Grade 6 – Health Unit

Character Development

Organizing Idea	Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.
Guiding Question	How can lifelong learning be supported?
Learning Outcome	Students connect strategies for well-being to life opportunities and lifelong learning.

	Skill and Procedures	Pages
C		8
C		8
CD6.3	Develop and apply personal strategies to support learning and development.	89-97, 119-125
CD6.4	Discuss the effects of volunteerism on self and the community. Plan for potential volunteerism opportunities in the school and community.	109-116
CD6.5	Identify experiences in which discipline can have a positive effect on well-being.	117-118
CD6.6	Apply motivation strategies in a variety of contexts.	126-133
CD6.7	Relate strategies to achieving goals in a variety of contexts.	98-108, 134-139

NAME: _____

CHARACTER DEVELOPMENT

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Curriculum Connection
CO6.1, CO6.2

Introduction to Personal Development

What is Personal Development?
Personal development is all about learning and growing as a person. It means discovering your talents, assets, virtues, strengths, and interests. When you know more about these things, you can make better choices in your life and set yourself up for success.

Discoveri r Talents
Everyon nts. You are naturally good at these things, like drawing, playing a sport oblems. By discovering your talents, you d activi obbies you enjoy and excel at.

Here are som scov talents:
- Try new activ d se njoy.
- Ask friends and f ey are good at.
- Think about what you g in time.

Identifying Your Assets
Assets are things you have that can h u succ e an be skills, resources, or even support from friends and family. Know ur as help you reach your goals and overcome challenges.

Recognizing Your Virtues
Virtues are the good qualities in your character, like kindn hon e. Recognizing your virtues helps you understand your strengths a se them to make good decisions and help others.

Understanding Your Strengths
Strengths are abilities that you have developed over time. They can be physical, like being good at running, or mental, like being good at solving puzzles. Understanding your strengths allows you to use them to your advantage in different situations.

Exploring Your Interests
Interests are activities or subjects that you enjoy and want to learn more about. By exploring your interests, you can find new passions and hobbies that make you happy. Understanding these aspects of personal development can help you make better choices and set the foundation for personal growth.

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Curriculum Connection
CD6.1, CD6.2

Questions

Answer the questions below.

1) How can identifying your assets help you succeed?

2) Give on[illegible] physical and one of your mental strengths.

Virtue

Draw [illegible] you value the most and explain it.

True or False

Is the statement true or false?

1) Personal development is about learning and growing.	True	False
2) Talents are naturally acquired abilities.	True	False
3) Virtues are negative qualities in your character.	True	False
4) Strengths can be both physical and mental.	True	False
5) Understanding strengths is key to personal growth.	True	False

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Curriculum Connection
CD6.1, CD6.2

Spelling Bee – Personal Development Vocabulary

Objective	What are we learning about?

Conduct a spelling bee using vocabulary that relates to personal development, emphasizing words that reflect virtues, values, and qualities that contribute to personal and success.

Mate	will need for the activity.

- List of spelling ds r onal development
- Bell or buzzer for si corr ings

Instructions	How you will com the ac

1. Compile the list of vocabulary words relat ment.
2. Divide participants into teams or have them comp ivi n class size and dynamics.
3. Clarify the rules, including turn-taking, scoring, and handling o pellings.
4. Begin the bee by having the first participant spell a word from the theme list, noting their attempt on the board.
5. Use a signal device to indicate correct or incorrect responses and display the correct spelling for any mistakes.
6. Progress through participants, allowing multiple attempts and cycling through the word list.
7. Tally correct spellings to determine scores for each participant or team.

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Spelling Terms | List of family decision-making related words:

Easy	Moderate	Hard	Very Hard
Honesty	Integrity	Perseverance	Trustworthiness
Kindness	Generosity	Accountability	Transparency
Pati	Humility	Responsibility	Reconciliation
	Respect	Self-discipline	Constructive
Respect	L	Optimism	Interdependence
Courage	ude	Diligence	Unconditional
Care	Compassio	Con nt	Consideration
Trust	Sincerity	erati	Communication
Love	Fairness	Forgi	endability
Share	Friendship	Understanding	n
Listen	Support	Resolution	Involvement
Teach	Appreciation	Consistency	Nurturance
Helpfulness	Teamwork	Transparency	Encouragement
Politeness	Balance	Tolerance	Accountability
Patient	Generosity	Integrity	Respectfulness

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Curriculum Connection
CO6.1, CO6.2

Activity – Personal SWOT Analysis

Objective

What are we learning about?

Students will learn to understand themselves better by identifying their Strengths, Weaknesses, Opportunities, and Threats through a personal SWOT analysis.

Materials

What you will need for the activity.

- SWOT [illegible] worksheet (provided below)
- P[illegible]
- [illegible]ysis for reference
- Coloured pe[illegible] (optional)

Instructions

[illegible] the activity

1. Explain what SWOT an[illegible] help students better understand themselves. Use simple de[illegible]
2. Hand out the SWOT Analysis wor[illegible] to ea[illegible]
3. **Identify Strengths**: Ask students to list at le[illegible] ths. Encourage them to think about what they are good at and [illegible] plimented them on.
4. **Identify Weaknesses**: Next, have students list at [illegible] es. These can be areas they feel they need improving or that th[illegible]
5. **Explore Opportunities**: Guide students and give them opport[illegible] out growth. These can be new activities they want to try or skills they develop.
6. **Recognize Threats**: Finally, ask students to consider any threats or obstacles that might hinder their progress. These can be fears, time constraints, or other challenges.
7. Allow students to share one item from each category with a partner or in small groups.
8. **Reflection and Goal Setting**: Have students reflect on their SWOT analysis and set one personal goal based on their analysis. They can write this goal at the bottom of their worksheet.
9. **Optional**: Use coloured pencils or markers to decorate their SWOT analysis worksheet, making it visually appealing and personal.

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CO6.1, CO6.2

Handout | Reference sheet on personal SWOT Analysis:

A **SWOT Analysis** is a tool used to identify and understand your:

- Strengths: What you are good at
- Weaknesses: Areas where you need improvement
- Opportunities: Chances to grow and improve
- Threats: Challenges or obstacles that might get in the way

How to C[illegible]a SWOT Analysis:

1. Str[illegible]s you are good at or positive qualities you have.
   - [illegible]d
   - [illegible]olve m[illegible]ms quickly.
   - I am a go[illegible]
2. Weaknesses[illegible]as w[illegible]ed to improve or areas you find challenging.
   - I find it hard to [illegible]k in[illegible]
   - I get distracted eas[illegible]
   - I need to work on my h[illegible]g.
3. Opportunities are chances to gro[illegible]prove[illegible]kills.
   - I can join the art club to improve [illegible]awing.
   - I can practice public speaking by presenti[illegible]ss m[illegible]
   - I can use a planner to help me stay focuse[illegible]
4. Threats are challenges or obstacles that might g[illegible]ay of [illegible]owth.
   - I sometimes feel nervous about trying new things.
   - I don't have enough time after school for all the activitie[illegible]wan[illegible]
   - I get frustrated when I don't understand something right away

Tips for Completing Your SWOT Analysis:

1. Be Honest: This is about understanding yourself better, so be truthful in your responses.
2. Think Broadly: Consider all areas of your life – school, home, hobbies, and friendships.
3. Ask for Feedback: Sometimes others can see strengths and weaknesses you might not notice.
4. Set Goals: Use your SWOT analysis to set personal goals for growth and improvement.

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CD6.1, CD6.2

Personal SWOT Analysis

Strengths	Weaknesses
1)	1)
2)	2)
3)	3)
Opportunities	**Threats**
1)	1)
2)	2)
3)	3)

Personal Goal: _____

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CD6.1, CD6.2

Write Reflect on your Personal SWOT Analysis. Use these questions to guide your explanation.

1. *What are your top three strengths and why are they important to you?*
2. *What are your top three weaknesses and how do you plan to improve them?*
3. *What opportunities did you identify and how will you take advantage of them?*
4. *What threats did you identify and how will you overcome them?*
5. *How can your strengths help you overcome your weaknesses?*
6. *How can your opportunities help you achieve your personal goal?*
7. *What actions will you take to turn your threats into opportunities?*

Curriculum Connection
CO6.1, CO6.2

Newspaper Article: Talents and Strengths

Elmwood Elementary's Talent Show Sparks Inspiration

Publish Date: June 23, 2024

Elmwood Elementary School hosted its annual talent show, and it turned out to be a significant event for students and parents alike. The show featured performances from over 50 students, showcasing a wide array of talents ranging from singing and dancing to magic tricks and poetry recitations. The event highlighted the importance of recognizing and developing individual strengths.

Ms. Sarah Thompson, the school's guidance counsellor, spoke about the importance of identifying talents in young students. "Every student has unique abilities that can be nurtured," she said. "Events like this talent show help students realize their potential and build self-confidence."

One of the standout performances was by Emma, a 12-year-old who played the violin. Emma shared her experience, saying, "I used to be very shy and didn't think I was good at anything. Practising the violin has helped me find something I'm passionate about."

The talent show also served as a reminder of how recognizing and developing talents can lead to success. For instance, Albert Einstein, famous for his contributions to science, was considered a poor student in his early years. His talent in mathematics and physics only became apparent later, showing how important it is to nurture potential.

According to a report by the Child Development Institute, students encouraged to develop their talents are 25% more likely to feel confident in their abilities and 15% more likely to pursue higher education.

The event was a celebration of individuality and potential, leaving the audience inspired. As Ms. Thompson concluded, "When students understand and develop their strengths, they not only succeed in school but also in life."

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CD6.1, CD6.2

True or False

Is the statement true or false?

1) Recognizing talents can lead to success.	True	False
2) Talents need to be nurtured to develop.	True	False
3) Developing talents helps build self-confidence.	True	False
4) Students who develop talents feel more confident.	True	False
5) Talents can only be in sports and music.	True	False

Talent

talents you would like to develop and write down specific
an take to improve each talent.

Draw

Draw one of your best strengths or talents that makes you confident.

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Curriculum Connection
CO6.1, CO6.2

Show and Tell – Discovering Talents

Objective

What are we learning about?

Students will identify and appreciate their own and others' talents by preparing and presenting a short demonstration or performance.

Material

What you will need for the activity.

- A ... ls for the students' demonstrations (... ts shou... eir own)
- A tim... or st...
- A stage ar... ... the ... om for presentations
- Certificates o... patio...

Instructions

How y... ... tivity

1. Assign the project a week before t... esenta... ay. ... students time to prepare their demonstrations and gather a... ssary ... ls.
2. Ask each student to select a talent they wo... to ... his can include playing an instrument, performing a dance, solv... s cube... ing a piece of artwork, performing a magic trick, reading a poe... rt ... ey wrote, etc.
3. Have each student prepare a brief introduction about th... alen... ... hey chose it and any interesting facts or background information.
4. On presentation day, arrange the classroom so each student has spa... perform or demonstrate their talent. Ensure the stage area is clear and accessib...
5. Allow each student to present their talent to the class, giving them 2-3 minutes for their demonstration. Use a timer to keep track of time and ensure everyone gets a turn.
6. Encourage classmates to ask questions after each presentation to engage with the performer and learn more about their talent.
7. Conduct a group reflection after all presentations, discussing what students learned about their classmates and the importance of recognizing and appreciating diverse talents.
8. Hand out certificates of participation (optional) to acknowledge each student's effort and participation in the Talent Show and Tell.

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CO6.1, CO6.2

Peer Assessment

Assess the performance of another student.

Name of student being Assessed: _____		Assessor's Name: _____		
Criteria	**1 - Needs Improvement**	**2 - Developing**	**3 - Proficient**	**4 - Excellent**
Creativity and Originality				
Stage				
Te al Skil				
Audienc Engagement				
Overall Performance				

Two Stars And A Wish

Identify stren sta nd one area for improvement (wis t yo performances.

Write two strengths and one weakness of a peer's ance.	
☆	
☆	
☆	

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Curriculum Connection
CO6.1, CO6.2

Exit Cards

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

Name: _____

Is the statement true or false?

1) Every student has unique abilities that can be nurtured.	True	False
2) It is not important to recognize skills.	True	False
3) Practising talents makes kids more shy.	True	False
4) Understanding talents may lead to a successful life.	True	False

Name: _____

Is the statement true or false?

1) Every student has unique abilities that can be nurtured.	True	False
2) It is not important to recognize skills.	True	False
3) Practising talents makes kids more shy.	True	False
4) Understanding talents may lead to a successful life.	True	False

Name: _____

Is the statement true or false?

1) Every student has unique abilities that can be nurtured.	True	False
2) It is not important to recognize skills.	True	False
3) Practising talents makes kids more shy.	True	False
4) Understanding talents may lead to a successful life.	True	False

Name: _____

Is the statement true or false?

1) Every student has unique abilities that can be nurtured.	True	False
2) It is not important to recognize skills.	True	False
3) Practising talents makes kids more shy.	True	False
4) Understanding talents may lead to a successful life.	True	False

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Curriculum Connection
CDL1

Memory Game: Virtues and Values

Objective What are we learning about?

To help students learn and understand different virtues and values through a fun and interactive memory game.

Materials What you will need for the activity.

- M[illegible]y gam[illegible]rovided) with the terms on one set a[illegible]itic[illegible]another set.
- A flat surface like [illegible]lay out the cards.

Instructions How you will comple[illegible]the acti[illegible]

1. Divide the class into groups of 3 or 4. Give [illegible]s[illegible]mory Game cards. (Provided)
2. Have each group lay all the cards face down in a gri[illegible]n a [illegible]
3. The students take turns flipping over two cards at a time, t[illegible]ng [illegible]a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid 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, review the terms and definitions with the class.
8. Discuss briefly with the class why that virtue is important and how it contributes to personal development.

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Curriculum Connection
CD6.1

Cards	List of virtues and their definitions.

Virtues	Definition
Honesty	Telling the truth and being fair.
[illegible]ss	Being friendly, generous, and considerate.
Patience	[illegible]ying [illegible] and waiting wi[illegible]ration.
Empathy	Understanding and [illegible]aring the feelings of others.
Respect	Treating others with kindness and consideration.

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Curriculum Connection
CD6.1

Cards | List of virtues and their definitions.

Virtues	Definition
Responsibility	Being reliable and making good choices.
Courage	Facing fears and taking risks for what is right.
Gratitude	Appreciating what you have and being thankful.
Compassion	Showing concern and kindness to others.
Integrity	Doing the right thing, even when no one is watching.

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Curriculum Connection
CD6.1

Cards | List of virtues and their definitions.

Virtues	Definition
Perseverance	Continuing to try, even when things are difficult.
F ess	Letting go of anger and resentment toward others.
Humility	Be mo nd not thinking too neself.
Generosity	Willingness to give d share with others.
Fairness	Treating everyone equally and justly.

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Curriculum Connection
CD6.1

Cards | List of virtues and their definitions.

Virtues	Definition
Self-Discipline	Controlling one's emotions and actions.
[illegible]	Being faithful and devoted to someone or something.
Optimism	H[illegible]g a[illegible]ive and hopeful [illegible]
Diligence	Working hard a[illegible]being dedicated.
Sincerity	Being genuine and honest in one's feelings and actions.

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Curriculum Connection
CD6.1

Sketch Choose two virtues from the cards and draw a scene showing them.

Curriculum Connection
CD6.1, CD6.7

Case Study: The Resilience of Malala Yousafzai

Malala Yousafzai: A Story of Courage and Resilience

In a small town in Pakistan, a girl named Malala Yousafzai loved going to school. She believed every girl should have the chance to learn. But not everyone agreed. Some people tri[illegible] stop girls from going to school.

One day [illegible] was just 15, she was attacked by those who didn't want [illegible] speak [illegible] thought they could silence her, but they were wrong. M[illegible]d a[illegible]became even more determined to fight for girls' e[illegible]

Malala's courage and res[illegible]spire[illegible]round the world. Despite her fear, she continue[illegible] spe[illegible]. "We realize the importance of our voices only wh[illegible]ere sil[illegible]

Malala's efforts have made a huge impact. Ac[illegible]g to [illegible] million girls around the world are out of school. Malala's advoca[illegible]s these [illegible]t the education they deserve. She has spoken at the United Na[illegible]and [illegible] leaders to discuss the importance of education.

In 2014, at just 17, Malala became the youngest-ever recipient of the N[illegible]el Peace Prize. She used her prize money to build schools for girls in Pakistan.

Malala's story teaches us about resilience and the power of one voice. She shows that even young people can make a difference. As Malala says, "One child, one teacher, one book, one pen can change the world."

Students can learn from Malala's example. She teaches us to be brave, to stand up for what we believe in, and to never give up, no matter how tough things get.

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Curriculum Connection
CD6.1, CD6.2

True or False Is the statement true or false?

1. Malala Yousafzai displayed resilience after being attacked.	True	False
2. Malala believed education was not important for girls.	True	False
3. Despite fear, Malala continued to speak out.	True	False
4. Malala's resilience led to her receiving the Nobel Prize.	True	False
5. Malala's story teaches us to never give up.	True	False

Questio Answer the questions below.

1) Why is Malala a symbol of courage and resilience?

2) In what ways did Malala's resilience i others?

Draw Draw a picture symbolizing Malala's resilience and courag ain.

Curriculum Connection
CD6.1, CD6.7

Case Study: Perseverance of Helen Keller

Helen Keller: Triumph Over Adversity

Helen Keller was born in 1880 in the United States. When she was just 19 months old, she became very sick and lost her ability to see and hear. Imagine not being able to see the beautiful world around you or hear the voices of your loved ones. That was Helen's r

Life was very challenging for Helen. She struggled to communicate with others and often felt frustrated. But was determined to overcome her challenges. was six, her parents found a teacher named to help her. Anne was very patient and communicate using her hands.

Helen learned quickly. She used sign ge to s rds into Anne's hand. Eventually, she learned to read and write using , a of raised dots that blind people can read with their fingers. By th of 1 e speak a few words.

Helen's perseverance led her to achieve great things. She g dua becoming the first deaf-blind person to earn a Bachelor of Arts wrote 14 books and travelled the world, giving speeches and advocati people with disabilities.

Helen Keller's story teaches us that no matter how difficult life gets, we can overcome challenges with determination and hard work. She once said, "The only thing worse than being blind is having sight but no vision."

According to the World Health Organization, about 1.5 billion people live with some form of hearing loss. Helen Keller's life shows that with support and perseverance, individuals can achieve amazing things despite their disabilities.

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CC6.1, CC6.2

Question How did perseverance help Helen Keller overcome her communication barriers?

Arrange the events in Helen Keller's life chronologically, with 1 being the earliest and 10 being the most recent.

	Helen learned to read and write using Braille.
	Helen started traveling, giving speeches and advocating for people with disabilities.
	Helen Keller was born in 1880 in the United States.
	Helen graduated college, becoming the first deaf-blind person to earn a Bachelor of Arts degree.
	Helen became very sick at 19 months old and lost her ability to see and hear.
	Helen struggled to communicate and was frustrated.
	Helen's parents found a teacher named Anne Sullivan to help her.
	Helen learned sign language to spell words into Anne's hand.
	Helen's perseverance led her to achieve great things.
	Helen learned to communicate using her hands.

Letter Write a short letter to Helen Keller, explaining how she inspired you.

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Curriculum Connection
CD6.1, CD6.2

Fact or Fiction – Perseverance

Objective What are we learning about?

To understand the importance of perseverance in overcoming challenges and achieving goals, and how it contributes to personal growth and success. Learn about individuals who achieved success through their perseverance.

Materials What you will need for the activity.

- A [illegible] statements about perseverance
- 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 you will complete the activity.

1. Your teacher will read statements from cards. Pay 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. Have fun getting up and moving!

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CD6.1, CD6.2

Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Perseverance means giving up when you face a challenge.	Fiction
2	Successful people never encounter failures.	Fiction
3	Perseverance involves trying again even after failing.	Fact
4	Only need to have perseverance.	Fiction
5	can help you stay motivated.	Fact
6	okay to quit right away.	Fiction
7	new skills and improve.	Fact
8		Fiction
9	ling with something difficult.	Fact
10	People who persevere never fe trated	Fiction
11	Trying different ways to solve a proble of	Fact
12	Perseverance means working hard only whe	Fiction
13	Learning from mistakes is an important part of pers	
14	Giving up is a good way to handle difficult situations.	
15	Perseverance helps you become more confident in your abilities.	Fact
16	Only talented people can be successful without perseverance.	Fiction
17	Sticking with a task even when it's hard shows perseverance.	Fact
18	Perseverance means not letting obstacles stop you from achieving your goals.	Fact
19	It's not necessary to have perseverance in school subjects like math or reading.	Fiction
20	Perseverance can lead to success in many areas of life, including school, sports, and hobbies.	Fact

Curriculum Connection
CD6.1, CD6.2

Identifying Personal Assets

What Are Personal Assets?

Personal assets are the things that make you unique and valuable.

- Physical Assets: These are your tangible strengths. They can be your physical health, your energy levels, or even your ability to play sports or other physical activities well.
- Intellectual Assets: These include your knowledge, skills, and talents. Being good at math, knowing how to play a musical instrument, or knowing how to use a computer are all examples of intellectual assets.
- Emotional Assets: These are your feelings and how you manage them. Being kind, having patience, or being able to stay calm in stressful situations are all emotional assets.

How Can You Use Your Assets?

Your assets can help you in many ways. Here are how you can leverage your assets:

1) Overcoming Challenges: If you're struggling with a school subject, your intellectual assets like problem-solving skills can help you find a solution.
2) Achieving Goals: If you want to join the school basketball team, physical assets like speed and strength will help you practice and improve.
3) Helping Others: Using your emotional assets like empathy can help you support friends who are having a hard time.

Identifying Your Assets

It's important to know what your assets are. Here are some steps to help you identify them:

- Self-Reflection: Take some time to think about what you are good at and what makes you feel strong and happy.
- Ask Others: Sometimes, asking friends, family, or teachers can help you see strengths you might not notice yourself.
- Try New Things: Experiment with new activities and hobbies. This can help you discover new talents and interests.

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CD6.1, CD6.2

True or False

Is the statement true or false?

1) Intellectual assets are only about knowledge.	True	False
2) Self-reflection helps identify your assets.	True	False
3) Trying new things doesn't help discover assets.	True	False
4) Physical assets are tangible strengths.	True	False
5) Intelle ssets are irrelevant to problem-solving.	True	False

Ident

the phrases describe Physical (P), Intellectual (I), or Emotio ts.

D ons	Physical	Intellectual	Emotional
1) Problem-solving sk			
2) Empathy towards others			
3) Strength and agility			
4) Athletic ability			
5) Patience in stressful situations			
6) Kindness and compassion			
7) Ability to learn new languages			
8) Proficiency in computer use			

Question

How can trying new things help identify assets?

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Curriculum Connection
CO6.1, CO6.2

Four Corners Activity: Identifying Personal Assets

Objective What are we learning about?

To help students reinforce their knowledge to identify and understand personal assets, including physical, intellectual, and emotional assets.

Materi ...u will need for the activity.

- A list of q...
- Labels for each ...er ... B, C, D)

Instructions How you will ...omp... ...acti...

1. Prepare the classroom by labeling each ...er wi... B, C, and D.
2. Inform students that you will read out questions ...lent... ...personal assets. Each question will have four multiple-choice ...tion...
3. When you read a question, students will move to the corner tha... ...esponds 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.

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Curriculum Connection
CD6.1, CD6.2

Question	A	B	C	D
1) Which physical asset do you value most?	High energy levels	Strength	Coordination	Endurance
2) Which intellectual asset has helped you the most in school?	Problem-solving skills	Musical talent	Knowledge of math	Computer proficiency
3) Which emotional asset do you rely on during tough times?	Empathy	Patience	Kindness	Ability to stay calm
4) When you do want the most effective for improving your assets?	Self-reflection	Asking others	Trying new things	Taking a skills test
5) In what ways have personal assets been important in your life?	Determination	Achieving goals	Helping others	Building confidence
6) How do you use your physical assets in everyday activities?	Playing sports	Exercising	Working	Dancing
7) How have intellectual assets benefited you in your education?	Solving math problems	Understanding subjects	Learning new concepts	Excelling in exams
8) How do emotional assets contribute to your friendships?	Showing empathy	Being kind	Having patience	Good communication
9) Which activity has helped you discover new intellectual assets?	Reading books	Learning instruments	Taking courses	Exploring hobbies
10) What is the most significant physical asset you possess?	High energy levels	Strength	Coordination	Endurance

Name: _____ 41

Curriculum Connection
CD6.1, CD6.2

Question	A	B	C	D
11) How do you apply your intellectual assets outside of school?	Solving real-life problems	Engaging in hobbies	Working on projects	Participating in discussions
12) How do emotional assets help you handle stress?	Staying calm	Showing empathy	Being patient	Being kind
13) Which physical asset do you think helps you most in th	High energy levels	Strength	Coordination	Endurance
14) How intelle assets influenc hobbies?	Enhancing ity	Improving skills	Gaining knowledge	Solving problems
15) How do emotional assets affect your interactions with family?	ng athy	d	Having patience	Good communication
16) What strategies do you use to improve your physical assets?	Regular exercise	Bal die	t	Physical activities
17) How do you maintain and grow your intellectual assets?	Continuous learning	Reading books	Tak cou	new eas
18) How do you strengthen your emotional assets?	Practicing mindfulness	Building empathy	Being patient	Engaging in kind acts
19) How do physical assets help you in team activities?	Contributing energy	Demonstrating strength	Showing coordination	Sustaining endurance
20) How do intellectual assets help you solve complex problems?	Applying knowledge	Using logic	Thinking critically	Collaborating with others

Name: _____ 42

Curriculum Connection
CD6.1, CD6.2

Blog Post: The Role of Interests in Life Choices

How Your Interests Can Shape Your Future

Date: June 26, 2024 Author: Ms. Jennie *4-minute read*

Have you ever thought about how your interests can shape your future? Your hobbies and passions can guide your career choices and lead to a fulfilling life.

Pursuing your passions makes life enjoyable. When you love what you do, work doesn't feel like a job. According to a 2019 survey by Deloitte, 88% of people who love their jobs feel satisfied at work.

Many successful people turned their interests into careers. For example, J.K. Rowling loved writing and created the Harry Potter series, becoming a best-selling author. Steve Jobs was passionate about technology and co-founded Apple Inc., known for its innovative products.

To find your interests, think about what makes you happy and excited. Ask yourself: what do I enjoy doing in my free time? What topics love to learn about? Once you know your interests, explore ways to turn them into careers.

Remember, your interests can guide your choices. Follow your passions!

Till next time,
Ms. Jennie

Comments:

Mike T – June 26, 2024

I agree! Following your passions can lead to success. Lionel Messi's love for soccer made him one of the best players in the world. It's important to find what you love and stick with it.

Like Reply 4h ago

James – June 26, 2024

While I see your point, it's also important to be practical. Not everyone can turn hobbies into careers. Passion is important, but we need to be realistic about job opportunities.

Like Reply 1h ago

Name: _____ 43

Curriculum Connection
CO6.1, CO6.2

Questions

Answer the questions below.

1) Why is it important to pursue your passions?

2) How ca[illegible]nterests influence your future?

Draw

Draw a pict[illegible]el[illegible]ob you love. Label the picture with your interests and [illegible]d t[illegible]r.

True or False

Is the statement true or false?

1) Interests can shape your future career.	True	False
2) Interests can turn into hobbies or careers.	True	False
3) Following passions always guarantees job success.	True	False
4) Only passion is important for careers.	True	False
5) Interest is what makes you happy and excited.	True	False

Name: _____ 44

Curriculum Connection
CO6.1, CO6.2

Activity: Interest Inventory Chart

Objective What are we learning about?

To help students reflect on their personal interests and hobbies, understand how these can shape their future, and find common interests with peers.

Materials What you will need for the activity.

- A bl... ntory Chart (provided template)
- P... ests and corresponding life roles/careers

Instructions ...you ... the activity

1. **Prepare your chart**: use ... vid... ventory Chart template. Make sure you have enough space in e... co... n your interests, potential life roles, and common interests with...
2. **Use the reference sheet**: look at the prov... erenc... at lists various interests and corresponding life roles or ca... s. T... brainstorm and identify how your interests can translate int... l care...
3. **List your interests and hobbies**: in the first column of t... char... your interests and hobbies. Think about what you enjoy doing ... e and what topics you love to learn about.
4. **Identify potential life roles**: in the second column, write down potential life roles or careers related to each interest or hobby using the reference sheet for guidance.
5. **Find common interests**: share your chart with the class and find classmates who have similar interests. In the third column, write down the names of classmates who share the same interests.
6. **Reflect and discuss**: after filling out your chart, reflect on how your interests can guide your life choices. Discuss your findings with the class and explore ways to turn your interests into hobbies or careers.

Name: _____ 45

Curriculum Connection
CD6.1, CD6.2

Handout Reference sheet on interests and their corresponding life roles/careers:

Interests and Hobbies	Potential Life Roles/Careers
Sports and Physical Activities	
Playing soccer	Professional athlete, Coach
Swimming	Lifeguard, Swim coach
Running	Track athlete, Personal trainer
astics	Gymnast, Gymnastics coach
Art and Creativity	
Drawi	Artist, Illustrator, Designer
Gr n	Graphic designer, Web designer
Photog	Photographer, Photojournalist
Fashion design	Fashion designer, Stylist
Music a	
Playing musical instruments	Mu ser, Conductor
Singing	Sing ach
Acting	
Dancing	Danc og
Reading and Writing	
Reading books	Author, Librarian, Ed
Writing stories	Author, Journalist
Blogging	Blogger, Content writer
Poetry	Poet, Literary critic
Science and Technology	
Conducting experiments	Scientist, Researcher
Coding/Programming	Software developer, IT specialist
Space exploration	Astronomer, Aerospace engineer
Environmental studies	Environmental scientist, Ecologist

Name: _____ 46

Curriculum Connection
CD6.1, CD6.2

Interest Inventory Chart

Interests and Hobbies	Potential Life Roles/Careers	Common Interests with Peers

Questions Answer the questions b

1) How has identifying your interests helped you unders sel ?

