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BC Health Curriculum
Mental Well-Being – Grade 2

3-Part Lesson Format

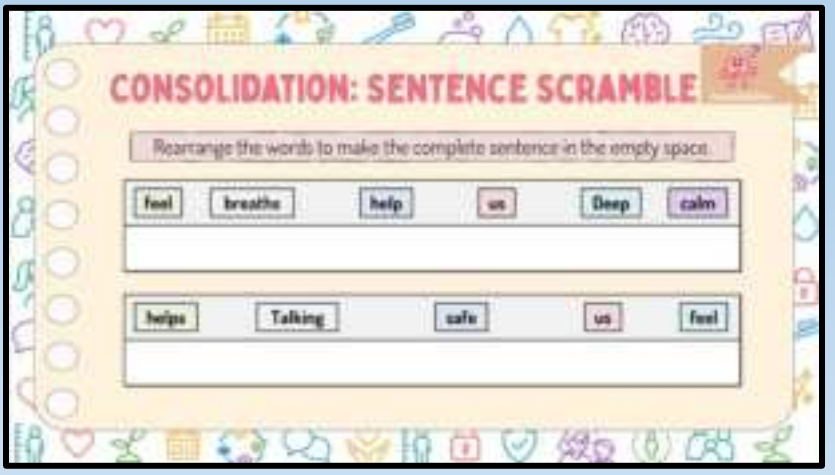
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!



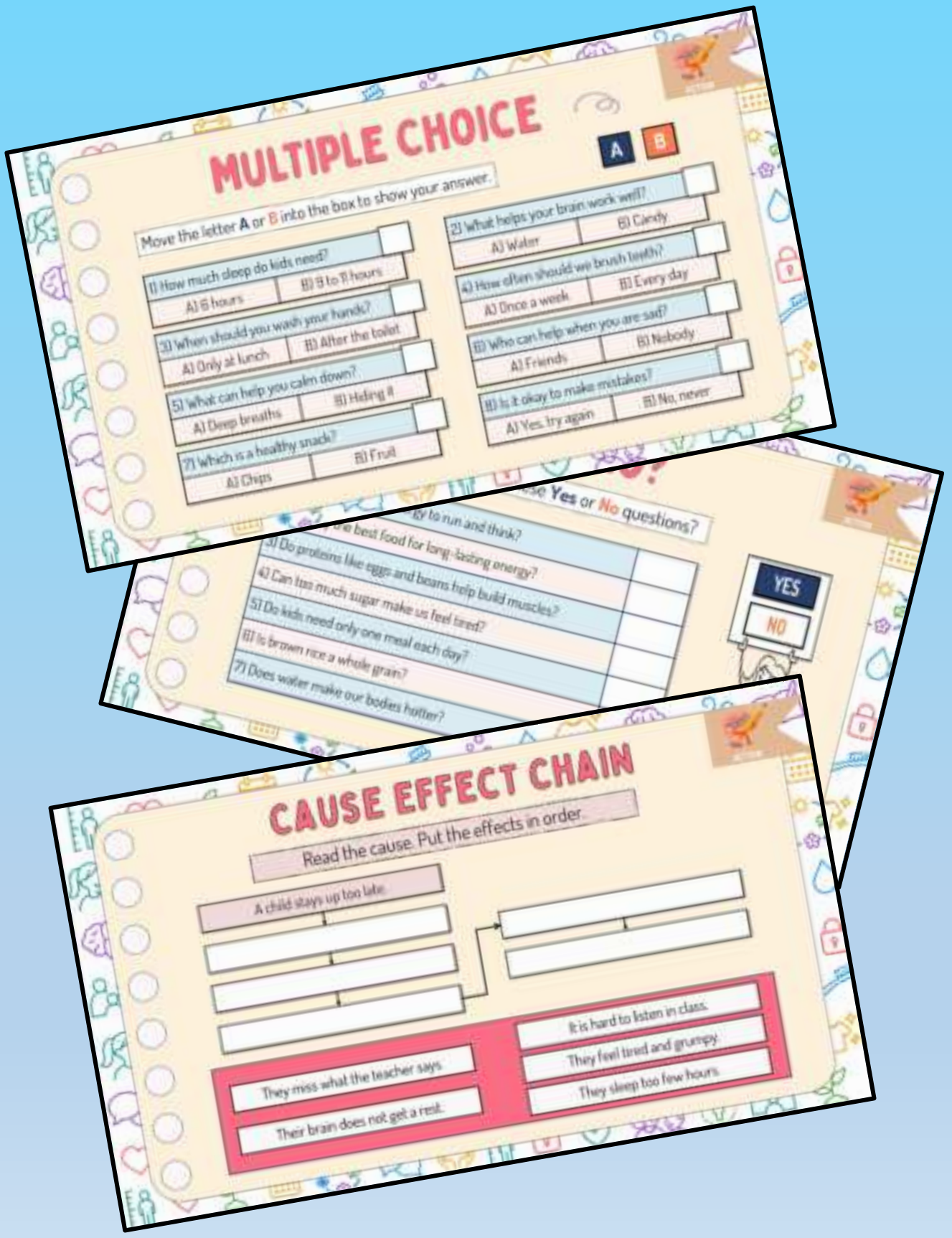


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



BC Health Curriculum
Mental Well-Being – Grade 2



BC Health Curriculum
Mental Well-Being – Grade 2



BC Grade 2 – Health Unit

Mental Well-Being

	Curricular Competencies - Elaborations	Pages
MWB2.1	Identify and apply strategies that promote mental well-being • Examples of strategies that promote mental well-being:	6-25, 93-96
MWB2.2	• How do you respond to different feelings that you have?	26-68, 95-96
MWB2.3	Identify personal skills, interests, and preferences and describe how they influence self-identity • What factors contribute to how you see yourself?	69-96

Preview of 75 pages from this product that contains 128 pages total.

MENTAL WELL-BEING



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Curriculum Connection
MWB2.1

What is Mental Well-Being?

What Is Mental Well-Being?



Mental well-being means feeling good in your mind and in your body. It helps us feel happy, calm, and safe. When we take care of our mental well-being, we can learn better, play with friends, and enjoy our day.

There are many ways we can take care of our mental well-being. Here are some important ones:

- Sleep: Children need 9 to 11 hours of sleep each night.
- Food: Eating fruits, vegetables, and drinking water helps our brain work well.
- Exercise: Moving our bodies at least 1 hour every day helps us stay strong and happy.
- Feelings: It is good to talk about how we feel. We can talk to a teacher, parent, or friend.
- Quiet Time: Taking deep breaths or sitting quietly can help us feel calm.

Talking about our feelings helps us feel safe. Everyone has feelings, and it is okay to feel sad, angry, or worried. When we take care of our mental well-being, we feel better every day.

PREVIEW

Name: _____ 7

Curriculum Connection
MWB2.1

True or False

Is the statement true or false?

1) Eating junk food helps your brain feel good.	True	False
2) You should never talk about your feelings.	True	False
3) Playing outside is good for your well-being.	True	False
4) Feeling sad is never okay.	True	False
5) Sleepi[illegible]ittle makes you feel tired.	True	False

Ques[illegible]

W[illegible]mental well-being mean?

Fill-in-the-Blanks

Fill-in-the-Blanks with a word f[illegible] th[illegible]

1) Children need 9 to _____ hours of sleep each night.
2) Eating healthy food like _____ helps your brain.
3) Talking about your _____ helps you feel better.
4) We should move our bodies for at least _____ hour a day.
5) Taking deep _____ can help us feel calm.

Feelings
11
Fruit
Breaths
1

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Name: _____ 8

Curriculum Connection
MWB2.1

Pictionary: Ways to Take Care of Ourselves

Objective What are we learning about?

Students will learn and remember healthy habits that support their mental well-being through a fun and interactive drawing game. They will also practice communi[illegible]teamwork, and self-reflection.

Mate[illegible] W[illegible]ou need for the activity?

