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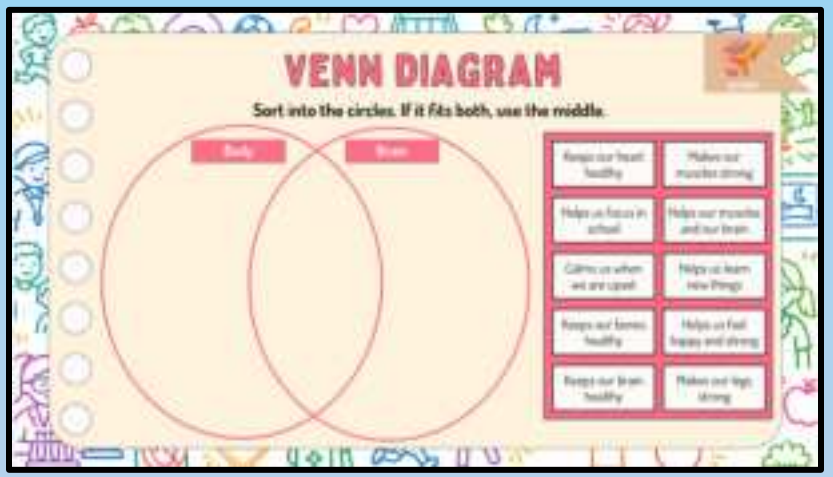
BC Health Curriculum
Healthy & Active Living – Grade 2

3-Part Lesson Format

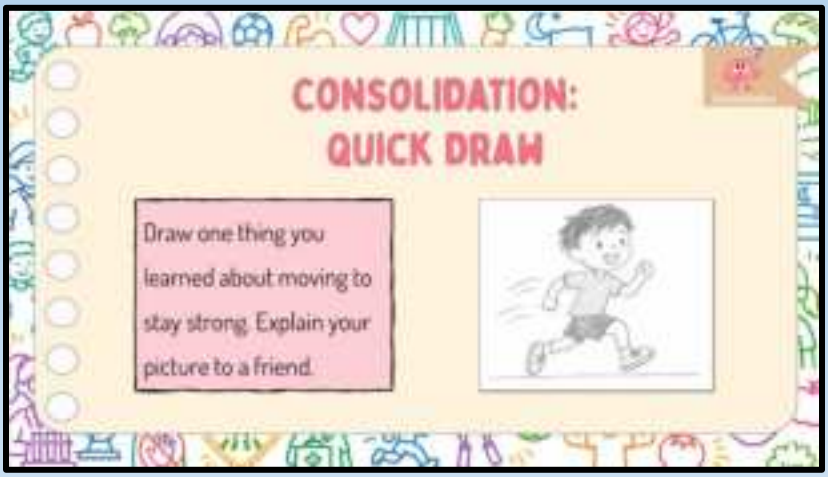
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!





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

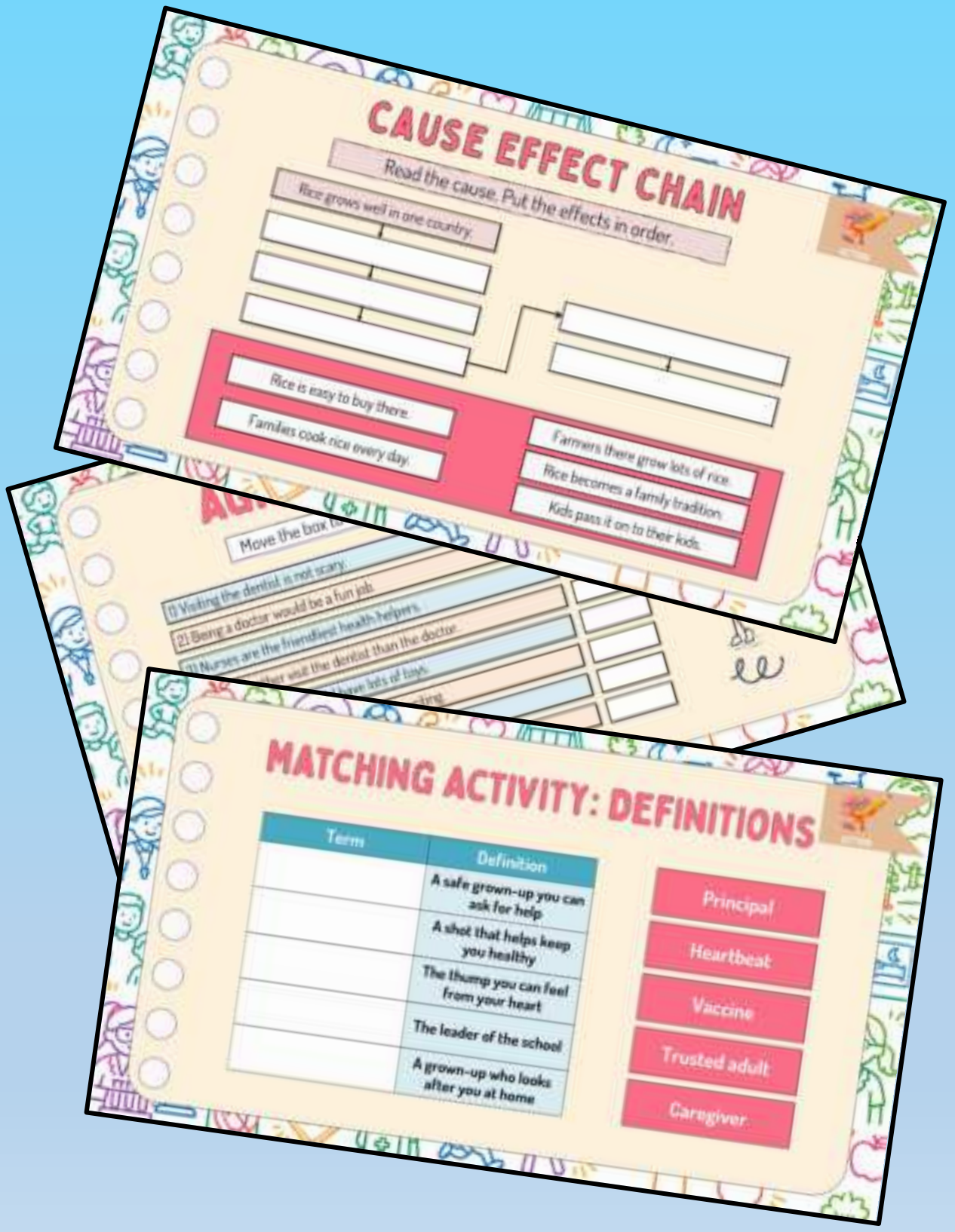
Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



BC Health Curriculum
Healthy & Active Living – Grade 2



BC Health Curriculum
Healthy & Active Living – Grade 2



BC Grade 2 – Health Unit

Healthy and Active Living

	Curricular Competencies - Elaborations	Pages
HAL2.1	Identify and describe opportunities to be physically active at school, at home, and in the community • What kinds of activities do you like to participate in on a daily basis at school, at home, or in the	6-18
HAL		
HAL2.3	Describe ways to access information on and support services for a variety of health topics • Where can you find health information when you are at school? • identifying sources of support (e.g., trusted adults, school staff) for disclosing uncomfortable experiences, such as inappropriate touch	53-95
HAL2.4	Explore and describe components of healthy living • What does healthy living mean to you?	96-99

Preview of 75 pages from this product that contains 129 pages total.

HEALTHY AND ACTIVE LIVING



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Curriculum Connection
HAL.2.1

Why Does Our Body Need to Move?

Moving Helps Our Bodies Stay Strong

Our bodies are made to move. When we move, we help our hearts, muscles, and bones stay healthy. Running, jumping, dancing, and playing are all good ways to move. W[illegible]ove every day, we feel happy, strong, and full of energy.

Moving also h[illegible] b[illegible]r at night. It can make us feel calm when we are upset. Being activ[illegible]ood [illegible]too. It helps us learn and focus in school.

You can move your body in many pla[illegible]at s[illegible]home, or outside. Even just walking or stretching is a way to stay active. It[illegible]porta[illegible]ove every single day.

PREVIEW



Ways to Move Your Body Each Day

Here are some fun ways to stay active:

- Play tag or soccer with friends
- Dance to music for 10–15 minutes
- Ride your bike or scooter
- Go for a walk with your family
- Do jumping jacks or stretches inside

Name: _____ 7

Curriculum Connection
HAL.2.1

True or False

Is the statement true or false?

