes	Water	Glasses	Face Mask	Blanket

72.   Balloon Volleyball

- Ask participants to grab a balloon or a sock ball.
- The challenge is this: Who can keep the balloon or sock ball in the air for the longest period of time.
- Participants can earn extra points for doing tricks.

73.   Broom Hockey

- Ask participants to grab a broom, a sock ball and 2 shoes to create a small net.
- Give them 60 seconds to score as many goals as possible in their net.
- Challenge participants to work on setting a new record each day.

74.   Stop, Drop and Roll

- Explain and demonstrate how to "stop, drop and roll".
- Then, challenge participants to complete the sequence as quickly as possible whenever you say "go".
- The goal is to be the first participant to complete the sequence or to complete as many sequences as possible in a given time frame (i.e. 30 seconds).

75.   Colour Hunt

- Explain and demonstrate that when you call out a colour, participants must race to grab an item of that colour as fast as possible.
- Participants earn points for every correct colour they bring back.
- Can give bonus points for speed and/or creativity.

76. ABC Race

- Explain that this is a team challenge. Each team will be given five minutes to brainstorm household objects that start with each letter of the alphabet.
- Teams earn one point for each letter they complete and an extra point for actually finding and bringing an example of that item to the screen. For example, A – Apple, B – Button, C – Cup, etc.
- Divide the group into break-out rooms and give them 5 minutes.
- Afterwards, ask each team to present their brainstormed list and the items they collected.

77. Line Dancing

- Pull up a line dancing tutorial video to share with your participants or learn the steps yourself and teach the group!
- Spend time going through the steps and then put it all together!

Tip: Get participants to dress up in their best western gear for this session to add some fun!

78. Boxing Class

- Pull up a youth boxing tutorial on YouTube or learn some moves yourself.
- Spend time teaching your participants some basic boxing combinations.
- Run through the combinations and watch them get a sweat on!

Tip: Make sure to emphasize that they stand an arms length away from the screen! Also inform them that these moves are NOT meant to be used to hit other people – just exercise!

79. Slow-Mo or Speedy

- Challenge participants to perform their best slow mo run across the room and then their speediest run.
- Demonstrate you best slow-mo and speedy run and give participants a few minutes to practice
- Give each participant a chance to perform both runs and award winners!

80. Juggling Challenge

- Get participants to grab three pairs of socks and create three sock balls.
- Pull up a juggling tutorial on YouTube or teach the basics yourself.
- Allow participants time to practice and lets those who feel comfortable demonstrate their new skill!
- Encourage participants to practice outside of the virtual learning space. This is an activity you can build on and teach varying progressions

Tip: Here is a beginner juggling progression video that uses sock balls:
https://www.youtube.com/watch?v=WWYEgG_vLF0

81. If Your Name Starts With...

- Create a list of actions that coincide with every letter of the Alphabet. For example, A- run around the room.
- To play the came start with the phrase, "If your name starts with.." and then call out a letter and the action associated with it. (E.g. "If you name starts with A, run around the room").
- Continue to call out letters until every participant has had the first letter of their name called!

Tip: Come up with multiple actions for each letter to keep the game going for several rounds/to keep participants on their toes!

82.   Balancing Act

- Tell participants to grab a spoon and small round object that will fit on top. Challenge participants to perform a series of movements (e.g. balance on one leg, jump up and down, run around your chair, etc..) and see who can keep the object on their spoon the longest without dropping it!

Tip: If a participant gets out get allow them to make up the next balancing action the remaining participants perform.

83.   Chair Aerobics

- If possible, have participants move their chairs several feet away from their desks.
- While sitting on their chair have them, hold the bottom of the chair with both hands and raise alternate knees up and down.
- Reach down to the floor with the left hand then the right hand.
- Hold the bottom of the chair with both hands and alternate lifting each leg straight up to seat level and down again.
- Stand in front of the chair and place the hands on either side of the chair, raise the right leg backwards straight up and down 10 times, and then repeat with the left leg.
- Increase breath counts and reps for older participants.

84.   Animal Parade

- Come up with a series of actions for various animals that participants choose.
- Call out these animals in a random sequence and see who can perform the correct movements without slipping up!