- Whiteboard [illegible]t pa
- Markers or cray[illegible]
- Small slips of paper [illegible]ving
- A small basket or conta[illegible]ho[illegible]



Instructions How will you complete the act[illegible]

1) Write or print 10–15 prompts that show ways [illegible]e care o[illegible]elves.
2) Fold the prompts and place them in a container.
3) One student at a time picks a prompt and draws it on the board[illegible]arge paper (no words or numbers).
4) The rest of the class tries to guess what the drawing shows.
5) After each round, talk together as a class about how that activity helps our body or brain feel better.
6) Repeat until everyone has had a turn or until all prompts have been used.
7) Finish the activity by asking some personal reflection questions and drawing responses from students.

PREVIEW

Name: _____ 9

Curriculum Connection
MWB2.1

Pictionary Topics	List of Words for Pictionary

Sleeping in bed	Eating fruit
Playing soccer	Riding a bike
Drinking water	Taking deep breaths
H ily member	Drawing a picture
Stretch ga	Talking to a friend
Brushin ur	Listening to music
Reading a boo	Playing outside
Washing your hands	ping one clean up
Petting a dog or cat	ping
Building with blocks	Laughing w
Packing a healthy lunch	Playing a board ne
Making your bed	Watering plants
Saying something kind	Wearing your helmet
Helping a classmate	Feeding a pet
Putting on sunscreen	Colouring calmly

PREVIEW

Name: _____ 10

Curriculum Connection
MWB2.1

How Sleep Helps Our Brain and Body

Why Sleep Is So Important

Sleep helps our brain and body stay healthy. When we sleep, our brain gets to rest, and our body has time to grow. Sleep helps us learn better, feel happy, and have en[illegible]play.

Most [illegible] need[illegible] and 11 hours of sleep every night. If we don't get enough sleep, [illegible]ht fe[illegible]or have a hard time listening in class. We may even get sick mo[illegible]y.

One way to sleep better is to follo[illegible]utime [illegible]routine helps your brain know it is time to relax.

Here are some things that help at bedtime:

- Brush your teeth and wash your face
- Put on comfy pyjamas
- Read a book or listen to soft music
- Go to bed at the same time each night
- Keep the room quiet and dark



Sleep is one way to take care of your mental well-being. When we get enough rest, we feel calm, happy, and ready for the day.

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Curriculum Connection
MWB2.1

True or False Is the statement true or false?

1) Sleep helps your brain rest and grow.	True	False
2) Kids only need 6 hours of sleep.	True	False
3) Sleep gives your body time to grow.	True	False
4) You can get sick if you do not sleep enough.	True	False
5) Keepin[illegible]oom dark helps you sleep.	True	False

Ques[illegible] H[illegible]s sleep help your brain?

PREVIEW

Questions Circle the correct answer for each question.

1) How many hours of sleep do kids need?		
A) 5 to 7 hours	B) 9 to 11 hours	C) 12 to 15 hours

2) What helps your brain rest at night?		
A) Watching TV	B) Drinking pop	C) Sleeping

3) What is something you should do before bed?		
A) Eat candy	B) Brush your teeth	C) Play video games

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Curriculum Connection
MWB2.1

Exercise and Our Feelings

How Moving Helps Us Feel Good

Exercise helps our brains and bodies. When we move, our brains make happy chemicals called endorphins. These chemicals help us feel calm, excited, and even strong. T[illegible]hy we often feel better after we run, jump, or play.

Being [illegible]e is n[illegible] fun. It helps our hearts, muscles, and even our feelings. Exercise can [illegible]en w[illegible]d, angry, or worried. It gives us energy and helps us sleep bette[illegible].

Children should move their bodies f[illegible]ast 6[illegible] every day. You don't have to do it all at once. You can move in short p[illegible]ring.

Here are fun ways to get exercise:

- Run around outside or in the gym
- Dance to your favourite music
- Ride your bike or scooter
- Play tag or other movement games
- Jump rope or do jumping jacks



Exercise helps your body and your brain. It helps you feel ready to learn and play all day.

PREVIEW

Name: _____ 13

Curriculum Connection
MWB2.1

True or False

Is the statement true or false?

1) Exercise helps our brains and bodies.	True	False
2) Endorphins make us feel sad and tired.	True	False
3) Running can help us feel better.	True	False
4) We should sit still all day long.	True	False
5) Endor[illegible]e happy chemicals from the brain.	True	False

PREVIEW

Questio[illegible]

How d[illegible]se help us feel better?



Matching

Draw a line from the terms to their corr[illegible]spon[illegible]

Running	Helps you relax
Endorphins	Playing with friends
Dancing	Makes your body strong
Feeling calm	Moving to music
Exercise	Happy brain chemicals

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Curriculum Connection
MWB2.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Is the statement true or false?

1) Being active helps our muscles grow.	T / F
2) Playing helps you when you feel upset.	T / F
3) Exercise only helps your body, not your brain.	T / F
4) It is good to play outside or inside.	T / F

Name: _____ Mark

Is the statement true or false?

1) Being active helps our muscles grow.	T / F
2) Playing helps you when you feel upset.	T / F
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4) It is good to play outside or inside.	T / F

PREVIEW

Name: _____ 20

Curriculum Connection
MWB2.1

Story - Illness Prevention and Taking Care of Our Bodies

Max was a smart second grader who loved playing soccer and reading books. One day, Max learned in class that germs are tiny things that can make us sick. Germs are so small we can't see them without a microscope!

Max's t[illegible] washing your hands for 20 seconds with soap and water helps g[illegible]id of [illegible] counted to 20 while washing his hands before lunch, after using the [illegible]m, ar[illegible]ying outside.



One day, Max had a cough. H[illegible]hem cover his mouth with his elbow whe[illegible]coughe just like his teacher taught him. He also sta[illegible] home and rested. His mom said that resting helps the body heal.

Max drank lots of water and ate fruits and vegetables to stay strong. He learned that getting enough sleep and eating healthy food can help your body fight off sickness.

By taking care of his body, Max was also taking care of his mind. He felt happy, calm, and ready to play again soon!

PREVIEW

Name: _____ 21

Curriculum Connection
MWB2.1

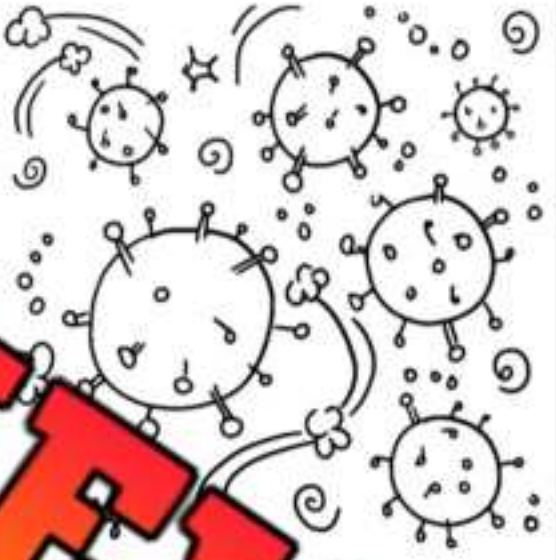
True or False

Is the statement true or false?

1) Max washed his hands for 5 seconds.	True	False
2) Soap and water help remove germs.	True	False
3) We should cough into our hands.	True	False
4) Staying home when sick helps others stay well.	True	False
5) Max w[illegible] school while he was sick.	True	False

Ques[illegible]

W[illegible]erms?



PREVIEW

Cloze Test

Fill in the blanks with the correct words from

Max wanted to stay healthy and strong. He washed his hands with _____ and water for 20 seconds. When he had a _____, he stayed home to rest. He covered his mouth with his _____ when he coughed. Max ate fruits and _____ to help his body heal. Taking care of our bodies helps our _____ too.

Brain
Soap
Vegetables
Cough
Elbow

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Name: _____ 26

Curriculum Connection
MWB2.2

Blog Post: What Are Feelings?