1) Our bodies are made to sit still.	True	False
2) Moving helps our hearts stay strong.	True	False
3) Exercise makes our bones weaker.	True	False
4) Dancing is a way to stay active.	True	False
5) You onl[illegible]ed to move once a week.	True	False

Questi[illegible]

[illegible]s if we don't move enough?



PREVIEW

Fill-in-the-Blanks

Fill-in-the-Blanks with appropri[illegible] an[illegible]

1) We should move our bodies every _____.
2) Moving helps keep our _____, muscles, and bones strong.
3) Riding a bike is one way to stay _____.
4) Being active helps us sleep _____ at night.
5) You can move your body at school, _____, or in the community.

Hearts
Better
Day
Home
Active

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Name: _____ 8

Curriculum Connection
HAL.2.1

Pictionary: Ways to Move!

Objective

What are we learning about?

Students will explore and recognize different forms of physical movement through a fun and interactive game of Pictionary. This activity helps students learn how regular movement supports a healthy heart and strong muscles, and how they can stay acti school, home, and in the community.

PREVIEW

Mate you need for the activity?

- Whiteboa ard, chart paper
- Markers or cr
- Pre-made cards
- A small basket or co dr ds
- Timer (optional)



Instructions

How will you complete the act

1) Begin with a short class discussion about why ur bo very day is important for our heart, muscles, and overall hea
2) Tell students they will be playing Pictionary by drawing ac ts while their classmates guess what they are showing.
3) Have one student come up, draw a movement card from the basket, and go to the board to draw it (no words or letters allowed!).
4) The rest of the class guesses the movement activity while the student draws.
5) Once the class guesses correctly (or time is up), talk briefly about how that movement helps the body.
6) Continue the game with a new student each turn until everyone has had a chance to draw or time runs out.

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Curriculum Connection
HAL.2.1

Pictionary Topics	List of Words for Pictionary

Running	Skipping
Swimming	Biking
Jumping	Dancing
Yoga	Climbing
[illegible]	Soccer
[illegible]	Hiking
[illegible]	Gymnastics
Walki[illegible]	Skiing
Snowboarding	Playing tag
Hula hooping	[illegible] rope
Baseball	[illegible]
Canoeing	[illegible]
Marching	Kicking [illegible]
Catching	Throwing
Crawling	Stretching
Twirling	Ice skating
Rowing	Lifting
Balancing	Jumping jacks
Crab walking	Galloping

PREVIEW

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Curriculum Connection
HAL.2.1

How Our Bodies Feel When We Exercise

What Happens to Our Bodies When We Move

When we exercise, our bodies start to work harder. Our heart beats faster to move blood around our body. We start to breathe deeper to get more air. Sometimes we sweat wh et really warm. These are all signs that our body is getting stro

Exercise can also us fe When we run, jump, dance, or play, our brain lets out happy feel d e These make us feel calm, proud, and full of energy.

PREVIEW

How Exercise Feels in Our Body

Different kinds of movement make our bodies feel di So feel tired, and some help us cool down. All movement is good for

Here are things that can happen when we exercise:

- Our heart beats faster
- We breathe deeper
- We get warm or start to sweat
- Our muscles feel tired after a while
- We feel happy or proud after moving



Name: _____ 13

Curriculum Connection
HAL.2.1

True or False

Is the statement true or false?

1) Our heart beats faster when we exercise.	True	False
2) Breathing gets slower when we run.	True	False
3) Our brain feels tired when we move.	True	False
4) It's bad to feel tired after exercise.	True	False
5) Playing ide doesn't count as exercise.	True	False

Questi

rcise help you
fe r happy?



PREVIEW

Matching

Draw a line from the terms to their correspo .

Heart	Helps cool us down
Sweat	Gets deeper during exercise
Muscles	Beat faster when we move
Endorphins	Get tired after lots of movement
Breathing	Makes us feel happy

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) Sweating helps cool our bodies down.	T / F
2) We should move to stay healthy.	T / F
3) Our bodies feel cooler when we run.	T / F
4) Exercise is only good for adults.	T / F

Name: _____ Mark

Is the statement true or false?

1) Sweating helps cool our bodies down.	T / F
2) We should move to stay healthy.	T / F
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1) Sweating helps cool our bodies down.	T / F
2) We should move to stay healthy.	T / F
3) Our bodies feel cooler when we run.	T / F
4) Exercise is only good for adults.	T / F

PREVIEW

Name: _____ 19

Curriculum Connection
HAL.2.2

Why Do We Eat?

Why Our Bodies Need Food

We eat food because it gives our bodies energy. We need energy to grow, move, think, and learn. Without food, our bodies would feel tired and weak. Food is like fuel for our bodies, just like gas is fuel for a car.

Food helps us stay healthy. When we eat healthy food, we have more energy, and we can focus better in school. Our bones, muscles, and brain all need good food to stay strong.

Some foods help our bodies grow. Some help us fight sickness. That is why it is important to eat many kinds of food every day.

PREVIEW

Foods That Help Us Feel Good

Here are some foods that give us the energy we need:

- Fruits give us vitamins to stay healthy
- Vegetables help us grow and stay strong
- Whole grains give us energy to play and think
- Protein foods (like eggs, beans, meat) build muscles
- Milk and cheese keep our bones strong



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Curriculum Connection
HAL.2.2

True or False

Is the statement true or false?

1) Food gives our body energy to move.	True	False
2) We do not need food to learn.	True	False
3) Healthy food helps us feel good.	True	False
4) Our brain does not need food.	True	False
5) Protein[illegible] build strong muscles.	True	False

Quest[illegible]eed to eat food?



PREVIEW

Fill-in-the-Blanks

Fill-in-the-Blanks with appropr[illegible]e a[illegible]

1) Food gives our bodies _____ to play and learn.

2) _____ help our muscles grow strong.

3) Fruits and vegetables give us _____ to stay healthy.

4) We need food to help our _____ think clearly.

5) Milk and cheese keep our _____ strong.

Proteins
Bones
Brain
Energy
Vitamins

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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) We need different foods every day.	T / F
2) Candy and chips help our brain work best.	T / F
3) Food helps us fight sickness.	T / F
4) Vegetables help our bodies grow.	T / F

Name: _____ Mark

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

1) We need different foods every day.	T / F
2) Candy and chips help our brain work best.	T / F
3) Food helps us fight sickness.	T / F
4) Vegetables help our bodies grow.	T / F

Name: _____ Mark

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

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Name: _____ Mark

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1) We need different foods every day.	T / F
2) Candy and chips help our brain work best.	T / F
3) Food helps us fight sickness.	T / F
4) Vegetables help our bodies grow.	T / F

PREVIEW

Name: _____ 22

Curriculum Connection
HAL.2.2

Activity - Build a Balanced Meal

Objective

What are we learning about?

Students will learn how to make healthy food choices by building a balanced meal using food cutouts. They will practice identifying food groups such as fruits, vegetables, proteins, and grains, and discuss how these foods help their bodies stay strong and healthy.

Materials

What will you need for the activity?

- Paper plates (one per student)
- Food pictures (fruits, vegetables, grains, proteins, dairy, sometimes foods)
- Glue sticks or tape
- Markers or crayons
- Canada's Food Guide poster (optional)



Instructions

How you will complete the activity

1) Begin by reviewing the four main food groups: vegetables and fruits, proteins, and grains. Show examples of each using real foods, pictures, or Canada's Food Guide.
2) Give each student one paper plate and a set of food cutouts. Make sure the cutouts include healthy "everyday" foods and some "sometimes" foods (like candy or chips).
3) Ask students to sort through the cutouts and choose at least one item from each food group to glue onto their plate.
4) Students should avoid using too many "sometimes" foods and focus on creating a healthy, balanced meal.
5) Once everyone has finished building their meal, give time for students to share with a partner or small group and explain why they chose their foods.
6) As a class, talk about how these foods help different parts of the body (e.g., fruit gives vitamins, grains give energy, protein helps muscles grow).

PREVIEW

Name: _____ 23

Curriculum Connection
HAL 2.2

Canada's New Food Guide

Canada's New Food Guide does not have 4 food groups. Instead, it recommends eating the following 3 food categories.