2) How do your interests connect with those of your classmates? How can finding common interests help you build relationships?

Name: _____ 47

Curriculum Connection
CD6.1, CD6.2

Exit Cards

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

Name: _____

How can interests guide your life choices?

Name: _____

How can interests guide your life choices?

Name: _____

How can interests guide your life choices?

Name: _____

How can interests guide your life choices?

Case Study: Vision of Steve Jobs

From Garage to Global Impact

Once upon a time in California, a boy named Steve Jobs loved to tinker with gadgets. Born on February 24, 1955, Steve had a passion for technology and creativity. He would spe[illegible]ours in his garage, exploring how things worked and imagining new inventio[illegible]

As S[illegible]t a friend named Steve Wozniak. Togethe[illegible]hey sh[illegible]n to change the world with technology. In [illegible] foun[illegible]le Inc. in Steve's garage. They started by bu[illegible]a c[illegible] the Apple I, which was a huge success.

Steve Jobs believed in thinking differe[illegible]. "Innovation distinguishes between a leader and a follower." He [illegible]ed to c[illegible]ts that were not only functional but also beautiful and easy to use. [illegible]ion l[illegible]reation of the Macintosh computer in 1984, which introduced [illegible]user interface, making computers easier for everyone to use.

But Steve's journey wasn't always smooth. In 1985, he was forced [illegible]. Instead of giving up, he started a new company called NeXT and b[illegible]mation studio that became Pixar. In 1996, Apple bought NeXT, and Steve return[illegible] to the company he founded.

Under his leadership, Apple launched groundbreaking products like the iPod in 2001, the iPhone in 2007, and the iPad in 2010. These innovations revolutionized the way we listen to music, communicate, and work.

Steve Jobs' vision, creativity, and perseverance showed the world the importance of pursuing one's dreams and thinking differently. His impact on technology and innovation continues to inspire people around the globe.

Name: _____ 49

Curriculum Connection
CC6.1, CC6.2

True or False

Is the statement true or false?

1) Apple Inc. was founded in a garage.	True	False
2) The Macintosh introduced a graphical user interface.	True	False
3) Steve Jobs started NeXT after leaving Apple.	True	False
4) Pixar was an animation studio bought by Jobs.	True	False
5) Apple launched the iPod after the iPhone.	True	False

Arrange

the events in Steve Jobs' life chronologically, with 1 being the
and 10 being the most recent.

	Stev forced to leave Apple.
	plor gets in his garage.
	Steve met
	The Macint er wa uced.
	Apple bought N St rned.
	Steve Jobs started NeXT t Pi
	Apple launched the iPod.
	Steve Jobs and Wozniak founded nc.
	Steve Jobs and Wozniak built the Appl
	Apple launched the iPhone.

Explain

Steve Jobs said, "Innovation distinguishes between
follower." What do you think this means?

Name: _____ 54

Curriculum Connection
CD6.1

Story: Developing Independence

Draw Draw pictures that show the story.

Jack's Quest to Independence

In the bu[illegible]ng city of Vancouver, there lived a boy named Jack. Jack was eleven [illegible], adventurous, and loved watching airplanes soar through the [illegible]ilding one himself someday.

One sunny [illegible] Jack[illegible]ool announced a "Build It Yourself" competition. Stu[illegible] w[illegible]d to create something from scratch and present it at the s[illegible] Ja[illegible] sparkled with excitement. This was his chance to build a m[illegible]el a[illegible]

Name: _____ 55

Curriculum Connection
CCSS 1

Jack's parents supported his decision but encouraged him to w
independently. They knew that developing independence was important. Jack was determined to prove he could do it on his own.

Jack began his project by researching different types of airplanes. He visited the local library, watched videos online, and sketched his ideas in a notebook. After days of planning, he finally decided on a design. He gathered materials like cardboard, glue, paint, and small wooden sticks.

Name: _____ 56

Curriculum Connection
CD6.1

Every evening after school, Jack worked tirelessly in the garage. He carefully cut the cardboard, glued the pieces together, and painted his model with bright colours. He even added tiny details like windows and propellers. Jack felt a sense of pride as his airplane took shape.

On the day of the school fair, Jack nervously brough[illegible]s m[illegible] the competition. The judges were amazed by Jack's creati[illegible]cation. They awarded him first prize! Jack's heart swelled with joy. He r[illegible]lized that his hard work and independent efforts had paid off.

Jack's story reminds us of people like Amelia Earhart, the first female aviator to fly solo across the Atlantic Ocean. She pursued her passion despite many obstacles. Developing independence helps build confidence and achieve dreams. Just like Jack and Amelia Earhart, you can accomplish amazing things by believing in yourself and taking independent actions.

Name: _____ 58

Curriculum Connection
CD6.1

Fact or Fiction – Developing Independence

Objective What are we learning about?

To understand the importance of independence in making decisions and trying new activities, and how it leads to the development of initiative and self-confidence. Learn about individuals who achieved success through independent actions.

Materials What you will need for the activity.

- A [illegible] out independence
- A 'Fact' si[illegible] to distinguish the two sides of [illegible]m
- Designated areas in [illegible] the 'Fact' and 'Fiction' signs, [illegible] students to move to either side

Instructions How you will complete the [illegible]

1. Your teacher will read statements from cards. [illegible] atte[illegible]as each statement is shared.
2. Consider carefully whether you think the statement is tru[illegible]
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. Have fun getting up and moving!

Name: _____ 59

Curriculum Connection
CD6.1

Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Making independent decisions can help develop self-confidence.	Fact
2	Trying new activities does not affect your initiative.	Fiction
3	Inde dence means relying solely on others for decisions.	Fiction
4	Pra dependence can prepare you for future challenges.	Fact
5	uccess through independent actions and ation.	Fact
6	Success ever decisions on their own.	Fiction
7	Independence lea owth and development.	Fact
8	You need to be an ad ctio dence.	Fiction
9	Trying new activities can help yo rests and talents.	Fact
10	Independence hinders your ability to be er.	Fiction
11	Steve Jobs' success was partly due to his in inkin	Fact
12	Making mistakes independently can be a valuable experience.	t
13	Independence is not important in developing initiative.	Fiction
14	You should always wait for others to make decisions for you.	Fiction
15	Practising independence can help you become more responsible.	Fact
16	Only famous people can develop independence successfully.	Fiction
17	Taking initiative means waiting for instructions.	Fiction
18	Rosa Parks showed independence by standing up for her rights.	Fact
19	Trying new things can help you overcome fear and build confidence.	Fact
20	Independence leads to a lack of collaboration with others.	Fiction

Name: _____ 60

Curriculum Connection
CD6.1

Newspaper Article: Adapting to Changing Life Roles

Young Boy Takes on Parental Role After Tragedy

Publish Date: June 28, 2024

In a heartwarming and tragic turn of events, 12-year-old Liam O'Connor from Toronto has taken on the role of parent to his two younger siblings following the sudden passing of their parents in a car accident last month.

Liam, who is in Grade 6, now cares for his 8-year-old brother, Noah, and 5-year-old sister, Emma. Despite the immense challenges, Liam has stepped up with remarkable maturity and dedication "After the accident, I knew I had to be strong for Noah and Emma," Liam said. "I miss Mum and Dad every day, but they need me now."

The community has rallied around the O'Connor children, providing support and resources. Local organizations have offered assistance with groceries, clothing, and educational materials. Their school has also been incredibly supportive, ensuring the children have the emotional and academic help they need.

"Liam's courage and resilience are truly inspiring," said Mrs. Johnson, their school principal. "He attends school, helps with homework, and ensures Noah and Emma feel safe and loved. He's doing an incredible job under such difficult circumstances."

Experts highlight the importance of support systems in such situations. Dr. Emily Turner, a child psychologist, noted, "Children like Liam need a strong network of support to help them navigate these new responsibilities. It's essential for their emotional well-being."

Liam's story has touched the hearts of many. Donations and offers of help continue to pour in from the community. According to Statistics Canada, over 300,000 children are living in homes without their biological parents, underscoring the need for community support in such scenarios.

Name: _____ 61

Curriculum Connection
CD6.1

True or False Is the statement true or false?

1) People never need to adapt life roles.	True	False
2) Transitioning roles can involve learning new skills.	True	False
3) Adapting to change is always easy.	True	False
4) Life roles stay the same throughout life.	True	False
5) Independence is not needed for role changes.	True	False

Questio Describe one way life roles can change over time.

Diary Imagine you experienced a significant ge in ife roles for a day. Write a short diary entry about the les the challenges you faced, and what you learned.

Name: _____ 64

Curriculum Connection
Unit 2

Learning from Adversity

What is Adversity?

Adversity means facing difficulties or challenges. It can be anything from failing a test to dealing with family issues. Learning how to handle these challenges is important for personal growth.

How Chal Help Us Grow

Facing c ca help us become stronger and more resilient. When we overcome prob lls and become more confident. For example, Terry Fox, a Canadian hero, f an had to have his leg amputated. Despite this, he started the Marathon o raise cancer research. His determination and courage inspired millions of p e.

Real-Life Examples

1. Terry Fox: After losing his leg to c rry Fo ver 5,000 kilometres across Canada to raise mon can earch.
2. Bethany Hamilton: A surfer who lost her a sha Bethany returned to surfing and won national co
3. Malala Yousafzai: Shot by the Taliban for going to sch Malala continues to fight for girls' education worldwide and won the Nobel Peace Prize.

Reflecting on Personal Experiences

Think about a challenging time in your life. What did you learn from it? Did it make you stronger or teach you something new? Reflecting on these experiences can help you understand how adversity helps us grow.

- Overcoming challenges builds resilience.
- Facing adversity teaches new skills.
- Real-life examples show the power of determination and courage.

Name: _____ 65

Curriculum Connection
CD6.2

Questions

Answer the questions below.

1) What does adversity mean?

2) How ca challenges help us grow?

Reflection

Chart your personal experience.

Challenge Faced	eeli	Skills Learned

True or False

Is the statement true or false?

1) Overcoming challenges does not build resilience.	True	False
2) Facing difficulties can teach new skills.	True	False
3) Adversity only has negative effects on people.	True	False
4) Adversity can lead to increased confidence.	True	False
5) People who face adversity often become more resilient.	True	False

Case Study: Leadership of Nelson Mandela

A Leader of Hope and Change

Once upon a time, in a country called South Africa, there was a man named Nelson Mandela. Born in 1918, Mandela grew up in a time when his country was divided by apartheid, a system that kept black and white people separate and unequal. Mandela knew this was wrong and decided to fight for change.

Mandela became a leader in the African National Congress (ANC), an organization that worked to end apartheid. He believed in peaceful protest, but when the government responded with violence, he knew that stronger actions were needed. This led to his arrest, and Mandela was sentenced to life in prison for his efforts to bring freedom to South Africa.

Even in prison, Mandela never lost hope. He spent 27 years behind bars, where he continued to inspire others with his discipline and resilience. Finally, in 1990, due to growing pressure from people all over the world, Mandela was released. His release marked the beginning of the end for apartheid.

In 1994, South Africa held its first democratic elections, and Mandela was elected as the country's first black president. His leadership and commitment to reconciliation helped heal a divided nation. Mandela taught the world the power of forgiveness and the importance of fighting for justice.

Mandela's story shows us that true leadership means standing up for what is right, even when it is difficult. His life reminds us that with discipline, hope, and resilience, we can overcome even the greatest challenges.

Name: _____ 70

Curriculum Connection
CO6.1, CO6.2

Question What lesson does Mandela's story teach about leadership?

Arrange ...e the events in Nelson Mandela's life chronologically, with 1 being ...est event and 10 being the most recent.

	...dela w... ...ed to life in prison.
	Mande... ...ead... ...he African National Congress (ANC).
	Mandela g... ...duri... ...a... ...in South Africa.
	Mandela spent ... ...rison.
	Mandela was born in ...ric...
	Mandela was released from pri...
	Mandela taught the world the po... of for... ...ss.
	Mandela was elected as South Africa's ... ...ack p...
	Mandela decided to fight for change against ...
	Mandela believed in peaceful protests but later sa... ...ed ... ...actions.

Poster Design a poster that illustrates Nelson Mandela's lead... ...s and his contributions to ending apartheid.

Name: _____ 80

Curriculum Connection
SOL 2

Newspaper Article: Reflecting on Personal Skills

New Reflection Room Unveiled at Local School to Boost Student Growth

Publish Date: July 1, 2024

A significant stride in educational innovation was celebrated this week at Maple Leaf Public School with the unveiling of the "Reflection Room," designed to help students engage in effective self-reflection and personal growth. The new space, equipped with interactive tools and serene surroundings, aims to provide students with a unique environment to explore their skills and interests more deeply.

Dr. Emily Chen, an expert in child development, praised the initiative during the opening ceremony. "The Reflection Room is more than just a quiet space—it's a strategic tool that encourages students to think critically about their personal and academic development," she noted. Dr. Chen highlighted that such environments could enhance students' self-awareness and decision-making skills, crucial for their future careers.

The room features stations with guided activities, digital journals, and visual aids, each designed to help students identify their strengths and areas for improvement. Early feedback from students has been overwhelmingly positive.

Sarah Nguyen, a grade 6 student, shared her enthusiasm: "It's cool! The activities made me think about what I'm good at and how I can be better. I knew how much I liked art until I my projects here."

Researchers studying the initiative, regularly participating in structured reflection are significantly more likely to make informed choices about their education. According to statistics from the school board, 80% of students involved in similar programs show improved academic performance and personal satisfaction.

The Reflection Room at Maple Leaf Public School is the first of its kind in the region but already, other schools are showing interest in adopting this innovative approach to student development.

Name: _____ 81

Curriculum Connection
CD6.2

Question Why is it important to regularly reflect on your skills?

Skill Chart flect on the skills that you want to improve in the given categories.

Ac ic Ski	Social Skills	Life Skills

True or False Is the statement true or false?

1) Reflecting on skills helps guide personal growth.	True	False
2) Regular reflection is unnecessary for professional growth.	True	False
3) Self-reflection can identify areas for improvement.	True	False
4) Professional growth is separate from personal interests.	True	False
5) Reflecting on past experiences can guide future actions.	True	False

Name: _____ 82

Curriculum Connection
CSK2

Activity – Skills Scavenger Hunt

Objective What are we learning about?

To identify and appreciate the diverse skills and interests of classmates through a fun and interactive scavenger hunt.

Materials What you will need for the activity.

- Sc ger Hu
- Papers ar

Instructions How y mple tivity

1. Introduce the concept of the Skills ger H explain its purpose: to identify and appreciate the diverse s and i s c ssmates.
2. Provide each student with a scavenger hu
3. Find someone who likes to help others.
4. Explain the rules: students need to move around the classroom classmates if they have any of the listed skills or interests. The down the name of the classmate next to the corresponding skill or interes
5. Encourage students to ask questions to understand more about their classmates' skills and interests. This can help them learn how their peers use these skills and why they enjoy them.
6. Once a student completes their scavenger hunt list, they should return to their seat.
7. Gather the class and ask students to share interesting facts they learned about their classmates' skills and interests.
8. Discuss how knowing each other's skills and interests can help build a supportive and collaborative classroom environment.

Name: _____ 83

Curriculum Connection
CD6.2

Find someone who...	Find someone who...	Find someone who...	Find someone who...
is good at solving puzzles	enjoys drawing	can play a musical instrument	likes to help others
Name:	**Name:**	**Name:**	**Name:**
speak[illegible]	excels in math	has a green thumb (gardening)	loves reading books
Name:	**Name:**	**Name:**	**Name:**
is great at public speaking	enjoy[illegible] sports	[illegible]sted in	loves cooking or baking
Name:	**Name:**	**Name:**	**Name:**
can do a magic trick	enjoys writing stories	has a unique hobby	[illegible]
Name:	**Name:**	**Name:**	**Name:**
is good at dancing	enjoys playing board games	likes to volunteer	has travelled to another country
Name:	**Name:**	**Name:**	**Name:**

Name: _____ 84

Curriculum Connection
CD6.2

Reflection Answer the questions below.

1) Which skills did you discover in your classmates that you didn't know about before?

2) How did learning about your classmates' skills and interests make you feel?

3) How did this activity help you discover your own skills and interests?

4) How can reflecting on your skills and interests help you in setting future goals?

5) How can knowing your classmates' skills and interests create a more supportive classroom environment?

Name: _____ 85

Curriculum Connection
CD6.1, CD6.2

Case Study: Determination of Terry Fox

The Unstoppable Journey of Terry Fox

In 1980, a young man named Terry Fox embarked on an extraordinary journey across Canada, known as the Marathon of Hope, to raise money for cancer research. Despite losing his right leg to cancer when he was only 18, Terry's determination never wavered. With a pr[illegible] leg, he set out to run an incredible distance equivalent to a marathon a day.

Terry [illegible] his m[illegible] St. John's, Newfoundland, with a dream: to coll[illegible] fr[illegible]ry Canadian to fund cancer research. This wa[illegible]all f[illegible]ing Canada had a population of about 24 million peop[illegible]ne. E[illegible] through rain and shine, Terry ran close to 42 [illegible]s. [illegible]nce was nothing short of inspirational.

Halfway through his journey, schools across Ca[illegible]uch [illegible] began to take notice and support his cause. This collective effo[illegible] mmunity and how one person's resolve can ignite a nation's spirit. E[illegible]these [illegible]s continue to participate in the Terry Fox Run, keeping his dream vibrant a[illegible]duc[illegible] generations about the values of courage and determination.

By the time he reached Thunder Bay, Ontario, Terry had run 5,373 kilometres in 143 days. Unfortunately, his own cancer spread, and he had to stop. Although Terry passed away in 1981, his legacy did not end. The entire nation was moved by his courage and resolve. That year, the Terry Fox Run was established, an annual event that has since raised over $800 million for cancer research worldwide.

Terry Fox taught us that even in the face of immense challenges, hope and determination can lead to extraordinary achievements. His story continues to inspire people around the globe to support a cause that saves lives every day.

Name: _____ 86

Curriculum Connection
CO6.1, CO6.2

Question What legacy did Terry Fox leave behind?

Arrange the events in Terry Fox's life chronologically, with 1 being the earliest event and 10 being the most recent.

	Terry's Marathon of Hope began in St. John's, Newfoundland.
	Terry a[illegible] collect o[illegible] from every Canadian.
	Terry ran cl[illegible]42 [illegible] day.
	The Terry Fox Run [illegible]ished [illegible]nual event.
	Terry passed away in 19[illegible]
	Schools across Canada support[illegible]y's ca[illegible]
	Terry's cancer spread, and he had to sto[illegible]g.
	Terry's journey raised over $800 million fo[illegible]ce
	Terry ran 5,373 kilometres in 143 days.
	Terry Fox inspired people worldwide with his determi[illegible]on.

Interview Write three interview questions you would ask Terry Fo[illegible]u had the chance.

1)

2)

3)

Name: _____ 89

Curriculum Connection
CD6.3

Managing Time Effectively

Why Manage Time?

Time management is essential for achieving both academic success and personal satisfaction. Effective time management helps you to complete tasks with less stress, enjoy more free time, and improve overall performance. For students, managing time wisely can maximize learning and help develop valuable life skills.

Key Strat for Effective Time Management

1) **Prio s:**

- Li eed to do and label them as 'urgent' or 'important'.
- F n urge ortant tasks first, then move to those that are important but not urgent.

2) **Establish Ro**

- Create a daily sche k t de time for homework, act b
- Having a routine reduces the eed t to do next, saving you time and en

Practical Examples

- Homework and Projects: By setting specific ti rk, you ensure that it gets done on time and you're not rus last e.
- Preparing for Tests: If you have a test in a week, divide y tud manageable chunks over several days rather than cramming al before.

Benefits of Time Management

Students who manage their time effectively tend to perform better in school. They experience less stress and enjoy more leisure time.

- Students who create and follow a study schedule are 50% more likely to achieve higher grades.
- Regular breaks, such as a 5-minute rest every 30 minutes of study, can increase concentration and efficiency.
- By learning and applying these time management strategies, you can improve your ability to function more effectively in school and in everyday life.

Name: _____ 90

Curriculum Connection
CD6.3

True or False

Is the statement true or false?

1) Time management helps reduce stress.	True	False
2) Urgent tasks are the least important.	True	False
3) Creating a daily schedule helps manage time.	True	False
4) Cramming before a test is effective.	True	False
5) Establishing routines saves time and energy.	True	False

To-Do List

a to-do list for your tasks and label each as 'urgent' or 'important.'

Questions

Answer the questions below using ev ro xt

1) Why is time management important for students?

2) What are the benefits of having a daily schedule?

Name: _____ 93

Curriculum Connection
CH.3

Case Study: The Organizational Skills of Marie Curie

The Power of Precision in Scientific Discovery

Marie Curie, a name synonymous with groundbreaking scientific achievement, was not only a brilliant physicist and chemist but also a master of organization and time managem[illegible]er meticulous approach to research and life allowed her to make remarka[illegible]eries in the field of radioactivity.

Curie[illegible]s were [illegible] around her dual roles as a researcher and a lecturer. She meticulously d[illegible] in[illegible]locks of time dedicated to each task. Mornings were reserved for tea[illegible]the U[illegible]f Paris, while afternoons and evenings were devoted to painstaki[illegible]in[illegible]oratory. This clear division helped her remain focused and produ[illegible]

One of[illegible]key s[illegible]s was her use of detailed lab notebooks. She re[illegible]d e[illegible]periment, observation, and even the s[illegible]t det[illegible]w[illegible]ater proved crucial for her discoveries. [illegible]ooks[illegible]record of her work and a tool for [illegible] an[illegible]. Statistics from her publications sh[illegible] documented over 900 experiments [illegible]esearch on radioactivity.

Her ability to prioritize was evident when she discovered radium and polonium. Despite numerous tasks, she focused on processing pitchblende, a mineral-rich in radioactive elements, knowing it was key to proving her theories about radioactivity.

Curie's organizational skills and time management were essential to her success. They enabled her to balance teaching, research, and family life, leading to two Nobel Prizes and pioneering work that continues to influence science today. Her methods are a testament to the power of good organization in achieving scientific breakthroughs.

Name: _____ 94

Curriculum Connection
CH.3

Question What do you like about Marie Curie's skills?

Arrange ...e the events in Marie Curie's life chronologically, with 1 being the ...ent and 10 being the most recent.

	...e's org... skills and time management were essential to her success.
	Curie ... divid... day into blocks of time dedicated to each task.
	Her meticu... appro... ...arkable discoveries.
	She recorded eve... ...ation a... the smallest details in lab notebooks.
	She discovered radium ...olo...
	She focused on processing pitch... a mi... ...h in radioactive elements.
	Curie's methods showed the powe... of good ...niza... ...chieving advances.
	Curie balanced teaching, research, and ...life, ... Nobel Prizes.
	Statistics show that she documented over 900 ...nts du... research.
	Mornings were reserved for teaching at the Univer... ...ari...

Draw Reorganize the desk showing how it should be arranged for ...ax... ...ficiency.

Name: _____ 95

Curriculum Connection
CDA 3

Activity – Task Prioritization Challenge

Objective What are we learning about?

To understand the importance of prioritizing tasks based on urgency and importance, and help students recognize that not all tasks have the same level of significance or immediacy. Students can develop better time management skills by learning to identify which tas most urgent and which are most important.

Mate will need for the activity.

- Printed copie task student
- Pens or pencils

Instructions How you will compl activi

1. Discuss the concept of task prioritization a it's effective time management.
2. Give each student a copy of the task list. Explain that sk vels of urgency and importance.
3. Have students individually prioritize the tasks from most urgent to l gent.
4. Encourage them to consider both the deadlines and the importance of each task.
5. Have students share their prioritized lists with a partner or in small groups.
6. Discuss the reasoning behind their choices and how they determined what was most important and urgent.
7. Highlight that different people may prioritize differently based on their personal goals and commitments.
8. Conclude with a class discussion about what they learned from the activity.

Name: _____ 96

Curriculum Connection
CCA 3

Task List Prioritize the tasks from most urgent to least urgent.

Task	Deadline
Complete Math Homework	Due tomorrow, covers material for next week's test.
Finish Science Project	Due in two weeks, requires research and preparation.
Buy a Present for a Friend	The party is this weekend.
Practise f[illegible]he School Play	Rehearsal is tomorrow, performance is next month.
Organize[illegible]k	No deadline, but very messy and hard to find things.
Stud[illegible]y	The quiz is in three days.
Help [illegible]House[illegible]	Your parents asked for your help today.
Read a Book[illegible]	[illegible]adline, but enjoyable.
Attend a Club Mee[illegible]	[illegible]g is after school today.

MOST URGENT

LEAST URGENT

Name: _____ 97

Curriculum Connection
CCSS.3

Reflection | Answer the questions below.

1) What did you find most challenging about prioritizing the tasks? Why?

2) How di ide which tasks were the most urgent and which were the most importa

3) Which task did you find the le imp

4) How do you think learning to prioritize tasks will help y ur

5) Do you think you usually prioritize tasks effectively in your own life? Why or why not?

Name: _____ 98

Curriculum Connection
CSS 7

Blog Post: Setting and Achieving Goals

Reaching for the Stars

Date: July 3, 2024 Author: Alex Martin *4-minute read*

Setting goals is like drawing a map for your future. When you decide exactly where you want to go, it becomes much easier to get there. Specific, achievable goals can guide you through school and life, helping you accomplish things you might have thought were impossible.

Take for example the story of Jessica Ennis-Hill, an Olympic athlete. She set the goal of winning a gold medal in the heptathlon, which is a tough track and field competition made up of seven different events. Jessica broke her goal into smaller, manageable steps, focusing on improving her performance in each specific event. With patience and precise focus, she achieved her dream at the 2012 London Olympics.

But what happens when obstacles appear? Creativity in problem-solving becomes your best tool. If an injury stopped Jessica, she adapted her training to work around it, never losing sight of her goal.

Setting goals helps you stay motivated, especially when challenges seem daunting. By breaking a big goal into smaller steps, each accomplishment gives you the confidence to move on to the next, building momentum.

Till next time,
Alex Martin

Comments:

Tommy G. – July 3, 2024

Great article, Alex! But isn't setting small goals less exciting? I think big dreams inspire us more.

Like Reply 14h ago

Samantha – July 3, 2024

I see your point, Tommy, but small steps are crucial for success. It's about balancing dreams with practical steps.

Like Reply 10h ago

Name: _____ 99

Curriculum Connection
CCSS

Fill In The Blanks

Complete the sentences below.

1) Achieving goals requires _____ effort and planning.	consistent	random
2) Setting _____ goals helps track progress.	specific	vague
3) Breaking goals into _____ steps makes them manageable.	larger	smaller
4) Overcoming _____ is part of the goal-setting process.	successes	obstacles
5) Staying _____ helps maintain focus on goals.	motivated	distracted

Goal Ch

Complete the goal chart below.

	Steps to Achieve My Goal

Ways to Overcome Them	ial O hat Might be Faced

Making Connections

What does this reading remind you of in your life?

Case Study: The Goal-Setting Strategies of Michael Jordan

A Slam Dunk in Goal Setting

Michael Jordan, one of the greatest basketball players of all time, didn't reach his legendary status by accident. His journey was paved with deliberate goal-setting, unyielding perseverance, and a masterful approach to overcoming obstacles.

From an early age, Michael set clear goals for his basketball career. One of his most significant aspirations was to win an NBA championship. But achieving this wasn't easy. Michael faced many challenges, including being cut from his high school basketball team. Instead of giving up, he used these setbacks as motivation to work harder.

Michael's strategy was to break down big goals into smaller, manageable tasks. He would set daily targets for training, focusing on different aspects, from shooting accuracy to his defensive maneuvers. He often practiced for six hours a day, ensuring each practice session had a purpose aligned with his broader goals.

His dedication to detailed planning and constant improvement was remarkable. For instance, Jordan kept detailed notes on his performance in each game, which helped him identify areas for improvement.

Statistics highlight the impact of his approach: Michael Jordan led the Chicago Bulls to six NBA championships and earned five Most Valuable Player (MVP) awards. His career scoring average of 30.1 points per game is the highest in NBA history, proving his successful achievement of personal and team goals.

Michael Jordan's story teaches us that setting clear, specific goals coupled with determination and the willingness to face challenges head-on, can lead to incredible success.

Name: _____ 104

Curriculum Connection
CCR 7

True or False Is the statement true or false?

1) Michael Jordan's journey was paved with deliberate goal-setting.	True	False
2) One of Jordan's goals was to win a college championship.	True	False
3) Jordan kept detailed notes on his performances.	True	False
4) Michael Jordan led the Lakers to six NBA championships.	True	False
5) Determination is key to achieving success.	True	False

Arrange the events in Michael Jordan's life chronologically, with 1 being the earliest event and 10 being the most recent.

	ael w his high school basketball team.
	Jordan e to rs a day.
	Michael se goal tball career from an early age.
	He kept detailed s per es in each game.
	Jordan won six NBA c nsh
	He set targets for training, focu accura defensive maneuvers.
	His journey was paved with delibe ate goal ng a severance.
	Michael earned five Most Valuable Play e) aw
	Michael Jordan led the Chicago Bulls to six N nship
	Jordan's scoring average of 30.1 points per game h ghe ry.