By Miss Tara – April 3, 2025 4-minute read

Did you know that everyone has feelings, even adults? Feelings are how our brains and bodies react to things that happen around us. We feel happy when we play with friends, sad when we lose something special, or frustrated when something is too hard.

There ar in feelings we talk about in school: happy, sad, mad, and scared. But th e, like excited, nervous, or proud. All of these feelings are norm d it's ok l more than one at a time.

Sometimes w eeli d that's okay too! When that happens, we can try these things:

- Take 3 deep bre
- Talk to a grown-up
- Draw or write about our gs

Talking about feelings helps our min bette who talk about their feelings are more likely to feel calm and safe.

Written by: Miss Tara

Comments:



Jordan – April 3, 2025

I liked this post! I think talking to someone really helps. I d that kids who name their feelings can calm down faster.

Like Reply 8hr ago



Maya – April 3, 2025

That's true, but I think drawing is even better. Some people aren't ready to talk. Drawing lets them express feelings too. I read that art helps lower stress in kids!

Like Reply 4h ago

PREVIEW

Name: _____ 27

Curriculum Connection
MWB2.2

True or False Is the statement true or false?

1) Everyone has feelings, even grown-ups.	True	False
2) Feelings are not real things.	True	False
3) We feel sad when we miss someone.	True	False
4) There are only four feelings in the world.	True	False
5) It's oka[illegible] more than one feeling.	True	False

Questi[illegible] [illegible]eelings?



PREVIEW

Questions Circle the correct answer for each question.

1) How many main feelings did the blog talk about?		
A) Four	B) Two	C) Ten

2) Which of these is a main feeling?		
A) Sleepy	B) Excited	C) Mad

3) What can you do if you have big feelings?		
A) Take deep breaths	B) Watch TV all day	C) Run away

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Curriculum Connection
MWB2.2

Story: The Brain and Emotions

Draw Draw pictures that show the story.

Luna was a curious second grader. She loved learning new things, especially about how her body and brain worked. One day at school, her teacher said they would be learning about the brain. Luna smiled. She had always wondered how her brain helped her every day.

The teacher explained that the brain has a small part called the amygdala. This part helps us understand our feelings. It tells us when we are feeling scared, nervous, or excited. Luna thought that was amazing. She didn't know her brain had a special part just for feelings!

PREVIEW

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Curriculum Connection
MWB2.2



The teacher told the class that the amygdala works hard, but some[illegible]s our emotions can feel too big. When that happens, our brains need help to calm down. Luna remembered a time she felt nervous before a spelling test. She didn't know it was her amygdala working then.

Luna asked, "How can we help our brains calm down?" Her teacher smiled and said there are many ways. One way is to take deep breaths. Another way is to count slowly or talk to someone you trust. Luna listened carefully.

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MWB2.2

That night, Luna told her family everything she learned. She said, "Did you know your brain has a part that helps with feelings?" Her little brother was surprised. Her parents said they didn't learn that in school when they were kids.

The next day, Luna felt nervous before a class presentation. Her tummy felt funny, and her hands were shaky. But she remembered what her teacher said. She took [illegible] deep breaths and told herself, "My amygdala just needs a break."

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After her presentation, Luna felt proud. She had helped her brain feel safe and calm. Now she knew that understanding her emotions made her stronger.

Luna learned that taking care of her brain also helped her heart feel better. She was happy to know that everyone has feelings and that it's okay to ask for help when those feelings get big.

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MWB2.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Luna is a forth-grade student.	T / F
2) The amygdala helps us with feelings.	T / F
3) Luna learned about the brain at school.	T / F
4) Excited is a feeling the amygdala helps with.	T / F

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Luna is a forth-grade student.	T / F
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3) Luna learned about the brain at school.	T / F
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Name: _____ | Mark

Is the statement true (T) or false (F)?

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3) Luna learned about the brain at school.	T / F
4) Excited is a feeling the amygdala helps with.	T / F

Name: _____ | Mark

Is the statement true (T) or false (F)?

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2) The amygdala helps us with feelings.	T / F
3) Luna learned about the brain at school.	T / F
4) Excited is a feeling the amygdala helps with.	T / F

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Curriculum Connection
MWB2.2

Activity - Emoji Dice Game

Objective

What are we learning about?

Students will learn to identify and talk about their emotions by using an emoji dice game. They will practice sharing personal experiences and learn healthy ways to manage their feelings.

Materials

What will you need for the activity?

- [illegible] paper cube folded into a die)
- Emoji fac[illegible] (happ[illegible]ngry, nervous, excited, calm)
- Tape or glue
- A feelings chart or p[illegible]iona
- Space for sitting in a circ[illegible]



PREVIEW

Instructions

How will you complete the acti[illegible]

1) Make or print 6 emoji faces and tape one to [illegible] of a ta[illegible]
2) Sit together in a circle with your class.
3) Explain that each emoji shows a feeling we all have some[illegible]
4) Have one student roll the die.
5) When the emoji lands face up, that student shares a time they felt that feeling.
6) Ask the student to explain what they did to handle the feeling.
7) Let classmates share similar times if they want to.
8) Repeat until each student has had a turn.
9) Talk together about how every feeling is okay.
10) End by reviewing ways to manage big feelings in a healthy way.

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MWB2.2

Reference	Cube template with these emojis

Emotion	Emoji Face	Description for Kids
Happy		When you feel joy or excited.
Sad		When you feel upset or want to cry.
Angry		When you feel mad or frustrated.
Nervous		When you feel worried or unsure.
Excited		When you can't wait for something fun.
Calm		When your body and brain feel quiet.

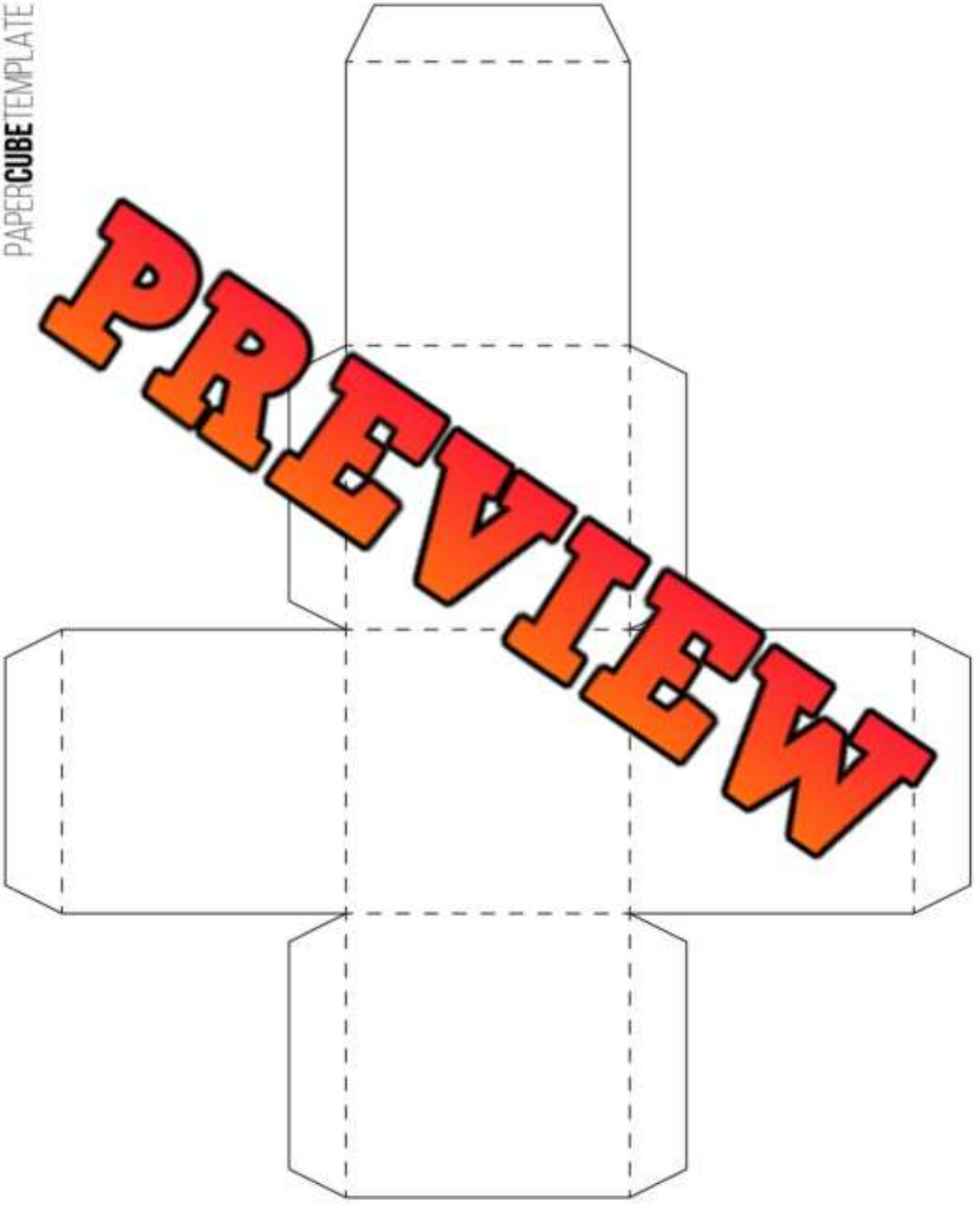
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MWB2.2