Food Category	Fruits and Vegetables	Whole Grains	Protein Foods
Servings/Day	½ (half) of your plate	¼ of your plate	¼ of your plate
Tip	- Choose darker green [illegible]egetables - [illegible]k juice with [illegible]	- Choose whole grain options instead of grains that have been processed	- Select plant based proteins and lean meats
Examples	[illegible] rain[illegible] [illegible]coli, [illegible] ca[illegible], [illegible] pepper[illegible]ies, strawberr[illegible]es	- Bread, pita, oatmeal, [illegible]real, rice, pasta, [illegible] quinoa	- Beans, lentils, nuts, seeds, lean meats and poultry, fish, shellfish, eggs



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Name: _____ 24

Curriculum Connection
HAL.2.2

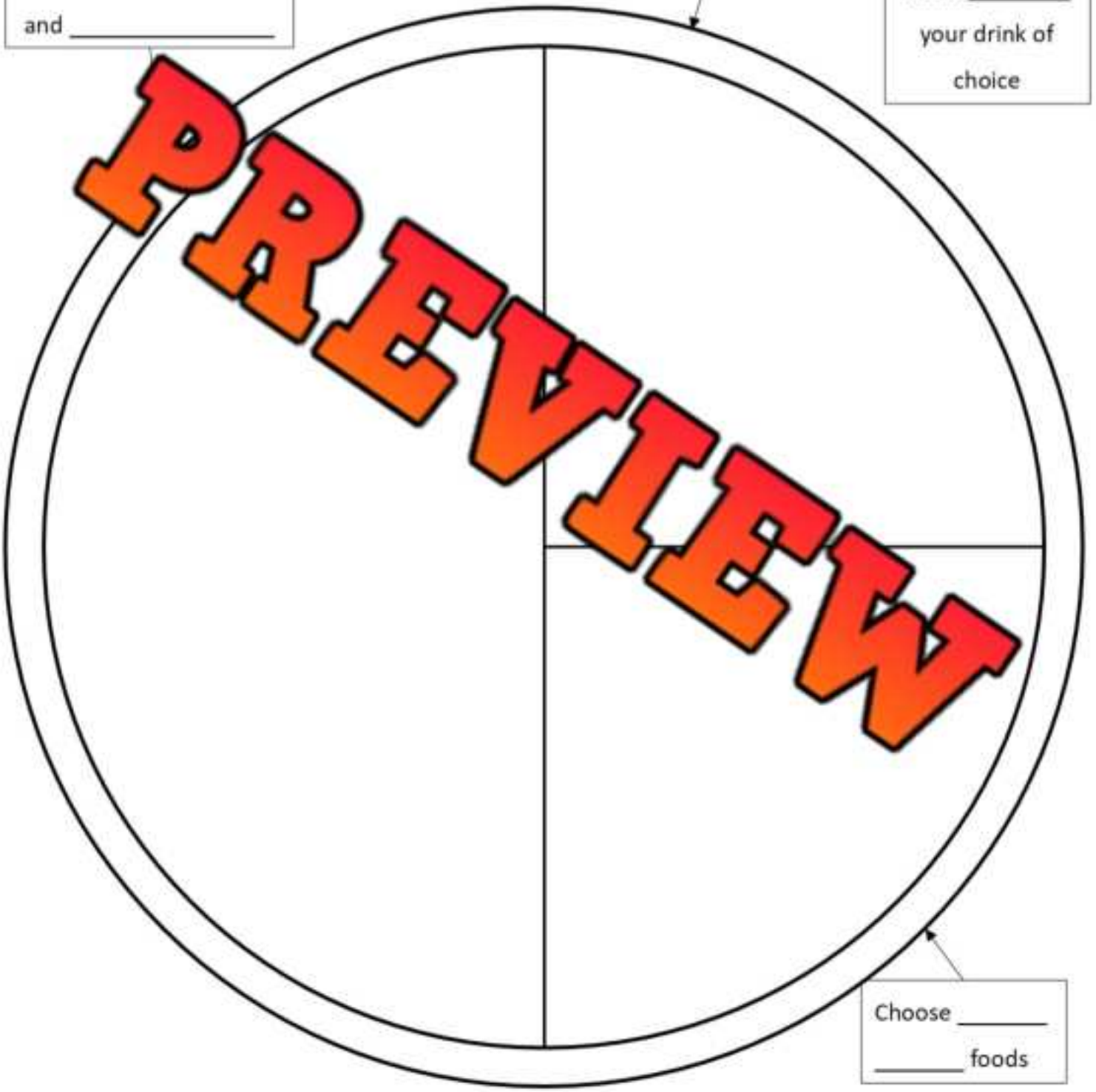
Questions Draw pictures or use words of foods you like that would fit Canada's Food Guide

Eat plenty of _____ and _____

Eat _____ foods



Make _____ your drink of choice



Choose _____ _____ foods

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HAL.2.2

Reference | A list of food items by category

Fruits	Vegetables	Grains	Protein	Dairy	Sometimes Foods
Apple	Carrot	Bread	Chicken	Milk	Chips
B	oli	Rice	Turkey	Yogurt	Candy
Orange	ber		Fish	Cheese	Chocolate
Grapes	Celery	Cere		Cream cheese	Donut
Strawberries	Lettuce	Crackers	s		Cookie
Blueberries	Tomato	Oatmeal	Beans	Str ch	
Peach	Corn	Tortilla	Lentils	Sour cream	Ice cream
Pear	Peas	Muffin	Peanut butter	Butter	Cake
Kiwi	Bell pepper	Pita	Hummus	Pudding	Cupcake

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Fruits	Vegetables	Grains	Protein	Dairy
				
				
				
				
				
				
				
				

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HAL.2.2

Story - What Makes a Food Healthy?

Emma and her brother Liam were packing a picnic lunch with their dad. "Let's pick healthy foods!" said Dad. "Healthy foods give us vitamins, minerals, and energy."

Emma chose an apple. "Apples have vitamin C. That helps us fight colds!" she said. Liam added carrot sticks. "Carrots have vitamin A. It's good for our eyes," he smiled.

Dad packed whole grain sandwiches with turkey. "Whole grains give us energy, and turkey gives us protein to help us grow," he explained. They added yogurt for calcium, which keeps bones strong.



"Can we bring candy too?" asked Liam.
"Candy is okay sometimes," said Dad, "but it doesn't give us the same energy or help our bodies grow."

At the park, they saw a sign that said:
Kids need to eat five servings of fruits and vegetables every day!

Emma counted her apple and carrots. "I already have two!"
Liam laughed, "Let's eat and then play tag. All this healthy food is giving me energy already!"

And off they ran, feeling strong and happy.

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HAL2.2

True or False

Is the statement true or false?

1) Healthy food gives our bodies energy.	True	False
2) Candy is the best food for our bones.	True	False
3) Carrots have vitamin A for our eyes.	True	False
4) Turkey gives us protein to build muscles.	True	False
5) Whole [illegible] help us grow strong bones.	True	False

Ques[illegible]

[illegible]amin A help with?



PREVIEW

Cloze Test

Fill in the blanks with the correct words from

Healthy food gives our bodies _____ to grow, play, and learn. Fruits and vegetables have _____ that help us stay healthy. Milk has _____ to make our bones strong. Protein builds our _____. Candy and chips are fun sometimes, but they don't give us the same _____ as healthy foods.

- Energy
- Nutrients
- Calcium
- Vitamins
- Muscles

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HAL.2.2

Role Play: Grocery Shopping for a Healthy Meal

Objective

What are we learning about?

Students will learn how to choose foods that help their bodies grow and stay strong by role-playing a grocery shopping trip. They will learn the difference between "everyday foods" and "sometimes foods" while building a balanced meal.

Materials

What will you need for the activity?

- Empty food packages or printed food pictures
- Paper bags or baskets
- Play money (optional)
- Labels for food categories (fruits, vegetables, grains, proteins, dairy, etc.)
- Tables or desks to set up the store



Instructions

How will you complete the activity?

1) Set up the classroom like a grocery store with pictures of empty packages organized into sections.
2) Label each area clearly (e.g., Fruits, Vegetables, Grains, Proteins, Sometimes Foods).
3) Choose some students to be shoppers and others to be store workers.
4) Give shoppers a simple list of foods to find for a healthy meal (one from each food group).
5) Store workers help direct shoppers and answer questions about the food.
6) After shopping, students share what they picked and explain why it's healthy.
7) Swap roles so everyone gets a turn.
8) Review which foods are "everyday" and which are "sometimes" foods.
9) Talk about why it's important to eat a balanced meal.
10) Clean up and reflect as a class.