Quote Illustration Create a motivational quote from Jordan's story a de oster around it.

Name: _____ 105

Curriculum Connection
2067

Activity: Goal Setting and Achieving Role Play

Objective What are we learning about?

Students will learn the importance of goal setting and the strategies for achieving goals by role-playing different scenarios.

Materia What you will need for the activity.

- Scen io ca erent goals)
- Paper an annil
- Optional: Pr ed t ios (e.g., sports equipment, project materials)

Instructions How yo on ivity

1. Split the class into pairs or small g ups. As each a different goal (e.g., improving a skill, completing a project).
2. Within each group, assign roles such as goal se er, mo , and presenter.
3. Briefly discuss the importance of setting specific, achievable he strategies used by Michael Jordan as an example.
4. Prepare a short role play (3-5 minutes) that demonstrates the steps to achieve their goal. Ensure the role play highlights key strategies for setting and achieving goals.
5. Groups take turns presenting their role play to the class.
6. After each presentation, discuss as a class what strategies were effective. Provide constructive feedback and share additional strategies that could be used.
7. Reflect on the activity. Discuss what was learned about goal setting and how these strategies can be applied to personal goals.

Name: _____ 106

Curriculum Connection
<36">

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Improving a Basketball Skill	• Roles: Coach, Player • Steps: Practising free throws, tracking progress, seeking feedback • Role Play: The player demonstrates practising free throws, with the coach giving tips and tracking improvement.
Completi… Science Proje…	• Roles: Project Leader, Team Members • Ste… Research, timeline planning, building project • Ro… The leader discusses project ideas with the …sks, and they work together on the …
Learning to Play a Musical Instrument	• Roles: Tea… Learne… • Steps: Daily practice… owin… ials, tracking progress • Role Play: The learner p… song… the teacher providing guidance and fe…
Organizing a School Event	• Roles: Event Coordinator, Team Mem…rs • Steps: Planning event, assigning roles, ma…ging logistics • Role Play: The coordinator organizes a meeting, assigns tasks, and they plan the event together.
Improving Grades	• Roles: Tutor, Student • Steps: Identifying problem areas, creating study schedule, tracking improvement • Role Play: The student works on problem areas with the tutor's help, showing progress over time.

Name: _____ 107

Curriculum Connection

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Learning to Swim	• Roles: Instructor, Student • Steps: Learning basic strokes, practicing regularly, building endurance • Role Play: The student practises swimming strokes with the instructor's guidance, gradually improving technique and endurance.
Planning a Community Cleanup	Roles: Organizer, Volunteers Steps: Setting a date, gathering supplies, coordinating vol[illegible]ers Ro[illegible]e organizer assigns tasks to volunteers, and [illegible]her to clean up a park, discussing the [illegible] of th[illegible]ts.
Starting a Garden	• Ro[illegible] Gar[illegible] • Steps: Ch[illegible] plants[illegible]ring soil, planting and watering • Role Play: The ga[illegible] exp[illegible]nting process to the helper, and they w[illegible]r to p[illegible]nd care for a garden.
Writing a Book Report	• Roles: Student, Teacher • Steps: Choosing a book, reading, tak[illegible]ting report • Role Play: The student discusses the book with the teacher, takes notes, and writes a book report, receiving feedback from the teacher.
Training for a Race	• Roles: Coach, Runner • Steps: Creating a training plan, practising regularly, monitoring progress • Role Play: The runner follows the coach's training plan, practices running, and tracks improvement, with the coach providing guidance and encouragement.

Name: _____ 108

Curriculum Connection
Unit 7

Reflection | Answer the questions below.

1) Rate your group's performance by shading the stars. 5 stars indicate the best experience, and 0 stars indicate the worst experience.	
Use of body language and facial expressions	☆☆☆☆☆
Integration of tableaux, soundscapes, and narrative elements	☆☆☆☆☆
Representation of historical event's key moments	☆☆☆☆☆
Voice and pronunciation	☆☆☆☆☆
Overall effectiveness of story	☆☆☆☆☆

2) Explain the strengths in your group's performance.

3) What are the key areas of improvement for your group's performance?

4) What are the lessons you learned from this activity?

Name: _____ 126

Curriculum Connection
CEFR

Blog Post: Motivation Strategies

Stay Motivated, Stay Happy!

Date: July 5, 2024 Author: Harold Lim *4-minute read*

Staying motivated isn't always easy, especially when things get tough. But don't worry, I've got some cool strategies that can help keep your spirits up and your engine running!

First off, f on the positive aspects of any situation can make a huge difference. It's like whe aying a game; if you focus on the fun instead of the score, you'll enjoy it more even better! Another awesome strategy is reflecting on grat of three things you were thankful for that day. It could be as simple sunny od lunch.

Lastly, don't fo k enc t. Talking to friends, family, or teachers when you're feeling dow ive Remember, everyone needs a cheer squad!

Here's a quick example: im hav ect. Instead of stressing, break it down into small parts and cele ea lete. This way, you keep your motivation high, and the project feels l whel

So, what do you think? Ready to try these out?

Till next time,
Harold Lim

Comments:

Janice Co – July 5, 2024

Really helpful tips, Harold! Positive thinking has changed how I handle school stress. It's like magic!

Like Reply 7h ago

Oli I. – July 5, 2024

I get the idea, but isn't it a bit unrealistic to always look on the bright side? Sometimes, things are just tough, and no amount of positive thinking can change that.

Like Reply 1h ago

Name: _____ 127

Curriculum Connection
CCSS.6

Questions Answer the questions below.

1) Who can you talk to for encouragement when feeling down?

2) Why can focusing on the positive aspects of a situation be useful?

True or False Is ... true or false?

1) Staying motivated is alway...	True	False
2) Focusing on the positive aspects can ... differ...	True	False
3) Reflecting on gratitude is an awesome strategy...	True	False
4) Talking to friends and family can give you en... em...	True	False
5) Positive thinking can help handle school stress.	...rue	False

Draw Illustrate two things you are thankful for toda...

Name: _____ 130

Case Study: Motivation of J.K. Rowling

J.K. Rowling's Journey to Harry Potter

J.K. Rowling's path to becoming one of the most beloved authors in the world is a true tale of motivation and resilience. Before the success of the Harry Potter series, Rowling faced numerous challenges that tested her determination.

Rowling conceived the idea of Harry Potter in 1990 during a delayed train ride from Manchester to London. At the time, she was a young writer struggling with her mother's death, unemployment, and raising a daughter on her own. Despite these hardships, Rowling's passion for storytelling never wavered. She often wrote in cafes while her daughter slept beside her.

The real test came when she finished her book, "Harry Potter and the Philosopher's Stone." Rowling received numerous rejections from publishers. It's reported that 12 different publishers rejected the first copy of Her manuscript. However, her persistence paid off when a small London publisher, Bloomsbury, gave Harry Potter a chance. It was the CEO's eight-year-old daughter fell in love with the manuscript.

Rowling's journey is a powerful example of how persistence and belief in oneself can turn even the most challenging situations into opportunities. From living on state benefits to becoming the world's first billionaire author, Rowling's story highlights the importance of never giving up on one's dreams, no matter how far away they seem.

Rowling's tale continued with the global success of the Harry Potter series, which has sold over 500 million copies worldwide, translated into 80 languages, and spawned a major film franchise. This success story serves as an inspiration, showing how staying motivated and believing in your work can lead to unimaginable achievements. Her resilience teaches young readers and writers about the power of perseverance and the magic of following one's dreams.

Name: _____ 131

Curriculum Connection
CSS 6

Question Why is Rowling's journey considered inspirational?

Arrange ...e the events in JK Rowling's life chronologically, with 1 being the earliest ...d 10 being the most recent.

	...msbur... her manuscript.
	She fa... ...ej... from publishers.
	She concer... ...e ide... ...tter in 1990.
	The Bloomsbury ... ...ughter ... manuscript.
	She faced challenges ... ...emp... ...ising a daughter.
	The Harry Potter series sold ov... ...illion...
	She wrote in cafes while her daughter na...
	She became the world's first billionaire a...
	Her persistence led to the manuscript's accepta...
	She is known for her motivation and resilience.

Interview Write three interview questions you would ask JK Rowl... you had the chance.

1)

2)

3)

Name: _____ 132

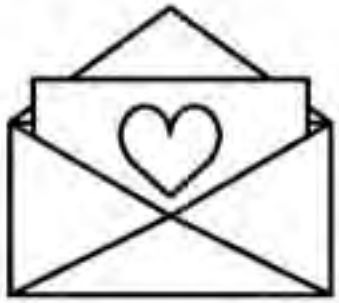
Curriculum Connection
CSLE

Activity – Letter to My Future Self

Objective

What are we learning about?

To help students articulate their goals and motivations, and to provide a source of inspiration for their future selves.



Materials

What you will need for the activity.

- P
- E es
- Pens or pe
- Optional: S rkers er decorating supplies

Instructions

How y omp ctivity

1. Begin by discussing the concept o tion a portance of setting goals. Explain how reflecting on what mot tes us c p u focused and driven in the future.
2. Have students brainstorm their personal goal lude academic achievements, personal growth, hobbie t to p places they want to visit, and skills they want to develop.
3. Ask students to write a letter describing their motivations and re self.
4. Encourage them to include positive affirmations and words of encouragement. They can write about their aspirations, the steps they plan to take to achieve their goals, and why these goals are important to them.
5. They can also write about any challenges they currently face and how they plan to overcome them.
6. Allow students to decorate their letters and envelopes with stickers, drawings, and other creative elements. This makes the activity more engaging and personal.
7. Collect all the envelopes and store them in a safe place until the future date. Alternatively, students can take their letters home and store them in a personal safe place.

Name: _____ 133

Curriculum Connection
CD6.6

To my future self,

Name: _____ 138

Curriculum Connection
CDE 7

Activity – Future Career Day

Objective What are we learning about?

To explore future career options and understand the planning involved in achieving those careers.

Materials What you will need for the activity.

- Y[illegible]ces (books, websites, brochures)
- Cos[illegible]esenting different careers
- Presenta[illegible]boards, markers, etc.)

Instructions How to complete the activity

1. Introduction: discuss the import[illegible] the future and exploring different career options.
2. Research: have students choose a career th[illegible]ested[illegible] research the required education, skills, and steps needed.
3. Dress Up: have students dress up as their future career ch[illegible].
4. Presentation: students will prepare a short presentation stating their chosen career and share their plans for achieving it.
5. Reflection: discuss what was learned about different careers and the importance of planning for the future.
6. Wrap-Up: emphasize the value of setting goals and planning. Celebrate students' efforts and creativity.

Name: _____ 139

Curriculum Connection
CDE 7

Write Describe the career choice you are interested in. Use these questions to guide your explanation.

1) *What is the career that you have chosen, and why?*
2) *What was the most interesting thing you learned about your chosen career?*
3) *What challenges might you face in pursuing this career?*
4) *What steps can you start taking now to prepare for this career?*
5) *Why is it important to plan and set goals for your future career?*

Name: _____ 140

Unit Test – Character Development

Multiple Choice /10

1. Which is an example of personal asset? a) Weakness b) Flaws c) Limitations d) Skills	2. Mother Teresa was known for what virtue? a) Honesty b) Patience c) Empathy d) Integrity
3. It mea[illegible]ven when no one is watch[illegible] a) Hones[illegible] b) Kindness c) Responsibility d) Integrity	4. How can you use your assets? a) By overcoming challenges b) By achieving goals c) By helping others d) [illegible]ll of the above
5. Which does NOT show effecti[illegible]e management? a) Multitasking b) Prioritizing Tasks c) Setting Deadlines d) Using a Planner	[illegible]ck-life balance increases: a) St[illegible] b) [illegible]Qual[illegible] c) Prod[illegible] d) Missed D[illegible]
7. When you know exactly where you want to go, you are: a) Emphatic b) Responsible c) Goal Oriented d) Persistent	8. To improve discipli[illegible] a) Set routines b) Set goals c) Conduct Self-reflection d) Avoid planning
9. Which shows discipline? a) Stick to bedtime b) Establishing a relaxation schedule c) Using a journal to reflect d) All of the above	10. How do you stay motivated? a) Avoid Challenges b) Do Negative Self-Talk c) Breaking Tasks Down d) Procrastination

Name: _____ 141

Define | Explain what the words below mean:

Physical Asset	
Intellectual Asse	
E... Ass...	

Identify | ... is de... in each statement?

a) Honesty	b) Patience	Em...	d) Respect
e) Courage	f) Integrity	g) H... y	h) Generosity

	1) Jake stands up for a classmate who is be... d, eve... gh he feels scared.
	2) Lisa waits calmly for her turn to speak, even tho... gh s... re her story.
	3) Mia finishes her test honestly, even though she had the cha... o see the answers.
	4) Sarah notices her friend is sad and offers a listening ear and comforting words.
	5) John wins a race but praises all the participants for their efforts.
	6) Olivia shares her lunch with a friend who forgot theirs.
	7) Tim accidentally breaks a vase and immediately tells his parents the truth.
	8) Alex listens attentively without interrupting when his teacher is speaking.

Name: _____ 142

Long Answer Answer the questions below – Each question is worth 5 marks.

1) Discuss three leadership skills you think are the most essential.

2) Give 5 effective ways to manage your time eff[illegible]y, and [illegible]describe each one.

Grade 6 – Health Unit

Financial Literacy

Organizing Idea	Informed financial decision making contributes to the well-being of individuals, groups, and communities.
Guiding Question	How can personal finances be enhanced?
Learni	ty of

FL6.1	Identify situations where an individual can responsibly take on debt.	6-46, 96-124
FL6.2	Analyze the risks and benefits of investing in a variety of situations.	6-10, 47-105, 118-129

NAME: _____

FINANCIAL LITERACY

Name: _____ 6

Curriculum Connection
FLA.1, FLA.7

Introduction to Financial Literacy

What is Financial Literacy?
Financial literacy means understanding how to manage money. It includes knowing how to earn, save, borrow, and invest money. Learning about financial literacy helps you make smart choices with your money, now and in the future.

Why Financial Literacy is Important
Financial literacy is important because it helps you make good decisions about your money. If you know how to handle money well, you can avoid problems like debt and not having enough savings. Financially literate people can plan for big expenses, emergencies, and retirement.

Key Areas of Financial Literacy

1. Earning: This is how you get money. It could be from a job, a business, or other sources. Learning how to earn money helps you understand the value of work and how to manage income.
2. Saving: Saving money means setting aside part of your earnings for future needs. It's important to save so you have money for emergencies, big purchases, or retirement.
3. Borrowing: Sometimes, you need to borrow money for things like buying a house or paying for school. Understanding borrowing helps you know how loans work and the importance of paying them back on time.
4. Investing: Investing is putting money into something over time, like stocks or real estate. Learning about investing can help you grow your wealth and prepare for the future.
5. Planning: Financial planning helps you to consider and decide how you might intend to save and spend your money.

Important Financial Literacy Facts

- **Budgeting:** Creating a budget helps you plan your spending and saving. It shows you how much money you have and where it's going.
- **Interest Rates:** When you save or borrow money, interest rates affect how much you earn or owe. Higher interest rates mean more money earned on savings or more money paid on loans.
- **Emergency Fund:** An emergency fund is money saved for unexpected expenses, like medical bills or car repairs. Experts suggest having 3-6 months' worth of expenses saved.
- **Credit Score:** Your credit score is a number that shows how reliable you are at paying back borrowed money. A higher score can help you get better loan terms.

Name: _____ 7

Curriculum Connection
FLA 1, FLA 2

KWL Chart Use the chart to organize and track your learning about financial literacy.

What I **KNOW**	What I **WANT** to Know	What I **LEARNED**

True or False Is the state[illegible]nt t[illegible]

1) Financial literacy helps avoid debt proble[illegible]	True	False
2) Borrowing money is the same as earning.	[illegible]rue	False
3) Investing money helps to grow wealth over time.	[illegible]ue	False
4) Budgeting helps plan spending and saving.	[illegible]	[illegible]se
5) Emergency funds are for unexpected expenses.		False

Draw Think of an illustration that would best describe the areas of financial literacy.

Earning	Saving	Borrowing	Investing

Name: _____ 8

Curriculum Connection
FLA 1, FLA 2

Activity – Financial Impact Jeopardy

Objective

What are we learning about?

To reinforce and test students' knowledge of financial literacy concepts such as earning, saving, borrowing, and investing through a fun and engaging group-based Jeopardy game.

Materials

What you will need for the activity.

- J[illegible]le (as provided above).
- W[illegible]ard or [illegible]ay area.
- Marke[illegible]rs or [illegible]
- Scoreboa[illegible]to kee[illegible]of points.
- Buzzer or bel[illegible]nal).

Instructions

How you[illegible]ple[illegible]ity

1. Arrange the classroom into group[illegible] stude[illegible]
2. Display the Jeopardy questions table on th[illegible]board[illegible]e screen.
3. Explain the rules: Each column in the Jeopar[illegible]me[illegible]tions of different difficulties. The first column is worth 1 p[illegible]the poi[illegible]rease with the difficulty of the questions.
4. Groups take turns choosing a question by its point value.
5. The teacher reads the chosen question aloud to the class.
6. Each group discusses and agrees on an answer within 30 seconds.
7. If the answer is correct, the group earns the corresponding points. No points are deducted for incorrect answers.
8. Record the points on the scoreboard after each turn.
9. Continue rotating turns among all the groups until all questions are answered or a set number of rounds are completed.
10. Tally the points at the end of the game; the group with the most points wins.
11. Conclude with a discussion, allowing students to share what they learned and how they can apply these healthy habits.

Name: _____ 9

Curriculum Connection
FLA 1, FLA 2

Jeopardy Use the jeopardy questions below.

1 Point	2 Points	3 Points	4 Points
What is the money you earn from a job called – *earnings* or *expenses*? **Earn**	What is the tool where you write down your earnings and plan how much you can spend each day/week/month? **Budget**	What should you do with extra money? **Save or Invest**	What is a written record of your financial transactions? **Statement**
W... wh... u add money to a b... account? Dep... Withdrawal? **Deposit**	...at helps you ...wealth over ...e – ...ing or *bu...* **...ing**	For a business, what is the money left after all expenses are paid? *Profit or Revenue?* **Profit**	What is the term for a loan used to buy a house? **Mortgage**
What is money earned from a job called? **Income**	What is a pla... card that lets ... borrow money called? **Credit Card**	...elps you in... ...er som... ...g ha... ...ou di... ...xpe... **Emerge...**	What is the cost of borrowing called? When you borrow, ...ou have to pay... **...nterest**
What do you call the money you borrow? **Loan**	What is the term for a monthly payment on a loan – *an installment* or *earnings*? **Installment**	What affects your ability to get a loan – *your credit score* or *the amount of your emergency fund*? **Credit Score**	Wh... money paid regularly to an employee called? **Salary**
What do you call setting aside money for future use? **Saving**	What helps you avoid debt? **Budgeting**	What is it called when you take out a loan? **Borrowing**	What is money earned from working called? **Wages**

Curriculum Connection
FLA 1, FLA 2

Exit Cards

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

Name: _____

True or False?

1) Saving is for future needs.	T	F
2) Investing grows your money.	T	F
3) Budgeting helps plan spending.	T	F
4) Saving money is only important for big purchases.	T	F
5) An emergency fund is only for medical bills.	T	F

Name: _____

True or False?

1) Saving is for future needs.	T	F
2) Investing grows your money.	T	F
3) Budgeting helps plan spending.	T	F
4) Saving money is only important for big purchases.	T	F
5) An emergency fund is only for medical bills.	T	F

Name: _____

True or False?

1) Saving is for future needs.	T	F
2) Investing grows your money.	T	F
3) Budgeting helps plan spending.	T	F
4) Saving money is only important for big purchases.	T	F
5) An emergency fund is only for medical bills.	T	F

Name: _____

True or False?

1) Saving is for future needs.	T	F
2) Investing grows your money.	T	F
3) Budgeting helps plan spending.	T	F
4) Saving money is only important for big purchases.	T	F
5) An emergency fund is only for medical bills.	T	F

Activity: Applying for a Loan

Objective What are we learning about?

To help students understand the process and considerations involved in borrowing money by simulating a loan application scenario.

Materials What you will need for the activity.

- Role Play Scenario Cards (provided below)
- Notepads
- Name tags (optional)

Instructions How you will complete the activity

1. Pair up students. One student will play the role of the loan officer, and the other will be the applicant.
2. Provide each pair with a scenario card that outlines the situation where the applicant needs to apply for a loan.
3. Give students a few minutes to read their scenarios and think about their roles. The loan officer will prepare questions to ask the applicant, and the applicant will prepare to explain their need for the loan and their repayment plan.
4. The applicant approaches the loan officer and explains their situation, why they need the loan, and how they plan to repay it.
5. The loan officer asks questions to understand the applicant's situation better and to assess the risk and feasibility of granting the loan.
6. After each role-play, discuss as a class what went well, what challenges were faced, and what considerations are important when applying for, or granting, a loan.

Name: _____ 14

Curriculum Connection
FLA 1

Scenario Cards | Cut out the topics below.

Scenario
• **Applicant**: You need a loan to buy a new bicycle to get to school. Explain why you need the bike and how you will repay the loan with your weekly allowance. • **Loan Officer**: Ask questions about the applicant's allowance, other expenses, and why the bike is necessary.
• **Applic**: You need a loan to buy supplies for a school project. Explain the project and h plan to repay the loan after the project is complete. • **Loa** sk questions about the project details, the cost of supplies, and the r
• **Ap nt**: Yo an to help your family with an unexpected car repair. Explain th d h ou will contribute to repaying the loan. • **Loan Offic** estio he car repair, the family's financial situation, and the repayi plan.
• **Applicant**: You want tart siness selling homemade crafts. Explain your business pl ho e and save money to repay the loan. • **Loan Officer**: Ask questions abou siness ential earnings, and expenses.
• **Applicant**: You need a loan to buy new sp uipm eam. Explain why the equipment is needed and how you pla se t he loan. • **Loan Officer**: Ask questions about the sports tea of ent and the fundraising plan.
• **Applicant**: You need a loan to pay for a school trip. Explain w important and how you will raise money to repay the loan. • **Loan Officer**: Ask questions about the school trip, the cost, and the ayment plan.
• **Applicant**: You need a loan to buy a laptop for schoolwork. Explain why you need the laptop and how you will save money to repay the loan. • **Loan Officer**: Ask questions about the necessity of the laptop, the cost, and the repayment plan.
• **Applicant**: You need a loan to buy birthday presents for your family. Explain why the presents are important and how you plan to repay the loan with your allowance. • **Loan Officer**: Ask questions about the importance of the presents, the cost, and the repayment plan.

Case Study: George Washington Carver's Education Loan

George Washington Carver's Big Decision

George Washington Carver had always been curious about plants. Growing up, he dreamed of becoming a scientist. But there was one big problem—he didn't have enough money to go to college. Determined to achieve his dream, George decided to borrow $ ay for his education at Iowa State Agricultural College.

Taki ge decision for George. He knew that borrowing money me nt he would have to pay it back, with interest. George c thought about the risks and benefits. On the one ion loan would help him achieve his of b scientist. On the other hand, if he co n't r might end up in debt. Despite the risks, ge dec t out the loan. He promised himsel e wo ard to repay it. George spent long hours studying and working p ney. His determination paid off. He graduated with a degree in e to become a famous scientist, making important discoveries about and sweet potatoes.

In George's time, taking out a loan to get an education was a big step, just as it is today. While loans can help you achieve your dreams, it's important to understand the terms and plan how to repay them. Just like George, hard work and careful planning can help you succeed.

Taking out a loan helped George Washington Carver become one of the most respected scientists of his time. His story shows that with determination and hard work, you can turn your dreams into reality, even if it means taking on a bit of risk.

Name: _____ 17

Curriculum Connection
FLA 1

Question What risks and benefits did George think about before taking out the loan?

Arrange ...hronological order, arrange the events in George Washington ...life, with 1 being the oldest event and 10 being the most recent.

	...rge bo... ...0 for his education.
	George ... ...bec... ...a scientist.
	George att... ...lowa ... ...ltural College.
	George worked p... ...bs to ...ney.
	George graduated wit... ...ree...
	George carefully thought about ... ...s and ... ...s of the loan.
	George studied long hours to succeed in h... ...dies.
	George made important discoveries abo... ...s li... ...sweet potatoes.
	George promised himself to work hard to repa... ...o...
	George became one of the most respected scientists ... ...s ti...

Diary Imagine you are George Washington Carver. You are unsure ... loan for education will be granted, and you feel anxious. Write a sho... ...ary entry about this.

Name: _____ 18

Curriculum Connection
FLA 1

Memory Game: Understanding Loans

Objective — What are we learning about?

To help students learn and remember key concepts about loans through a fun and engaging memory game.

Materials — What you will need for the activity.

- M… (provided)
- …Cards w… and definitions related to loan…
- A flat surf… …e o… floor to lay out the cards.

Instructions — How yo… …ple… …ivity

1. Divide the class into groups of 3 o… each … set of Memory Game cards (provided).
2. Optional: have students match the terms w… ir d… …to playing the memory game (with the cards facing up). This w… …m to b… …e terms and definitions. Take these up as a class to ensure ever… …the c… matches.
3. Have each group lay all the cards face down in a grid on a tabl…
4. The students take turns flipping over two cards at a time, trying to fi… matching term and its definition.
5. If a student finds a match, they remove those cards from the grid and keep them.
6. If the cards do not match, they are turned back over, and the next student takes a turn.
7. The game continues until all the cards have been matched.
8. After the game, review the terms and definitions with the class.
9. Discuss why these terms are important to understand loans.

Name: _____ 19

Curriculum Connection
FL6.1

Cards | List of terms related to loans.

Terms	Definition
Loan	Money borrowed that must be repaid with interest.
Interest	The extra money paid for borrowing money.
Principal	The original amount of money borrowed.
Collateral	An asset that a borrower offers to a lender to secure a loan.
Credit Score	A number that indicates a person's ability to repay a loan.

Name: _____ 20

Curriculum Connection
FL6.1

Cards | List of terms related to loans.

Terms	Definition
Repayment	The act of paying back borrowed money.
	The length of time you have to repay a loan.
Lender	The [illegible] institution that [illegible] loan.
Borrower	The person who receives and must repay the loan.
Default	Failure to repay a loan.

Name: _____ 21

Curriculum Connection
FL6.1

Cards | List of terms related to loans.

Terms	Definition
Fixed Interest Rate	An interest rate that does not change over the life of the loan.
Variable Interest	An interest rate that can change over time.
Installment	Regular payments made to loan.
Grace Period	A set time after the due date during which a payment can be made without penalty.
Loan Agreement	A contract between the borrower and lender outlining the terms of the loan.

Name: _____ 30

Curriculum Connection
FLA.1

Understanding Interest

What is Interest?

Interest is a fee you pay a bank or financial institution when you borrow money from them. It's like a payment for using their money. For example, if you borrow $100 ('Principal Amount') and the bank charges $5 as interest, you pay back $105.

How Inter cts Borrowing

Interest ng more expensive. You pay back the amount you borrowed (Pri Amount) rest, so the total cost is higher than the loan amount.

Understandin s

Interest rates sho much will pay. The rate is usually shown as a percentage. For examp erest %, you pay 5% of the borrowed amount as interest each year.

Sample Computation

If you borrow $200 at an interest rate of 5% per

1. Calculate interest: $200 x 0.05 = $10
2. Total repayment amount: $200 + $10 = $210

Key Points to Remember

- Principal Amount: The original amount you borrow.
- Interest: The fee for borrowing money.
- Interest Rate: The percentage of the loan amount, paid as interest.
- Total Cost: The loan amount plus interest.

Why Understanding Interest is Important

Understanding interest helps you:

1. Calculate Total Costs: Know how much you will repay.
2. Compare Loans: Find the best interest rate.
3. Avoid High Costs: Choose loans with lower rates to save money.

Name: _____ 31

Curriculum Connection
FLA 1

True or False

Is the statement true or false?

1) Interest is a fee for borrowing money.	True	False
2) You only repay the exact amount you borrow.	True	False
3) Interest makes it more expensive to borrow money.	True	False
4) Lower interest rates save you money.	True	False
5) Interest rates are shown as percentages.	True	False

Interest Calcul

details for each loan, including the loan amount, interest rate, m, monthly payment, and total repayment amount.

Loan Amount	Rate	ayment	Monthly Payment	Total Repayment Amount
$500	3%	2 ye		
$1,000	5%	3 y		
$1,500	4%	4 years		

Loan Decision

Decide which loan option you would c expla reasoning.

Loan Option	Loan Amount	Interest Rate	m
Option 1	$800	3%	ears
Option 2	$800	5%	3 years

Curriculum Connection
FLA 1

Exit Cards

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

Name: ______________________

What is [illegible] repayment?

[illegible]	[illegible]	Repayment
[illegible]	[illegible]	
$350	[illegible]	
$500	7%	
$1050	10%	

Name: ______________________

What is the total repayment?

Principal	Rate	Repayment
$100	3%	
$350	5%	
$500	7%	
[illegible]	10%	

Name: ______________________

What is the total repayment?

Principal	Rate	Repayment
$100	3%	
$350	5%	
$500	7%	
$1050	10%	

Name: [illegible]

What is the total [illegible]

Principal	Rate	Repayment
$100	3%	
$350	5%	
$500	7%	
$1050	10%	

Case Study: Tesla's Startup Loan

Tesla's Journey to Electric Car Success

Elon Musk had a big dream: he wanted to make electric cars that could change the world. To turn his dream into reality, he needed a lot of money, so his company, Tesla, decided t a big loan from the bank.