Template | Optional: cut out the cube below to make your dice

PAPER**CUBE**TEMPLATE



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Curriculum Connection
MWB2.2

Reference | Sharing Prompts for Each Emotion

Emotion	Sharing Prompts
Happy	1. I felt happy when _____. 2. What makes me smile is _____. 3. I feel happy when I'm with _____.
Sad	1. I felt sad when _____. 2. When I'm sad, I like to _____. 3. A [illegible] helps me feel better is _____.
Angry	1. I [illegible] _____. 2. When I'm [illegible] can _____. 3. One way I calm do[illegible] _____.
Nervous	1. I felt nervous when _____. 2. I get nervous before _____. 3. When I'm nervous, I try to _____.
Excited	1. I felt excited when _____. 2. I get excited about _____. 3. I love the feeling of _____.
Calm	1. I feel calm when _____. 2. I stay calm by _____. 3. A calm place I like is _____.

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Curriculum Connection
MWB2.2

Reference | Student Recording Sheet

Emoji Dice Game – Student Recording Sheet

Name: _____ **Date:** _____

#	Emoji Rolled	What Was the Emotion?	What Did I Do With That Feeling?
1	/ /		
2	/		
3	/ / /		
4	/ / / / /		
5	/ / / / /		

PREVIEW

How I Felt Sharing My Emotions

- ☐ I felt comfortable sharing
- ☐ I listened to my friends
- ☐ I learned something new about myself
- ☐ I learned that others feel the same
- ☐ I want to practice calming strategies

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Curriculum Connection
MWB2.2

Reflection Answer the questions below.

1) How do you feel when you're happy?

2) What m[illegible]u feel nervous?

Drawing Draw t[illegible]moi[illegible]d what you did next.

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Curriculum Connection
MWB2.2

What to Do When We Feel Worried

Learning About Worry



Worry is a feeling we all have sometimes. It can happen before a test, a speech, or when something feels ne erent. When we feel worried, our sto or our heart might beat fast. These are s br ying to protect us.

PREVIEW

But worry doesn't last fo c ys to help our bodies and minds feel calm again. These are called st s.

Here are some things we can try when we f rried:



- Take 3 deep breaths to help your body slow d
- Talk to a trusted adult like a teacher or parent
- Move your body by walking, stretching, or playing
- Think of something happy, like a fun memory or a pet
- Draw or write about how you feel

Worry is a normal feeling, just like being happy or sad. Kids who learn how to calm their worry feel more ready to learn and play. It's okay to feel worried sometimes, and it's okay to ask for help.

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Curriculum Connection
MWB2.2

True or False

Is the statement true or false?

1) Worry is a normal feeling to have.	True	False
2) Only adults can feel worried.	True	False
3) Worry can make your stomach feel funny.	True	False
4) Deep breathing can help calm your body.	True	False
5) Talking [illegible] friend can make worry worse.	True	False

Answ[illegible] & [illegible] Picture

What can you do when you feel worried?



PREVIEW

Sketch

Draw something you do to feel calm.

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Curriculum Connection
MWB2.2

Activity – Worry Ball Toss

Objective

What are we learning about?

The goal of this activity is to help students identify and express their worries in a safe, non-judgmental space. By crumpling their worries into "worry balls" and tossing them away, students will learn that sharing worries can make them feel smaller.

Materials

What will you need for the activity?

- Small slips of paper (one for each student)
- Pencils or pens
- A bin, box, or other container to collect the balls into
- A small piece of paper or sticky tab (optional to hold the "worry ball" together)



Instructions

How will you complete the activity?

1) Give each student a small slip of paper. Ask them to think of a small worry or something that has been bothering them. It can be something like being nervous about a test or a concern about a friend.
2) Have the students write down their worry on the paper. If they're not yet ready to write, they can draw a picture of their worry instead.
3) Once they've finished writing or drawing, show the students how to crumple the paper into a small ball.
4) Ask each student to take turns tossing their worry ball into a bin or box at the front of the classroom. Let everyone take a turn tossing their worry ball into the container.
5) After all the students have tossed their worry balls into the container, gather them and invite students to share healthy ways of dealing with worries. Discuss ideas like talking to an adult, using deep breathing, taking breaks, or talking to a friend.
6) After the class discussion, explain how worries can feel smaller when shared and that it is okay to talk about feelings.

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Curriculum Connection
MWB2.2

Reference | Helpful Statements for the Activity

#	Statement
1	Everyone has worries sometimes, and that's okay.
2	W an feel smaller when we talk about them.
3	We don' ep r worries to ourselves.
4	It's okay to feel s sad, o e.
5	Talking to a trusted adult ca p us fe r
6	Deep breaths can help calm our bodies a s.
7	You are not alone—others have worries too.
8	Letting go of worries helps make space for happy thoughts.
9	It's brave to share your feelings with others.
10	We can support each other by listening and being kind.

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Curriculum Connection
MWB2.2

Reflection Answer the questions below.

1) What does it mean to "let go" of a worry?

2) How [illegible] after talking about your worry with the class?

Drawing Draw a superhe[illegible]ver[illegible] helping others let go of their worr[illegible]

PREVIEW

Name: _____ 47

Curriculum Connection
MWB2.2

Big Feelings and Small Problems

Big or Small? Learning About Problems

We all have problems sometimes. Some are big problems and some are small problems. A big problem might be when you lose something special or when someone is hurt. A small problem might be when you can't find your pencil or don't know what to play.



It is important to know the difference between big and small problems. When we know what kind of problem we have, we can choose the right way to solve it.

Here are some ways to tell the difference:

- Big problems feel scary, sad, or unsafe.
- Small problems feel annoying or silly, but not scary.
- We often need help from an adult for big problems.
- We can usually solve small problems on our own.

If you feel stuck or upset, you can always ask a trusted adult for help. But it also feels good to solve small problems by yourself. Learning to tell the difference helps you feel strong, safe, and ready to handle anything that comes your way.

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Curriculum Connection
MWB2.2

Question Answer the question below.

What is one example of a big problem?

Sketch Draw a h[illegible]ter solving a small problem. Then colour the happy pumpkin.



PREVIEW

True or False Is the statement true or false?

1) All problems are big problems.	True	False
2) Losing a toy can be a big problem.	True	False
3) A small problem is not scary or unsafe.	True	False
4) Forgetting your snack is a small problem.	True	False
5) You always need help with every problem.	True	False

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Name: _____ 49

Curriculum Connection
MWB2.2

Role Play: Handling Big Emotions

Objective What are we learning about?