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Name: _____ 31

Curriculum Connection
HAL2.2

Scripts | Scenarios

Scenario	Description
Packing a Healthy Sch[illegible] Lunch	You are getting ready for school and need to pack a lunch that gives you energy to learn and play. Choose one food from each group: fruits, vegetables, grains, protein, and dairy. Try to avoid "sometimes foods" like chips or candy.
Planning a Picnic in the Park	[illegible] is going on a picnic. Pick foods that are [illegible] carry, and won't melt or go bad in [illegible]un. C[illegible]ter or milk to drink instead of [illegible]Thi[illegible] fresh snacks like fruit or veggie s[illegible]
Making a Rainbow Meal	You want to eat as many [illegible]as [illegible] Choose colourful fruits and vegetabl[illegible]–re[illegible] carrots, green broccoli, purple gra[illegible] bananas. Can you find four or more colo[illegible]
Shopping on a Budget	You have only $10 to buy food for a healthy meal. Choose smart and affordable items that still give your body the nutrients it needs. Try to include something from each food group without choosing junk food.

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Scripts | Scenarios

No Nuts Allowed	Someone in your family has a nut allergy. You need to find a safe, healthy snack with no nuts. Think about fresh fruit, veggies, or whole grain crackers. Check labels carefully and ask for help if you're unsure.
a Po… Breal…	Breakfast gives you energy to start your day. Pick foods that are filling and healthy like whole grains, fr… and protein (such as eggs or yogurt). Skip s… ereals and choose foods that keep you full …
Shopping for a Sick Friend	You… frie… an… ds gentle, healthy food. Choose … ods li… h… soup, or toast. Avoid spicy, sugary, or ha… ods. … rinks like water or milk to help the… bett…
Shopping with a Younger Sibling	You're shopping with your litt… bro… Help them choose healthy options … se, or crackers. If they ask for candy or sod… tain that those are "sometimes foods," not "ev… yday foods."
Smoothie Shop	You're making a smoothie for a healthy snack! Choose two fruits (like strawberries and bananas), one healthy liquid (milk, yogurt, or water), and a bonus ingredient like spinach or oats for extra nutrition.

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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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HAL.2.2

Rubric – Grocery Shopping for a Healthy Meal

Criteria	Needs Improvement (1)	Satisfactory (2)	Good (3)	Excellent (4)
Understands Food Groups	Needs help identifying food groups	Identifies some with help	Identifies most correctly	Identifies all confidently
Choos… Healthy …	Picks mostly "sometimes" foods	Mix of healthy and unhealthy foods	Picks mostly healthy choices	Picks balanced "everyday" foods
Explai… Food Choices	…xplain …hoi…	Gives basic reasons	Explains most with simple ideas	Explains all with strong reasons
Participation & Cooperation	…partici… helps oth…	…eeds …s to …	Works well and stays on task	Always participates and helps others
Communication	Has trouble staying in role or speaking clearly	…eeds reminde… stay in … speak up	…aks cl… …d …	Clear voice and always in role

PREVIEW

Teacher Comments

Mark

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

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HAL.2.2

Activity – Taste the Rainbow

Objective

What are we learning about?

Students will explore how eating a variety of colourful fruits and vegetables helps their bodies stay strong and healthy. By drawing different foods in each colour of the rainbow, they will learn that each colour offers different nutrients their bodies need.

PREVIEW

Mate

you need for the activity?

- Blank rai late (7 colour bands)
- Pencils, cray mar
- Chart paper
- Optional: real or plas ege les or photos



Instructions

How will you complete the act

1) Begin by asking the class: "Why do you think f vege come in so many colours?"
2) Talk about how each colour gives our body different vitam nts (e.g., orange for eyes, green for muscles).
3) As a group, brainstorm fruits and vegetables for each colour of the rainbow: red, orange, yellow, green, blue, purple. Write them on the board.
4) Hand out a blank rainbow template to each student.
5) In each band of the rainbow, students will draw and colour a fruit or vegetable that matches the colour of that stripe.
6) Encourage students to label their foods and include something they've never tried before.

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HAL.2.2

Reference | Rainbow Fruits & Vegetables Chart

Colour	Fruits & Vegetables
Red	Apples, Strawberries, Cherries, Raspberries, Tomatoes, Red Peppers
Orange	Oranges, Carrots, Peaches, Mangoes, Sweet Potatoes, Pumpkin
Yellow	Corn, Yellow Peppers, Yellow
Green	Broccoli, Cucumber, Lettuce, Grapes, Kiwi, Spinach, Peas
Blue	Blueberries, Blue Grapes
Purple	Plums, Eggplant, Purple Cabbage, Purple Grapes
White *(optional)*	Cauliflower, Garlic, Mushrooms, White Potatoes

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HAL.2.2

Reference	Examples of rainbow fruits and vegetables.



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HAL.2.2

Reflection | Answer the questions below.

1) What is your favourite fruit or vegetable?

2) Did y[illegible]t any new fruits or vegetables today?

3) Draw your complete rai[illegible] fr[illegible]ies.

PREVIEW

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Curriculum Connection
HAL2.2

Story: Drinking Water vs. Sugary Drinks

Draw Draw pictures that show the story.

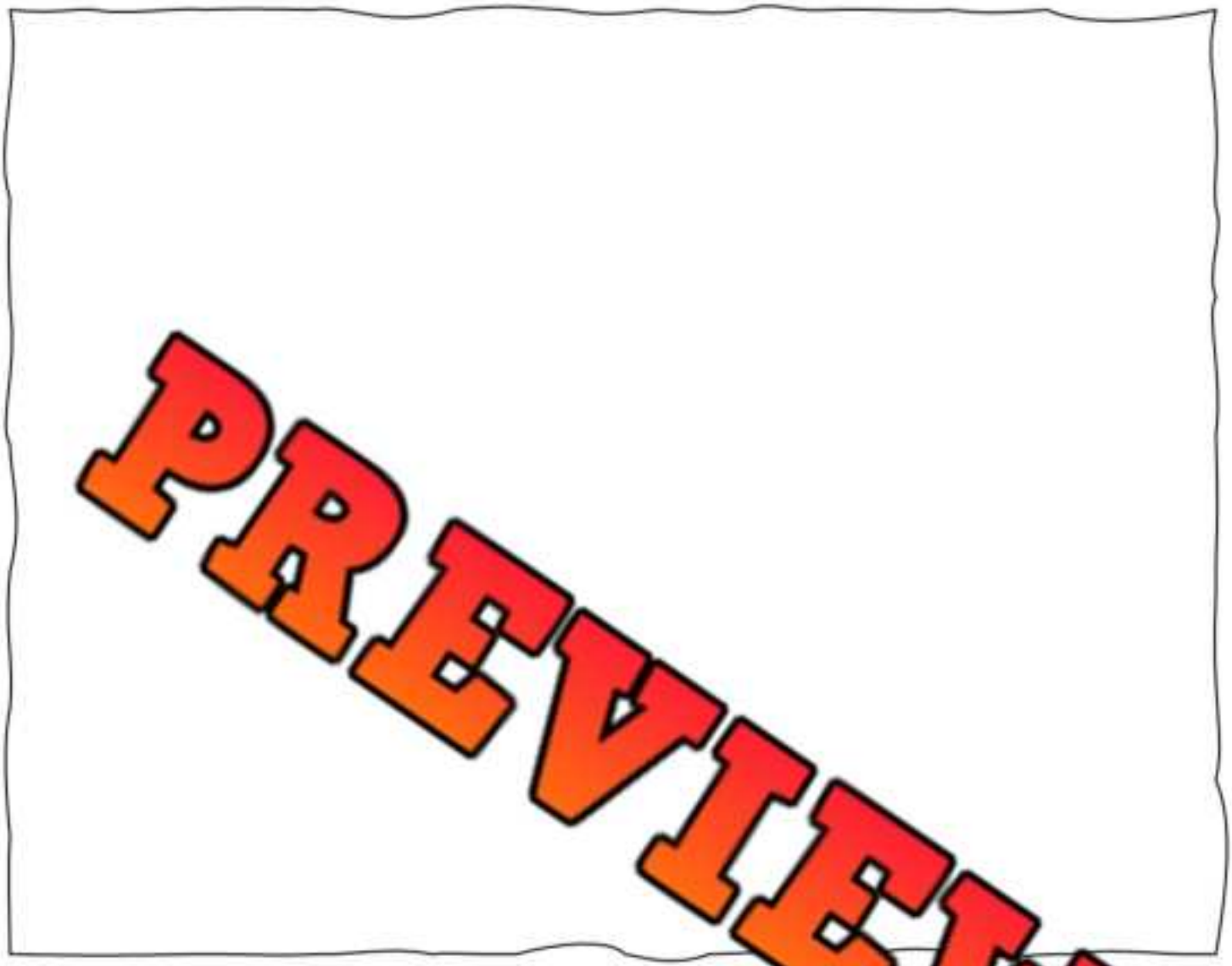
It was a hot, sunny day, and Maya had just finished playing tag at recess. She ran to the sha[illegible] and wiped sweat from her forehead. "I'm so thirsty!" she said, breathi[illegible]

Her friend J[illegible] his l[illegible] and pulled out a can of soda. "Want a sip?" he asked. Maya look[illegible]ead. "Thanks, but I think I'll drink my water instead," she said.