Tesl illion from the U.S. Department of Energy in 2010. This was a huge a nt, bu ved it was necessary to build the factories and develop the technolog r ele rs. However, borrowing such a large amount came with financi s.

When you take a loan, you m b you borrowed, plus interest. Interest is a fee the bank charges for the m For Tesla, the interest added millions to the amount they had to repay. This m that eeded to make enough money from selling cars to cover the nd t

Despite the risks, Tesla used the loan wisely. They built ich S, which became very popular. By 2013, Tesla had not only paid bac n loan, but they had started making a profit.

Elon's careful planning and belief in his dream paid off. The company's success showed how important it was to evaluate the ability to repay the loan and to plan for the long term. Thanks to the loan, Tesla was able to grow and make a huge impact on the automotive industry, proving that with the right strategy, even big risks can lead to great rewards.

Name: _____ 38

Curriculum Connection
ELA 1

Question What impact did Tesla's success have on the automotive industry?

Arrange the information in chronological order, with 1 being the i presented first, and 10 being the information presented last.

	The Mode ver popular.
	Tesla b 465 m m the U.S. Department of Energy in 2010.
	Elon's caree nni is dream paid off.
	Tesla decided to t an f nk.
	Tesla started making a p t.
	Elon Musk wanted to make ele s tha nge the world.
	By 2013, Tesla had paid back the $465 mil an.
	Tesla's success showed the importance o uat repay loans.
	Tesla built their first electric car, the Model S.
	The loan was necessary to build factories and devel ectr

Letter Write a short letter to Elon Musk, explaining how his drea red you.

Name: _____ 39

Curriculum Connection
FLA 1

Fact or Fiction – Tesla's Startup Loan

Objective What are we learning about?

To enhance students' understanding of startup loans, including the financial risks and benefits, and to explain key concepts and terminology related to business loans.

Materi ou will need for the activity.

- A list of s ou a's startup loan
- A 'Fact' sig Fictio distinguish the two sides of th m
- Designated areas i a room e the 'Fact' and 'Fiction' sign ng students to move to either de

Instructions How you will complete the

1. Your teacher will read statements from cards. att as each statement is shared.
2. Consider carefully whether you think the statement is true fa
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. Have fun getting up and moving!

Name: _____ 40

Curriculum Connection
FLA.1

Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Tesla borrowed $465 million from the U.S. Department of Energy in 2010.	Fact
2	Elon Musk used the loan to open a chain of coffee shops.	Fiction
3	The interest on Tesla's loan added millions to the total amount they had to repay	Fact
4	Tesla's electric car, the Model S, became very popular.	Fact
5	The loan from the U.S. Department of Energy was a gift that did not need to be repaid.	Fiction
6	Elon Musk believed the loan was necessary for Tesla's success.	Fact
7	Interest is the money a bank charges for lending the money.	Fact
8	Tesla needed to earn money from selling cars to cover the loan and the interest.	Fact
9	By 2013, Tesla had only paid back $10 million of the $465 million loan.	Fiction
10	Tesla faced no risks in borrowing the large loan from the government.	Fiction
11	Careful planning and belief in his dream helped Elon Musk repay the loan and achieve success.	Fact
12	Tesla used the loan to build factories and develop technology for electric cars.	Fact
13	Elon Musk did not have a plan for repaying the loan when he borrowed the money.	Fiction
14	Evaluating the ability to repay a loan is important for business plans.	Fact
15	Tesla's loan was used to develop solar panels for homes.	Fiction
16	The Model S Tesla car helped the company start making a profit.	Fact
17	Interest rates on loans do not need to be repaid.	Fiction
18	Tesla's success showed that with the right strategy, even big risks can lead to great rewards.	Fact
19	Borrowing money always leads to financial ruin/devastation.	Fiction
20	The $465 million loan helped Tesla grow and make a huge impact on the automotive industry.	Fact

Blog Post: Borrowing Money Responsibly

Smart Borrowing: Mastering the Art of Managing Debt

Date: June 17, 2024 Author: Tobias E. *3-minute read*

Borrowing money can be a powerful financial tool if used wisely. Knowing when and why to take on debt is key to financial success. For example, loans for education can boost your career potential, while mortgages may increase your wealth as property values grow.

However, irresponsible borrowing, like using high-interest credit cards for luxury items, leads to debt burden. In 2021, households making impulsive purchases on credit faced much higher debt.

It's crucial to have a budget, understand all terms and conditions, and borrow only what you need. With careful planning, borrowing can support your financial goals without overwhelming you.

Till next time,
Tobias E.

Comments:

John Carter – June 17, 2024

Insightful post, Tobias! Responsible borrowing, like student loans and mortgages, can be beneficial. It's also a way to build a good credit history if managed properly.

Like Reply 11h ago

Linda Grey– June 17, 2024

I see your point, John, but we need to stress the risks more. In 2023, the average Canadian credit card debt was about $4,240, showing a trend toward excessive consumer debt that can be hard to manage. Encouraging savings over borrowing could help shift this trend.

Like Reply 8h ago

Name: _____ 43

Curriculum Connection
FLA 1

Questionnaire If you were to lend someone money, what questions would you ask the borrower? List four.

1)
2)
3)
4)

True or False Is ... true or false?

1) High-interest credit cards ca... ad t... ...ht.	True	False
2) Mortgages can increase your wealth ... operty ...	True	False
3) A repayment plan is not crucial for borrowi... ...ey.	True	False
4) Responsible borrowing can lead to a good credit s...	...rue	False
5) Saving money – instead of borrowing – can help manage ...		False

Comment Write your own comment responding to the blog, sharin... thoughts on borrowing money responsibly.

Activity: Match the Borrowing Situation

Objective What are we learning about?

To help students learn about responsible borrowing by matching various borrowing scenarios ("If" situations) with appropriate outcomes ("Then" situations).

Materials What you will need for the activity.

- "If" situation
- "Then" outcome situation

Instructions How to complete the activity

1. Explain to the students that they will participate in a matching activity to learn about responsible borrowing.
2. Each student will receive one "If" situation card and one "Then" outcome card.
3. Hand out one card to each student. Make sure that each pair consists of one "If" and "Then" cards.
4. Students will move around the classroom to find the person holding the card that matches theirs.
5. When they find their match, they should sit together and discuss why their cards are a good match.
6. Once all pairs have found their match, bring the class back together.
7. Each pair will present their "If" situation and "Then" outcome to the class.
8. Discuss why the matches are appropriate and how responsible borrowing can help achieve financial goals.

Name: _____ 45

Curriculum Connection
FL6.1

"If" Situation Cards | Cut out the topics below.

If you need to buy a house...

If you want to go on a vacation...

If you need to pay for college tuition...

If you want to start a business...

If you need a car for work...

If you want to buy luxury items...

If you need to pay medical expenses...

If you want to renovate/redecorate your home...

If you need to 'consolidate' your debt...

If you want to invest in education...

If you need to cover unexpected emergencies...

If you want to buy a new phone...

If you need to pay for a wedding...

If you want to buy new clothes...

If you need to repair your car...

Then Outcome Cards | Cut out the topics below.

Then use an emergency savings fund or low-interest loan.

Then consolidate debt with one, personal loan.

Then get an auto loan with affordable terms.

borrowing and save money gradually.

ucation grants or scholarships.

save for the expenses.

e up over time.

of credit.

ssary.

Name: _____ 49

Activity: Stock Market Simulation

Objective

What are we learning about?

Students will learn the basics of stock market investing by simulating real-world trading, tracking their investments, and understanding how news events affect stock prices.

Materials

What you will need for the activity.

- [illegible]oom cu[illegible]ay money)
- Com[illegible]any pr[illegible]sto[illegible]rices
- Stock ma[illegible]of[illegible]manc[illegible]
- Investment t[illegible] shee[illegible]
- Calculators

Instructions

How you will [illegible]mpl[illegible]

1. Prepare profiles for 5-6 fictional companie[illegible] an i[illegible]ock price.
2. Give each student a set amount of classroo[illegible]ch[illegible]to invest in the companies of their choice.
3. Students can buy and sell stocks at the beginning of eac[illegible] we[illegible]p track of their investments using an investment tracking shee[illegible]
4. Each week, provide news updates that affect the companies' stock prices.
5. Adjust the stock prices based on the news updates and allow students to buy or sell stocks accordingly.
6. Students use their investment tracking sheets to record their transactions and calculate the value of their investments each week.
7. After three weeks, evaluate the total value of each students' investments.
8. Discuss which investments were successful/unsuccessful and discuss the reasons behind the changes in stock prices.

Name: _____ 50

Curriculum Connection
FLA 7

Company Profile Let the students choose a company to invest from.

Company A – Tech Wave	Initial Stock Price $10
Company B – Green Energy	Initial Stock Price $20
Company C – Health Plus	Initial Stock Price $15
Company D – Food Fiesta	Initial Stock Price $5
Company E – Edu Learn	Initial Stock Price $12

Weekly Update Pre... affect the stock prices of the compa... we...

Week	Tech Wave	Green Energy	Health Plus	Food Fiesta	Edu Learn
1	Releases a new smartwatch. Stock +$2	Faces a lawsuit. Stock -$3	...ts high earnings. Stock +$4	...new ...ark... Stock...	Production delays. ... $2
2	Successful marketing campaign. Stock +$1	Wins government contract. Stock +$4	Minor product recall. Stock -$2	New menu item popular. Stock +$2	Partners with school district. Stock +$3
3	Reports a security breach. Stock -$3	Breakthrough in tech. Stock +$3	New health product approved. Stock +$5	Supply chain issues. Stock -$1	Launches online platform. Stock +$4

Name: _____ 51

Curriculum Connection
FLA.2

Investment Tracking Sheet

Initial Capital	$ 100

Week 1 Transactions				
Company	Buy/Sell	Number of Shares	Price per Share ($)	Total Transaction ($)
• Tech W				
• G				
• Hea Plus				
• Food Fiesta				
• Edu Learn				
Total Spent in Week 1	$ _____			
Remaining Capital After Week 1	$ _____			

Week 2 Transaction				
Company	Buy/Sell	Number of Shares	P Share	T
• Tech Wave				
• Green Energy				
• Health Plus				
• Food Fiesta				
• Edu Learn				
Total Spent in Week 2	$ _____			
Remaining Capital After Week 2	$ _____			

Name: _____ 52

Curriculum Connection
FLA 2

Week 3 Transactions				
Company	Buy/Sell	Number of Shares	Price per Share ($)	Total Transaction ($)
• Tech Wave				
• Green Energy				
• Health [illegible]				
• Food [illegible]				
• E[illegible]rn				
To[illegible] Week				$ _____
Remaining Capital A[illegible]				$ _____

Fi[illegible]uation			
Company	Number of Shares Owned	Price [illegible]hare	Total Value ($)
• Tech Wave			
• Green Energy			
• Health Plus			
• Food Fiesta			
• Edu Learn			
Total Value of Investments			$ _____
Total Profit/Loss			$ _____

Case Study: Warren Buffett's First Investment

Young Warren's First Stock Purchase

In the spring of 1941, a young boy named Warren Buffett, living in Omaha, Nebraska, made a decision that would chart the course of his future. At the age of 11, Warren took his fi dive into the world of finance by buying shares in a company called Cities Se

Wit icant sum for a young boy at that time—Warren purchased six shar three for his sister Doris. He paid $38 per share, not just with his m with d curiosity about the stock market.

Warren's first investme to smo first. Shortly after his purchase, the stock price dropped to $27. th intment, Warren held onto the shares, demonstrating an early unde g of i investing. His research had shown him that the company was solid, an ed, t et eventually reflected this, with the stock price rebounding 0. W is sold their shares at this price, netting a small profit. From this e, Warren learned crucial lessons about the risks and rewa the stock market. He understood that while investing could lead to earning additional money, it also came with the possibility of losing money.

This first investment taught Warren the importance of thorough research and maintaining a calm approach during market fluctuations (changes). These principles would guide him throughout his memorable career, emphasizing that investing wisely is about understanding both the gains and the risks. Through his journey, Warren Buffett became not just a savvy investor but an example of how careful analysis and patience can lead to great financial success.

Name: _____ 55

Curriculum Connection
FL6.2

True or False

Is the statement true or false?

1) Warren Buffett bought his first stock at age 11.	True	False
2) Warren purchased shares in Cities Service.	True	False
3) Warren bought six shares, five for himself.	True	False
4) The stock price initially dropped to $27.	True	False
5) The stock price eventually rebounded to $60.	True	False

Arrange

the events in Warren Buffett's life in chronological order, with 1 st event and 10 being the most recent.

	s first shares.
	ice d
	spite the drop.
	ch any.
	The stock price reb nds
	Warren and Doris sell the es.
	Warren makes a small profit from e.
	Warren learns about the risks and re
	Warren emphasizes the importance of tho earc
	Warren uses his experience to guide his future stm

Draw

Illustrate the fluctuation (change) of the stock price from $3 27 to $40.

Name: _____ 56

Curriculum Connection
FLA 7

Activity: Investment Math and Stock Trend Graphing

Objective What are we learning about?

Practice calculating potential investment returns and losses. Understand the unpredictable way (**volatility**) of the stock market by graphing stock trends.

Materials What you will need for the activity.

- Cal
- [illegible]rksheets
- Gr[illegible] paper
- Coloured [illegible]
- Rulers

Instructions How yo[illegible]ple[illegible]ivity

1. Explain to the students that the[illegible]earn h[illegible]calculate the potential returns and losses from investm[illegible]ts and [illegible]sta[illegible]ock market volatility by graphing stock trends.
2. Provide each student with an investment [illegible]ur[illegible]he[illegible]raph paper.
3. Use the provided scenarios to calculate the pote[illegible]ur[illegible]ss
4. To find the return or loss for each scenario, multiply the i[illegible]nt by the gain or loss percentage.
5. Add the return to - or subtract the loss from - the initial investment amount to get the final amount.
6. After calculating the returns and losses, students will graph the trends for each company.
7. Provide students with a table of hypothetical stock prices over time for each company.
8. After completing the graphs, discuss how the stock prices changed over time and what this means for investors.
9. Talk about the concept of volatility and how stock prices can go up and down.

Name: _____ 57

Curriculum Connection
FLS 7

Worksheet For each investment scenario, calculate the potential returns or losses.

Scenario	Investment Amount	Gain/Loss (%)	Return/Loss Calculation	Final Amount
1. You invest in Company A and it grows by 20%.	$100	20%	$100 x 0.20 = $20	$100 + $20 = $120
2. You inve… Company … decrease…	$200	-10%		
3. Yo… …t in Compan… …and i… grows by 15%.	…0	15%		
4. You invest in Company D and it decreases by 5%.				
5. You invest in Company E and it grows by 25%.	$300			
6. You invest in Company F and it grows by 10%.	$180	10%		
7. You invest in Company G and it decreases by 15%.	$220	-15%		
8. You invest in Company H and it grows by 30%.	$120	30%		
9. You invest in Company I and it decreases by 20%.	$140	-20%		
10. You invest in Company J and it grows by 5%.	$160	5%		

Name: _____ 58

Curriculum Connection
FLA 2

Graphing Use the provided table of hypothetical stock prices over time to plot the stock trends.

Time (months)	1	2	3	4	5	6
Company A	$100	$110	$120	$115	$125	$120
Company B	$200	$180	$190	$175	$180	$185
Company	$150	$160	$170	$180	$175	$185
Company	250	$240	$230	$220	$225	$235
Com	3	$320	$340	$350	$360	$375

Name: _____ 59

Curriculum Connection
FLA 2

Reflection | Answer the questions below.

1) Which company's stock showed the most significant growth over the six months?

2) Which company's stock had the most volatility (unpredictable ways), and how might this affect an investor's decision?

3) What strate[illegible] u[illegible] manage risk if you were investing in the stock market?

4) Why would it be wise to research a company be[illegible]?

5) If you had to choose one company to invest in, based on the trends you graphed, which one would it be and why?

Name: _____ 60

Curriculum Connection
FLE.2

Real Estate Investment

What is Real Estate Investment?

Real estate investment involves buying property like houses, apartments, or land with the hope that its value will grow over time. Investors purchase properties to earn money from renting them out or selling them at a higher price in the future.

Benefits o ng in Real Estate

Invest n offer several financial rewards:

- S Income estors rent out their properties to generate a regular income. F of the average monthly rent for an apartment in Canada is app tely $
- Property Value Gro ne, th of real estate generally increases. The average price increase o n een about 5% per year.
- Tax Advantages: Real estate invest enef various tax deductions related to property ownership, such as mort ge inter d p taxes.

Risks of Real Estate Investment

1. Market Risk: Property values can decrease due to economic downturns or changes in the area.
2. Liquidity: Unlike stocks, real estate cannot be sold quickly. It might take months to find a buyer.
3. Costs and Responsibilities: Owning property involves additional expenses such as maintenance, taxes, and insurance.

Exploring Real Estate Investment

Understanding both the benefits and risks of real estate investment is essential. Investors must research and consider how these factors might impact their financial goals. This can include studying market trends, speaking with experts, and carefully planning finances to manage the investment successfully.

Name: _____ 61

Curriculum Connection
FLA 2

True or False

Based on the article, is the statement true or false?

1) Real estate investment involves buying property.	True	False
2) Investors buy properties to sell them at a lower price.	True	False
3) Real estate investors can benefit from various tax deductions.	True	False
4) Property value decreases over time.	True	False
5) Owning property involves NO additional costs.	True	False

Flyer

ith details of a house you would want to rent out, including the ties (facilities), monthly cost, and any special features.

Name: _____ 62

Curriculum Connection
FLA 7

Fact or Fiction – Real Estate Investment

Objective What are we learning about?

To enhance students' understanding of real estate investment, including the benefits and risks, and to explain key concepts and terminology related to real estate.

Materi ou will need for the activity.

- A list of s estate investment
- A 'Fact' sig Fictio distinguish the two sides of th m
- Designated areas i room e the 'Fact' and 'Fiction' sign ng students to move to either de

Instructions How you will complete the

1. Your teacher will read statements from cards. att as each statement is shared.
2. Consider carefully whether you think the statement is true fa
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. Have fun getting up and moving!

Name: _____ 63

Fact or Fiction | Read each statement to the class.

#	Statement	Fact or Fiction
1	Real estate investment involves buying property to sell at a lower price.	Fiction
2	Many investors rent out their properties to generate a regular income.	Fact
3	Property values generally increase over time.	Fact
4	Real estate is more liquid than stocks and can be sold quickly.	Fiction
5	Owning property involves no additional expenses like taxes or insurance.	Fiction
6	Interest rate changes can cause property values to decrease.	Fact
7	Real estate investors do not benefit from any tax deductions.	Fiction
8	The average monthly rental payment in Canada is approximately $1,300.	Fact
9	Real estate investment does not require research or planning.	Fiction
10	Property value growth means the value of real estate increases over time.	Fact
11	Real estate investment guarantees profit at any time.	Fiction
12	Investors can benefit from tax deductions like mortgage interest and property taxes.	Fact
13	Real estate cannot provide a steady income.	Fiction
14	Real estate values can decrease due to economic downturns or changes in the area.	Fact
15	Unlike stocks, real estate can be sold immediately without any wait.	Fiction
16	Real estate investment is only for very rich people.	Fiction
17	Understanding both benefits and risks of real estate investment is essential.	Fact
18	Real estate investment involves purchasing property expecting it to increase in value.	Fact
19	It is unnecessary to study market trends before investing in real estate.	Fiction
20	Owning property involves maintenance, taxes, and insurance costs.	Fact

Case Study: J.K. Rowling's Financial Turnaround

The Financial Wisdom Behind Rowling's Magical Success

In a small, cozy flat in Edinburgh, J.K. Rowling sat by her old wooden desk, with the hum of the bustling city barely audible through the windows. She was a single mother, struggling to provide for her young daughter, and times were tough—so tough, in fact, that she c[illegible]ed on welfare to make ends meet. But amidst the hardship, Rowling held tightly t[illegible] that danced around in her head and spilled onto the pages before her.

Rowling's wo[illegible] with[illegible] not just in her stories, but in her belief that things could get better. S[illegible]ured [illegible] soul into writing "Harry Potter and the Philosopher's Stone," a [illegible]t a yo[illegible]rd with a lightning-shaped scar. When she received a modest £1,50[illegible]ce [illegible]er, it was the first glimmer of change. It wasn't much, but it was enou[illegible]eep he[illegible]n alive.

As the books hit the shelves, something incred[illegible]ppen[illegible]g and adults alike were captivated by the world of Hogwarts and its [illegible]. With each new book, Rowling's life transformed. She made careful cho[illegible]er [illegible]nd[illegible]come, always thinking ahead. She retained the rights to her books, a decis[illegible]off handsomely as Harry Potter leapt from the pages to the s[illegible]er [illegible]and merchandise-filled stores around the globe.

By 2004, Rowling had written her way into the hearts of millions and climbed to astonishing success. From living on welfare to becoming a billionaire, her story wasn't just about making money and believing in her talent and making wise decisions.

From her quaint Edinburgh flat to global fame, J.K. Rowling's story is a testament to the power of resilience and financial wisdom.

Name: _____ 72

Curriculum Connection
FLS 2

True or False

Is the statement true or false?

1) Rowling's first book was "Harry Potter and the Chamber of Secrets."	True	False
2) She received a £1,500 advance from a publisher.	True	False
3) The first book did not change her financial situation.	True	False
4) Rowling retained the rights to her books.	True	False
5) By 2004, Rowling was still struggling financially.	True	False

Arrange

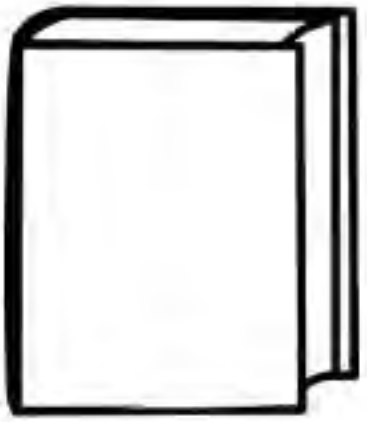
the events in JK Rowling's life in chronological order, with 1 being the and 10 being the most recent.

	Rowl er old wooden desk in Edinburgh.
	to for her young daughter.
	She d a from a publisher.
	Rowling's med new book.
	Harry Potter lea th ilver screen.
	Rowling retained the righ book
	Children and adults were captivated gwa
	By 2004, Rowling had climbed to hing
	Rowling's story is a testament to resilien
	Rowling depended on welfare to make ends

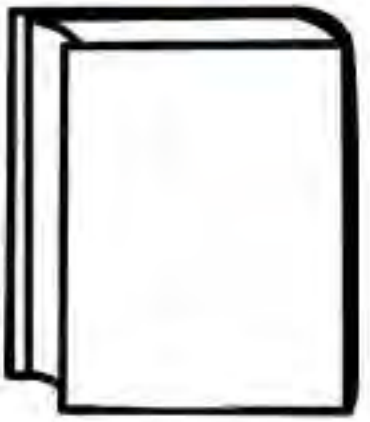
Book Cover Design

Design a new book cover for "Harry Potter and the s Stone," highlighting its success.

Front



Back



Activity: Financial Advisors to J.K. Rowling Role Play

Objective What are we learning about?

Students will role-play as financial advisors to J.K. Rowling at different stages of her financial journey. They will discuss and decide on key financial decisions, emphasizing the importance of informed decision-making and the potential for financial turnaround through wise investing and management.

Materials What you will need for the activity.

- Fi[illegible]al sce[illegible]s
- Play mon[illegible]
- Notebooks[illegible]s for r[illegible]
- Props for role[illegible]ing [illegible], calculators, mock c[illegible]

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

1. Pair up students. One student will play t[illegible]e of J[illegible]ling, and the other will be the financial advisor.
2. Provide each pair with a scenario card that ou[illegible]y st[illegible] J.K. Rowling's financial journey.
3. Give students a few minutes to read their scenarios and t[illegible] roles. The financial advisor will prepare questions and advice for J.K. [illegible]ng, and J.K. Rowling will prepare to explain their financial situation and g[illegible]als.
4. J.K. Rowling approaches the financial advisor and explains their situation, the financial challenges they face, and their aspirations.
5. The financial advisor asks questions to understand Rowling's situation better and offers advice on wise investments, budgeting, and financial management to help her achieve her goals.
6. After each role-play, discuss as a class what went well, what challenges were faced, and what considerations are important when making informed financial decisions and investments.

Name: _____ 74

Curriculum Connection
PLE 7

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Receiving the First Advance	Rowling receives a £1,500 advance for "Harry Potter and the Philosopher's Stone." She is excited but unsure how to use the money wisely. Advisors discuss how to budget this money to cover living expenses and invest in her writing career. They suggest creating a budget, setting aside funds for rent, food, and necessary supplies. Students can role-play discussing a budget and deciding on priorities for spending the advance.
Retaining Book Rights	is offered a significant sum to sell the rights to her books. d b a quick way to make a lot of money. Advisors weigh the d c elling the rights versus retaining them for potential e inc onsider factors like creative control, long-term l success of the series. Students can role-play and decisions on book rights.
Newfound Wealth Management	With the succ earns a substantial income. She needs to learn man den wealth. Advisors recommend investment strate savi ns, and charitable giving options. They sugge ng a investment portfolio, setting up a saving charities to support. Students can role-play invest nd charity options.
Merchandise and Movie Deals	Rowling is approached with offers for merchan deals. This is an opportunity to expand her brand. Advisors how to negotiate these deals to maximize her long-term fina al benefit. They consider licensing agreements, royalty percentages, and brand integrity. Students can role-play negotiating terms for merchandise and movie deals.
Philanthropy and Legacy	As a billionaire, Rowling considers her legacy and charitable contributions. She wants to make a positive impact while ensuring her financial stability. Advisors suggest how she can use her wealth to make a positive impact, such as creating scholarships, supporting literacy programs, and making large donations to causes she cares about. Students can role-play planning philanthropic activities and legacy projects.

Name: _____ 75

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Overcoming Initial Rejections	Before receiving her first advance, Rowling faced numerous rejections from publishers. She felt discouraged but kept pursuing her dream. Advisors discuss how to stay financially afloat while pursuing her dream and strategies to handle potential rejections. They suggest looking for alternative income sources and staying motivated. Students can role-play handling rejection and staying persistent.
Managing Debt	her career, Rowling had accumulated some personal debt. ssful time for her. Advisors recommend ways to age e her debt while continuing to invest in her ting creating a debt repayment plan, prioritizing utting unnecessary expenses. Students can llowing a debt repayment plan.
Diversifying Income Streams	With the growing of he , Rowling looks for ways to diversify her incon She wa ens nancial stability. Advisors explore various nitie e diversification, such as public speaking, w oth vesting in other ventures. Students can role-pl g and g multiple income streams.
Building a Financial Safety Net	After her initial success, Rowling wants to en curity for her and her family. She needs to prepare for an pected events. Advisors suggest ways to build a financial sa y net, including emergency savings, insurance policies, and conservative investments. Students can role-play discussing how to create a financial safety net and preparing for emergencies.
Planning for Retirement	As Rowling's wealth grows, she begins thinking about long-term financial planning, including retirement. She wants to ensure she maintains her lifestyle and leaves a legacy for her family. Advisors help her create a retirement plan that ensures she maintains her lifestyle and leaves a legacy for her family. They discuss options like retirement accounts and trusts. Students can role-play planning for retirement.

Newspaper Article: Digital Currencies

Digital Currency Market Fluctuations Shake Vancouver Investors

Publish Date: June 20, 2024

A sudden surge in the digital currency market ha[illegible]many Vancouver investors reeling, [illegible] of popular cryp[illegible]n and Ethereum expe[illegible]led fluctuations ove[illegible]st wee[illegible]

Local investor James Le[illegible]imsel[illegible] at the center of the whirlwind[illegible] his investment portfolio tripled in value almost overnight, thanks to a sharp increase in Bitcoin prices. "It was beyond anything I'd ever expected," Lee said, still reeling from the rapid change in his financial status.

However, the excitement was short-lived. The digital market took a sharp downturn just days later, wiping out significant gains and underscoring the volatile nature of this modern investment frontier. "The drop was a harsh reminder of how unpredictable digital currencies can be," Lee added, echoing the concerns of many in his community.

Laura Gibson, a financial expert at the Vancouver Institute of Finance, explained the phenomenon. "Digital currencies are known for their rapid value changes, driven by market demand, technological shifts, and regulatory news," [illegible]he stated. Gibson highlighted that last [illegible]itcoin alone saw a 200% increase in [illegible]alue, [illegible]ing a flood of new investors look[illegible]or q[illegible]ofits.

Des[illegible]h returns, Gibson w[illegible]digi[illegible]rencies are not for the faint[illegible]hea[illegible] should be prepared f[illegible]th[illegible]bility of losing their entire investment just as quickly as they made it," she advised.

As digital currencies become more integrated into everyday transactions—with several local retailers now accepting cryptocurrency as payment—the need for investor education on these platforms grows increasingly critical.

Name: _____ 78

Curriculum Connection
FLA 2

True or False

Is the statement true or false?

1. Digital currencies like Bitcoin fluctuate.	True	False
2. The digital currency market can change quickly.	True	False
3. Bitcoin increases attract new investors.	True	False
4. Retailers do not accept cryptocurrency as payment.	True	False
5. Investors can lose their entire investment quickly in digital currencies.	True	False

Questio

Answer the questions below.

1) Why [illegible] predictable?