Students will learn and practice healthy ways to manage big emotions through simple role-playing activities. They will explore real-life situations and build confidence in handling feelings in a safe, kind, and respectful way.

Materia will you need for the activity?

- Scenario c ort otion-based situations
- Space in the c om up role play
- A calm-down pos wh gies (optional)
- Feelings words chart (op)



Instructions How you will complete the ac

1) Prepare 6–10 cards with short, realistic scena ving b ings.
2) Break the class into small groups of 4-5 students.
3) Give each group one scenario card to act out.
4) Explain that they will first talk about the emotion shown in the
5) Then, they will act out a healthy way to respond to that emotion.
6) Remind students to use calm bodies and kind voices.
7) Give each group 5–10 minutes to prepare and rehearse.
8) Groups take turns performing their role plays for the class.
9) After each performance, the class briefly discusses what was done well and how the feeling was handled.
10) Finish with a whole-class talk about ways we can use these strategies every day..

PREVIEW

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Curriculum Connection
MWB2.2

Scripts | Scenarios

Scenario	Description
Nervous Before a T	One student feels very nervous before a spelling test. Their stomach feels funny, and they're scared of making a mistake. A teacher gives calming advice, one friend shows how to take deep breaths, another friend shares a time they felt the same, and a classmate offers to study together later. **Roles:** Nervous student, teacher, classmate who models ep breaths, student who shares a story, encouraging d
Losing a Game at Recess	A stud a soccer game and feels angry and disa stomp away and want to quit playing. A invit back kindly, a classmate reminds the ay ther demonstrates how to cool down, a fr ying again. **Roles:** Upset eamm minder friend, calming friend, encour
Feeling Left Out	One student is sitting be dn't invite them to play tag. They feel nwan group member notices and tells the ne th student to join, another explains w inc matters, another student checks in afte they feel. **Roles:** Left-out student, student who notices, ter, kindness explainer, friend who checks in
Angry in Line	A student gets angry when someone cuts in front of them in line. They cross their arms and raise their voice. Another student gently reminds everyone of the rules, a teacher helps solve the problem, one classmate suggests taking turns, and another helps the angry student feel heard. **Roles:** Angry student, student who cut in line, rule reminder, teacher, listener

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Curriculum Connection
MWB2.2

Scripts | Scenarios

Ripped Drawing	A student's drawing gets accidentally ripped by a classmate. The artist feels really upset and wants to cry. The classmate apologizes, one friend offers new paper, another helps start a new drawing, and someone else comforts them with kind words. **Roles:** Artist, student who ripped it, helper with paper, new drawing buddy, comforter
Exch… Upset Frie…	A student is excited about their birthday, but another student feels left out because they didn't get invited. The birthday …dent celebrates, a teacher helps both talk it out, a friend … how it's okay to have different feelings, one invites …one …sing together, and another gives a compliment to …th frie… **…les:** …dent, upset friend, teacher, helper who …lings, … supporter
Embarrassed While Reading	A stu… …es … …hile reading out loud and feels embarras…d. Th… …reading. One classmate laughs but then …orry. … comforts them, the teacher encourages them …ep t… and another student shares their own mista… …elp t… …etter. **Roles:** Embarrassed read… …as… …les then apologizes, comforting friend… …stude… …o shares a similar mistake
Missing a Friend	A student's best friend is away, and they fe… group time. They look sad and don't feel l… …ers. A teacher notices and checks in, a student offers… their partner, other shares something fun to do together, and a classmate writes a note to the missing friend. **Roles:** Lonely student, teacher, new partner, idea sharer, note writer
Feeling Proud After Helping	A student helps a classmate who tripped and fell. They bring a tissue and check if the friend is okay. A teacher thanks them, another classmate tells them they were helpful, someone gives a high five, and one friend draws a "Kindness Star" to celebrate. **Roles:** Helper, hurt student, teacher, compliment giver, kindness star maker

PREVIEW

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MWB2.2

Two Stars And A Wish

Identify two strengths (stars) and one area for improvement (wish) about your group's performance.

Write two strengths and one weakness of your group's performance.	
	
	
	

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Rubric – Handling Big Emotions

Criteria	Needs Improvement (1)	Satisfactory (2)	Good (3)	Excellent (4)
Participation	Rarely joined the group activity.	Participated with reminders.	Participated actively most of the time.	Fully engaged and helped lead the group.
Understan Emoti	Struggled to show or name elings.	Could name the emotion with help.	Showed clear understanding of the emotion.	Gave thoughtful examples and explained feelings clearly.
Coping Strategy Use	e a ate ed a help	Used a basic coping rategy with help.	Used an appropriate coping strategy on their own.	Used and explained more than one healthy strategy.
Teamwork	Had d working w group member	Wo ith so	Was helpful and respectful with group mbers.	Encouraged others and helped the group stay on task.
Speaking & Listening	Did not listen or share ideas clearly.	Shared a litt and liste sometimes.	Spok and	Spoke clearly, listened well, and dded thoughtful omments.

PREVIEW

Teacher Comments	Mark

Student Reflection – How did you do on this assignment? What could you do better?

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MWB2.2

Snowman: Boundary Words

Objective What are we learning about?

To help students learn and understand a wider range of feeling words by playing a fun guessing game. Students will practice using emotional vocabulary and talk about what different feelings look and feel like.

Materials What will you need for the activity?

- Sn an ga tes (blank snowman grids).
- Dry erase ha



Instructions How l p activity/

1) **Recall Mental Well-Being pics** nd vocabulary related to the social studies unit you have bee ng on
2) **Explain Snowman**: Demonstrate how to pl own the whiteboard or chalkboard. Explain that for each incor ess, snowman is drawn, starting from the bottom snowball h e.
3) **Game Setup**: Distribute blank Snowman game te to de Instruct them to think of a word related to the Ment ell- v've studied.
4) **Play in Pairs**: Students pair up. One student thinks of a boundar ed word and draws blanks on the template for each letter.
5) **Guessing the Word**: The partner guesses letters. If a letter is correct, it's added to the blanks. If not, a part of the snowman is drawn.
6) **Discover and Discuss**: The game continues until the word is guessed or the snowman is completed. After each round, discuss the word in context of Mental Well-Being education.
7) **Encourage Creativity**: Urge students to be creative with their word choices, thinking broadly about everything they've learned in Mental well-being class.
8) **Rotate and Repeat**: After a few rounds, have students switch partners for fresh gameplay and new word challenges.

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MWB2.2

Example Terms	List of related terms

Happy	Sad	Brave	Curious
Joyful	Angry	Proud	Embarrassed
Excited	Scared	Calm	Grateful
S	Nervous	Kind	Lonely
	Anxious	Hopeful	Frustrated
Cheerf	W d	Confident	Thoughtful
Loving		Friendly	Confused
Thankful	y	elpful	Shy
Playful	Gloomy	g	Surprised
Energetic	Disappointed	arin	Quiet
Bright	Jealous	Supp	nsure
Lighthearted	Upset	Responsible	
Overwhelmed	Moody	Fair	peful
Smiling	Grumpy	Honest	Awkward
Delighted	Hurt	Encouraging	Stressed
Giggly	Ashamed	Patient	Neutral
Content	Exhausted	Honest	Tense
Bubbly	Pleased	Accepting	Daydreamy

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Snowman

With a partner, one person chooses a word. They count the number of letters in their word and write that many blanks. The other person guesses the letters until they figure out the word.

Draw Your Snowman

Cross off incorrect guesses

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below

PREVIEW

Draw Your Snowman

Cross off incorrect guesses

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below

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Story Writing Write a story using at least 8 of the Snowman words. Underline the words in your story.

The Words			

The Story

PREVIEW

Name: _____ 58

Curriculum Connection
MWB2.2

Story - Calming Strategies for Tough Moments

Mateo was in Grade 2, and he loved art and soccer. One day, his tower of blocks fell down just before he finished it. Mateo felt angry and upset. His face felt hot, and his hands were tight.