PREVIEW

Name: _____ 42

Curriculum Connection
HAL2.2



At lunch, Maya took a big sip from her reusable water bottle. [illegible] us hydrated," she told Jack. "That means it gives our body the liquid it needs to stay healthy and cool."

Jack looked confused. "But juice and soda are drinks too. Don't they help?" Maya smiled and said, "Not really. Sugary drinks don't hydrate us as well as water. And guess what? One can of soda can have up to 10 teaspoons of sugar!"

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Curriculum Connection
HAL2.2

"Whoa! That's a lot of sugar!" Jack said. "What happens if we drink too much of it?"

"Well," said Maya, "too much sugar can hurt our teeth and make us feel tired. Water is [illegible]r because it helps our organs work. That means our heart, brain, and m[illegible] [illegible]their jobs."

PREVIEW

Name: _____ 44

Curriculum Connection
HAL2.2



Jack took a sip of his water. "I didn't know all that. I think I'll ask my parents to pack water in my lunch from now on."

Maya smiled. "That's a great idea! Experts say kids should drink about 5–8 cups of water a day. It keeps us strong, focused, and ready to play!"

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Curriculum Connection
HAL2.2

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) Maya drank juice at lunch.	T / F
2) Water helps keep our bodies hydrated.	T / F
3) Jack brought a soda for lunch.	T / F
4) Sugary drinks are better than water.	T / F

Name: _____ Mark

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

1) Maya drank juice at lunch.	T / F
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1) Maya drank juice at lunch.	T / F
2) Water helps keep our bodies hydrated.	T / F
3) Jack brought a soda for lunch.	T / F
4) Sugary drinks are better than water.	T / F

Name: _____ Mark

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

1) Maya drank juice at lunch.	T / F
2) Water helps keep our bodies hydrated.	T / F
3) Jack brought a soda for lunch.	T / F
4) Sugary drinks are better than water.	T / F

PREVIEW

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Activity – Food Sorting Challenge

Objective

What are we learning about?

Students will learn to recognize the difference between foods we should eat every day and those we should eat only sometimes. This activity helps them connect food choices to good health by discussing which foods help our bodies grow strong and which on[illegible]ould be saved as treats.

Mater[illegible]

[illegible]ll you need for the activity?

- Picture ca[illegible]s f[illegible]nd written names of foods (pi[illegible]
- Scissors and gl[illegible]ick[illegible]
- Large T-chart work[illegible]abeled "[illegible]y Foods" and "Sometimes[illegible]
- Markers or crayons



Instructions

How will you complete the [illegible]?

1) Begin with a class talk about healthy eating. A[illegible]ts: "W[illegible]oods help us grow strong and feel good?"
2) Show examples of "Everyday Foods" like fruits, vegetable[illegible] proteins, and "Sometimes Foods" like candy, chips, and soda.
3) Put students into small groups and give each group a set of food pictures and names of food written out, scissors, glue sticks, and 2 sorting charts, one for pictures, one for wotds.
4) Have students cut out the pictures and written name and decide as a group which ones go into "Everyday" or "Sometimes" categories.
5) Once sorted, groups will glue their food pictures into the correct columns.
6) When finished, discuss the charts as a class. Ask: "Which food group had the most pictures?" and "Why should we eat more of certain foods?"

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HAL.2.2

Cut Out | Mixed Food Items for Sorting

Apple	Brown rice	Yogurt	Cookies
[illegible]	Milk	Whole wheat bread	Tofu
Candy	[illegible]	Cheese	Banana
Chocolate bar	Donut	[illegible]	Apple
Cupcake	Chips	Cucumber	[illegible]
Soda / Pop	Ice cream	Sweetened cereal	Cake
Eggs	French fries	Milkshake	Gummy bears

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Reference | Food Sorting Table: Everyday vs. Sometimes Foods

Everyday Foods		Sometimes Foods	

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Reflection Answer the questions below.

1) Why is it important to make healthy food choices?

2) What [illegible] we eat too many treats?

Drawing Draw one of your fav[illegible]foods."

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HAL2.3

The Role of Doctors, Nurses, and Dentists

Who Helps Us Stay Healthy

Doctors, nurses, and dentists are called health professionals. They help us stay healthy and care for us when we are sick or hurt. It is important to visit them, even when we [illegible]y. These visits are called checkups.

A doctor check[illegible] to [illegible]ke sure everything is working well. They might check your hear[illegible]s, ea[illegible]t. A nurse may give you medicine or a vaccine to help protect y[illegible] gett[illegible]

A dentist helps take care of your teeth and gu[illegible]ney c[illegible]r cavities and help keep your mouth clean and healthy. Kids shou[illegible]imes a year.

PREVIEW

What Health Helpers Do

Here are some important jobs they do:

- Doctors check our hearts and lungs
- Nurses give vaccines and medicine
- Dentists clean and check our teeth
- All health helpers teach us how to stay well
- They help stop small problems from getting bigger



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Question What does a doctor do during a checkup?



Sketch ...lping a child during a checkup.

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True or False Is the statement true or false?

1) We should only visit the doctor when sick.	True	False
2) Checkups help keep us healthy.	True	False
3) Nurses cannot give medicine to patients.	True	False
4) Dentists only help adults.	True	False
5) Health checkups are only for emergencies.	True	False

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Memory Game: Who Helps Us Stay Healthy?

Objective What are we learning about?

Students will be able to identify different health professionals and describe how each one helps us stay healthy.

Materia /hat will you need for the activity?

- Memory g ro d) with the terms on one set and efiniti ther set.
- A flat surface like a t e fl out the cards.



Instructions How will you complete the ?

1) Divide the class into groups of 3 or 4. Give each g et emor Game cards. (Provided)
2) Have each group lay all the cards face down in a grid on a te loor.
3) The students take turns flipping over two cards at a time, trying t find the health professionals on one card and what they do to help us stay healthy on the other.
4) If a student finds a match, they remove those cards and keep them.
5) If the cards do not match, they are turned back over, and the next student takes a turn.
6) The game continues until all the cards have been matched.
7) After the game, gather the students and discuss what they learned about each health professional.

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Cards | List of the professionals and what they do to help us.

Doctor	Helps when we are sick and gives us medicine to feel better.
	Checks and cleans our teeth to keep our mouth healthy.
Nurse	He[illegible]s when we are sick or [illegible]and[illegible]s care at school o[illegible]spital.
Pharmacist	Gives us medicine a[illegible]eaches us how to use it safely.
Optometrist	Checks our eyes to help us see better and gives us glasses.

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Cards | List of the professionals and what they do to help us.

Paramedic	Helps in emergencies and takes people to the hospital quickly.
Therapist	Listens and helps when we feel sad, worried, or need to talk.
Physiotherapist	Helps bodies move better after injuries or surgeries.
Public Health Nurse	Teaches people how to stay healthy and gives vaccines.
Occupational Therapist	Helps people learn or re-learn how to do daily things, like getting dressed.

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Cards | List of the professionals and what they do to help us.

Dietitian	Helps us choose healthy foods so we grow strong and stay well.
Ch[illegible]r	Helps with back and body pain by adjusting the spine.
Speech Therapist	[illegible]s children speak [illegible]ear[illegible] understand [illegible]tter.
Mental Health Helper	Supports our [illegible]eel[illegible]nd teaches us how [illegible]care for our emotions.
Surgeon	Performs operations to fix or treat serious health problems.

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Story - Stranger Safety and Saying No

Liam was walking home from school one day when a man he didn't know waved at him from a car. "Hi there! I lost my dog. Can you help me find him?" the man said.

Liam rem ed what his teacher had taught the class. "Not all strangers are dang t you must be careful if someone you don't know asks you to go so ewher



Liam stood tall and sa nk yo n quickly walked the other way. felt setting a boundary.

At school, they had learned ways to stay safe. One ne nywhere with a stranger. Another was: say "no" loudly and go to a aste adults can be parents, teachers, or police officers.

In Canada, schools teach all kids how to stay safe. Many schools practice "stranger safety" drills just like fire drills.

When Liam got home, he told his mom what happened. She gave him a hug and said, "I'm proud of you for making a smart and safe choice."