2) Would you invest in digital currency? [illegible]

Word Search

Find the words in the words

Investment	Demand
Bitcoin	Risk
Ethereum	Return
Market	Downturn
Fluctuate	Profit
Value	Volatile

V J I E O Z N C T L [illegible] Z O J
P Q G D S G L B R I S K A R E
E U J L B T E Y I V G K Z I V
F L U C T U A T E T A D U F D
R P I G F P G E H R C L X Y E
E X Q Z T C M K A E V O U J M
T D O W N T U R N Z R Y I E A
U H N X V O L A T I L E T N N
R I N V E S T M E N T V U N D
N D P R O F I T I R E E L M R

Name: _____ 79

Curriculum Connection
FLS 2

Digital Currency Trivia Card

Objective What are we learning about?

Students will identify and learn about digital currencies and their impact on modern economies, understanding the concepts of market fluctuations and trading.

Materials What you will need for the activity.

- [illegible] cardstock cut into squares.
- Markers, [illegible] pencils.
- Reference sheets with [illegible] digital currencies and their trends.

Instructions How you will [illegible]

1. Begin with a brief discussion about digital currencies and their role in the global economy.
2. Give each student a set of blank cards and drawing supplies.
3. Using the provided reference sheets, students will write 4 questions about digital currencies on one side of a card and the answers on the other side.
4. Encourage students to decorate their cards with drawings related to the question.
5. Once the cards are ready, gather the class and play a trivia game. Each student can ask their question(s), and others can guess the answer.
6. Make the game more engaging by keeping score or giving small rewards for correct answers.
7. After the game, as a class, review the correct answers and discuss any new information learned.

Name: _____ 80

Curriculum Connection
FLE.2

Reference Sheet | Digital Currencies

Digital Currencies Reference Sheet

Major Cryptocurrencies:

- **Bitcoin (BTC)**: The first and most well-known cryptocurrency, created by Satoshi Nakamoto.
- **Ethereum (ETH)**: A platform with smart contract functionality, created by Vitalik Buterin.
- **Litec[illegible]C)**: A peer-to-peer cryptocurrency, created by Charlie Lee, designed for faste[illegible]ions.
- **Ri[illegible]** payment protocol and cryptocurrency, focused on fast and [illegible]st inter[illegible]ansactions.
- **Cardano (A[illegible]** [illegible]latform for smart contracts, founded by Charles Hoskinson.

Key Concepts:

- **Blockchain**: The underly[illegible] [illegible]ryptocurrencies, a decentralized ledger of all transactions.
- **Mining**: The process of validating a[illegible]ing tra[illegible] the blockchain typically requires significant computational power.
- **Wallet**: A digital tool used to store, send, an[illegible]ve [illegible]s.
- **Smart Contracts**: Self-executing contracts with [illegible] the a[illegible]ent directly written into code.
- **Decentralization**: The distribution of power and control fr[illegible] a c[illegible] a distributed network.

How Cryptocurrencies Benefit the Economy:

- **Financial Inclusion**: Provides access to financial services for people without traditional banking.
- **Transparency**: Blockchain technology enhances transparency and security in financial transactions.
- **Innovation**: Encourages technological innovation and the development of new financial products and services.
- **Cross-Border Payments**: Facilitates faster and cheaper international transactions compared to traditional banking systems.
- **Investment Opportunities**: Offers new avenues for investment and wealth generation.

Name: _____ 81

Curriculum Connection
FLA.2

Index Cards Write 4 different questions on the lines below. After you cut out the cards, write the answer to the question on the back.

Name: _____ 83

Curriculum Connection
FLA.2

Benefits of Investing

Earning Additional Income

Investing allows you to earn extra money, which is called "income." Instead of just keeping your money in a bank account, you can put it into something that might grow in value. For example, if you buy shares of a company, you might get paid dividends, which is li[illegible]ting a bonus for owning part of the company. This extra income can help [illegible]ings you need or save for something special.

Buildi[illegible]ealth O[illegible]

When you inv[illegible]the [illegible]to build wealth. This means your money can grow and multiply over t[illegible]or e[illegible]invest $100 and it grows by 10% each year, after one year, you will h[illegible]if it ke[illegible]ving, you will have even more money in the future. Building wealth he[illegible]ha[illegible]al security and can make your life easier.

Achieving Financial Goals

Investing is a great way to reach your financial goa[illegible]ou wa[illegible]uy a car, go to college, or save for a house, investing can help you ge[illegible]y p[illegible]oney into investments, you can make it grow faster than if you just saved

The Importance of Long-Term Financial Planning

Investing works best when you think long-term. This means planning for the future and being patient. The longer you keep your money invested, the more it can grow. Here are some key points about long-term financial planning:

- **Start Early:** The earlier you start investing, the more time your money has to grow.
- **Be Patient:** Investments can go up and down in value, but over time, they usually grow.
- **Set Goals:** Know what you are saving for and how much you need.

Name: _____ 84

Curriculum Connection
FLA-7

True or False

Is the statement true or false?

1) Investing is the same as saving money.	True	False
2) Dividends are a type of income from investments.	True	False
3) Keeping money in a bank earns dividends.	True	False
4) Financial goals can be achieved through investing.	True	False
5) Investments always increase in value every year.	True	False

Questions

Write two questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

1) Why is it important to start investing early?

2) How does investing help with financial security?

Name: _____ 85

Curriculum Connection
FLA.2

Investment Bingo

Objective What are we learning about?

Familiarize students with common investment terms and concepts about the benefits of investing.

Materials What you will need for the activity.

- Bi[illegible]ards [illegible]grid (one per student)
- Markers [illegible]mark[illegible]rds
- A list of invest[illegible]ter[illegible]r students to use to make thei[illegible]rds
- The terms on cards for the [illegible]ach[illegible] hat/bowl/etc.

Instructions How you will complete the activ[illegible]

1. Provide each student with a blank Bingo card (5x5 gri[illegible]).
2. Provide a list of investment terms for students to fill in their Bi[illegible]rds.
3. Give each student a Bingo card and a set of markers or chips.
4. Allow students to fill in their Bingo cards with the terms from the provided list, placing the words wherever they want.
5. Call out a term one by one (by pulling a card out of a container). Read the corresponding definition. Then allowing time for students to find and mark the term on their cards.
6. The first student to complete a row (horizontally, vertically, or diagonally) shouts "Bingo!" and wins the game.

Name: _____ 86

Curriculum Connection
FLA 2

Term Cards Cut out the cards below. Pull a card and allow students to cross out the term on their BINGO card.

Income	House	Shares
D nd	College	Company
We	Financial	Savings
Security	In	Multiply
Goals	Profi	Grow
Planning	Value	
Early	Account	Future
Patient	Stocks	Return
Bank	Bear	Bull

Terms and Definition Copy the terms to the board or project to screen and let students fill their cards with words wherever they want.

Term	Definition
Income	Money received, especially on a regular basis, for work or through investments.
Dividend	Payments made to shareholders from a company's profits.
Wealth	An abundance of valuable financial assets or physical possessions.
Security	ving enough resources to cover future financial needs and emergencies.
Goals	c monetary targets set for the future.
Pla	future financial stability and growth.
Ear	Inves as possible to take advantage of compound growth.
Patient	A men w over time despite short-term market fluctuations.
Return	The pr m an
Bank	A financial i here yo posit and withdraw money.
Shares	Units of ownership mp
Company	A business organization that ds or
Savings	Money set aside for future use
Multiply	Increase in number or amount.
Grow	Increase in size, amount, or value.
Risk	The possibility of losing some or all of an invest
Future	The time yet to come.
House	A building for human habitation.
College	An educational institution or establishment.
Financial	Relating to money or how money is managed.
Investing	Allocating money with the expectation of a positive return.
Profit	The financial gain made in a transaction.
Value	The worth of something in terms of money.
Account	A financial record summarizing all the transactions related to an item.
Stocks	Shares of ownership in a company.
Bull	A market that is growing with stocks going up each day.
Bear	A market that is going down, with stocks decreasing in value each day.

Name: _____ 88

Curriculum Connection
FLA.2

Bingo Card Fill the grids with investment terms. Mark each term as your teacher gives the definition. The first to complete a row pattern wins.

Case Study: Oprah Winfrey's Investments

A Journey of Smart Investments

Oprah Winfrey's journey as an investor is as inspiring as her media career. It began in 1986 with "The Oprah Winfrey Show," which quickly became the highest-rated talk show in history. However, Oprah's ambitions extended beyond her successful show.

In 2011, Oprah took a significant risk by starting her television network, OWN (Oprah Winfrey Network). The costs were in[illegible] succ[illegible]sn't guaranteed. Despite the challenges, Oprah's belief in her visio[illegible]off. B[illegible]had over 85 million viewers, and its value grew to over $100 milli[illegible]

In 2015, she invested $43.5 milli[illegible] to b[illegible] Weight Watchers, a company dedicated to helping people live healt[illegible]ves. He[illegible]t brought positive publicity, and within a year, the company's stoc[illegible]mor[illegible]led. This investment increased Oprah's wealth and showed [illegible]wn investor.

Oprah's key investment strategy is diversification. By inves[illegible]va[illegible] such as media and health, she reduced her financial risk. If one investm[illegible] well, others could still succeed. This approach is vital in investing: never[illegible] your eggs in one basket.

Her story underscores the importance of making informed choices. Oprah always researched thoroughly and invested in businesses she believed in. This strategy helped her become one of the richest women in the world, with a net worth of over $2.7 billion as of 2021.

Her story shows that with belief, hard work, and smart decision-making, extraordinary success is possible.

Name: _____ 90

Curriculum Connection
FL6.2

True or False

Is the statement true or false?

1) Oprah presented 'The Oprah Winfrey Show'.	True	False
2) It was *not* a risk for Oprah to start her television network.	True	False
3) Oprah's net worth in 2021 was over $2.7 billion.	True	False
4) Oprah's involvement in Weight Watchers doubled its stock price.	True	False
5) OWN stands for Oprah Winfrey Network.	True	False

Arrange

the events in Oprah Winfrey's life in chronological order, with 1 st event and 10 being the most recent.

	illion in Weight Watchers.
	me the highest-rated talk show.
	hers doubled its stock price.
	wn

Questioning

If you were to ask two questions to Oprah, what would they be?

1)	
2)	

Name: _____ 96

Curriculum Connection
FLA 1, FLA 2

Blog Post: Short Term VS Long-Term Goals

Understanding Financial Planning

Date: June 21, 2024 Author: Emily Carter *3-minute read*

Short-ter als are those you aim to achieve within a year, like saving for a new bicycle o trip. These usually require smaller amounts of money and less time to achi ave part of your allowance or earn extra money through small jobs

Long-t goals l years to accomplish, such as saving for college or buying a car. These n hon a longer time frame. Investing can help with these goals, as it allo mone er time, though investments come with risks.

Aligning borrowing a ec these goals is vital. For short-term goals, saving is better tha ng t . For long-term goals, investing is beneficial as it helps accumu alt

Setting realistic financial goals and pl accord crucial. For example, if you plan to save $500 for a new bike in six ths, br own goal into smaller steps to stay motivated.

Till next time,
Emily Carter

Comments:

Jack Smith – June 21, 2024

Sometimes borrowing is necessary for short-term needs, like a school laptop. Managing debt responsibly is key.

Like Reply 12h ago

Sara Johnson – June 21, 2024

Borrowing can lead to debt. Studies show 80% who borrow for short-term needs struggle with debt. Saving is better.

Like Reply 8h ago

Name: _____ 97

Curriculum Connection
FLA 1, FLA 2

Questions

Answer the questions below.

1) What are short-term goals and how do they differ from long-term goals?

2) How c[illegible] realistic financial goals help in achieving them?

Visualizing

Draw[illegible]erm a[illegible]-term goal you have for yourself.

Short-Term Goal	Long-Term Goal

True or False

Is the statement true or false?

1) Short-term goals take over a year to achieve.	True	False
2) Long-term goals require more money and time.	True	False
3) Borrowing is better than saving for short-term goals.	True	False
4) Long-term goals can help you invest and grow wealth over time.	True	False
5) Setting realistic financial goals is important.	True	False

Name: _____ 98

Curriculum Connection
FLA.1, FLA.2

Show and Tell – Savings Goal

Objective What are we learning about?

Students will demonstrate their understanding of setting and working towards financial goals by sharing a personal savings goal and explaining their plan to achieve it.

Material What you will need for the activity.

- Ite[illegible]r dra[illegible]esenting savings goals (brought [illegible]
- Paper and pen[illegible]or n[illegible]d reflections.

Instructions How you w[illegible]mp[illegible]y

1. Ask each student to bring an item or a dra[illegible]that[illegible]sents something they are saving for. This could be a toy, a tri[illegible]k, o[illegible]item they want to purchase in the future.
2. Each student will take turns presenting their item[illegible]wi[illegible]. They will explain why they chose this item and how it repre[illegible]ent[illegible]al.
3. Students will describe their plan to save money to achieve thei[illegible]. This should include:
   - The total amount of money needed.
   - The time frame in which they hope to save the money.
   - The methods they will use to save money (e.g., setting aside allowance, doing chores, saving birthday money).
4. Each student will take turns presenting their item or drawing to the class. They will explain why they chose this item and how it represents
5. Discuss the importance of setting financial goals and how having a plan can make it easier to achieve these goals.

Name: _____ 99

Curriculum Connection
FLA.1, FLA.2

Reflection | Answer the questions below.

1) What item or goal did you share, and why is it important to you?

2) Which goal presented by a classmate did you find most interesting, and why?

3) What different methods m hear about during the presentations?

4) How can having a savings plan help you achieve your fin cial

5) In what ways do you think learning about financial planning at a young age will help you as an adult?

Curriculum Connection
FL4.1, FL4.2

Exit Cards

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

Name: ____________________

Is it a short-term or long-term goal?

	Short	Long
1) Buy a home.		
2) To save $100.		
3) Save for retirement.		
4) Save for a new video game.		

Name: ____________________

Is it a short-term or long-term goal?

	Short	Long
1) Buy a home.		
2) To save $100.		
3) Save for retirement.		
4) Save for a new video game.		

Name: ____________________

Is it a short-term or long-term goal?

	Short	Long
1) Buy a home.		
2) To save $100.		
3) Save for retirement.		
4) Save for a new video game.		

Name: ____________________

Is it a short-term or long-term goal?

	Short	Long
1) Buy a home.		
2) To save $100.		
3) Save for retirement.		
4) Save for a new video game.		

Name: _____ 103

Curriculum Connection
FLA 1, FLA 2

Four Corners Activity: Financial Decision Making

Objective What are we learning about?

To help students reinforce their knowledge to discuss and understand financial decision-making concepts related to budgeting.

Materi ou will need for the activity.

- A list of q
- Labels for each B, C, D)

Instructions How you will omp ct

1. Prepare the classroom by labelling eac er w B, C, and D.
2. Inform students that you will read out questions o f l d sion-making and budgeting. Each question will have four multip s.
3. When you read a question, students will move to the corner tha responds 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.

Name: _____ 104

Curriculum Connection
FLA.1, FLA.2

Question	A	B	C	D
1) What is the best way to save money?	Spend less	Borrow more	Ignore expenses	Invest wisely
2) If you receive an unexpected expense, what should you do?	Ignore it	Adjust your budget	Spend your savings	Borrow from friends
3) Which st tegy is included in the 50/ ule for budgetin	50% to debt repayment	30% to needs	20% to wants	50% to needs
4) How you excessive deb	By rrowing e	By creating a budget	By spending all your income	By ignoring your expenses
5) What is the purpose of tracking every dollar you spend?	un mo	To see e your	To spend more	To avoid saving
6) What is a benefit of having a budget?	Helps save money	eas	inco	Encourages spending
7) What should you do if your expenses exceed your income?	Ignore it	Reduce expenses	In sp	saving
8) How often should you review your budget?	Never	Annually	Monthly	Weekly
9) What is the first step in creating a budget?	Spend all your money	List income and expenses	Ignore expenses	Borrow money
10) What percentage of income should be allocated to savings in the 50/30/20 rule?	10%	20%	30%	50%

Name: _____ 105

Curriculum Connection
FLA 1, FLA 2

Question	A	B	C	D
11) What is an emergency fund?	Money for fun	Money for emergencies	Money for investments	Money for debts
12) Why is it important to have an emergency fund?	For unexpected expenses	For planned vacations	For regular spending	For borrowing
13) How c[illegible]u reduce unnecess[illegible]ding?	Buy everything you want	Compare prices	Ignore sales	Borrow more money
14) What[illegible]s a fi[illegible]	A way to [illegible]spend [illegible]ey	A target for saving or spending	A method to borrow money	A plan to ignore expenses
15) Why is it important to set financial goals?	[illegible]sre[illegible] debt	[illegible]n have a [illegible]ding [illegible]ta	To achieve financial security	To avoid saving
16) What is a long-term financial goal example?	Buying groceries	[illegible]g for [illegible]me[illegible]	[illegible]g a [illegible]	Buying a book
17) What is a short-term financial goal example?	Saving for a vacation in 10 years	Buying a new car	[illegible]avin[illegible]	[illegible]off a [illegible]age
18) Why should you avoid impulse buying?	It increases savings	It leads to unplanned expenses	It helps with budgeting	It reduces debt
19) How can you differentiate between needs and wants?	Needs are essential, wants are not	Wants are essential, needs are not	Both are the same	Ignore both
20) What is the role of investing in financial planning?	Increases risk	Helps grow wealth	Reduces income	Encourages spending

Name: _____ 113

Curriculum Connection
FLA 1

Budget Planning with Real-life Scenarios

Objective — What are we learning about?

To help students understand the importance of budgeting and managing money responsibly through real-life scenarios.

Materials — What you will need for the activity.

- B... ...ds
- B... templ...
- Play ...oney... ...s (optional)
- Markers ... ...or no...

Instructions — How yo... ...mplet... ...ctivity

1. Your teacher will give you a bud... ...rio... Pay close attention to the details of your scenario.
2. Think about your income and expenses ... them ... the budget template provided.
3. Fill out your budget template. Include all incom... ... a... ...all ...penses for your scenario.
4. Make sure your total expenses do not exceed your total in... ...e ... your budget if needed to balance it.
5. Prepare to present your budget. Be ready to explain your income, expenses, and any savings.
6. Present your budget to the class. Share how you managed your money and any challenges you faced.
7. Listen to your classmates' presentations. Think about different budgeting strategies and what you can learn from them.
8. Have fun learning about budgeting! Understand how to manage money responsibly.

Name: _____ 114

Curriculum Connection
FLA.1

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Planning a Birthday Party	• Income: $100 from allowance and gifts. • Expenses: Decorations, food, drinks, games, and party favors. • Goal: Plan a fun party without exceeding your budget.
Saving for a	• Income: $20 weekly allowance. Expenses: Snacks, outings, and saving for a $200 • a enough to buy the bike in 10 weeks while managin expenses.
Managing a Monthly Allowance	• Income llowance. • Expen chool acks, and saving for a new video gam • Goal: Balance you 0 each month for the game.
Planning a School Trip	• Income: $75 from parents and fundrai • Expenses: Trip fee, souvenirs, and meals. • Goal: Cover all trip expenses without overspending.
Saving for a Pet	• Income: $15 weekly from chores. • Expenses: Pet supplies, food, and saving for a $100 pet adoption fee. • Goal: Save enough for the pet while covering ongoing expenses.

Name: _____ 115

Curriculum Connection
FLA.1

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Hosting a Movie Night	• Income: $40 from allowance and babysitting. • Expenses: Movie rental, snacks, and drinks. • Goal: Host a fun movie night without going over budget..
Back-to-School Shopping	• Income: $60 from savings. • Expenses: Clothes, school supplies, and a backpack. • Goal: Buy everything you need for school within your budget.
Planning a Family Picnic	• Income: [illegible] allowance. • Expenses: [illegible]ood, drinks, and games for the picnic. • Goal: Organize a picnic without exceeding your budget.
Saving for a Concert Ticket	• Income: $25 weekly from a part-time job. • Expenses: Snacks, outings, and saving for a $200 concert ticket. • Goal: Save enough for the ticket in 4 weeks while managing other expenses.
Buying Holiday Gifts	• Income: $80 from holiday gifts and allowance. • Expenses: Gifts for family and friends. • Goal: Buy thoughtful gifts for everyone within your budget.

Name: _____ 116

Curriculum Connection
FL6.1

Budget Template | Use this template to plan your budget.

Scenario	

Income:	
Source	**Amount ($)**
ncome	

Expenses:	
nse	**Amount ($)**
Total Expenses	

Savings:	
Description	**Amount**
Saving Goal	
Amount Saved	

Budget Summary:	
Category	**Amount ($)**
Total Income	
Total Expenses	
Amount Saved:	

Name: _____ 118

Curriculum Connection
FLA 1, FLA 2

Role of Financial Advisor

What Do Financial Advisors Do?

Financial advisors play a crucial role in helping people make informed financial decisions. They are experts in money management and provide valuable guidance to individuals and families.

How Advi lp with Borrowing

Financi help you understand different types of loan y explain the pros and cons of borrowing mon w rest rates work and the importance of r oans s guidance can help you avoid debt proble

Guidance on Investing

Advisors also help with investing. They omme rent investment options like stocks, bonds, or mutual funds. By explaining the and p returns, they help you make smart choices. For example, did you k hat t ual return of the Canadian stock market is about 6%? Advisors help you nd the res and make decisions that fit your financial goals.

Managing Finances

Managing day-to-day finances is another area where financial advisors as t. They help you create budgets, plan for big expenses, and save for the future.

Why Seek Professional Advice?

Financial advisors have the knowledge and experience to guide you through complex financial decisions.

- They provide personalized advice based on your financial situation.
- They help you plan for major life events, like retirement or buying a home.
- They offer strategies to grow and protect your wealth.

Name: _____ 119

Curriculum Connection
FLA 1, FLA 2

Questions Answer the questions below.

1) What is the main role of financial advisors?

2) Can yo[illegible] a disadvantage of having a financial advisor?

Questions Write three q[illegible]ou wo[illegible] financial advisor. Think about what you would like to [illegible]bou[illegible]oney, making investments, etc.

1)

2)

3)

Multiple Choice Is the statement true or false?

1) Financial advisors help with borrowing.	True	False
2) Advisors explain how interest rates work.	True	False
3) Advisors lend money in case a client is not granted a loan.	True	False
4) Advisors will ask you to invest regardless of your financial position.	True	False
5) Advisors protect and grow wealth.	True	False

Name: _____ 125

Curriculum Connection
FLA-7

Case Study: LeBron James' Financial Planning

Mastering the Game of Financial Success

LeBron James is not just a basketball superstar; he's also a smart investor. From the beginning of his career, LeBron knew the importance of managing his finances wisely. He worked with financial advisors to help him make the best decisions.

LeBron's [illegible] taught him the importance of diversifying his investments. Instead of putting [illegible] place, LeBron spread his investments across different areas. He invested [illegible] real estate, and even started his own media company, SpringHill Entertainment. Diversifying his investments helped reduce risk and increase his chances of success.

One of LeBron's smart investments was [illegible] a company that makes high-quality headphones. When Apple bought Beats by Dre [illegible], LeBron made a significant profit. This shows how making informed decisions can lead to great rewards.

LeBron also invests in real estate. He owns multiple properties, including a $23 million mansion in Los Angeles. Real estate is a stable investment because property values tend to increase over time. According to Statistics Canada, the average home price in Canada has increased by about 5% per year over the past decade.

LeBron's financial success is not just about making money but also about planning for the future. He saves and invests to ensure long-term stability for his family. By working with financial advisors and making informed decisions, LeBron James has built a substantial portfolio worth over $1 billion.

LeBron's story teaches us the importance of financial planning, working with experts, and diversifying investments to achieve long-term success.

Name: _____ 126

Curriculum Connection
FL6.7

True or False

Is the statement true or false?

1) LeBron spread his investments to reduce risk.	True	False
2) SpringHill Entertainment is a media company LeBron started.	True	False
3) LeBron's financial success is only about making money.	True	False
4) LeBron's portfolio is worth over $1 billion.	True	False
5) LeBron James is only a basketball superstar.	True	False

Arrange

the events in LeBron James' life in chronological order, with 1 est event and 10 being the most recent.

	LeB n Beats by Dre.
	L es be asketball superstar.
	LeBron ts w ncial advisors.
	LeBron mak cant Beats by Dre.
	LeBron invests in esta ansion in Los Angeles.
	LeBron's advisors teach h impor versifying his investments.
	LeBron founds SpringHill Entertai
	LeBron's real estate investments in e in
	LeBron's portfolio is worth over $1 billio
	LeBron saves and invests to ensure long-term lity

Letter

Write a short letter to LeBron James, explaining how he ed you.

Name: _____ 127

Curriculum Connection
FLE.2

Four Corners Activity: Financial Planning for Success

Objective What are we learning about?

To help students reinforce their knowledge to discuss and understand financial planning and decision-making concepts leading to long-term success.

Materials What you will need for the activity.

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

Instructions How you will complete the activity

1. Prepare the classroom by labelling each corner with A, B, C, and D.
2. Inform students that you will read out questions related to financial planning and decision-making. Each question will have four multiple
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.

Name: _____ 128

Curriculum Connection
FLA 7

Question	A	B	C	D
1) What is a key strategy in financial planning?	Spending all income	Diversifying investments	Not saving	Avoiding all risks
2) Why should you work with financial advisors?	To get expert advice	To spend more money	To avoid planning	To learn from their mistakes
3) What is [illegible] advantage of diversifyi[illegible]tments?	Reduces risk	Increases growth	Simplifies choices	Just for fun
4) How [illegible] real e[illegible] a good invest[illegible]	Values [illegible]crease [illegible]me	Provides quick returns	It's not a good investment	To make more houses
5) What should you consider before making an investment?	[illegible]lse [illegible]sio[illegible]	[illegible]ious [illegible]	Peer pressure	Current trends
6) How often should you review your investments?	Never	[illegible]ce a [illegible]	[illegible]	When you remember
7) What is a benefit of having an emergency fund?	For unexpected costs	For planned purchases	Fr[illegible] spont[illegible] spe[illegible]g	[illegible]ons
8) Why is setting financial goals important?	Encourages spending	Provides direction	Creates unnecessary pressure	Helps your friends
9) How can you increase your financial knowledge?	Ignore finances	Read and learn	Attend work	Rely on friends
10) What is a wise investment strategy?	All in one stock	Diversify across assets	Invest only in real estate	Keep cash reserves

Name: _____ 129

Question	A	B	C	D
11) How should you handle a financial setback?	Ignore it	Learn and adjust	Borrow money	Cut all expenses
12) What is the purpose of a budget?	To only track income	Control spending	To only make plans	Limit fun
13) How [illegible] reduce financial [illegible]	Spend all income	Save and invest wisely	Borrow frequently	Avoid all spending
14) [illegible] an im[illegible] factor in choo[illegible] investments?	[illegible]larity	Potential enjoyment	Risk level	Advice from friends
15) Why is it important to save for retirement?	[illegible]top [illegible]kinc[illegible] early	[illegible]nsure [illegible] stab[illegible]	To have fun later	To avoid current expenses
16) What is a good practice when managing debt?	Pay the minimum	[illegible]more [illegible]	[illegible]off [illegible] firs[illegible]	Ignore it
17) How can you improve your credit score?	Pay bills on time	Take out more loans	[illegible]lose[illegible] b[illegible] accoun[illegible]	[illegible]ty [illegible]cash
18) What should you do if you have extra money at the end of the month?	Spend it all	Save or invest it	Lend it to friends	Ignore it
19) Why is it important to keep financial records?	To track spending	For your family to see	To avoid mistakes	To show off
20) How can you achieve long-term financial success?	Consistent saving and investing	Relying on luck	Spending freely	Borrowing when needed

Name: _____ 130

Unit Test – Financial Literacy

Multiple Choice /10

1. Which term is similar to "loan"? a) Earning b) Saving c) Borrowi d) Investi	2. What helps plan your spending and saving? a) Budgeting b) Financing c) Investing d) Saving
3. What to the bank whe a) Divide b) Savings c) Interest d) Cash	4. A $105 total repayment for a principal amount of $100 has an interest rate of? a) 5% b) 15% c) 50% e of the above
5. What is an example of an investment? a) Loan b) Mortgage c) Bonds d) All of the above	t that involves buying of oper_____. a) St b) l Fu c) Bond d) Real Estat
7. Which is the least risky investment? a) Bonds b) Crypto Currency c) Mutual Funds d) Buying Individual Stocks	8. What is the most w cryptocurrency? a) Ethereum b) Bitcoin c) Ripple d) Cardano
9. Which shows a long term-goal? a) Pay off a credit card b) Build an emergency fund c) Save $100 d) Buy a house	10. Financial advisors _____ a) Lend money to borrowers b) Guide about financial decisions c) Borrow money from banks d) Pay debts of borrowers

Investments

Define the following investment terms.

Stocks	
Bonds	
M Fund	

Identify

Use the words to their definitions.

a) Loan	b) Interest	c)	Collateral	e) Credit score
f) Repayment	g) Term	h) Lender	i) Borrower	j) Default

	1) A number that indicates a person's ability to repay
	2) The original amount of money borrowed
	3) The person or institution that provides the loan
	4) An asset that a borrower offers to a lender to secure a loan.
	5) The person who receives and must repay the loan.
	6) The length of time you have to repay a loan.
	7) Failure to repay a loan.
	8) Money borrowed that must be repaid with interest.
	9) The act of paying back borrowed money
	10) The extra money paid for borrowing money.

Grade 6 – Health Unit

Growth and Development

Organizing Idea	Decision-making that optimizes personal health and well-being is informed by understanding growth and development.
Guiding Question	How can decision-making support change during maturation?
Learning Outcome	Students examine physical, social, personal, and environmental factors connected to maturation during adolescence.