At s ac taught the class about calming strat are s to help your body and mind fee er gs happen.

Mateo remembered what to do. First k thr breaths—in through his nose and out through his mouth. Then he co lowl Finally, he squeezed a small stress ball from his desk.

After a few minutes, Mateo felt better. He learned that taking d b can help your heart slow down. Counting gives your brain time to think. Squeezing something helps your muscles relax.

Kids in Grade 2 can feel strong emotions, and that's okay. But using calming tools helps us feel safe, think clearly, and solve problems. Mateo was proud. He found what worked best for him!

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True or False

Is the statement true or false?

1) Mateo felt angry when his blocks fell down.	True	False
2) Calming strategies help us feel more upset.	True	False
3) Deep breathing helps our heart slow down.	True	False
4) Mateo ran away when he got upset.	True	False
5) Counti[illegible]n is a calming strategy.	True	False

PREVIEW

Ques[illegible]

W[illegible]teo feel angry?



Order the Events

The events below are out of order. Write which ca[illegible]irst (1) to which came last (6).

	Mateo squeezed a stress ball.
	Mateo's block tower fell down.
	Mateo counted slowly to ten.
	Mateo felt proud of himself.
	Mateo took three deep breaths.
	Mateo felt angry and upset.

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Activity - Calm-Down Jars

Objective

What are we learning about?

To help students learn how to self-regulate by creating a visual calming tool. The jar shows how emotions can feel busy and overwhelming, but like glitter, they can settle down over time with deep breathing and patience.

Materials

What will you need for the activity?

- Sm[illegible]lear [illegible]les or jars
- Warm wa[illegible]
- Glitter (an[illegible]
- Food colouring[illegible]t a f[illegible]ar)
- Clear glue (or glitt[illegible] slow[illegible]tter movement
- A tray or table covering to[illegible]tch
- Paper towels



PREVIEW

Instructions

How will you complete the ac[illegible]?

1) Give each student an empty clear bottle or jar.
2) Fill the bottle about three-quarters full of warm water.
3) Add 1–2 tablespoons of glitter and a few drops of food co[illegible]
4) Pour in some clear glue (about 1–2 tablespoons) to make the g[illegible]move more slowly.
5) Put the lid on tightly and shake the bottle to mix everything together.
6) Let students watch the glitter swirl and then slowly settle.
7) While watching the glitter settle, guide the class through deep breaths: breathe in for 3 seconds, hold for 3 seconds, breathe out for 3 seconds.
8) Encourage students to use their jars when they feel upset, angry, or overwhelmed.
9) Discuss how the glitter in the jar is like our feelings—sometimes they swirl fast, but they always settle.
10) Place the calm-down jars somewhere safe where students can access them when needed.

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Reference | ✨ Step-by-Step Instructions: Calm-Down Jars

Step	What to Do
1	Start with an empty, clear plastic bottle or jar and take off the lid.
2	Fill the bottle about three-quarters full of warm water.
3	Add 1 tablespoon of clear glue or glitter glue to the water.
4	Choose your glitter and sprinkle 1 to 2 teaspoons into the bottle.
5	Add 1 to 2 drops of food colouring to make the water colourful.
6	Put the lid back on and shake the bottle gently to mix everything.
7	Watch the glitter swirl and notice how it moves fast at first.
8	Take a deep breath in, hold it, and breathe out slowly as the glitter settles.
9	If you want, you can add more glitter, glue, or water to change the look.
10	Make sure the lid is on tight. Ask your teacher to help seal it shut.

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Reference | Calm-Down Jar Breathing Script

"Let's sit quietly and hold our jars where we can see the glitter inside."

"Give your jar a gentle shake... Watch the glitter swirl and dance."

"Now... breathe in slowly through your nose... 1... 2... 3..."

"Hold... 1... 2... 3..."

"Now breathe... through your mouth... 1... 2... 3..."

(pause briefly)

"Let's do it again..."

"Breathe in... 1... 2... 3..."

"Hold... 1... 2... 3..."

"Breathe out... 1... 2... 3..."

"Keep watching the glitter settle. Just like your thoughts and feelings... it will all begin to slow down and rest."

"When you're ready, place your jar gently in front of you and take one more deep, calming breath."

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MWB2.2

Reflection | Answer the questions below.

1) What colour did you use in your calm-down jar, and why did you choose it?

2) What [illegible]tegies could you try when you are having big feelings?

3) Draw your calm-down j[illegible]ll [illegible]nd glitter you used.

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MWB2.2

Helping Others Feel Better

How to Help Others Feel Better

Just like we feel happy, sad, or upset, our friends have feelings too. It is important to notice how someone else is feeling. If a friend is sad or lonely, we can do somethin[illegible]o help them feel better.

Helpi[illegible]meone [illegible]a[illegible] showing empathy. Empathy means we try to understand how someone[illegible]s. Whe[illegible]how kindness, we help others and we feel good inside too.

PREVIEW

Here are some ways to help a friend[illegible]etter:

- Listen if they want to talk
- Say kind words like "I'm here for you"
- Offer to play or sit with them
- Share something small, like a crayon or toy
- Ask if they need help with something



When we help others, it can make their day better. Studies show that helping someone can make you feel happier too. Kindness spreads quickly—one small act can lead to many more. Everyone can be a helper, and everyone needs a helper sometimes.

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MWB2.2

True or False Is the statement true or false?

1) Friends have feelings just like we do.	True	False
2) Helping others is called showing empathy.	True	False
3) You should ignore friends who are sad.	True	False
4) Saying kind words can help someone feel better.	True	False
5) Sharing toys is a way to be kind.	True	False

Ques t is empathy?



PREVIEW

Questions Circle the correct answer for each question.

1) What is one way to help a sad friend?		
A) Walk away	B) Listen to them	C) Laugh at them

2) How can you show kindness at school?		
A) Share a crayon	B) Yell at your friend	C) Take someone's snack

3) What happens when we help other people?		
A) We feel worse	B) We feel happy inside	C) We get in trouble

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Curriculum Connection
MWB2.3

What is Self-Identity?

Learning About Who We Are

Self-identity means how we see ourselves. It is what makes each person special and different. Everyone has their own self-identity. It includes what we like, what we care a[illegible]d what we are good at.



No one [illegible]e in t[illegible] just like you. Your self-identity ca[illegible]ped [illegible]ings. It can come from your fa[illegible] cultu[illegible] hobbies, and your life experiences.

Here are some parts of self-identity:

- Interests – things you like to do (like readi[illegible]
- Skills – things you are good at (like drawing or help[illegible]he
- Values – things that matter to you (like kindness or honesty)
- Background – where you come from and your family's traditions
- Feelings – how you feel about yourself

Knowing your self-identity helps you feel proud and confident. It also helps you understand and respect others, because everyone's identity is a little different. Learning about yourself is one way to grow your mind and heart.

PREVIEW

Name: _____ 70

Curriculum Connection
MWB2.3

True or False

Is the statement true or false?

1) Self-identity is how we see ourselves.	True	False
2) Everyone in the world is the same.	True	False
3) Your self-identity includes what you like.	True	False
4) What you are good at is part of identity.	True	False
5) Self-id ever changes.	True	False

PREVIEW

Ques

self-identity?



Fill-in-the-Blanks

Fill-in-the-Blanks with a word from th

1) Self-identity is how we see _____.
2) A _____ is something you are good at.
3) Our _____ can help shape who we are.
4) Everyone's _____ is a little different.
5) What you like to do is called an _____.