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True or False

Is the statement true or false?

1) Liam said yes to the stranger.	True	False
2) A stranger asked Liam for help.	True	False
3) We should say "no" if we feel unsafe.	True	False
4) Trusted adults include parents and teachers.	True	False
5) Saying [illegible] a way to stay safe.	True	False

Quest[illegible]

[illegible]iam say to the stranger?



PREVIEW

Order the Events

The events below are out of order. W[illegible]hic[illegible]) to which came last (6).

	Liam told his mom what happened when he got home.
	Liam walked home from school on a sunny day.
	Liam felt proud for making a smart choice.
	Liam said "No, thank you" and walked away.
	A man in a car asked Liam for help.
	Liam remembered what his teacher said about strangers.

Name: _____ 68

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Fact or Fiction - Online Safety

Objective

What are we learning about?

Students will learn how to stay safe online by thinking critically about online situations. They will practice identifying safe vs. unsafe online behaviour and learn the importance of protecting personal information.

Material

What will you need for the activity?

- Fact / Fiction statements
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom for the 'Fact' and 'Fiction' signs, allowing enough space for students to move to either side



Instructions

How will you complete the activity?

1) Your teacher will read statements. Pay close attention as each statement is shared.
2) Consider carefully whether you think the statement is true or false.
3) If you decide the statement is true, walk to the 'Fact' side of the room.
4) If your guess is that it's not true, move to the 'Fiction' side of the room.
5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
6) When the right answer is announced, return to your seat, ready for the next round.
7) Keep score of your correct answers.

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Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	You should never share your home address online.	Fact
2	It's okay to post your full name online.	Fiction
3	You s[illegible]ask an adult before using a new website.	Fact
4	Yo[illegible]uld be shared with your friends.	Fiction
5	A[illegible]ted ar[illegible]lp you stay safe online.	Fact
6	It's okay [illegible]strang[illegible]ames without asking.	Fiction
7	You should log [illegible]ou're done.	Fact
8	You can post pictures [illegible]sch[illegible]	Fiction
9	If something online makes you [illegible]ar'd, te[illegible]dult.	Fact
10	Online friends are the same as real-life [illegible]s.	Fiction
11	You should never meet an online friend in [illegible]t.	Fact
12	It's safe to give your phone number to online frie[illegible]	Fiction
13	Pop-up ads can sometimes lead to unsafe websites.	Fact
14	It's safe to click every link you see online.	Fiction
15	Your birthday is personal information.	Fact
16	You should keep scary things online a secret.	Fiction
17	Using strong passwords helps keep accounts safe.	Fact
18	It's okay to share your favourite food and pet's name online.	Fiction
19	You can tell your teacher if something online bothers you.	Fact
20	All websites are safe for kids to use.	Fiction

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Using a Strong Voice to Protect Ourselves

Using Words to Stay Safe

Sometimes, we may feel unsafe or uncomfortable. This can happen at school, the park, or even at home. If someone is doing something we don't like, we can use a strong v[illegible]otect ourselves. A strong voice is clear, loud, and serious. It helps peo[illegible] want them to stop.

Saying things like "[illegible]like this!" shows that we are setting a boundary. A boundary is so[illegible] our body and feelings safe. It's also important to tell a trusted a[illegible]hen s[illegible]els wrong. Trusted adults are people who help us stay safe, lik[illegible]nts, [illegible]d school helpers.

PREVIEW

What to Say or Do



Here are some things we can do to protect ourselves:

- Say "No!" or "Stop!" in a strong voice
- Walk away from the person
- Tell a trusted adult right away
- Keep your body safe and calm
- Practice boundary words with friends or adults

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True or False Is the statement true or false?

1) A strong voice is quiet and soft.	True	False
2) Saying "Stop!" can help you stay safe.	True	False
3) Boundaries help keep your body safe.	True	False
4) A strong voice is loud and clear.	True	False
5) Telling [illegible]ult is a bad idea.	True	False

Questi[illegible] Wh[illegible]ndary words?



PREVIEW

Questions Circle the correct answer for each qu[illegible]

1) What should you say if someone makes you feel unsafe?		
A) "I like that"	B) "Stop!"	C) "Okay"

2) What is one thing you can say to set a boundary?		
A) "Maybe later"	B) "Let's keep playing"	C) "I don't like this"

3) What is a strong voice?		
A) Loud, clear, and serious	B) Quiet and shy	C) Whispering softly

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Why Do We Take Medicine?

How Medicine Helps Our Bodies

Medicine is something we take when we are sick or hurt. It helps our bodies feel better. Some medicine comes as a pill, a liquid, or a cream. Some medicine you drink, and some you put on your skin. Medicine can stop pain, lower fever, or fight germs.

Only a trusted adult should give you medicine. This could be a parent, doctor, or nurse. You should never take medicine by yourself. Taking the wrong medicine or too much can be dangerous. That is why it is important to always ask before taking any kind of medicine. Some medicines are made to help you feel less sick, and others help with allergies or colds. There are even special vitamins that help your body grow strong.

PREVIEW

Important Rules About Medicine

Here are some medicine safety rules to remember:

- Only take medicine from a trusted adult
- Never share medicine with friends
- Do not take more than you need
- Keep medicine in a safe place
- Tell an adult if you feel sick after taking medicine



Name: _____ 73

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True or False

Is the statement true or false?

1) Medicine helps us feel better when we are sick.	True	False
2) You should take medicine by yourself.	True	False
3) Some medicine is taken as a pill.	True	False
4) Only doctors and parents should give medicine.	True	False
5) Medici[illegible]ome in cream or liquid form.	True	False

PREVIEW

Questio[illegible]

W[illegible]edicine help with?



Fill-in-the-Blanks

Fill-in-the-Blanks with appropri[illegible]

1) Medicine helps our bodies feel _____ when we are sick.
2) We should only take medicine from a _____ adult.
3) Some medicine is a pill, cream, or _____.
4) You should never _____ medicine with your friends.
5) Always ask before taking any kind of _____.

Liquid
Medicine
Better
Trusted
Share

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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) Only adults need to take medicine.	T / F
2) In Canada, kids learn medicine safety in school.	T / F
3) Medicine is always safe no matter what.	T / F
4) Always ask an adult before taking medicine.	T / F

Name: _____ Mark

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

1) Only adults need to take medicine.	T / F
2) In Canada, kids learn medicine safety in school.	T / F
3) Medicine is always safe no matter what.	T / F
4) Always ask an adult before taking medicine.	T / F

Name: _____ Mark

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

1) Only adults need to take medicine.	T / F
2) In Canada, kids learn medicine safety in school.	T / F
3) Medicine is always safe no matter what.	T / F
4) Always ask an adult before taking medicine.	T / F

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What is Poison?

Things That Can Be Poison

Some things in our homes and outside can be poisonous. That means they can make us very sick if we eat them, drink them, or even touch them. Poisons can hurt our bodies and must be kept away from children.

Many cleaning supplies are poison. They may look like juice or candy, but they are not safe to drink. Certain plants can also be poison, like poison ivy. It can make your skin red and itchy if you touch it.

Medicine can also be poison if we take too much or take the wrong kind. That's why only trusted adults should give us medicine.

PREVIEW

How to Stay Safe Around Poisons

Here are ways we can stay safe:

- Never touch or taste cleaning supplies
- Always ask before eating plants or berries
- Keep medicine out of reach
- Tell an adult if you see something dangerous
- Look for warning labels like skull and crossbones



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Question What is poison?









PREVIEW

Matching Draw a line from the item in Column A to what it means or does in Column B.

Column A	Column B
Poison Ivy	❑ A sign for something dangerous
Skull and Bones	❑ A [illegible] be tasted
Cleaning Spray	❑ A plant that can make

True or False Is the statement true or false?

1) Poison can make us very sick.	True	False
2) It's safe to drink cleaning spray.	True	False
3) Some plants can be poisonous to touch.	True	False
4) All plants are safe to eat.	True	False
5) Poison ivy can make skin red and itchy.	True	False

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Activity - Medicine or Poison?

Objective What are we learning about?

Students will learn to tell the difference between safe and unsafe items. They will practice identifying common substances and understand that some things can look safe but be harmful. They will also learn that medicine should only be taken with an adult's [illegible]ission.

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

- Printed w[illegible]ded) [illegible]al pictures of real safe & un[illegible]tems
- Chart with two he[illegible] to B[illegible] Drink and Not Safe
- Sticky notes or paper fo[illegible]ent[illegible]
- Tape or magnets for sorting pict[illegible] boa[illegible]



Instructions How will you complete the [illegible]?