GD6.1		1-74
GD6.2	Identify personal and environmental factors that can influence well-being and maturation during adolescence. Connect personal and environmental factors to decision-making during adolescence.	20-35, 75-130
GD6.3	Connect physical needs to maturation changes during adolescence.	46-50, 120-130
GD6.4	Identify effective ways to prevent pregnancy and sexually transmitted infections.	131-139
GD6.5	Examine factors that can influence decisions related to reproductive health.	140-146

Grade 6 – Health Unit

Growth and Development

Organizing Idea	Decision-making that optimizes personal health and well-being is informed by understanding growth and development.
Guiding Question	How can human reproduction support growth and development?
Learning Outcome	Students investigate human reproduction from fertilization to birth.

	Skill and Procedures	Pages
GD6.6	Examine fetal development in each of the three trimesters. Examine factors that can adversely affect fetal development.	147-148
GD6.7	Identify health practices that support a healthy pregnancy.	136-139, 149-154
GD6.8	Identify credible sources of reproductive health information.	N/A
GD6.9	Consider ways that human reproduction can be influenced by traditional, cultural, and religious beliefs.	N/A

NAME: _____

GROWTH AND DEVELOPMENT

Name: _____ 7

Curriculum Connection
00.6.1

Introduction to Maturation

What is Maturation?

Maturation is a process that happens to everyone as they grow older. It's important because it helps us become adults. Maturation involves changes in our bodies, minds, feelings, and how we interact with others. These changes usually start happening during adolescence, which is a period of time when kids transition from childhood to adulthood.

Physical Changes

One of the most noticeable parts of maturation is the physical changes. These changes include growth spurts, where the body grows quickly in a short period. Voices may start to change, with boys' voices getting deeper, and girls might start having menstrual cycles. Both boys and girls may develop acne and experience increased body odor. It's important for everyone to develop at their own pace.

Cognitive and Emotional Changes

Maturation also involves changes in how we think and feel. During this time, the brain develops more, making it easier to solve complex problems and think critically. Emotionally, kids might feel stronger emotions and experience mood swings. This is all part of growing up and learning how to manage these feelings.

Social Changes

Socially, maturation affects how we interact with others. Friendships may become more important, and kids might start to care more about what others think. Learning to communicate well and build healthy relationships is a key part of maturation.

Important Facts About Maturation

1. Physical growth: Most adolescents grow several inches during their growth spurts.
2. Brain development: The brain continues to develop until the mid-20s, affecting decision-making skills.
3. Emotional changes: Mood swings are common due to hormonal changes.
4. Social interactions: Friendships and peer influence become stronger during adolescence.

Name: _____ 8

Curriculum Connection
00.6.1

Question How does maturation impact social interactions?

Visualize a figure showing at least three physical changes that are visible to boys during maturation, and label them.

	Boys

True or False Is the statement true or false?

1) Maturation happens only to boys.	True	False
2) Adolescence is a period of rapid changes.	True	False
3) Physical changes during maturation include growth spurts.	True	False
4) Mood swings are not common during maturation.	True	False
5) Social changes involve new friendships during maturation.	True	False

Name: _____ 9

Curriculum Connection
00.6.1

Fact or Fiction – Understanding Maturation

Objective What are we learning about?

To enhance students' understanding of the physical, cognitive, emotional, and social changes that occur during maturation, and to identify which aspects of maturation are facts and which are misconceptions.

Materials What you will need for the activity.

- A list of statements about various aspects of maturation
- A 'Fact' sign and '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 you will complete the activity.

1. Your teacher will read statements from cards about maturation. 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. Have fun getting up and moving!

Name: _____ 10

Curriculum Connection
00.6.1

Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Maturation happens overnight, and everyone matures at the same time.	Fiction
2	Both boys and girls may develop acne during maturation.	Fact
3	The brain stops developing as soon as puberty begins.	Fiction
4	Emotional changes, such as mood swings, are common during maturation.	Fact
5	Everyone experiences growth spurts during adolescence.	Fiction
6	Maturation mainly affects physical appearance, not emotions or social interactions.	Fiction
7	It is normal for changes to happen at different times for both boys and girls during maturation.	Fact
8	Maturation is a process that everyone goes through, but the timing can vary for each person.	Fact
9	Friendships become less important during maturation.	Fiction
10	Maturation involves changes in how we think and solve problems.	Fact
11	Only boys experience changes in body hair during puberty.	Fiction
12	Maturation is only about physical growth and does not affect mental development.	Fiction
13	The brain continues to develop into the mid-20s, which affects decision-making skills.	Fact
14	Girls might start having menstrual periods during maturation.	Fact
15	Everyone should mature at the same rate to be considered normal.	Fiction
16	Social interactions and peer influence can become stronger during adolescence.	Fact
17	Physical changes are the only changes that occur during maturation.	Fiction
18	Emotional maturity includes learning how to manage stronger emotions.	Fact
19	Maturation stops as soon as you reach the age of 18.	Fiction
20	It's common for adolescents to grow several inches during their growth spurts.	Fact

Name: _____ 11

Curriculum Connection
GD 6.1

Journal Entry	Write a journal entry describing the physical, cognitive, and emotional changes you're experiencing as you go through adolescence.

Exit Cards

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

Name: _____

Is the statement true or false?

1) Mood swings are common due to hormonal changes.	True	False
2) The brain continues to develop until the mid-30s.	True	False
3) Growth spurts relate to emotional changes.	True	False
4) Maturation involves changes in how we think and feel.	True	False

Name: _____

Is the statement true or false?

1) Mood swings are common due to hormonal changes.	True	False
2) The brain continues to develop until the mid-30s.	True	False
3) Growth spurts relate to emotional changes.	True	False
4) Maturation involves changes in how we think and feel.	True	False

Name: _____

Is the statement true or false?

1) Mood swings are common due to hormonal changes.	True	False
2) The brain continues to develop until the mid-30s.	True	False
3) Growth spurts relate to emotional changes.	True	False
4) Maturation involves changes in how we think and feel.	True	False

Name: _____

Is the statement true or false?

1) Mood swings are common due to hormonal changes.	True	False
2) The brain continues to develop until the mid-30s.	True	False
3) Growth spurts relate to emotional changes.	True	False
4) Maturation involves changes in how we think and feel.	True	False

Name: _____ 13

Curriculum Connection
00.6.1

Story: Curiosity and Trying New Things

Draw Draw pictures that show the story.

Bella's Journey to the Summit

Bella's he[illegible]t raced as she stood at the foot of the rock wall, gazing up at the steep, cr[illegible]ff that seemed to touch the sky. The rough surface of the rocks shim[illegible]right summer sun, and the challenge ahead filled her with both e[illegible]emen[illegible]of nervousness. Today was the day she would attempt rock climbin[illegible]st ti[illegible]en by her unquenchable curiosity to try something new.

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"Bella, ready to go?" her instructor, Ms. Williams, aske[illegible] as she double-checked Bella's harness. Bella took a deep breath[illegible] air fill her lungs, and nodded with determination. With her heart pound[illegible] anticipation, she reached up for the first handhold, her fingers gripping the rough rock tightly as she began her ascent.

As she climbed higher, Bella's muscles burned from the effort, but she pressed on, driven by the thrill of the challenge. Midway up, she paused on a narrow ledge, looking down at the world below her. Her friends, tiny figures on the ground, waved and cheered, their voices carrying on the wind. "Keep going, Bella! You've got this!" they encouraged.

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QQ 6.1

The climb was tough, each step requiring focus and strength, but Bella remembered something Ms. Williams had shared earlier. "You know, Bella, 80% of kids your age are curious about trying new activities. It's a natural part of growing up and learning about the world," she had said. Bella knew that this curiosity was pushing her to explore her limits, to discover new skills and passions she never knew she had.

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As she neared the summit, Bella could feel her confide gro successful move. Finally, with one last surge of effort, she pu onto the top of the cliff. She stood there, breathless, gazing out at the v ndscape spread out before her. The sense of accomplishment was overwhelming—her curiosity had led her to this incredible moment, where she realized that trying new things could take her farther than she ever imagined.

This was just the beginning for Bella. She knew that this experience, driven by her natural curiosity, was the first of many new adventures and challenges she would eagerly pursue.

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00.6.1

Bucket List Rate each item from 1 to 5, with 1 being "not very interested" and 5 being "very excited to try."

Bucket List Item	5	4	3	2	1
1. Go on a camping trip in the Canadian Rockies					
2. Try skiing or snowboarding for the first time					
3. Visit a [illegible]nal park and explore the wildlife					
4. Build[illegible] model rocket					
5. P[illegible]te in a [illegible]ir or competition					
6. Learn to p[illegible] inst[illegible]					
7. Join a community [illegible]rts [illegible] or hockey)					
8. Start a small garden at [illegible]					
9. Learn how to bake cookies or a ca[illegible]scrat[illegible]					
10. Volunteer at an animal shelter or commun[illegible]nt					
11. Create a short film or video with friends					
12. Learn to code and make a simple video game					
13. Try fishing at a local lake or river					
14. Take a day trip to a nearby city and explore					
15. Attend a live concert or theatre performance					
16. Learn to skateboard or rollerblade					
17. Create a piece of art for a school or local art show					
18. Visit a museum or historical site in your area					
19. Try kayaking or canoeing on a local waterway					
20. Organize a neighbourhood scavenger hunt with friends					

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Newspaper Article: Influence of Peer Pressure

Local Teen Leads E-Waste Recycling Campaign with Friends

Publish Date: August 10, 2024

A group of determined teenagers from Westerly, Rhode Island, led by 16-year-old Alex, [illegible] headlines for their succ[illegible] combat electr[illegible] waste [illegible] mmunity. Alex, who ha[illegible] co[illegible]ed about the enviro[illegible] noti[illegible] growing problem of [illegible] electronics, or e-waste, pi[illegible] landfills. He knew that something had to be done, and with the support of his friends, he took action.

Alex and his classmates formed the Westerly Innovations Network (WIN), a group dedicated to finding innovative solutions to environmental problems. Despite some initial skepticism from their peers, who doubted whether a small group of teens could make a difference, Alex and his team remained determined. They began their campaign by raising awareness about the dangers of e-waste, which can release toxic chemicals into the environment if not properly disposed of.

Their hard work paid off. In just a few short weeks, the group collected over 21,000 pounds of e-waste from local schools, homes, and businesses. The electronics will now be properly recycled, keeping harmful materials out of the environment. "It's amazing to see how much we can accomplish when we work together," Alex said. "Having [illegible]e support [illegible] friends [illegible]ade [illegible] possi[illegible]t [illegible]s[illegible]hat pee[illegible]e can actu[illegible]arce[illegible]ood."

The Westerly Innova[illegible] doesn't plan to stop here. [illegible]uraged by their success, Alex and his team are already planning their next project—an educational program to teach younger students about the importance of recycling and reducing waste. "We want to keep this momentum going," Alex said. "It's important to show others that they can make a difference too."

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Curriculum Connection
00.6.2

Questions

Answer the questions below.

1) How can peer pressure influence success?

2) As a gra[illegible]6 student, how will you handle peer pressure?

Scenario

Write on[illegible] or sc[illegible] positive and negative peer pressure.

Positive	Negative

True or False

Is the statement true or false?

1) Alex Lin's e-waste campaign was a failure.	True	False
2) Alex's leadership was influenced by the desire to fit in with his peers.	True	False
3) Positive peer pressure can lead to significant community change.	True	False
4) Peer influence can only happen within close friendships.	True	False
5) Peer pressure is always a negative force.	True	False

Name: _____ 26

Activity: Understanding Peer Pressure Role Play

Objective What are we learning about?

Explore how peer pressure can influence decisions and actions, and learn strategies to respond to it effectively.

Materials What you will need for the activity.

- Paper (for [illegible] writing scripts)
- Scenario [illegible] pressure situations
- Markers and [illegible] labels)
- Notebooks (for [illegible] reflections)
- Any other relevant [illegible]

Instructions How you will complete the activity

1. Divide the students into small groups and [illegible] pressure scenario card.
2. Discuss the scenario in your group. Identify the type [illegible] involved (positive or negative) and consider the possible responses.
3. Plan a role-play that shows how the character(s) in the scenario can respond to the peer pressure. Think about both positive and negative outcomes.
4. Rehearse your role-play in your group, refining your approach to ensure it's realistic and impactful.
5. Perform the role-play in front of the class, showcasing the situation and the response to the peer pressure.
6. Facilitate a class discussion after each performance. Discuss what was realistic, what could have been done differently, and how the scenario might play out in real life.
7. Reflect on your role-play experience by writing a short paragraph about what you learned about peer pressure and how you can apply these lessons in your own life.

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Curriculum Connection
00 6 2

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
The Sneaky Exit	You and your friends are at a school event, and some of them suggest sneaking out early to go hang out somewhere else. Everyone seems excited about the idea, but you're unsure because you know you should stay. How do you handle the pressure to join them?
Lunchtime G	Your friend group has started making fun of a classmate during lunch, and they encourage you to join in. You don't feel comfortable with it, but you don't want to be left out. What do you do in this situation?
Shortcut Temptation	You're working on a group project, and one of your group members suggests taking a shortcut that would involve copying parts of the project from the internet. They tell you, "Everyone does it, it's fine, it's alright." How do you respond to this peer pressure?
Risky Playground Challenge	During recess, your friends challenge you to do a risky trick on the playground equipment that you're not sure is safe. They keep saying, "Come on, don't be a chicken!" How do you handle the pressure to do something you're uncomfortable with?
The Test Cheat Request	Your best friend asks you to help them cheat on a test by passing them the answers. They tell you that they really need to pass this test, and they'll owe you a big favour if you help them. How do you handle this situation?

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Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Join the Study Group	Your friends have started a study group to help each other prepare for an upcoming test. They invite you to join, even though you usually prefer to study alone. They encourage you by saying it's more fun and effective to study together. How do you respond to their invitation?
Healthy Cho… Challeng…	A group of your friends decides to start bringing healthy …acks to school instead of junk food. They challenge you to …em and even suggest you could all create a he… recipe book together. How do you handle …ncou… …nt to make healthier choices?
Volunteering Together	Som… of yo… …igned up to volunteer at a local char… …nt and … join them. They tell you how rewarding it fe… give… the community and how much fun it wi… to d… …low do you respond to their sugges…
Fitness Friday	Your friends have started doing a "Fi… …tine where they do a fun workout together afte… …ol each week. They invite you to join in, saying it's a …reat way to stay active and spend time together. How do you react to their invitation?
Encouraging Kindness	Your classmates have started a kindness campaign, encouraging everyone to do one kind act each day. They ask you to participate and even suggest doing some of the acts together, like helping a new student or writing thank-you notes to teachers. How do you respond to this positive peer pressure?

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00 & 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.	
	
	

Name: _____ 30

Changes in Self-Knowledge and Self-Image

Understanding Self-Knowledge and Self-Image

As you enter adolescence, you'll notice that your understanding of who you are—known as self-knowledge—and how you see yourself—known as self-image—start to evolve. This period of change is a normal and important part of growing up. During this time, you begin to learn more about your likes, dis[illegible] strengths, and areas where you might need improvement.

Factor[illegible]f-Knowledge and Self-Image

Sev[illegible]ute to the development of your self-knowledge and self-image:

1. Experien[illegible] new [illegible]r challenge you try, whether it's joining a sports team, taking [illegible]eade[illegible] learning a new skill, helps shape your self-knowledge. For exa[illegible]u try [illegible] the basketball team and discover you enjoy it, you learn som[illegible]ew [illegible]nterests and abilities. These experiences help you unde[illegible]tand [illegible]unique.
2. Social Interactions: The way you[illegible]ct with [illegible] how they respond to you play a big role in shaping your self-im[illegible] you[illegible]d yourself with positive, supportive friends, you're more [illegible]o d[illegible]hy self-image. On the other hand, negative comments or cri[illegible]ometi[illegible]rt how you see yourself, which is why it's important to choose wh[illegible]
3. Personal Reflections: Taking time to think about your [illegible]ons[illegible]als is another way to develop self-knowledge and self-awarene[illegible]on your experiences helps you understand your emotions and why y[illegible]ct in certain ways. This self-awareness is crucial as it allows you to make decisions that align with your values and who you want to be.

The Importance of a Positive Self-Image

Developing a positive self-image is important for your overall well-being. A positive self-image means that you feel good about who you are and recognize your worth. Research shows that teens with a positive self-image are 50% more likely to have high self-esteem, which in turn boosts their confidence in school and social situations. Moreover, these teens are more likely to take on challenges, set goals, and build strong, healthy relationships.

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6G4.1, 6G4.2

True or False Is the statement true or false?

1) Experiences play a role in shaping self-image.	True	False
2) Negative social interactions always boost self-image.	True	False
3) Personal reflections help in understanding emotions.	True	False
4) Surrounding yourself with negative friends boosts self-image.	True	False
5) Social [illegible]tions are the only factor in self-image.	True	False

Reflect Wh[illegible]flect on your recent experiences and interactions, how do[illegible]nc[illegible] the way you see yourself today?

Question Explain the relationship between self-image and self-esteem.

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Curriculum Connection
SOCIAL STUDIES

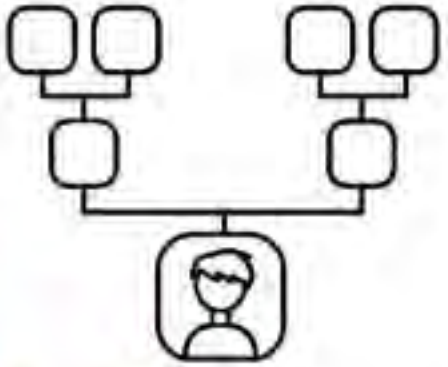
Activity: My Self-Image Network Web

Objective What are we learning about?

Students will identify and visually represent the factors, including experiences and people, that influence their self-image. They will reflect on how these factors contribute to their personal development and well-being.

Material you will need for the activity.

- Provided web template (paper or digital)
- Coloured pencils
- Sticky notes or small cut-outs (optional)
- Journals or notebooks for reflection



Instructions How you will complete the activity

1. Start by reflecting on the factors that positively influence your self-image. This can include people, experiences, accomplishments, or environments that contribute to how you see yourself.
2. Take the provided web template, which has a central circle labeled "Self" and several outer circles connected by lines. This template will help you organize your influences visually.
3. In each outer circle, write the name of a person, experience, or factor that positively influences your self-image. Consider using different colours to represent different types of influences, such as family, achievements, friends, or hobbies.
4. Next to each name or factor, write a short description of how it supports your self-image. For example, you could write, "Encourages me to pursue my passions," or "Gave me confidence through achievements."
5. Outside of the web, list or draw four major factors that have significantly impacted the development of your self-image. These could be key experiences, important people, or other significant elements.
6. If you want to add more detail, you can use sticky notes or small cut-out shapes to provide specific examples of support or experiences. Attach these notes around the corresponding outer circles on your template.
7. After completing your web, take a few minutes to review it. Consider how each factor contributes to your sense of self and the importance of these influences in your life.

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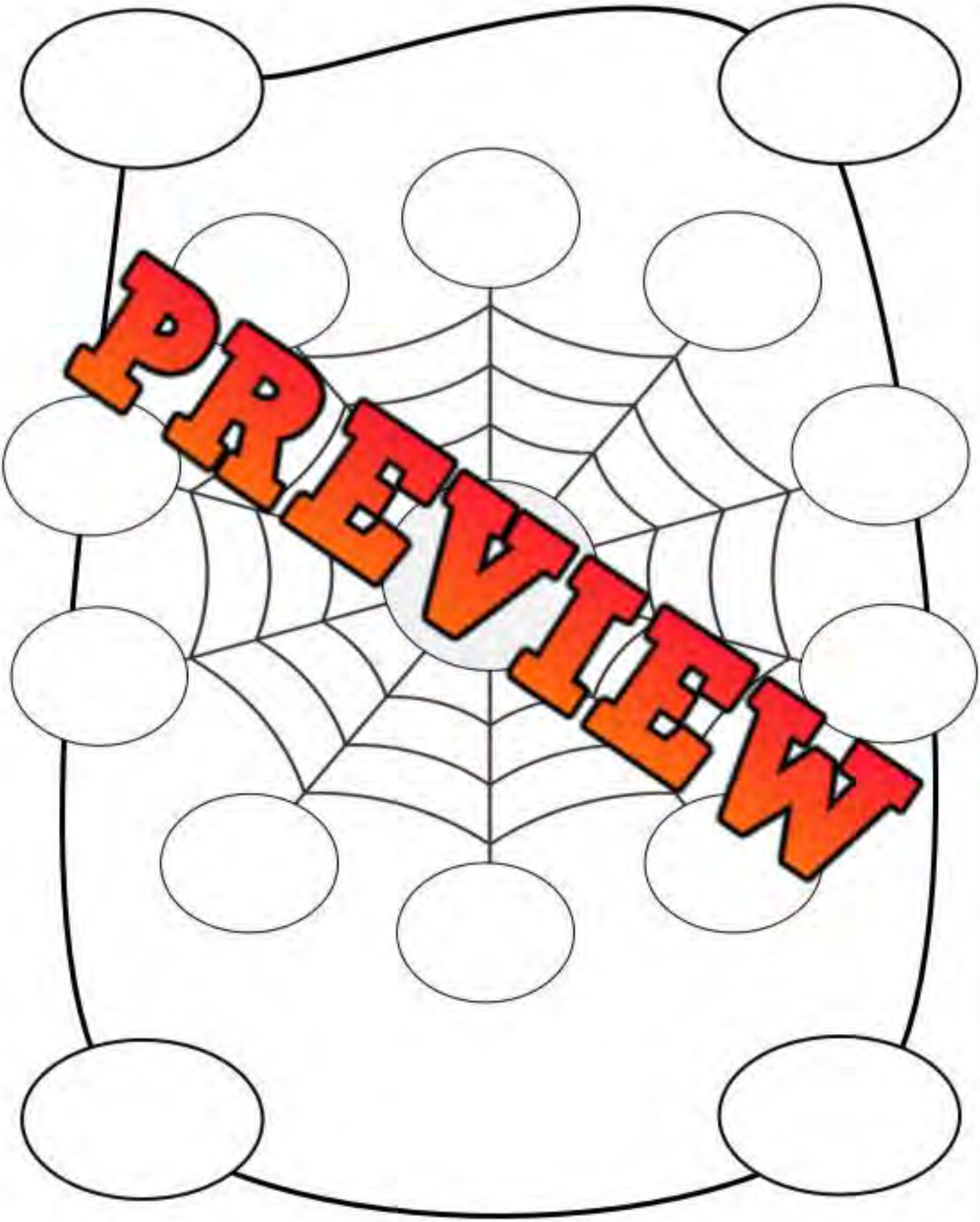
GD 6.1, GD 6.2



Newspaper Article: Responsibility and Growth

Young Author Adora Svitak Inspires Responsibility and Growth

Publish Date: August 12, 2024

At just 12 years old, Adora Svitak captivate[d] world with her TED Talk, "What A[dults] [Can] Learn from Kids." As a you[ng] [author] [advocate] for literacy, Adora's [j]ourney [serves] as a compelling example of how taking [early] responsibili[ty] can lead to personal growth and ma[turity].

Adora began writing at the age of five, quickly discovering her passion for storytelling. By the time she was 10, she had already published her first book, "Flying Fingers," which showcased her impressive writing abilities. This early responsibility not only honed her communication skills but also taught her the value of discipline and time management—skills that would serve her well in her future endeavors.

In her TED Talk, which has garnered over five million views, Adora urged adults to take children seriously, stating that "learning should be reciprocal." Her message emphasized that both children and adults have valuable lessons to offer each other. Adora's advocacy for education and literacy has inspired countless young people to take charge of their own learning and to use their voices to make a difference.

"Taking on responsibility at a young age helped me grow in ways I never imagined," Adora shared in a recent [interview]. "It taught me the importance of perseverance and the power of believing in yourself."

Adora [continues] to [inspire] not just her speeches [and] writing, [but] by being involved in numerous [educational] initiatives, including [visits] to schools and conferences around the world. Her dedication to literacy and education has earned her several awards and recognitions, making her a role model for young people everywhere. By embracing responsibility at such a young age, Adora has shown that maturity and growth are not defined by age but by one's willingness to take action and make a difference.

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Curriculum Connection
00.6.1

Questions

Answer the questions below.

1) Why is Adora considered a role model for young people?

2) In wha[illegible]s Adora contributed to education globally?

Questioning

Write two ques[illegible]out the text.

1)	
2)	

Fill in the Blanks

Circle the word that fits the statement

1) Adora believes learning should be _____.	reciprocal	independent
2) Early responsibilities taught Adora the value of _____	discipline	freedom
3) The TED Talk encourages adults to learn from _____.	children	mistakes
4) Literacy and _____. are central to Adora's advocacy.	fashion	education
5) Adora's journey is an example of _____.	success	growth

Activity – TED Talk Analysis

Objective What are we learning about?

To analyze Adora Svitak's TED Talk, "What Adults Can Learn from Kids," and discuss how her responsibility as a speaker and advocate has influenced her growth. Students will identify how responsibility can lead to the development of public speaking, critical thinking, and leadership skills.

Materials What you will need for the activity.

- Computer or ... display the TED Talk
- Notebook ... for students to take notes
- Whiteboard ... markers for discussion
- Reflection questions ...

Instructions How you will implement the activity.

1. Begin by introducing Adora Svitak, providing a brief overview of her achievements as a young author and speaker who advocates for literacy and education.
2. Explain the objective of the activity: to watch and analyze Adora Svitak's TED Talk, focusing on how her responsibilities as a speaker have contributed to her personal growth and development.
3. Play Adora Svitak's TED Talk, "What Adults Can Learn from Kids," ensuring that students can clearly see and hear the presentation.
4. During the TED Talk, instruct students to take notes on key messages, moments where Adora demonstrates responsibility, and any examples of public speaking, critical thinking, and leadership skills.
5. After the TED Talk, lead a class discussion where students share their observations and thoughts on how Adora's responsibilities have influenced her growth. Use the whiteboard to highlight key points from the discussion.
6. Distribute the reflection question handouts and instruct students to complete them individually, drawing on their notes and the class discussion to answer the questions thoughtfully.

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00.6.1

Write Reflect on Adora Svitak's TED Talk and answer the following questions. Use these questions to guide your reflection.

1. *How has Adora's role as a speaker helped her improve?*
2. *How does Adora use critical thinking in her talk?*
3. *How does Adora show leadership in her message to adults?*
4. *How has advocating for literacy helped Adora grow?*
5. *What's one lesson you learned from Adora's talk?*
6. *What did you like about Adora's speaking style?*
7. *Does Adora's talk inspire you to take on more responsibilities?*

Name: _____ 46

Physical Changes During Adolescence

Growth Spurts and Puberty

As you enter adolescence, your body begins to undergo significant physical changes, marking the transition from childhood to adulthood. One of the most noticeable changes is the growth spurt. This is a period when you might suddenly grow taller over a short time. For most girls, this growth spurt happens between the ages of 10 and 14, while for boys, it typically occurs a bit later, between 12 and 16 years old. During this time, you might also notice that your body shape changes as your muscles develop and you may gain weight as your body prepares for adulthood.

Alongside growth, puberty is another key change during adolescence. Puberty is the process where the body starts to develop adult features. For boys, puberty includes changes such as the deepening of the voice, the growth of facial and body hair, and increases in muscle mass. For girls, puberty involves the growth of breasts, the start of menstrual cycle, and the widening of the hips. These changes are natural and are part of the natural process of growing up.

Increased Nutritional Needs

As your body goes through these changes, it needs more nutrients to support your growth and development. It's important to eat a balanced diet that includes all the nutrients your body needs. Some of the key nutrients for adolescents include:

- **Calcium:** This is crucial for building strong bones, which grow rapidly during adolescence.
- **Protein:** Helps in the growth and repair of tissues, including muscles that are developing as you grow.
- **Iron:** Particularly important for girls who start menstruating, as it helps to support the increased blood volume in your body.

Importance of a Healthy Lifestyle

Maintaining a healthy lifestyle during adolescence is vital to support these physical changes. Regular exercise, such as playing sports or going for a walk, helps keep your muscles strong and your heart healthy. Getting enough sleep is also important, as your body does a lot of growing and repairing during rest. Adolescence can be a time of rapid change, and taking care of your body by eating well, staying active, and resting will help you navigate these changes more smoothly.

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00.6.3

Fill in the blanks

Complete the sentences below.

1) Adolescence is a time of _____ change.	physical	rapid
2) Growth spurts typically happen between _____ ages.	12-16	10-14
3) Puberty involves the _____ of facial and body hair.	growth	deepening
4) Adolescence is marked by rapid _____ changes.	physical	mental
5) A balan_____ is essential for growth and development.	diet	routine

Ques

e two questions you have about the text.

1)	
2)	

Questions

Answer the questions be

1) How does puberty affect boys and girls differently?

2) Why is maintaining a healthy lifestyle crucial during adolescence?

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Activity – Emotion Charades


Objective What are we learning about?

Enhance students' ability to recognize and interpret emotions in themselves and others, which is crucial for effective self-regulation. Through this activity, students will develop empathy and learn strategies to cope with various emotions.

Material What you will need for the activity.

- A emoti on individual slips of paper (e.g., happy, sad, angry, surprised, ed trated, confused, etc.)
- A contain old t ion slips
- A timer or sto
- Reflection works rs to reflection questions

Instructions How you will mpl

1. Begin by explaining the objective of the acti the s emphasizing the importance of recognizing and interpreti ons, -regulation.
2. Divide the students into small groups or pairs. Ea will tal s acting out an emotion written on a slip of paper without speak xin un
3. Have one student from the first group draw a slip of paper fro and look at the emotion without showing it to anyone else. Set the inute.
4. The student must then act out the emotion while the other students group try to guess what emotion is being portrayed. The student can use facial expressions, gestures, and body language but cannot speak.
5. Once the group correctly guesses the emotion or the time runs out, discuss as a class how the emotion might feel and different ways one might cope with it.
6. Rotate to the next group and repeat the process until all groups have had a chance to participate. Encourage students to think creatively and empathetically as they act out and interpret the emotions.
7. After the game is complete, distribute the reflection worksheets and have students answer the following reflection questions based on their experience during the activity.