Family
Ourselves
Interest
Skill
Identity

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Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Knowing who you are helps you feel confident.	T / F
2) Drawing can help show who you are.	T / F
3) You stop learning about yourself after you grow up.	T / F
4) Your identity includes what is important to you.	T / F

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Knowing who you are helps you feel confident.	T / F
2) Drawing can help show who you are.	T / F
3) You stop learning about yourself after you grow up.	T / F
4) Your identity includes what is important to you.	T / F

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Knowing who you are helps you feel confident.	T / F
2) Drawing can help show who you are.	T / F
3) You stop learning about yourself after you grow up.	T / F
4) Your identity includes what is important to you.	T / F

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Knowing who you are helps you feel confident.	T / F
2) Drawing can help show who you are.	T / F
3) You stop learning about yourself after you grow up.	T / F
4) Your identity includes what is important to you.	T / F

PREVIEW

Name: _____ 72

Curriculum Connection
MWB2.3

Activity - What Makes Me, Me?

Objective What are we learning about?

To help students explore and celebrate their own identity by reflecting on their interests, strengths, and feelings. This activity builds self-awareness and helps students appreciate the unique qualities of their classmates.

Materials What will you need for the activity?

- "All About Me" worksheets (with prompts)
- Pencils, crayons, and markers
- Optional: mirrors so students can look at themselves while drawing
- Paper to make their posters
- Space on the wall or bulletin board to display completed posters



PREVIEW

Instructions How will you complete the activity?

1) Give each student the "All About Me" worksheets and explain that they will complete questions and drawing spots.
2) Read each prompt aloud and guide students as they fill in their answers and draw on their worksheets..
3) Give each student a blank poster paper and have them create an "All About Me" poster using their answers and pictures from their worksheets as prompts. Encourage students to be creative and use colour to show their personality.
4) Let students share one or two things from their poster with the class. Talk as a class about how everyone is different and that's what makes us special.
5) Display the finished posters in the classroom and complete a reflection and drawing activity after sharing.

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Reference | All About Me – Prompt List to Read Aloud

#	Question/Prompt
1	What is your name and what do you like to be called?
2	W[illegible] is your birthday?
3	[illegible]vourite colour?
4	Do y[illegible]sibl[illegible]r pets? Tell us about them.
5	What is your [illegible]ood o[illegible]?
6	What do you love to do after [illegible]or o[illegible]kends?
7	What makes you feel happy or exci[illegible]
8	What are you really good at?
9	What do you want to be when you grow up?
10	What is something special or unique about you?
11	Draw a picture of yourself doing your favourite thing.
12	Draw your family or the people who are important to you.
13	What is one thing you want your classmates to know about you?

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Reference | All About Me – What Makes Me, Me?

Hi, my name is:	What is something you would like to learn to do?
One word that [illegible].	What are your interests?
I feel happy when:	I feel sad wh[illegible]

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Reference | All About Me – What Makes Me, Me?

Prompt	My Answer / Drawing
My name is:	
My favourite activity is:	
I feel ha[illegible] when:	
My f[illegible]	
I am really g[illegible]	
One word that des[illegible]	
Draw a picture of yourself.	
Draw something that makes you smile.	

PREVIEW

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MWB2.3

Reflection Answer the questions below.

1) What was your favourite part of your "All About Me" poster?

2) What is something new you learned about yourself while working on it?

3) What is someth[illegible]ou're [illegible]re about yourself?

PREVIEW

Drawing Draw something that makes you pr[illegible]

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Reference | Classroom Discussion Prompts

Topic	Prompt
Celebrating Differences	"What is one thing you learned about a classmate that was different from you?"
[illegible]ons	"Did you find anything you had in common with someone else?"
Self-Ref[illegible]n	[illegible]one thing that makes you special or [illegible]niqu[illegible]
Emotions & Sharing	"How [illegible]el t[illegible]e something about you[illegible]
Listening Skills	"Why is it imp[illegible]t[illegible] [illegible]hers are talking about the[illegible]
Building Community	"How can we show kindness and res[illegible]r each other's differences?"
Creativity & Expression	"What was your favourite part of making your poster?"
Classroom Culture	"How can we make sure everyone feels safe and valued in our class?"

PREVIEW

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MWB2.3

Skills That Make Us Who We Are

What Makes You Special?

We all have special skills. A skill is something you are good at or something you can learn to do well. Skills can be things like drawing, singing, running, or building. Some people are good at helping others or telling funny stories.

PREVIEW

Our skills help show who we are. They are part of our self-identity. When we use our skills, we feel confident because we believe in ourselves.

We are not born knowing everything. We learn by practicing. Even famous artists and athletes had to practice to get good at what they do.

Here are examples of different kinds of skills:

- Creative skills – drawing, painting, making crafts
- Active skills – running, dancing, playing sports
- Kindness skills – helping, sharing, listening
- Thinking skills – solving puzzles, reading, writing
- Speaking skills – telling stories, asking questions



Everyone's skills are different, and that's what makes us special. It's fun to notice what your classmates are good at too.

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Question What is a skill? What skills do you have?



Matching Draw a line to match the item in Column A to Column B.

Column A	Column B
Drawing	Thinking skill
Helping a friend	Creative skill
Solving a puzzle	Kind skill

True or False Is the statement true or false?

1) A skill is something you are good at.	True	False
2) Everyone has the same skills.	True	False
3) Drawing is an example of a creative skill.	True	False
4) We are born knowing how to do everything.	True	False
5) Practicing helps us get better at skills.	True	False

PREVIEW

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MWB2.3

What is Self-Esteem?

Feeling Good About Ourselves

Self-esteem is how we feel about ourselves. When we believe in our abilities, we feel confident. Confidence means we feel strong, proud, and ready to try new things. H[illegible]althy self-esteem helps us feel happy and do our best at school and [illegible]

PREVIEW

We can build our [illegible]este[illegible] the good things about ourselves. Everyone is good at som[illegible]e ca[illegible] better by using kind words when we talk to ourselves. Instead of sayi[illegible]t," w[illegible]ry saying, "I'll keep trying."

Here are some ways to build self-esteem:

- Set small goals and work hard to reach them
- Say kind things to yourself, like "I am a good friend
- Celebrate your successes, even the little ones
- Try new things even if they feel hard
- Ask for help when you need it



Kids with strong self-esteem are more likely to try new things, work through challenges, and believe in who they are. It's okay to make mistakes—what matters is how we talk to ourselves afterward.

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True or False

Is the statement true or false?

1) Self-esteem is how we feel about ourselves.	True	False
2) Confidence means you believe in yourself.	True	False
3) Only adults can have self-esteem.	True	False
4) Saying kind words to yourself helps you feel strong.	True	False
5) Practic lps you build your skills.	True	False

Que at is self-esteem?



PREVIEW

Drawing

Draw a goal you would like to reach.

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Story - How Friends Influence How We Feel

Emma was excited to start Grade 2. She loved reading and drawing. At recess, she played with two classmates, Ava and Lily. Some days, they were kind. But other days, they left Emma out. This made Emma feel sad and confused.

PREVIEW

At s Emma explained that friends can change how we feel. Good friends help e ppy, s d included. But sometimes, friends can make us feel upset, left o ed that it's okay to want friends who treat you with kindness and ect.



Studies show that kids with kind friends feel more confident and do better in school. Emma thought about how she wanted to feel every day.

The next day, Emma sat beside Noah and Priya. They smiled, shared their crayons, and asked her to play. Emma felt happy and included.

Emma learned an important fact: Choosing kind friends helps us feel better and be ourselves. She knew she deserved friends who made her feel-good inside.

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MWB2.3

True or False

Is the statement true or false?

1) Friends can make us feel happy.	True	False
2) Good friends always leave us out.	True	False
3) Kind friends help us feel safe.	True	False
4) Emma felt sad when she was left out.	True	False
5) Friends[illegible] change how we feel.	True	False

PREVIEW

Questi[illegible]

[illegible] feel when she was left out?



Cloze Test

Fill in the blanks with the correct words from the [illegible]ank.

Emma felt _____ when her friends left her out. Kind friends help us feel _____ and happy. Good friends use kind _____ and include others. Emma chose friends who showed her _____ and made her feel _____.

Sad
Safe
Respect
Words
Included

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Curriculum Connection
MWB2.3

How Trying New Things Helps Us Grow

Being Brave and Trying Something New

Trying new things can feel a little scary at first. You might feel nervous when you ride a bike for the first time or when you talk in front of the class. But when you try somethin[illegible]ou help your brain and your heart grow.