1) Begin with a discussion about how some things a[illegible]o [illegible] and others are not.

2) Show each picture one at a time and have students quietly gues[illegible] safe or unsafe?

3) Call on a few students to explain their answers.

4) Tape or magnet the picture under "Safe" or "Not Safe" on the board.

5) After sorting, go through the list together and talk about why each item is or isn't safe.

6) Remind students that even safe items like medicine must only be taken with an adult's help.

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Reference | Safe and Unsafe Common Items

✅ Safe Items & ⚠️ Unsafe Items	
Wild berries	Banana
Cleaning spray	Milk
[illegible] spray	Juice box
[illegible] (with adult help)	Inhaler (with adult help)
Vitamins [illegible] adult [illegible]	Lip balm
Sharp scis[illegible]	Laundry pods
Batteries	Lighter
Paint	[illegible]
Cereal	[illegible]
Yogurt	Ca[illegible]
Nail polish	Toothpaste (with help)
Alcohol	Water
Pop (in large amounts)	Strawberries
Bleach	Apple
Gasoline	Perfume

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Reference | Safe and Unsafe Common Items template

Safe Items	Unsafe Items

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Reference | Safety Reminders and Talking Points

#	Safety Reminder / Talking Point
1	Only take medicine from a trusted adult.
2	So gerous things can look like food or drinks.
3	If you do wh something is, ask a grown-up.
4	Never eat or dr methin out permission.
5	Keep your hands away fro ays, a cleaners.
6	If something has a warning label, it me can be ful.
7	You should never share your medicine with anyon
8	Even safe things can become unsafe without adult help.
9	Tell an adult right away if you see something unsafe.
10	Keep unsafe items out of reach and away from play areas.

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Reference | Canada's Drug and Chemical Safety Symbols

Symbol	Name	What It Means (Kid-Friendly)
Skull and Crossbones	**Poison**	This can make you very sick or hurt you. Never touch or taste it.
Flam	**Flammable**	This can catch fire easily. Keep it away from heat or flames.
Exploding Bomb	**Explo**	This can blow up or pop. Never shake or play with it.
Biohazard	**Biohazard**	This can have germs or diseases. Stay
Stop Sign Shape (Octagon)	**Danger**	The strongest warning. Stay far away unless an adult helps.
Triangle Shape	**Caution**	Be careful. Ask an adult before using it.
Hexagon Shape	**Warning**	Might be harmful. Don't touch or open without help.

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How Drugs and Alcohol Affect Our Health

How Harmful Substances Affect Our Body

Some things like drugs and alcohol can be harmful substances. These are things that can hurt our body or brain if we use them. They can make it hard to think clearly, m ly, or make good choices. Some may even cause damage to our hear ne

Drugs and alco ot sa They are not like medicine that helps us when we are sick. They peop izzy, tired, or sick. Sometimes people use them and can become ver ck o from a doctor.

If someone ever offers you something unsaf mpor "No, thank you" and tell a trusted adult like a parent or teacher.

PREVIEW

Safe Choices to Remember

Here are ways to stay safe:



- Never take drugs or alcohol
- Say "no" if someone offers you something unsafe
- Walk away and find a safe adult
- Talk to a parent, teacher, or school staff
- Learn what is safe and what is not

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True or False

Is the statement true or false?

1) Drugs and alcohol can hurt our body.	True	False
2) Some substances help our brain work better.	True	False
3) Drugs are safe for kids to take.	True	False
4) Alcohol can make people feel dizzy or sick.	True	False
5) Medicin[illegible] drugs are the same thing.	True	False

Quest[illegible] and alcohol?



Drawing

Draw a healthy choice li[illegible]

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Word Search – Safe vs. Unsafe Substances

Objective What are we learning about?

Students will identify and understand the difference between safe and unsafe substances by creating and solving word searches. This activity builds vocabulary and reinforces safety awareness in a fun and engaging way.

Materials What will you need for the activity?

- Bl[illegible]ord s[illegible]plates (grid paper)
- A list of te[illegible]ed to [illegible]esources
- Pencils and erase[illegible]



Instructions How will you compl[illegible]ctiv[illegible]

1) Begin by discussing words related to Sa[illegible] Uns[illegible]nces.
2) Hand out the blank word search templates [illegible]d [illegible]of ter[illegible]
3) Instruct students to create their own word search[illegible] tac[illegible] [illegible]in the grid, either horizontally, vertically, or diagonally.
4) Encourage them to fill the remaining spaces with random letter[illegible]
5) Once they have created their word searches, ask them to exchange papers with a classmate.
6) Each student then tries to find all the terms in the word search they received.
7) After completing the word searches, discuss the meanings of each term as a class.
8) Encourage students to ask questions about any terms they found confusing or interesting.
9) Celebrate their efforts in learning and creating.

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Reference List of words for the word search

Medicine	Vitamins	Poison	Bleach
Inhaler	Ointment	Cleaner	Gasoline
Ban[illegible]e	Tissue	Polish	Glue
To[illegible]	Soap	Lighter	Paint
Toothbru[illegible]	C[illegible]m	Bugs	Sharp
Gasoline	[illegible]	Poison	Acid
Eyedrops	Ther[illegible]iet[illegible]	[illegible]rgent	Spray
Syrup	Water	[illegible]re	Matches
Towel	Cereal	[illegible]	[illegible]lcohol
Snack	Milk	Smoke	[illegible]
Fruits	Veggies	Battery	[illegible]lish
Yogurt	Crackers	Propane	Stain
Cereal	Sandwich	Ammonia	Toxin
Rice	Juice	Pesticide	Burner
Lotion	Shampoo	Lighter	Hammer

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Word Search | Create your own word search below:

Word Bank				



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Activity - My Trusted Circle

Objective What are we learning about?

Students will identify trusted people in their lives whom they can talk to when they feel worried, sick, or unsafe. This activity helps children understand that speaking up is important and that there are safe adults around them at home, at school, and in the co[illegible]nity who can help.

Mater[illegible] [illegible]ll you need for the activity?

- Blank pa[illegible]
- Pencils
- Markers or cr[illegible]
- Sample drawing o[illegible]
- Optional: stickers or p[illegible]ns (nurse, teacher, etc.)



Instructions How will you complete the act[illegible]

1) Start a class discussion about times when we [illegible]el wor[illegible]cared, or unwell, and ask, "Who can help us in those mom[illegible]
2) Show students how to draw a small circle in the middle o[illegible]te the word "Me" inside.
3) Around the "Me" circle, have students draw other circles (or bubble shapes) for each trusted person.
4) In each circle, students should write the person's name and/or draw their face (e.g., Mom, Dad, teacher, nurse, older sibling).
5) Encourage students to include at least 3–5 trusted people from different parts of their life—school, home, community.
6) Let them colour, decorate, and personalize their circles, and then share with a partner or small group.

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Reference | Scenario Cards & Prompts – Safe People Discussions

Scenario / Prompt	Discussion Idea
A teacher listens to you when you're upset.	How does it feel when someone listens without interrupting?
A cousin tells you to keep a secret from your parents.	Should you keep this secret? Who could you tell?
A coach notices when someone is being left out.	What makes this coach a safe person?
A stranger offers candy and says don't tell anyone.	Is this person safe? Why or why not?
Your parent hugs you when you say it's okay.	Why is it important to ask first?
A friend always makes you laugh but won't stop teasing.	Can friends still be unsafe sometimes? What should you do?
Your bus driver makes you feel welcome and checks in every morning.	What are ways you can show kindness and care?
A neighbour tells you not to tell your family something.	What do you do when someone says, "Don't tell"?
Your teacher asks if you're okay when you seem sad.	Why is it helpful when adults notice your feelings?
A classmate won't stop bothering you, even when you say "stop."	How can you get help from a safe adult?
Someone gives you a gift and says, "Don't tell."	Should gifts be secrets? Who can help you decide?
A family member says, "You can talk to me about anything."	What makes someone easy to talk to?