Tip: To make this more complicated add in objects and coinciding movements campers can also perform (e.g. lawn mowers or airplanes)

85.   Invisible Dumbbells

- This activity will work on muscular fitness without the heavy lifting!
- You will demonstrate and perform a series of dumbbell lifts without weights that participants will copy.
- Rotate through 5-10 exercises and time each exercise based off age/ability of group (e.g. perform each exercise anywhere form 10secs – 2 minutes)

Tip: This link has a series of 'invisible' dumbbell exercises you can do with your group (https://openphysed.org/wp-content/uploads/2020/03/MMNOW04-InvisibleDumbbellStationspdf.pdf)

86.   Phone down Walk

- Ask participants to place their phones down on a surface and point their laptop cameras to show their phones resting.
- Now ask participants to take a walk for 5 minutes either around their houses or outside without technology.
- This is a great way to get participants up and moving and clear their minds before they start a session or activity on a phone or laptop.
- Have them share some of the things they were thinking about or saw on their walk.

87.   DIY Standing Desk

- Ask participants to look for a cardboard box or something they can stack (e.g. books).
- Getting them to fashion a standing desk set-up out of the items they collect. Use a photo like the one on the right to demonstrate what it can look like.
- Challenge participants to use the standing desk for the rest of the session. Ask them for their thoughts on the experience at the end of the session!

88.   At-home Cornhole

- Have participants create a cornhole fixture (see photo below) or challenge them to find a small basket (e.g. laundry basket) and a smaller container to place inside.
- Now task participants to create some sock balls that they will toss into their makeshift cornhole fixture.
- Give participants 5 mins and challenge them to collect as many points as possible. If their sock ball lands on the box (in the basket) it is 1 point. If it lands in the hole (or small container) it is 3 points!

89.   Memory Dance

- You can create a dance routine or pull one up on YouTube.
- Tell participants you will demonstrate or play the dance ONE time and that they are challenged with remembering as many steps as possible.
- Once time is up, play the song from the top and see how many moves they can remember!

Tip: Youth today love Tik Tok and there are tons of short dances you can pull up and challenge participants to remember. You could play several rounds this way!

90.   Household Bowling

- Ask participants to get 6 plastic cups or other non-breakable items that can replicate blowing pins.
- Tell participants to set up the 'pins' like at a bowling alley.
- Using 2 pairs of rolled up socks, challenge them to knock all the pins over in the least number of tosses.
- To make the activity more challenging, tell participants to take a couple steps back and try and beat their previous score!

91.   Turn Two!

- In this activity, participants are challenged to complete a double play!
- To set up, have them collect 5 pairs of folded up socks, an item they can step on like a base, and a target to throw at.
- Get them to set up the 'base' a few steps away from them and then a target they can throw at across the room from said 'base'.
- Participants will then get in the ready position and perform fast feet.
- When participants hear the staff yell, "TURN TWO!":
    - o   Participants will pick up a pair of socks and run to step on their 'base'
    - o   Then, they will throw at their target across the room

o   If they hit the target, they get a point for completing the double play!
- Repeat this until they have gone through all their sock ball! See who ends up with the most points.

92.   Bookworm Workout
- In this activity you will read out a book to the group or play an e-book for the group.
- Before starting the book have the group decide on a word that will be the 'keyword'.
- Every time this word is read out the group must do a selected physical activity (e.g. jumping jacks, squats etc.)

Tip: You don't need a book to play this game! As a group pick a few keywords at the start of a session and any time they are said everyone has to stop and do a selected physical activity.

93.   Toilet Paper Obstacle Courses
- Using a roll of toilet paper have participants tape at-least 3 pieces to the wall creating an obstacle course.
- Tell participants the goal is to make it through the maze without touching any 'lasers'.
- As participants try and make it through make laser noises and offer encouragement.
- To add difficulty, have participants add more pieces of toilet paper.