When we try n[illegible]e a[illegible]tepping out of our comfort zo[illegible]at m[illegible]doing something we are not us[illegible]s he[illegible] build confidence—a feeling that tells[illegible]ean do hard things.

Here are some facts about trying new things:

- People who try new things often feel more proud.
- Confidence grows each time we try something hard.
- Mistakes help us learn and get better.
- We can ask for help when we try something new.
- Kids who try new things often feel happier and stronger.

Even if you feel a little scared, trying something new is always a chance to learn.

Every time you try, you are helping yourself grow!

PREVIEW

Name: _____ 91

Curriculum Connection
MWB2.3

True or False

Is the statement true or false?

1) Trying new things helps us grow.	True	False
2) It's always easy to try something new.	True	False
3) Riding a bike can feel scary at first.	True	False
4) Talking in front of the class is easy for everyone.	True	False
5) We gr… we stay in our comfort zone.	True	False

PREVIEW

Ques…

…a comfort zone?



Fill-in-the-Blanks

Fill-in-the-Blanks with appropriate an…

1) Trying new things helps us build _____.
2) A _____ zone is where we feel safe and comfy.
3) We can feel _____ when we try something hard.
4) Making _____ helps us learn and grow.
5) It's brave to try something _____.

Proud
Confidence
New
Mistakes
Comfort

Curriculum Connection
MWB2.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Feeling scared means, we should never try.	T / F
2) Our comfort zone is where we learn best.	T / F
3) Doing hard things can make us feel proud.	T / F
4) Everyone learns at the same speed.	T / F

Name: _____ | Mark

Is the statement true (T) or false (F)?

1) Feeling scared means, we should never try.	T / F
2) Our comfort zone is where we learn best.	T / F
3) Doing hard things can make us feel proud.	T / F
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Name: _____ | Mark

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Name: _____ | Mark

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3) Doing hard things can make us feel proud.	T / F
4) Everyone learns at the same speed.	T / F

PREVIEW

Name: _____ 93

Curriculum Connection
MWB2.1, MWB2.3

Balancing Rest, Play, and Learning

Finding Balance Every Day

To feel our best, we need to balance rest, play, and learning. When we do too much of one thing, like playing all day or only doing schoolwork, we can feel tired, cranky, or bored. A healthy day has a bit of everything.

Children need 9 to 12 hours of sleep each night. Sleep helps our brain and body grow. We also need to move our bodies for at least 60 minutes each day. Moving helps us feel strong and healthy.

Learning is also important. Reading, writing, and learning new things helps our brains get smarter. But we also need time for play, rest, and fun.

Here are ways to keep a healthy balance:

- Go to bed at the same time every night
- Take breaks when doing schoolwork
- Play outside or be active every day
- Spend time doing something fun you enjoy
- Eat healthy foods to give you energy



When we balance sleep, learning, and play, we feel calmer, happier, and ready for anything the day brings.

PREVIEW

Name: _____ 94

Curriculum Connection
MWB2.1, MWB2.3

Question What are three important parts of a healthy day?



Matching Draw a line to match the item in Column A to Column B.

Sleep	Helps you have fun and relax
Play	Makes your brain smarter
Learning	Helps your brain and body grow

True or False Is the statement true or false?

1) A healthy day includes rest and play.	True	False
2) Kids need 5 hours of sleep each night.	True	False
3) Too much of one thing can feel unbalanced.	True	False
4) Sleep helps our brain and body grow.	True	False
5) We don't need to move every day.	True	False

PREVIEW

Name: _____ 95

Curriculum Connection
MWB2.1, MWB2.2, MWB2.3

Four Corners: What Helps You Feel Best?

Objective What are we learning about?

To help students explore different ways they manage their feelings and learn from one another by sharing strategies that support mental and emotional well-being. This activity encourages self-awareness and respectful listening.

Materials What will you need for the activity?

- A list of questions
- Labels for each corner (A, B, C, D)



Instructions How will you implement this activity?

1) Prepare the classroom by labelling each corner with A, B, C, and D.
2) Explain to the students that you will read out questions related to what helps us feel best, and each question will have four options.
3) When you read a question, students will move to the corner that corresponds to the answer they think is correct. Some of these will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
4) Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
5) Repeat with different questions to reinforce their understanding of concepts.

PREVIEW

Name: _____ 96

Curriculum Connection
MWB2.1, MWB2.2, MWB2.3

Question	A	B	C	D
What helps you feel calm?	Drawing	Running outside	Talking to someone	Listening to music
What do you do when you feel frustrated?	Take deep breaths	Walk away	Talk to a friend	Squeeze a stress ball
What helps you feel brave?	Deep breaths	Kind words	Holding someone's hand	Smiling big
What he… you'r…	Hug a teddy	Talk to an adult	Cry it out	Play with toys
What h… you … up in the mo…	… fu… song	Bright lights	A cuddle	A big stretch
What do you do you're scared?	…	…ll for help	Hold a hand	Close your eyes
What helps you get ready for school?	A … list	…k by	A good breakfast	A reminder from an adult
What helps you feel safe?	A parent nearby	… trust… teac…	…soft …et	A quiet space
What do you do when you feel worried?	Talk to someone	Write it …	…eak	Get a hug
What makes you feel happy?	Playing outside	Reading a book	…ng …	…ng a
What helps you focus in class?	A quiet space	A break	A helpful friend	…p breaths
What makes you feel proud?	Doing my best	Helping others	Finishing a task	Trying something new
What do you like to do when alone?	Read	Draw	Build something	Rest quietly
What helps you feel better after a bad day?	Talk to family	Take a nap	Listen to music	Cuddle a pet or toy
What helps you calm down after getting angry?	Breathe deeply	Count to 10	Go for a walk	Talk it out

PREVIEW

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Name: _____ 97

Unit Test – Mental Well-Being Living

Mark	Total
/ 10	/ 35

Multiple Choice /10

1) What helps us feel calm and happy?`	2) What shows you have empathy?
a) Exercise	a) Yell
b) TV	b) Ignore others
c) Candy	c) Laugh
d) Yelling	d) Kind words
3) How m[illegible]ld kids sleep each night?	4) What is self-identity?
a) 3 to 4	a) Who you are
b) 5 to 6	b) A game
c) 9 to 11	c) A toy
d) 12 to 14	d) [illegible] friend
5) What food helps your muscles grow?	[illegible] self-esteem grow?
a) Chips	a) La[illegible]
b) Beans	b) [illegible]talk
c) Candy	c) Kind[illegible]
d) Cake	d) Fighting
7) What feeling do endorphins give us?	8) What makes you pr[illegible]
a) Happy	a) Quitting
b) Hungry	b) Trying hard
c) Cold	c) Cheating
d) Tired	d) Complaining
9) What does worry sometimes feel like?	10) Why is everyone special?
a) Sleepy	a) Different skills
b) Itchy eyes	b) Same shirts
c) Fast heart	c) Same shoes
d) Sneezy	d) Same names

PREVIEW

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True or False | Is the statement true or false?

Mark
/ 5

1) Getting good sleep helps your brain.	True	False
2) Candy is the best food for your muscles.	True	False
3) Taking deep breaths can help you feel calm.	True	False
4) Being [illegible] bad thing.	True	False
5) Trying [illegible] you grow.	True	False

PREVIEW

Matching | Match the [illegible] with its [illegible] description.

Mark
/ 5

Sleep	Mo[illegible] to feel strong and
Exercise	Feeling ne[illegible]
Empathy	Resting your body to help it grow
Worry	Being kind and understanding how others feel
Self-esteem	Feeling proud of yourself and what you can do

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Short Answer	Answer the questions below – Each question is worth 3 marks.	Mark / 9

1) What helps your brain grow while you sleep?

2) What is one thing th… …ou sp…

3) What is a small problem you can fix by yourself?

PREVIEW