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Reference | Safe Circle template



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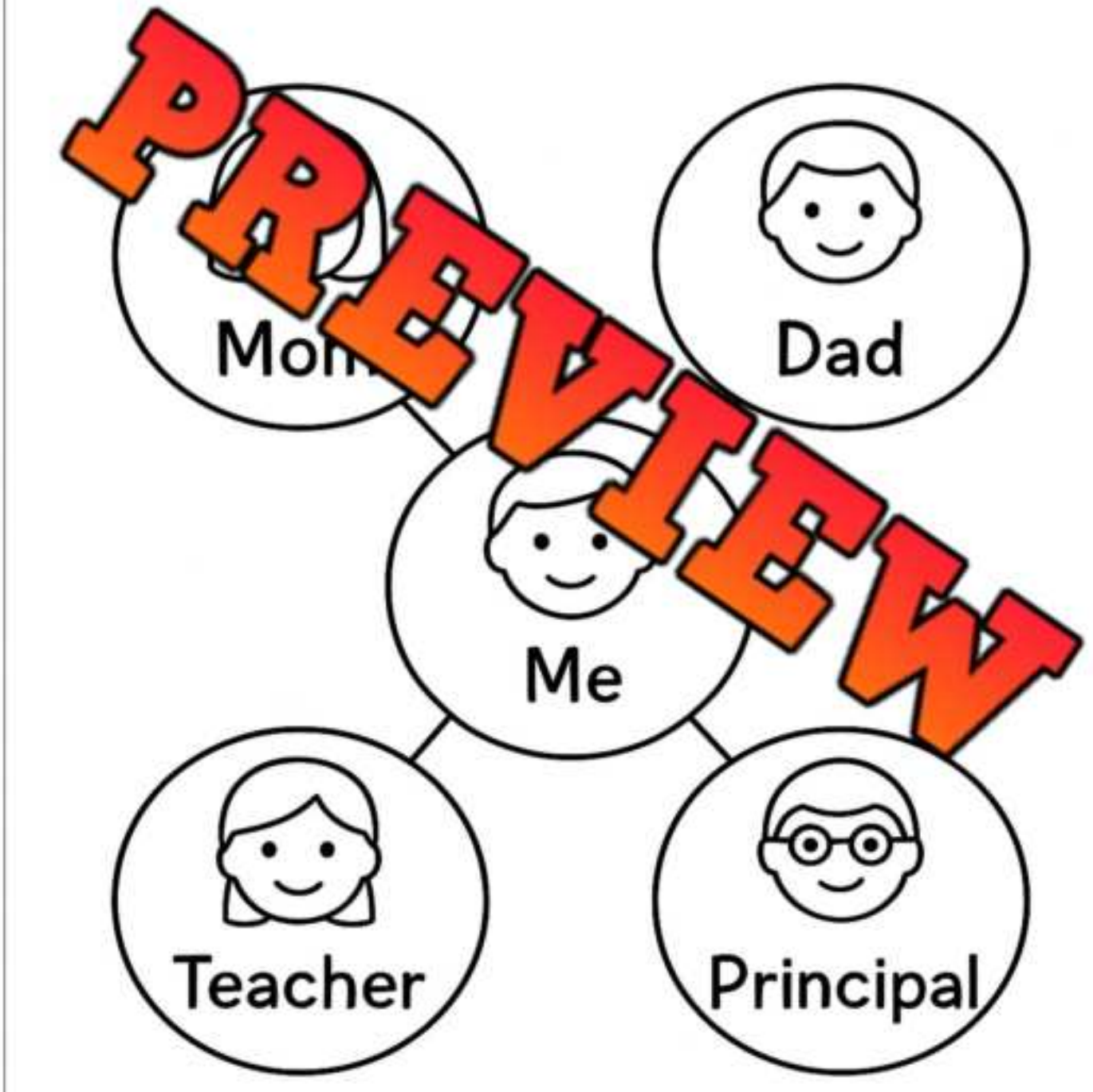
Reference | Example of my safe circle

MY TRUSTED CIRCLE



PREVIEW

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Name: _____ 96

Curriculum Connection
HAL2.4

What is a Healthy Lifestyle?

What Does It Mean to Be Healthy?



A healthy lifestyle means making choices that help our body and mind feel good. We can stay healthy by eating good food, playing and moving our bodies, getting enough sleep, and taking care of how we feel inside.

Eating fruits and vegetables gives our bodies vitamins and helps us grow strong. Moving our bodies, like running, jumping, and dancing, keeps our hearts and muscles healthy. Getting enough sleep helps our brain and body grow. Taking care of our feelings, like talking about our emotions, helps us stay happy.

PREVIEW

Good Choices for a Healthy Life

Here are some things we can do every day to live a healthy life:

- Eat 5 servings of fruits and vegetables each day
- Move your body for at least 1 hour every day
- Sleep 9 to 11 hours every night
- Drink lots of water
- Talk to someone when you feel sad or worried

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Name: _____ 97

Curriculum Connection
HAL2.4

True or False Is the statement true or false?

1) Eating candy is a healthy choice.	True	False
2) Water is good for our bodies.	True	False
3) Sleeping 4 hours is enough for kids.	True	False
4) We should eat 5 fruits and veggies daily.	True	False
5) It is not healthy to talk about feelings.	True	False

Questi …es a healthy lifestyle …n to you?



PREVIEW

Visualizing Draw what you were picturing while you were …ing …ture.

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Name: _____ 98

Curriculum Connection
HAL2.4

Story - How Sleep Helps Our Bodies Grow

Leo loved playing soccer, eating apples, and reading books. But he didn't like bedtime. "Why do I have to sleep?" he asked his dad.



His dad s[illegible]. "Sleep is how your body grows and ge[illegible]st as important as eating healthy [illegible] getti[illegible]e."

Leo was surprised[illegible]lly?"

"Yes! Kids your age need [illegible]ur[illegible]ery night," said Dad. "While you sleep, your brain remembers what y[illegible]ned a[illegible]. Your body builds muscles and keeps your heart healthy."

Leo thought about his soccer game. "Maybe sleep is t[illegible]er[illegible]"

Dad nodded. "That's right! A good bedtime routine helps. You c[illegible]eeth, read a book, and turn off screens before bed."

That night, Leo did his routine and got into bed without a fuss. In the morning, he felt strong, happy, and ready to run!

"I think sleep really is a superpower," he said, smiling. And from that day on, Leo became a bedtime superhero.

PREVIEW

Name: _____ 99

Curriculum Connection
HAL.2.4

True or False

Is the statement true or false?

1) Leo did not like bedtime at first.	True	False
2) Sleep helps our brain and body grow.	True	False
3) Kids do not need sleep to stay healthy.	True	False
4) Leo brushed his teeth before bed.	True	False
5) Sleep helps brain remember school work.	True	False

Question

How did Leo feel about bedtime at first?



PREVIEW

Cloze Test

Fill in the blanks with the correct words from the word bank.

Leo learned that _____ is very important for kids. Sleep helps the brain remember things from _____. It keeps the heart _____ and healthy. Kids need enough _____ each night. Leo made a bedtime _____ to help him rest.

Strong
Sleep
Rest
School
Routine

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Name: _____ 100

Unit Test – Healthy and Active Living

Total	Mark
/ 33	/ 10

Multiple Choice

1) What helps us grow strong and healthy? a) Fruits b) Candy c) Chips d) A pla	2) What is poison ivy? a) Toy b) Animal c) Plant d) Fruit
3) Wh d we n day? a) Skip sleep b) Get tired c) Be loud d) Stay healthy	4) What helps us stay focused in school? a) Moving b) Sleeping Whining ing
5) How many hours should kids sleep? a) 9–11 b) 5–6 c) 7–8 d) 12–14	Wha you do when you feel sad? a) R ay b) c) Yell d) Talk about
7) What can help calm our feelings? a) Ignoring b) Yelling c) Talking d) Hiding	8) Which food builds a) Milk b) Cake c) Pop d) Chips
9) What does a nurse give? a) Toys b) Medicine c) Books d) Snacks	10) What should we drink often? a) Coffee b) Juice c) Soda d) Water

PREVIEW

True or False

Is the statement true or false?

Mark
/ 5

1) Fruits and vegetables help your body grow strong.	True	False
2) You only need to sleep 7 hours each night.	True	False
3) Talking about your feelings is a healthy choice.	True	False
4) Playin[illegible] is not good for your body.	True	False
5) Pois[illegible]y can[illegible] skin itchy.	True	False

PREVIEW

Matching

[illegible]their correct description.

Mark
/ 5

Dentist	H[illegible]us v[illegible]e feel sick
Fruits	Keeps ou[illegible] cl
Doctor	Give us vitamins
Exercise	Helps our heart and muscles
Sleep	Helps our brain rest

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Define What do the terms below mean?

Mark / 4

Term	Definition – What does it mean?
Poison	
Medic	

PREVIEW

Short Answer [illegible] below – Each question is worth 3 marks.

Mark / 9

1) What are two things [illegible] to s[illegible]lthy?

2) What should you do if you find something dangerou[illegible]

3) How can talking about your feelings help you?

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