94.   Snack Pushups
- Tell participants to grab their favourite snack and place it in a bowl.
- Demonstrate or play a video of a proper push-up.
- Have participants do push-ups and try to get as close to their bowl of snacks as possible.
- Tell participants when they get close to the ground to stick out their tongues and try to grab a piece of their snack! See how many push-ups it takes to finish their snack bowl!

95.   Song Follow-Along
- Play a song your group LOVES!
- As a participant to pick a 'keyword' in the song that comes up often.
- Every time this word is said, challenge participants to run and touch a wall in their room.
- Repeat this with a variety of songs until they get a sweat on!

Tip: Pick different physical activities they can perform when the 'keyword' is sung to switch things up!

96.   House Workout Stations
- Pick 5 locations in everyone's home (e.g. front door, fridge, bed, washroom, sink)
- Select 5 exercises to make up a circuit (e.g. sit-ups, running on the spot, plank, high-knees, burpees)
- Match a location with an exercise and decide how many times participants will perform each exercise.
- Demonstrate each exercise at the correct location in your home and then get participants to complete the circuit.
- They can perform as many rounds as you think is suitable for their age range.

97.   Pizza Delivery Practice
- Have participants grab a pillow and tell them to stack on as many small items as possible like 'toppings'.

- Once their pizzas are stacked get them to stand across the room from their computers/phones.
- The challenge is to race and 'deliver' the pizza as quickly as possible to you (the screen) without dropping any toppings.
- Try one round where they carry the pizza in two hands, if that is too easy get them to 'deliver' the pizza using one arm only!

98.   Dodge, Duck, Dip, Dive
- In this activity, participants will be challenged to dodge, duck, dip and dive on command.
- Demonstrate what sort of action you want to see for each of the 4 D's and get participants to practice.
- Start by calling them out in random order and get participants to perform the correct action.
- Now to add to the intensity begin throwing different items at the camera (sock balls, stuffed animals, towels) and shout out the D they must perform to evade getting hit by the items!

Tip: To make this more challenging have the D's mean an opposite action. For example, when you yell Dodge it really means Duck!

99.   Group Rock Paper Scissors
- As a group create poses campers can perform to represent rock, paper & scissors.
- Divide participants into 2 breakout rooms.
- As a group they will select to pose as either rock, paper, or scissors.
- Once they are in the main room staff will call out ROCK, PAPER, SCISSORS, GO! On Go the teams will jump into their chosen poses.
- The losing team must complete 10 jumping jacks before the next round continues.

100.   Night at the Museum
- Assign one participant to be the 'museum guard', the rest of participants will be 'statues' at the museum.
- The museum guard will turn their back to the screen and the statues will wiggle/move around as much as they want, as long as they stay on screen.
- When the museum guard turns around everyone must freeze! The statutes that don't freeze on time are out for this round. Continue play until everyone is out!

101.   Fielding Drop-Zone
- Have participants complete this activity to test their speed and agility!
- Drop a ball from shoulder height, let it bounce once and try to catch it before a second bounce.
- Complete this 10 times, then begin to level this up. Try dropping the ball from waist height next and then continue to get closer and closer to the ground.

102.   Field, Catch, Throw!
- Show examples of how a baseball player either: fields a ball, catches a ball, or throws it.
- Tell participants to get in 'ready position' and begin calling out these plays in a sequence and get participants to perform them.
- When a staff says "RUN" participants will be required to run and touch a wall and then come back into ready position.
- Level up this activity by adding other movements or skills.

103.   Towel Baseball Swings

- You will set yourself up like a pitcher with a sock ball!
- Tell participants to grab a small towel or shirt they can swing as a baseball bat.
- As a group everyone will walk through swinging together.
- Once participants have mastered the swing let the game play begin! Toss your sock ball at the screen and get campers to time up their batting! Tell participants to celebrate a 'big hit; by waving or tossing their shirts like a bat flip!

104.   Stealing a Base

- In this activity you will start as the pitcher and participants will be base runners.
- Get participants to set up 2 'bases' several steps away from where they are standing and to stand in between them.
- Now get participants to label the bases: Base 1 and Base 2.
- You, as pitcher, have 3 actions you can take that will influence which base the participants dive towards:
    - o If you make a throwing motion and yell 'throw!' – participants must dive to Base 1.
    - o If you fake to throw and yell 'no throw!' – participants must stay still in the middle
    - o If you pitch the ball at the camera and tell 'pitch!'- participants must take off and dive to Base 2.