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Curriculum Connection
00.6.1

List of Emotions | Cut out the list below.

Angry	Excited
Surprised	Nervous
Scared	Frustrated
[illegible]	Jealous
Embarra[illegible]	Proud
Anxious	[illegible]isappointed
Lonely	[illegible]
Bored	Hop[illegible]
Grateful	Shy
Guilty	Overwhelmed
Relieved	Annoyed
Amazed	Sympathetic

Social Changes and Identity Formation

How Social Interactions Shape Identity

As you grow older, the way you see yourself, called your identity, starts to change. Social interactions and relationships play a big role in shaping who you are. During adolescence, this process becomes even more important. Let's explore how family, friends, and community influence your identity.

The Role of Family

Your family is the first group of people who influence your identity. They teach values and traditions that help shape your sense of self. For example, if your family values honesty, you may grow up seeing honesty as a key part of who you are.

Friends and Peer Groups

As you spend more time with friends, they start to have a strong impact on your identity. Friends often share your interests, hobbies, and even your opinions. It's important to have friends who support and encourage you because:

- Positive friends can boost your confidence.
- Good friends help you make healthy decisions.
- Supportive friends respect your individuality.

Community Influence

The community you live in also shapes your identity. This includes your school, neighbourhood, and any groups you belong to, like sports teams or clubs. Being part of a community gives you a sense of belonging and can influence your values and behaviours.

Positive Social Connections

Having positive social connections is crucial for developing a strong sense of identity. These connections help you feel valued and understood, which boosts your self-esteem. Positive relationships with family, friends, and community members make it easier to navigate challenges and grow into the person you want to become.

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OD.6.1

True or False

Is the statement true or false?

1. Social interactions influence how you see yourself.	True	False
2. Community involvement has little effect on identity.	True	False
3. Supportive friends do not respect individuality.	True	False
4. Belonging to a community influences values and behaviours.	True	False
5. Identity remains the same throughout adolescence.	True	False

Question

Answer the questions below.

1) How does your [illegible]ence your identity?

2) What are the benefits of having supp[illegible] po[illegible]friends?

Feelings

Identify whether the influence in each scenario co[illegible]ity (FA), friends (FR) , or community (CO).

	1) David regularly volunteers at the local food bank.
	2) Sarah takes pride in her cultural heritage and shares it at school.
	3) Liam spends a lot of time playing games, just like those he hangs out with.
	4) Michael enjoys outdoor activities, something his neighborhood organizes.
	5) Jake joins a coding club and starts programming after seeing others do it.
	6) Emily is passionate about recycling, a practice she's grown up with.
	7) Ethan participates in multiple sports, encouraged by his active role models.

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Activity: Positive Connections Role-Play

Objective What are we learning about?

To reinforce the importance of positive social interactions in building a strong sense of identity. Through role-playing, students will explore how supportive relationships with family, friends, and community members contribute to their personal [illegible]wth and decision-making.

Materi[illegible] [illegible]ou will need for the activity.

- Scenario c[illegible] (with [illegible]cenarios that students will act out)
- Props (op[illegible])
- Reflection wo[illegible]ets f[illegible]o complete after the activity

Instructions How you w[illegible]ple[illegible]

1. Begin by discussing the concept[illegible]ositive [illegible]ctions with the class, emphasizing how these relationships ca[illegible]ence[illegible]ntity and decision-making.
2. Divide the class into small groups of 3-4 st[illegible]ide e[illegible]oup with a scenario card that outlines a situation involving [illegible]soc[illegible]nections. Examples include a friend helping someone make a[illegible]d d[illegible] member offering support during a difficult time, or a com[illegible] encouraging participation in a group activity.
3. Instruct the groups to read their scenario together and discuss[illegible] they will act it out. Encourage them to think about the emotions and reactions of the characters involved.
4. Give the groups time to practice their role-play, allowing them to use props if desired. Remind them to focus on how the positive social connection in the scenario contributes to the characters' identity and choices.
5. Once the groups are ready, have each group present their role-play to the class. After each performance, discuss as a class how the scenario illustrated the importance of positive social connections.
6. After all the groups have performed, distribute the reflection worksheets and ask students to complete the reflection questions based on their experience during the activity.

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Curriculum Connection
00.61

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Nervous Presentation Help	Your friend is nervous about giving a presentation in class. You notice they are struggling to prepare and offer to help them practice. How do you support your friend in this moment?
Joining the Team	You're unsure about joining the school soccer team. A member encourages you to try out, reminding you of for the sport. How do you respond to their agem
Community Clean-Up Invite	A commu nber you to participate in a local park clean-up even re h first, but your friends convince yo affect your involvement?
Homework Help from Sibling	You're having trouble with a difficult assignment. Your sibling offers to help you understand the problems. How do you accept their help and improve your understanding?
Comforting a Friend	Your friend is upset about a poor test grade. You sit with them and listen to how they feel, offering to study together for the next test. How do you show support in this situation?

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Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Feeling Left Out	You feel left out after not being invited to a party. Another friend notices and invites you to hang out with them instead. How do you handle the situation and your feelings?
Teacher's	You're considering joining a new school club but are uns Your teacher discusses the benefits with you and en ou to join. How do you decide to take their
Managing Overwhelm	You're ove ed w vities and responsibilities. A family member helps org nd suggests taking breaks. How do yo thei nage your stress?
New in Town	You're new in town and don't know n neighbour invites you to a community eve meet others. How do you respond, and how does it affect your sense of belonging?
Project Doubts	You've been working hard on a project but start doubting your abilities. A friend gives you positive feedback. How do you react to their encouragement?

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Curriculum Connection
00.6.1

Reflection | Answer the questions below.

1) Rate your group's performance by shading the stars. 5 stars indicate the best experience, and 0 stars indicate the worst experience.

Use of body language and facial expressions	☆☆☆☆☆
Integration of tableaux, soundscapes, and narrative elements	☆☆☆☆☆
Pa torical event's key moments	☆☆☆☆☆
id oration	☆☆☆☆☆
Overall effe sto g	☆☆☆☆☆

2) Explain the strengths in yo rou ?

3) What key areas of your group's performance could be rov ing to do this activity again?

4) What are the lessons you learned from this activity?

Name: _____ 79

Activity: Stress Management Techniques

Objective What are we learning about?

Teach students stress management techniques like deep breathing, mindfulness, and progressive muscle relaxation to support their mental health and well-being during adolescence.

Materials What you will need for the activity.

- Fact sheets with explanations for each stress management technique
- Comfortable seating or mats for students to sit or lie down on
- A quiet space for students to focus on the techniques

Instructions How you will implement the activity

1. Start by discussing the impact of stress on mental and physical health and why it's important to manage it.
2. Distribute fact sheets that explain deep breathing, mindfulness, and progressive muscle relaxation.
3. Guide students through deep breathing: sit comfortably, close eyes, inhale slowly through the nose, and exhale through the mouth.
4. Practise mindfulness: sit quietly, focus on the present moment, and observe breathing and sensations without judgment.
5. Guide progressive muscle relaxation: lie down, tense, and relax muscle groups from toes to head, noticing the difference between tension and relaxation.
6. After practicing, have students complete the reflection worksheet on their experience.

Name: _____ 80

Curriculum Connection
00 of 2

Handout | Fact sheet on stress management techniques:

Deep Breathing	A simple technique that helps calm your mind and body by focusing on your breath.

How to do it:

1. Sit or lie down in a comfortable position.
2. Clos[illegible]our eyes and relax your shoulders.
3. Inha[illegible]ly through your nose for a count of four, filling your lungs with air.
4. Ho[illegible]eath for a count of four.
5. [illegible]ugh your mouth for a count of four, releasing all the air [illegible]your lu[illegible]
6. Repeat thi[illegible]or a few minutes, focusing on the rhythm of your breath.

Benefits:

1. Reduces anxiety a[illegible]
2. Lowers blood pressu[illegible]
3. Improves focus and concentrati[illegible]

Mindfulness	The practice of being full[illegible]nt in [illegible] without judgment. It helps you becom[illegible]s, feelings, and surroundings.

How to do it:

1. Sit comfortably and close your eyes if you like.
2. Focus on your breathing, noticing the sensation of air moving in [illegible]out.
3. Pay attention to the sounds around you, the feeling of your body on the chair or floor, and the sensations in your body.
4. If your mind starts to wander, gently bring your focus back to your breathing or the present moment.
5. Practise this for a few minutes each day to build your mindfulness skills.

Benefits:

1. Increases awareness and focus
2. Helps manage emotions and stress
3. Enhances mental clarity

Name: _____ 81

Progressive Muscle Relaxation	Involves tensing and then relaxing each muscle group in your body. This helps release physical tension and promotes relaxation.

How to do it:

1. Lie down in a comfortable position with your arms at your sides.
2. Start with your toes: curl them tightly for a few seconds, then release and relax them.
3. Move to your calves: tense them by pointing your toes upwards, hold for a few seconds, then release.
4. Continue moving up your body, tensing and relaxing each muscle group—thighs, abdomen, chest, arms, shoulders, and face.
5. After you've tensed and relaxed all muscle groups, take a moment to enjoy the feeling of complete relaxation.

Benefits:

1. Relieves physical tension
2. Reduces stress and anxiety
3. Improves sleep quality

Visualization	Is a relaxation technique where you imagine a peaceful scene or a place where you feel calm and safe. It helps reduce stress by engaging your mind in a positive image.

How to do it:

1. Sit or lie down in a comfortable position.
2. Close your eyes and take a few deep breaths to relax.
3. Picture a place where you feel completely at peace. This can be a beach, a forest, a mountain, or any place that makes you feel calm and happy.
4. Imagine the details of this place: the sights, sounds, smells, and how it feels. For example, if you're imagining a beach, think about the sound of the waves, the warmth of the sun, and the feel of the sand under your feet.
5. Stay in this imagined place for a few minutes, fully experiencing the peacefulness it brings.
6. When you're ready, slowly bring your focus back to the present, taking a few deep breaths as you open your eyes.

Benefits:

1. Reduces stress and anxiety
2. Enhances mood and relaxation
3. Improves focus and mental clarity

Name: _____ 90

Activity – Therapy Simulation

Objective What are we learning about?

To promote empathy and understanding of how therapy can be a valuable tool in mental health recovery. Students will gain insights into the therapeutic process and the importance of opening up about their feelings and seeking support.

Materials What you will need for the activity.

- [illegible] cards
- Cha[illegible]arrang[illegible]or the role-play
- Reflection [illegible]or a[illegible]he activity

Instructions How [illegible] activity

1. Begin by discussing with t[illegible]ss [illegible]nd why it can be helpful for people dealing with mental health[illegible]ges, p[illegible]rly during adolescence.
2. Divide the class into pairs. Each pair will cons[illegible]one[illegible]t playing the role of the "therapist" and the other playing the r[illegible]n ado[illegible]ing a specific mental health challenge (using the scenario[illegible] pr[illegible]
3. Distribute the role cards to each pair. The "therap[illegible]d will in[illegible]ompts and questions to guide the conversation, while the adoles[illegible]ard[illegible] background on the particular challenge they are dealing[illegible]th.
4. Instruct the pairs to begin the role-play. The "therapist" will as[illegible]es[illegible]nd offer supportive strategies, while the adolescent will practice expressing[illegible]eelings and discussing their challenges.
5. Allow each role-play to continue for about 5-10 minutes. Encourage students to take the conversation seriously and to engage fully with the emotions involved.
6. After the role-play, ask the pairs to switch roles and repeat the exercise, so each student has the opportunity to experience both perspectives.
7. Once both rounds of role-play are complete, have the students return to their seats and distribute the reflection worksheets.
8. Give the students time to complete the reflection questions, then discuss the activity as a class, focusing on what they learned about the therapy process and the importance of seeking help.

Name: _____ 91

Therapeutic Connection
Unit 2

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Academic Pressure	You're feeling overwhelmed by the pressure to perform well in school. The constant stress of tests, homework, and maintaining good grades is making it hard for you to focus or enjoy your free time. Discuss with the therapist how this academic pressure is affecting you and explore ways to manage it.
Anxiety about the Future	You've been feeling anxious about the future, unsure of what path to take or how to handle the uncertainties ahead. The thought of making important decisions, like choosing a high school or thinking about a career, feels overwhelming. Talk to the therapist about your fears and explore strategies to cope with this anxiety.
Difficulty Opening Up	You find it difficult to share your feelings with others because you worry they won't understand or will think less of you. You often keep your emotions bottled up, which makes you feel even more isolated. Discuss with the therapist how to start opening up about your feelings and the benefits of sharing with trusted people.
Social Isolation	You often feel isolated from your peers, struggling to fit in or belong. Even when you're around others, you feel lonely and disconnected. This feeling of isolation is starting to affect your mood and self-esteem. Share with the therapist how this social isolation impacts you and discuss ways to build stronger connections with others.
Balancing Expectations	You're struggling to balance the expectations placed on you by your parents, teachers, and friends. It feels like everyone wants something different from you, and you're not sure how to meet these expectations while staying true to yourself. Discuss with the therapist how to manage these expectations and prioritize your own well-being.

Name: _____ 92

Therapeutic Connection
Unit 2

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Body Image Issues	You've been feeling insecure about your appearance and body image. Comparing yourself to others on social media and at school makes you feel like you're not good enough. This insecurity is starting to affect your confidence and self-worth. Talk to the therapist about these feelings and explore ways to improve your body image and self-esteem.
Fear of Fa	You're constantly afraid of failing, whether it's in school, spo or social situations. This fear is preventing you fro g new things or taking risks because you don't w oint yourself or others. Discuss with the s fear of failure is holding you back and str overcome it.
Relationship Struggles	You hav your relationships with friends or mem nderstandings, arguments, or feelin being upported are causing tension and stres r life th the therapist how these relations ing you and discuss ways to improve icatio resolve conflicts.
Dealing with Peer Pressure	You've been facing peer pressure to ake you uncomfortable, like trying something r going along with something you don't believe in. s pressure is making you feel conflicted and stressed. Talk to the therapist about how this peer pressure is affecting you and discuss ways to stand up for yourself.
Managing Stress and Overwhelm	You've been feeling overwhelmed by the number of responsibilities you have, from schoolwork to extracurricular activities to social obligations. It seems like there's never enough time to relax or take care of yourself. Discuss with the therapist how this stress is impacting you and explore strategies to manage your time and stress levels more effectively.

Story: Body Image and Self-Esteem

The Mirror and the Media

Ben was a Grade 6 student in Toronto, and he loved drawing and reading. But recently, something had been bothering him. Ben was heavier than most of his classmate[illegible]nd he couldn't help but notice. Whenever he looked in the mirror, he felt unhappy [illegible]body. At school, some kids teased him, calling him names that made him fe[illegible] social media, all he saw were images of thin, fit people that mad[illegible]feel lik[illegible] belong.

One day, afte[illegible]Ben's [illegible] Alex saw him sitting alone, looking sad. "Hey[illegible]re y[illegible]x asked.

Ben sighed. "Not really. I[illegible]like[illegible]. Everyone on Instagram looks so perfect[illegible]d I f[illegible]in."

Alex frowned. "You know, Ben, you're [illegible]alone. [illegible]s s[illegible] that 70% of girls and 40% of boys in Canada f[illegible]appy their body image. A lot of those pictures you see[illegible]e[illegible]people use filters and edit their photos."

Ben was surprised. "Really? I didn't know that."

Alex nodded. "It's true. It's important to remember that everyone is di[illegible]t. What matters is that you're healthy and happy. You're great just the way you are, Ben."

Hearing this made Ben think. He decided to spend less time on social media and more time doing what he loved, like drawing and reading. He also started talking to his parents and friends about how he felt, which helped him feel less alone.

Ben learned that body image and self-esteem are connected, but he didn't have to let them define how he felt about himself. With the support of his friends and focusing on the things that made him happy, Ben began to see that he was valuable just the way he was.

Name: _____ 95

Curriculum Connection
00.6.2

True or False Is the statement true or false?

1. Social media can influence how people feel about themselves.	True	False
2. Talking to someone when feeling down about yourself is important.	True	False
3. Feeling isolated can sometimes worsen feelings of low self-esteem.	True	False
4. Comparing yourself to others is a healthy way to build self-esteem.	True	False
5. Self-esteem is not connected to how you feel about your body.	True	False

Questions Answer the questions below.

1) How social media impact a person's self-esteem?

2) What role do friends play in helping improve self-esteem?

T-Chart List three effects under each title in the chart below, focusing on how social media impacts body image and self-esteem.

Positive Impact of Social Media	Negative Impact of Social Media

Name: _____ 96

Curriculum Connection
GD 6.2

Positivity Notes Write one positive thing about the owner of the paper in each grid as it is passed to you.

Name: _____ 99

Importance of Immunization

The Role of Immunization in Keeping You Healthy

Immunization is a way to protect your body from harmful diseases. During adolescence, your body is still growing, and getting vaccinated helps keep you healthy. Vaccines work by teaching your immune system to fight off certain infections, so if you ever come into contact with them, your body knows how to protect itself.

Common Vaccines for Your Age Group

In Canada, several vaccines are recommended for adolescents. These include:

- Tdap (Tetanus, Diphtheria, Pertussis): Protects against three serious diseases. Tetanus can cause painful muscle stiffness, diphtheria can cause breathing problems and heart failure, and pertussis (whooping cough) leads to severe coughing fits.
- HPV (Human Papillomavirus): Protects against the virus that can lead to certain cancers, such as cervical cancer in girls and throat cancer in boys. The vaccine is most effective when given before exposure to the virus, which is why it's recommended during adolescence.
- Meningococcal Vaccine: Protects against meningitis and sometimes deadly infection of the brain and spinal cord. These bacteria can also cause blood infections.

The Benefits of Staying Up-to-Date

Keeping your immunizations up-to-date has several key benefits:

- Personal Health: Vaccines prevent illnesses that can have long-term health effects. For example, the HPV vaccine can reduce the risk of certain cancers by up to 90%.
- Community Protection: Vaccination helps create herd immunity, which protects those who cannot be vaccinated, such as newborns and individuals with weakened immune systems.
- Preventing Outbreaks: High vaccination rates help prevent outbreaks of diseases like measles and whooping cough, which can spread quickly in schools and communities.

Name: _____ 100

Curriculum Connection
00 & 2

True or False

Is the statement true or false?

1) Vaccines help your immune system fight infections.	True	False
2) The HPV vaccine is given before virus exposure.	True	False
3) Staying up-to-date on vaccines prevents outbreaks.	True	False
4) Vaccines are only for personal health, not community.	True	False
5) Adoles eed no vaccines if vaccinated as children.	True	False

Dra

vaccines protect your body from diseases.

Question

What role does vaccination play in preventing disease outbreaks?

Name: _____ 109

Substance Use and Its Effects

Understanding the Risks of Substance Use

Substance use during adolescence is a serious issue that can lead to many harmful effects. When young people use substances like alcohol, tobacco, or drugs, it can affect their brains, which are still developing. The brain doesn't fully mature until around age 25, so using substances before then can cause problems with memory, decision-making, and learning.

One of the biggest risks of substance use is addiction. Addiction happens when a person feels like they need to use a substance all the time, even if it's harmful to them. Research shows that people who start using substances at a younger age are more likely to become addicted later in life.

Making Informed Decisions

It's important to make informed decisions about substance use. Here are some key points to remember:

- **Peer Pressure:** Many teens try substances because they feel pressured by their friends. Learning to say no is important.
- **Health Risks:** Substance use can lead to serious health problems, including heart disease, lung issues, and mental health disorders.
- **Legal Consequences:** In Canada, it is illegal for anyone under the age of 18 or 19 (depending on the province) to buy alcohol or tobacco.

Benefits of Staying Substance-Free

Choosing to stay substance-free has many benefits. It helps you feel better, perform better in school, and maintain strong relationships with family and friends. Additionally, avoiding substances reduces the risk of developing serious health problems later in life, such as addiction or chronic diseases. Making the decision to stay substance-free is one of the best ways to ensure a healthy and happy future.

Building a Strong Support System

One of the best ways to resist the temptation of substance use is to have a strong support system. Surrounding yourself with friends and family who encourage healthy choices can make it easier to say no when faced with peer pressure. It's also important to talk to trusted adults, such as teachers or counselors, if you're feeling stressed or pressured. Having people you can turn to for advice and support can make a big difference in staying substance-free and making positive decisions for your future.

Name: _____ 110

Curriculum Connection
00.6.2

Questions Answer the questions below.

1) How can peer pressure influence substance use?

2) What r[illegible]s a support system play in resisting substance use?

Slogan Write a catchy s[illegible]ura[illegible] to make informed decisions about substance use.

Fill in the blanks Complete the sentences below.

1) _____ is a major risk of substance use.	Addiction	Health
2) It is _____ for teens to use alcohol in Canada.	legal	illegal
3) Avoiding substances reduces the risk of _____	depression	addiction
4) Peer pressure can lead to _____.	risks	withdrawal
5) _____ substances can prevent chronic disease.	Relying	Avoiding

Name: _____ 111

Activity – What Would You Do? Scenarios Recitation

Objective What are we learning about?

To promote critical thinking and decision-making skills in relation to substance use by having students verbally respond to scenarios in a recitation format. This encourages spontaneous thinking and the ability to articulate thoughts clearly.

Materials What you will need for the activity.

- tten scenarios related to substance use)
- A ha bowl, ld the cards
- A timer o

Instructions How y mplet ctivity

1. Start by explaining the pur se o ctise responding to peer pressure or substance use scena d to di se responses in a group setting.
2. Prepare two sets of cards: one set with d sce ed to substance use, and another set with reflection questio la rds in one container (e.g., a hat, bowl, or box) and the refl stion n another.
3. Have students sit in a circle or arrange the classro at see and hear each other.
4. Choose a student to go first. They will draw a scenario card her and read it aloud to the class.
5. The student will then have a few moments to think about how they uld respond to the scenario. After they've gathered their thoughts, they will verbally explain their response to the class. They should include what they would say, how they would feel, and what they believe the outcome would be.
6. After the student explains their response, they will draw a reflection question card from the other container. The student will read the reflection question aloud and answer it based on their scenario and response.
7. Once the student has completed both tasks, allow a brief moment for classmates to offer feedback or ask questions. This can lead to a short class discussion if relevant.
8. Continue the activity with the next student drawing a scenario card, followed by a reflection question card, until all students have had a turn.

Name: _____ 112

Scenario Cards | Cut out the topics below.

Scenarios
You're at a friend's house for a sleepover, and they suggest trying some beer they found in their parents' fridge. What would you do?
During a ol trip, a classmate offers you a cigarette, saying it's no big deal and eve es it. What would you do?
You're a part eone offers you a vape pen, telling you it's harmless because it's ed v What would you do?
Your best friend start out w group who often talk about trying alcohol. They invite you to em you do?
A classmate brings some pills to sch t and o you claiming it will help you stay awake and focused during exams woul
You're at a family gathering, and an older cousin a dr ying it's okay because it's a special occasion. What would you
You overhear some friends planning to sneak alcohol into an upco hool dance. They ask if you want to join in. What would you do?
Your teammate offers you a sports drink that they claim will give you extra energy, but you're unsure of what's in it. What would you do?
At a local park, some older kids offer you marijuana, telling you it's legal now so it's no big deal. What would you do?
You're at a friend's house, and they bring out a bottle of their parents' wine. They say it's fine because their parents do it all the time. What would you do?

Name: _____ 113

Curriculum Connection
00 & 2

Scenario Cards | Cut out the topics below.

Scenarios
A group of friends dares you to try smoking, saying you'll be left out if you don't. What would you do?
You find out that some of your friends have been sneaking out at night to drink. They invite you to join them next time. What would you do?
Someone offers you an energy drink that you know your parents have told you not to have because it's not good for your health. What would you do?
A friend tells you that trying a cigarette once or twice won't hurt, and everyone tries it at some point. What would you do?
At a friend's birthday party, someone pulls out a little bottle of alcohol and offers it to everyone. They pressure you to take a sip. What would you do?
Your older sibling's friends offer you a drink when they come over to your house. They say it's just for fun, and you won't get in trouble. What would you do?
While hanging out after school, a friend shows you some pills they found and dares you to take one. What would you do?
You're at a gathering and someone passes you a vape, telling you it's just like candy and it's perfectly safe. What would you do?
Your friends start talking about trying marijuana at the weekend sleepover and ask if you're in. What would you do?
During a sleepover, your friend's older sibling offers you a drink, saying it's just a cool thing to do. What would you do?

Name: _____ 115

Syncopation Connection
00472

Story: Rest and Sleep

The Power of Sleep: Why Rest Matters

Jenna always felt tired during her Grade 6 classes. No matter how much she tried to focus, her eyelids felt heavy, and her brain seemed foggy. Her teacher, noticing this, decided to share an important lesson about sleep.

"Did you know, Jenna?" Mr. Thompson began, "that children your age need 9 to 11 hours of sleep each night? It's crucial for your growth and development? During sleep, your body repairs muscles, builds stronger, and your brain processes everything you've learned during the day. Studies show that getting enough sleep can improve memory and help you do better on tests."

Jenna was surprised. She often stayed up late playing games on her tablet and only getting about 6 hours of sleep. Mr. Thompson explained that sleep patterns often change during adolescence. "Your body's natural rhythm may want to stay up later, but that doesn't mean you need less sleep. Research indicates that sleep deprivation can lead to mood swings, trouble concentrating, and even poor grades. Did you know that teenagers who don't get enough sleep are more likely to experience anxiety and depression?"

He also shared some tips for healthy sleep habits: "Create a bedtime routine. Maybe read a book or listen to calm music. Avoid screens an hour before bed. Keep your room cool and dark, and try to go to bed at the same time every night. Did you know that exposure to screens before bed can reduce the quality of your sleep by disrupting your body's natural sleep-wake cycle?"

Jenna realized she needed to make changes. That night, she put away her tablet, read a book, and fell asleep quickly. The next day, she felt more awake, energized, and ready to learn. Her grades improved, and she was happier overall, proving just how powerful a good night's sleep could be.

Name: _____ 116

Curriculum Connection
00.6.2

True or False

Is the statement true or false?

1) Sleep patterns remain the same during adolescence.	True	False
2) Adequate sleep is necessary for growth.	True	False
3) Teenagers need less sleep than adults.	True	False
4) Healthy sleep habits improve mental well-being.	True	False
5) Screen [illegible]efore bed helps you sleep.	True	False

Sleep

[illegible]e tips for establishing healthy sleep habits.

1)	
2)	
3)	

Questions

Answer the questions belo[illegible]

1) Why is it important for teenagers to get 8-10 hours of sle[illegible]ich

2) What are some changes in sleep patterns that occur during adolescence?

Name: _____ 120

Curriculum Connection
6G-6.2, 6G-6.3

Newspaper Article: Nutrition and Balanced Diet

Local Student Hospitalized Due to Poor Nutrition

Publish Date: August 21, 2024

A 12-yea[illegible]d student from Maple Ridge School w[illegible]d to the hospital last week[illegible]uring gym class. Doct[illegible]ve co[illegible]t the cause was severe [illegible]pa[illegible] concerns about [illegible]ng h[illegible] adolescents.

The student's parents, Mr. and Mrs. Collins, were shocked by the incident. "We thought skipping a meal here and there wasn't a big deal, but we didn't realize how much her body needed proper nutrition," Mrs. Collins shared. "We've always told her to eat her veggies, but she's been skipping breakfast and lunch, opting for snacks instead."

Dr. Sara Thompson, the attending physician, explained, "During adolescence, the body is growing rapidly and requires more nutrients than at any other time. Essential nutrients like iron, calcium, and protein are crucial for developing strong bones, healthy muscles, and a robust immune system. In this case, the lack of these nutrients led to severe fatigue and a weakened state."

According to Dr. Thompson, the student had been consuming mostly processed foods with little nutritional value. "Many teens don't understand the importance of [illegible]balanced diet," she said. "Fruits, [illegible]bles, whole [illegible]ains, prot[illegible] [illegible]ded [illegible] ever[illegible] support t[illegible]th."

Since the incident, M[illegible]hool has also decided to take [illegible]n. The school is launching a new program to educate students and parents about the importance of proper nutrition. "We want to make sure our students are healthy and strong," said Principal Roberts. "This situation has shown us how vital it is to reinforce healthy eating habits both at school and at home."

Name: _____ 121

Curriculum Connection
6D.6.2, 6D.6.3

True or False

Is the statement true or false?

1) Adolescents need fewer nutrients than adults.	True	False
2) Iron is important for muscle development.	True	False
3) Skipping meals can lead to severe fatigue.	True	False
4) Lack of nutrients leads to fatigue.	True	False
5) Proper nutrition supports limited growth.	True	False

Meal Plan

are a meal plan that is nutritious for breakfast, lunch, and dinner.

akfast	Lunch	Dinner

Diary

Imagine dedicating a day to enhance your emotional w e a diary entry describing your activities, feelings, and insights.

Name: _____ 126

Curriculum Connection
CCSS.ELA-LITERACY.RI.6.3

Blog Post: Nutrition and Athletic Performance

How Sydney McLaughlin Fueled Her Way to Olympic Gold

Date: August 23, 2024 Author: Emma Davis *4-minute read*

Sydney McLaughlin, an Olympic hurdler, has shown the world that what you eat can directly impact how well you perform. In her early career, Sydney struggled with energy levels and endurance. After consulting with a nutritionist, she made significant changes to her die helped her become one of the fastest hurdlers in the world.