Tip: Let participants take turns being the pitcher!
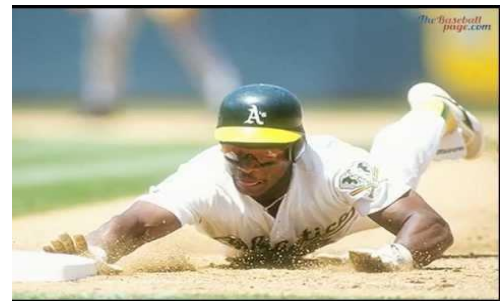
105.   Back Catcher Blocking

- Pair off participants into partners. One will take turn being the pitcher, the other the catcher.
- The pitcher will need a sock ball and catcher a pillow to hold up. The catcher will get down into a catcher's squat holding up the pillow in two hands.
- The pitcher will then pretend to pitch the sock ball either to the left or right of the screen. The catcher will respond by shuffling to the direction and pretend to 'block' the 'pitch' with the pillow.
- Repeat a few sets and then switch roles.

106.   Pitching Position

- Each pitcher out there has a very different way of throwing a pitch.
- Show a couple of examples and then break participants into small groups to come up with a pitching windup. Encourage them to get as creative as possible!
- Bring groups back and have them explain their pitching style.

107.   Emotion Freeze

- There are 2 objects of the game:
  1) Create actions, sounds and facial expressions for 4 emotions;
  2) Try not to match the leader when they shout out an emotion

- The emotions for the game can be happy, frightened, silly, and sad (or, any 4 different types of feelings that you want to use)
- You will demonstrate the emotions one at a time (ex. Frightened=facial expression surprised/biting nails, sound "EEEEEEKKKKKK!" and action might be running in place) and then asks participants to come up with their own version of frightened and practice it.
- Continue demo/practice for each emotion.
- After all 4 emotions have been practiced, tell participants that you will count to 5 with your back turned while participants chose one of the emotions to act out.
- Count slowly "1-2-3-4-5" and then shout out "Freeze". As you turn around say "Now I'm feeling _____" (one of the 4 emotions). If a player is frozen in that emotion, they lose and are asked to do 5 jumping jacks or another action before they can play the next round.
- Play as many rounds as time allows. Allow kids to take a turn being the game leader!

EIGHT: KINDNESS/GRATITUDE ACTIVITIES

One way to help fortify participants' resilience and promote general well-being, is by integrating a host kindness and gratitude activities into your virtual programs/classrooms. It turns out an attitude of gratitude comes with a lot of health benefits, including:

✓ *Greater happiness*
✓ *More positive emotion*
✓ *Improving health*
✓ *Dealing with adversity*
✓ *Building strong relationships*

If kindness and gratitude can do this much, why not consider incorporating them into your weekly plans? Below are some examples of virtual activities to consider.

Here are some additional resources on the topic:
Harvard Health Publishing:
https://www.health.harvard.edu/healthbeat/giving-thanks-can-make-you-happier

"How Gratitude can Change you and Your Brain" by Joel Wong and Joshua Brown:
https://greatergood.berkeley.edu/article/item/how_gratitude_changes_you_and_your_brain

108.   Future Letter to Yourself

- Have participants write letter to their future self about where you want to be in 1 year – thinking about goals, dreams aspirations etc., making sure to include a few to thank and acknowledge heir present self for everything they are doing right now they feel proud about.
- Ask your participants to keep the letter in a safe place and to challenge themselves not to look at it again for a year!

109.   High Five

- On a piece of paper, have participants trace the outline of their hand.
- In the palm, write the name of a family member or friend. On each of the five fingers, write one thing that you like or appreciate about this person.
- Encourage participants to decorate it with doodles or pictures that represent that friend or family member to them

110.   Unstoppable Me

- Get all your participants to draw a portrait of themselves as a superhero
- Ask everyone to explain what their powers are and how they will change the world.

111.   Poster of Motivation

- Ask participants to create a poster with an inspirational message that they can hang in your house, apartment or building that will brighten someone's day. (Ex: Everyday is a new opportunity).
- If participants are willing, ask them to share what they created and tell everyone why the quote was inspiration to them.

112.   Mindful Minute

- Instruct your participant(s) to find a space where they feel most comfortable in their home. This could be their bed, laying out in the grass, or in their favourite spot on the couch.
- Have them close their eyes and imagine being on a beach. Gently talk them through a scene to help place them in a calm mindset.

- For example: "Imagine you are laying out on a beach…..You hear the waves crashing in the background…..Feel the wind blowing in your face as you hear the birds chirping in the distance… Feel the sun on your skin and the sand in your hands as you relax and focus on breathing in, and breathing out." T
- The objective of this activity is to encourage your participant to take a few minutes to relax and refocus.

Modification: Read out loud from a book instead describing a scene.

113. Stand up, Sit Down

- This is a great game for changing the energy and creating a more calming space!
- If they can, have all your participants to stand up
- Next, ask them to close their eyes and challenge them to count to 60 seconds in their head
- Once they have reached one minute, ask them to sit down, open their eyes and give you a thumbs up
- Wait until everyone's eyes are open and then say who got the closest to one minute. down when they think they have reached one -minute
- **Note:** It's hard to do! You will probably have participants opening their eyes at various times! Afterwards, discuss how everyone is feeling and what they thought about the game.

Tip: Try doing it more than once to see if participants can come closer to the one-minute mark.

APPENDIX A: CLOSED CAPTION SET-UP INSTRUCTIONS

A great way to make your sessions/classrooms more inclusive and more effective for learning, is to use Closed Captions. Here's is the simple steps to follow to add Closed Captions to your sessions:
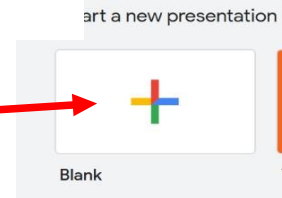
- Start by using Google Chrome as your internet browser, and log into your gmail account (create one if you don't already have one – they are free).
- Next, go to google home page and look for the icon that looks like rubix cube in the corner of the page, click it:
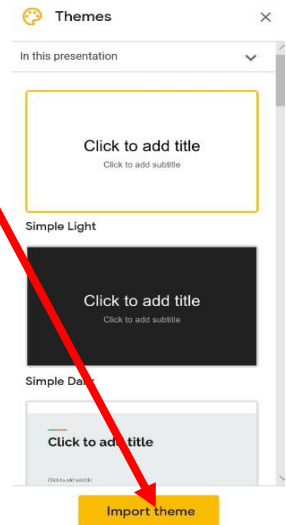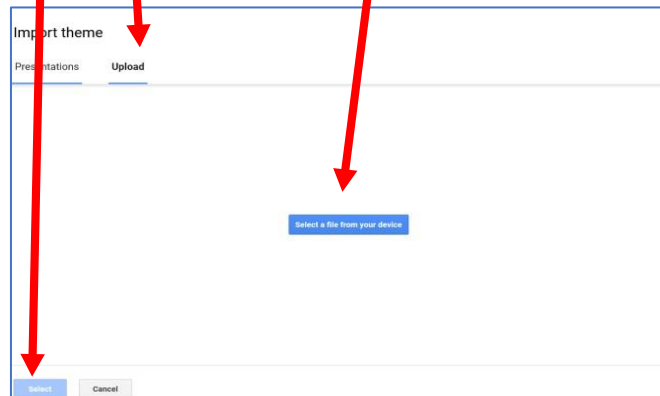

- Go to Google Slides:

- If you already have a powerpoint you want to use, click blank presentation:

- At the side of the screen you should see the following about themes. Click on "Import theme"

- Hit "upload", and then "select from your device", then hit "Select"

- Then upload the presentation you want to use.
- When you are ready to present your PowerPoint, hit share screen (in zoom), select your PowerPoint, and hit present.

- Captions will come up as an option on the bottom of your screen. Hit it and it will create captions based on what you say.