Sydney more complex carbohydrates, like whole grains, which provide long lso increased her intake of lean proteins, such as chicken and fish, build muscles. Fruits and vegetables became a big part of her diet too, providi vita ins and minerals. One key change was adding more healthy fats, avoc d nuts, which help maintain energy during long training sessions.

The results were incredi y repo eling stronger, faster, and more focused during her races. In 2021, the d in the 400-meter hurdles with a time of 51.46 seconds!

Proper nutrition is crucial not just for s like for anyone who wants to stay active and healthy. What you eat can make a diffe n how you perform in sports and in everyday activities.

Till next time,
Emma Davis

Comments:

John M. – August 23, 2024

I totally agree! Nutrition plays a huge role in athletic performance. Sydney's diet changes clearly show how eating right can lead to better results.

Like Reply 7h ago

Audrey Lee– August 23, 2024

While I think nutrition is important, I believe training and mindset are just as crucial. Even with a perfect diet, without the right training, you might not reach your full potential. A study I read showed that mental preparation can improve performance by up to 15%. What do you think?

Like Reply 6h ago

Name: _____ 127

Curriculum Connection
6G.6.2, 6G.6.3

True or False

Is the statement true or false?

1) Sydney's diet changes included adding more healthy fats.	True	False
2) Lean proteins like chicken help build muscles.	True	False
3) Proper nutrition is only important for professional athletes.	True	False
4) Mental preparation is important for athletic performance.	True	False
5) Sydney sugary foods to her diet for quick energy.	True	False

Identify

Choose th n from each pair that provides better nutrition for athletes.

❑ Chicken Bre	❑ Chicken Wings
❑ White Rice	Brown Rice
❑ Greek Yogurt	ar Flavoured Yogurt
❑ Sweet Potatoes	❑ F
❑ White Bread	at B
❑ Potato Chips	❑ Ath
❑ Oatmeal	❑ Sugary C
❑ Apple	❑ Apple Pie

Question

Why are healthy fats important for athletes?

Name: _____ 131

Curriculum Connection
00.6.0

Pregnancy and Sexual Health Education

Understanding How Pregnancy Happens

Pregnancy can occur when a sperm from a male fertilizes an egg from a female. This usually happens during sexual intercourse. When a sperm and egg meet, they can create a new life. It's important to understand how this process works so you can make informed decisions about your health.

The Importance of Reproductive Health

Reproductive health involves taking care of the parts of your body that are involved in creating children, such as the ovaries in females and the testes in males. Knowing how these parts work is important for understanding how pregnancy happens and how to keep yourself healthy.

Preventing Pregnancy and Infections

The most effective way to prevent pregnancy and sexually transmitted infections (STIs) is by practicing abstinence, which means not engaging in sexual activity. Abstinence is 100% effective in preventing pregnancy and STIs. However, if someone chooses to be sexually active, there are other methods like condoms and birth control that can help reduce the risk. It's important to know that no method other than abstinence is completely foolproof.

The Importance of Consent

Consent means agreeing to do something and making sure that both people involved are comfortable with the decision. In any sexual activity, it's crucial to have clear and enthusiastic consent from both people. Without consent, sexual activity is not safe or respectful.

Key Points to Remember:

- Pregnancy can happen through sexual intercourse.
- Reproductive health is essential for understanding how your body works.
- Abstinence is the only 100% effective way to prevent pregnancy and STIs.
- Consent is vital in all sexual activities.

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00 6 6

Questions

Answer the questions below.

1) Why is reproductive health important?

2) Why is [illegible]tanding pregnancy essential for making informed health decisions?

Word Scramble

Un[illegible] the w[illegible]w related to sexual health education:

PREMS			
ENACBENSTI		[illegible]IINI[illegible]	
SETCNON		M[illegible]	
NACPNRYEG		GEG	
LHTEHA		DRNCUOEPTROI	

True or False

Is the statement true or false?

1) Without consent, sexual activity is not safe or respectful.	True	False
2) Birth control methods are foolproof against pregnancy.	True	False
3) Abstinence involves not engaging in any sexual activity.	True	False
4) Condoms can prevent both pregnancy and STIs.	True	False
5) When a sperm and egg meet, they always create a new life.	True	False

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Curriculum Connection
6G.6.A, 6G.6.7

Types of Birth Control

Understanding Birth Control

Birth control is a way to prevent pregnancy, and there are many types available, each with different levels of effectiveness and risks.

Types of Birth Control

1. Horm[illegible] Methods: This category includes birth control pills, pat[illegible]tions, and implants, which release hormones to [illegible]irth control pills are about 91% effective with typical use and up [illegible] with p[illegible] Patches and injections have similar effectiveness. Possible side effe[illegible]se[illegible]od changes, and blood clots, especially in smokers.
2. Barrier Me[illegible]ese c[illegible]ndoms, diaphragms, and cervical caps. Condoms are a[illegible]85%[illegible]venting pregnancy and also protect against STIs. Diaphragms an[illegible] caps[illegible]ffective, ranging from 71-88%, and must be used every time [illegible]g int[illegible]
3. Intrauterine Devices (IUDs): IUDs [illegible], T-sh[illegible]evices inserted into the uterus, available in hormonal and c[illegible]pper type[illegible]ey a[illegible]r 99% effective, with hormonal IUDs lasting up to 5 years and c[illegible]UDs [illegible]rs. Side effects may include cramping or heavier periods, pa[illegible]
4. Natural Methods: These involve tracking menstrua[illegible]avo[illegible]during fertile days, with effectiveness ranging from 76-88%. They req[illegible]car[illegible]do not protect against STIs.
5. Permanent Methods: Sterilization procedures like tubal ligation for [illegible]n and vasectomy for men are over 99% effective and intended to be permanent solutions that are difficult to reverse.

Making Informed Decisions

Making informed decisions about birth control involves considering factors like effectiveness, side effects, ease of use, and whether or not you want to protect against STIs. For example, if you're not in a monogamous relationship, choosing a method that also protects against STIs, like condoms, is important. It's also crucial to talk to a healthcare provider about any health conditions or concerns that might affect your choice.

Name: _____ 137

Curriculum Connection
6D.6.A, 6D.6.7

Questions

Answer the questions below.

1) What should be considered when making informed decisions about birth control?

2) If you a[illegible]hoose one birth control, which do you think is the safest and why?

Comparison

List th[illegible]d con[illegible]g natural methods for birth control.

Pros	Cons

Fill in the Blanks

Complete the sentences below.

1) IUDs are _____ devices inserted into the uterus.	T-shaped	L-shaped
2) Natural methods require careful _____ tracking.	cycle	day
3) Condoms are _____ effective in preventing pregnancy.	85%	95%
4) Hormonal IUDs can last up to _____ years.	5	10
5) Sterilization is intended to be _____.	permanent	temporary

Story: Factors Influencing Reproductive Decisions

A New Chapter for Sarah and Mark

Sarah and Mark had been married for eight years and had a five-year-old daughter named Lily. They loved being parents and often talked about having a second child. But as they sat down to discuss their future, they realized there were many factors to consider.

Sara[illegible]ew that age could affect her pregnancy. Women over 35 have [illegible]her ch[illegible]mplications, like high blood pressure or gestational diabetes, whi[illegible]bot[illegible]nd the baby at risk. Mark, who was 37, also thought about h[illegible] wou[illegible]s older parents, especially when their kids became teenagers.

Finances were another big co[illegible]erat[illegible] had been expensive, and the cost of living in their city had gone up[illegible]knew [illegible]anada, raising a child could cost around $200,000 to $300,000 from birth to [illegible]8. W[illegible]k's job being stable but not highly lucrative, and Sarah working p[illegible]e, th[illegible]d if they could afford another child without compromising their fa[illegible]-being.

Health was on their minds too. Sarah had been healthy, bu[illegible]r d[illegible]r that with each year, the risks increased. They also considered th[illegible]ealth. They had a strong support system, with family nearby to help, but add[illegible]nother child would mean more responsibilities and less time for each other and Lily.

In Canada, they knew they had the right to make their own reproductive decisions. They appreciated that they could consider all the factors—age, finances, health, and support—without pressure. As they looked at each other, they realized that this decision was about more than just numbers or statistics; it was about their family, their future, and the love they had for each other and Lily.

Name: _____ 141 Curriculum Connection 00.6.9

Question Why might a couple choose to consider future challenges when deciding to expand their family?

Scenario ... scenarios showing the provided factors influencing reproductive ...s.

Age and Health	...is ...rs old and has been thinking about having another ...y. Du... ...t visit to her doctor, she learned that ...gna... ...35 carry higher risks, such as complications ...ancy.
Financial Stability	
Balancing Career and Family	
Support Systems	

True or False Is the statement true or false?

1) Age can influence reproductive decisions significantly.	True	False
2) Support systems are irrelevant when making family decisions.	True	False
3) The cost of raising a child is a minor factor in reproductive choices.	True	False
4) Reproductive decisions are influenced solely by statistical data.	True	False
5) Emotional health is not as vital as physical health in decision-making.	True	False

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Curriculum Connection
00.6.9

Four Corners Activity: Reproductive Decisions

Objective What are we learning about?

To help students understand the various factors that influence reproductive decisions, including age, health, financial stability, emotional well-being, and support systems.

Materials (What you will need for the activity)

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

Instructions How you will implement the activity

1. Prepare the classroom by labelling each corner with A, B, C, and D.
2. Inform students that you will read out scenarios and questions related to factors influencing reproductive decisions. Each question will have options corresponding to different factors or outcomes.
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.

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Curriculum Connection
OO.6.9

Question	A	B	C	D
1) What is the most important factor when planning a family?	Financial stability	Emotional support	Age	Health
2) How can age impact your decision to have children?	More stability	More responsibility	Less freedom	No impact
3) What r… d health play in repro… …s?	Very important	Somewhat important	Not important	Shouldn't matter
4) Should fina… …he… to start a famil…	Yes, …letely	Somewhat	Not at all	Only in emergenci es
5) How important is emoti… well-being when planning a family?	M… imp…	…mewhat …tant	Not important	Not sure
6) Should you have a support system in place before having children?	Absolutely	…newh…	…lot …ry	Depends on situation
7) Should couples wait until they feel financially secure?	Yes	Sometimes	…	…nds
8) How much does lifestyle influence reproductive decisions?	Greatly	Somewhat	Not at all	I don't know
9) Should education level affect when you decide to have children?	Yes	Somewhat	No	Education doesn't matter
10) Is it important to have a stable job before having children?	Yes	Somewhat	Not at all	It depends

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Curriculum Connection
00.6.9

Blog Post: Stages of Fetal Development

Stages of Fetal Development

Date: August 23, 2024 Author: Dr. Jake *4-minute read*

Pregnancy is an incredible journey that lasts about 40 weeks, divided into three trimesters. Each trimester is important for the development of the baby, and there are key milestones during each stage.

- First Trimester (Weeks 1-12): During the first trimester, the baby's heart starts beating around week 6. By the end of week 12, all major organs, like the brain, heart, and kidneys, have begun to form. This is a critical period where the baby is most vulnerable to harmful substances.
- Second Trimester (Weeks 13-26): The baby starts to grow rapidly. By week 20, the baby can move around, and you may start to feel kicks! The baby's senses like hearing and touch also start to develop.
- Third Trimester (Weeks 27-40): The baby gains weight quickly and prepares for birth. By week 32, the baby's lungs are almost fully developed, and by week 37, the baby is considered full-term.

Factors like good nutrition are crucial for the baby's growth. However, smoking, alcohol, and drug use can lead to serious issues like low birth weight, developmental delays, and even miscarriage. It's important to take care of the mother's health during this time.

Till next time,
Dr. Jake

Comments:

Hope Sy - August 23, 2024

This was a great read! I read that pregnant women should increase their intake of folic acid to help prevent birth defects.

Like Reply 4h ago

Mikey76 - August 23, 2024

Did you know that smoking during pregnancy can increase the risk of Sudden Infant Death Syndrome (SIDS) by up to 50%? It's essential to avoid smoking entirely for a healthy baby.

Like Reply 1h ago

Name: _____ 146

Curriculum Connection
00.6.9

Questions

Answer the questions below.

1) Why is good nutrition important during pregnancy?

2) What a risks of alcohol use during pregnancy?

True or False

Is the statement true or false?

1) The baby's heart starts beating arou	True	False
2) By week 20, the baby's lungs are ful veloped	True	False
3) By week 37, the baby is considered full-ter	True	False
4) Folic acid intake is important for preventing bir	True	False
5) The baby's heart starts beating in the third trimester.	True	False

Draw

Illustrate the fetal development in the follo

First Trimester	Second Trimester	Third Trimester

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00.67

Supportive Health Practices During Pregnancy

Local Couple Prepares for Triplets

Publish Date: August 31, 2024

In an exciting turn of events, local couple Sarah and [illegible]mes Bennett are preparing to welcome [illegible] this fall. The Bennetts, who w[illegible] thrilled by the new[illegible] focused [illegible]ng a healthy pregnan[illegible]y as th[illegible] ar[illegible]l of their three babies.

"We were shocked at [illegible] w[illegible] just so excited," said Sara[illegible] "W[illegible] want to do everything right to [illegible]e su[illegible] our babies are born healthy."

Dr. Lisa Thompson, the Bennetts' obstetrician, emphasized the importance of following supportive health practices during this critical time. "With multiple pregnancies, the mother's body works extra hard, so it's essential to follow a healthy routine," she explained.

One of the top recommendations is eating a well-balanced diet. Sarah has been following a nutrition plan rich in folic acid, iron, and calcium. "I'm eating a lot of leafy greens, fortified cereals, and dairy products to help the babies develop strong bones and prevent birth defects," she said. According to Dr. Thompson, proper nutrition is even more crucial with triplets, as the babies compete for the nutrients they need to grow.

Exercise is another important aspect. "I've been doing light exercises like walking and prenatal yoga. It helps me stay strong and keeps my stress levels down," Sarah shared.

The Bennetts also prioritize sleep, aiming [illegible] at least 8 hours a night. "It's not always [illegible]t I know how important rest is for [illegible]e an[illegible]abies," Sarah said.

[illegible]ue da[illegible]ches, the Bennetts ar[illegible]nd[illegible]al visits. "These a[illegible]nts a[illegible]tial for monitoring th[illegible]bies[illegible]d catching any potenti[illegible]," Dr. Thompson noted.

With triplets on the way, the Bennetts are taking every step possible to ensure a safe and healthy pregnancy, supported by their healthcare team and reliable information.

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Curriculum Connection
00.6.7

True or False

Based on the story, is the statement true or false?

1) Exercise can help reduce stress during pregnancy.	True	False
2) The mother's health practices directly affect the health of the babies.	True	False
3) Sleep is not a priority during pregnancy.	True	False
4) Nutritional needs increase when expecting more than one baby.	True	False
5) Balanc[illegible] contribute to preventing birth defects.	True	False

Que[illegible]r the questions below.

1) Why might n[illegible] more[illegible]hen expecting triplets compared to a single baby?

2) What role does a healthcare team play in ensu[illegible] be[illegible]?

Questioning

Write two questions you have about the text.

1)	
2)	

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Unit Test – Growth and Development

Multiple Choice /10

1. Maturation is... a) Changes in our bodies, minds, and feelings b) Learning a new hobby c) Manage p nts d) Making r ds	2. Which trimester does the sense of hearing and touch begin to develop for a baby? a) First trimester b) Second trimester c) Third trimester d) Fourth trimester
3. A p ar a) Always thinki th hers. b) Never making c) Being perfect in eve n d) Feeling good about who y	4. These changes are common to both boys and girls except: a) Growth of body hair b) Gaining weight c) Deepening of the voice d) coming taller
5. Helps in the growth and repair o sues including muscles that are developing: a) Calcium b) Protein c) Iron d) Potassium	an example of cognitive changes uring ence? a) L g ho im lopi ing skills c) Abi d) Manage ple
7. The first group of people who influence your identity: a) Friends b) Classmates c) Community d) Family	8. Which is NOT a stres technique? a) Overthinking b) Deep Breathing c) Mindfulness d) Visualization
9. Immunization helps in... a) Preventing all diseases b) Replacing healthy habits c) Supporting community immunity d) Curing all illnesses	10. Which has the lowest effectivity rate of birth control? a) Hormonal Methods b) Barrier Methods c) Natural Methods d) Permanent Methods

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Explain Discuss the key milestones for each fetal development stage.

First Trimester (Weeks 1-12)	
Second Trimester (Weeks [illegible])	
Third Trimester (Weeks [illegible]7-40)	

Identify Tell whether the [illegible]os sh[illegible]sical, emotional, or cognitive changes.

1) Sarah now understands how to sol[illegible]ex m[illegible]oblems on her own.	
2) Alex feels proud when he helps his friend [illegible]mew[illegible]	
3) Mia has started growing taller and her clothes [illegible]ar no[illegible] fit.	
4) Liam is learning how to manage his time better for scho[illegible]proj[illegible]	
5) Emma notices she can run faster and for longer distances dur[illegible] gym class.	
6) Jake feels sad when he sees someone being left out and offers to include them.	
7) Olivia is getting better at remembering facts for her history test.	
8) Ethan is learning how to stay calm and talk through problems with his classmates.	
9) Ava realizes she needs to eat more now because she's growing so much.	
10) Noah can now focus on reading for longer periods without getting distracted.	

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Long Answer Answer the questions below – Each question is worth 5 marks.

1) Explain three strategies to develop a positive body image and self-esteem.

2) Discuss tips to consider in making g… reproduc… …s. Explain birth control methods as well as good decision making regard… …en to … family.

Grade 6 – Health Unit

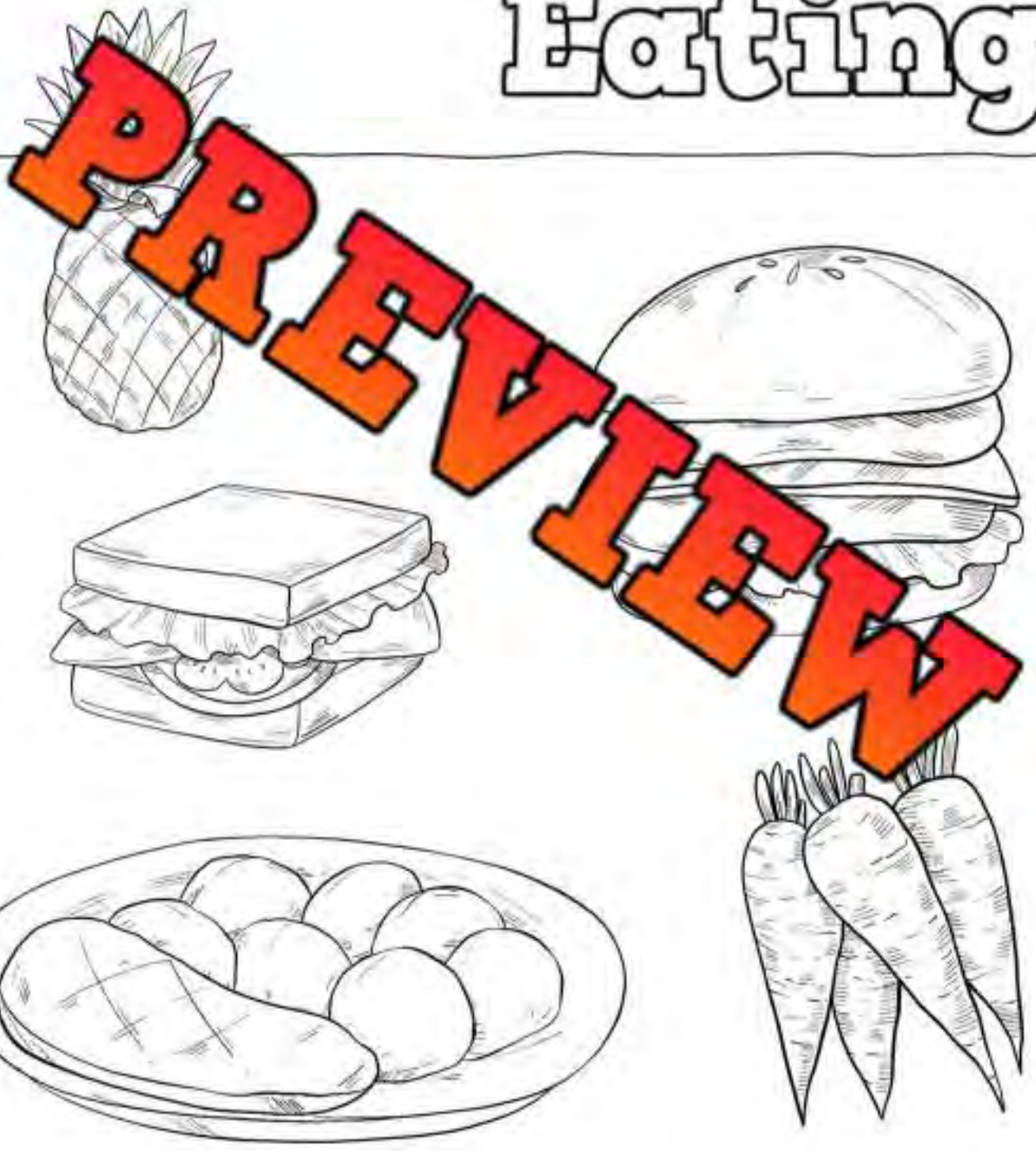
Healthy Eating

Organizing Idea	A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.
Guiding Question	How might access to food affect nutrition?
Learning Outcome	Students examine access to food and its effect on

		127-143
HE6.2	Discuss the effects of limited nutritional food choices on physical and mental well-being.	80-88, 113-118
HE6.3	Examine how access affects nutritional choices in a variety of contexts. Compare cost of food in a variety of contexts.	60-69, 89-112, 119-126

NAME: _____

Healthy Eating



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Curriculum Connection
HE6.1

Introduction to Access to Food

Factors Affecting Access to Food

Access to food is an important topic that affects everyone. Several factors can influence whether people can get the food they need. Here are some key factors:

Season

The season affects what types of food are available. For example, in winter, it can be hard to find fresh berries or tomatoes. Seasonal changes can make some foods more expensive or hard to find.

Cost

The cost of food is a major factor. Healthy food like fresh fruits and vegetables can be expensive. Families with a limited budget might have to choose cheaper, less healthy options. Understanding how to budget for food is important for making healthy choices.

Food-Preparation Skills

Knowing how to prepare food can also affect access. People who can cook have more options for what they can eat. They can use fresh ingredients and make healthy meals at home, which is often cheaper than buying pre-made food.

Location

Where a person lives can impact their access to food. People in cities might have many grocery stores nearby, while those in rural areas may have to travel to buy food. Some areas are known as "food deserts" where it's hard to find fresh and nutritious food.

Importance of Understanding These Factors

Understanding these factors helps people make better food choices. Here are some tips for improving food access:

- Plan meals based on what's in season to save money.
- Learn basic cooking skills to make healthy meals at home.
- Budget wisely to buy nutritious food without overspending.
- Know your local resources like nearby grocery stores and farmers' markets.

By being aware of these factors, everyone can work towards better access to healthy and affordable food.

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Curriculum Connection
HE6.1

True or False

Is the statement true or false?

1) Healthy food is always affordable for everyone.	True	False
2) Learning cooking skills can improve food access.	True	False
3) Cities usually have more grocery stores than rural areas.	True	False
4) Location does not impact access to food.	True	False
5) Fresh ingredients are often cheaper than pre-made food.	True	False

Draw

w the foods available in each season.

Spring		mer	
Fall		Winter	

Question

What is a food desert?

Name: _____ 8

Curriculum Connection
HE6.1

Spelling Bee – Access to Food and Nutrition

Objective What are we learning about?

Conduct a spelling bee using vocabulary related to access to food, emphasizing words that reflect key factors such as seasonality, cost, budget, food-preparation skills, loc[illegible]nd understanding local resources as well as nutrients.

Mate[illegible] [illegible]will need for the activity.

- List of spelli[illegible]ds re[illegible]ess to food.
- Bell or buzzer for s[illegible]ncorr[illegible]tings

Instructions How you will comp[illegible]e activ[illegible]

1. Compile the list of vocabulary words rela[illegible]d nutrition.
2. Divide participants into teams or have them comp[illegible]vid[illegible]n class size and dynamics.
3. Clarify the rules, including turn-taking, scoring, and handling o[illegible]pellings.
4. Begin the bee by having the first participant spell a word from the theme list, noting their attempt on the board.
5. Use a signal device to indicate correct or incorrect responses and display the correct spelling for any mistakes.
6. Progress through participants, allowing multiple attempts and cycling through the word list.
7. Tally correct spellings to determine scores for each participant or team.

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Curriculum Connection
HE6.1

Spelling Terms List of food and nutrition-related words:

Easy	Moderate	Hard	Very Hard
Food	Nutrition	Availability	Malnutrition
Fruit	Grocery	Affordability	Socioeconomic
Sh	Farmers	Distribution	Micronutrient
ket	Organic	Sustainability	Macroeconomics
Store	Bu	Preservation	Nutritious
Meals	ce	Consumption	Epidemiology
Cook	Choices	Re s	Bioavailability
Budget	Recipe	parit	Phytochemicals
Cost	Serving	Sec	erability
Plan	Seasonal	Accessibility	ient
Health	Vegetable	Awareness	Fortification
Fresh	Packaging	Equity	Agroecology
Buy	Access	Community	Urbanization
Cheap	Supply	Preparation	Infrastructure
Grow	Farming	Nutritionist	Supplementation

Curriculum Connection
HE6.1

Exit Cards

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

Name: _____

Circle the correct answer.

1) During winter, berries are..	Cheap
	Expensive
2) Food deserts can be experienced in...	Urban
	Rural
3) Planning meals saves money.	Yes
	No
4) A factor that can make food prices vary.	Season
	Inflation
5) Which food is cheaper?	Fresh foods
	Pre-made

Name: _____

Circle the correct answer.

1) During winter, berries are..	Cheap
	Expensive
2) Food deserts can be experienced in...	Urban
	Rural
3) Planning meals saves money.	Yes
	No
4) A factor that can make food prices vary.	Season
	Inflation
5) Which food is cheaper?	Fresh foods
	Pre-made

Name: _____

Circle the correct answer.

1) During winter, berries are..	Cheap
	Expensive
2) Food deserts can be experienced in...	Urban
	Rural
3) Planning meals saves money.	Yes
	No
4) A factor that can make food prices vary.	Season
	Inflation
5) Which food is cheaper?	Fresh foods
	Pre-made

Name: _____

Circle the correct answer.

1) During winter, berries are..	Cheap
	Expensive
2) Food deserts can be experienced in...	Urban
	Rural
3) Planning meals saves money.	Yes
	No
4) A factor that can make food prices vary.	Season
	Inflation
5) Which food is cheaper?	Fresh foods
	Pre-made

Curriculum Connection
HE6.1

Newspaper Article: Cost of Food and Budgeting

Balancing the Grocery Bill: A Look at Food Costs and Budgeting

Publish Date: July 22, 2024

Grocery prices are soaring, and families are feelin[illegible]och. In downtown Calgary, the Hen[illegible]il has become a prime exa[illegible] grocery budget amidst [illegible]

"The cost of fresh f[illegible]nd v[illegible] risen significantly," said M[illegible]erson. "We used to spend $100 a wee[illegible] groceries, but now it's closer to $150." This increase is felt by many families across Canada, making budgeting more important than ever.

Recent studies show that whole foods like fresh produce, lean meats, and dairy can be up to 60% more expensive than processed foods. Processed foods, which are often high in sugar and unhealthy fats, tend to be cheaper and more accessible, especially for families on a tight budget.

Experts suggest several strategies for families to manage their food budget while maintaining a healthy diet. One tip is to plan meals around sales and seasonal produce. For example, buying berries in summer when they are cheaper and freezing them for later use can save money. Another tip is to buy in bulk, especially for non-perishable items like rice and pasta.

Maria Henderson also recommends cooking at home more often. "We've started making our own bread and snacks [illegible]ead of buying them. It's cheaper and [illegible]

Addi[illegible]y, [illegible]ng community resources [illegible] food [illegible] farmers' markets can h[illegible] access[illegible]dable, nutritious f[illegible]

Local schools are al[illegible] educate students on budge[illegible]and nutrition. "We teach kids how to compare prices and read nutrition labels," said school nutritionist Laura King. "These skills are essential for making informed food choices now and in the future."

Name: _____ 12

Curriculum Connection
HE6.1

Questions

Answer the questions below.

1) Why are processed foods often cheaper and more accessible than whole foods?

2) What is [illegible]efit of buying food in bulk?

Draw

Create a dr[illegible] heal[illegible] that fits within a budget, then explain.

True or False

Is the statement true or false?

1) Processed foods are often high in sugar and unhealthy fats.	True	False
2) Whole foods can be up to 60% cheaper than processed foods.	True	False
3) Buying in bulk can help save money.	True	False
4) Freezing berries bought in winter saves money.	True	False
5) Food banks and farmers' markets help families access affordable food.	True	False

Name: _____ 13

Curriculum Connection
HE6.1

Activity: Nutritious Food Shopping

Objective What are we learning about?

To help students understand how to budget for nutritious foods, make informed food choices, and plan a balanced diet within a given budget.

Materials What you will need for the activity.

- ng items and prices
- A list of ir prices
- Calculator

Instructions How you ple ity

1. Inform students that they will be pping" worth of groceries with a fixed budget of $100.
2. Provide each student or group with a wor lected items and prices.
3. Explain that students must focus on selecting nutriti ood to a balanced diet, including a variety of food groups such as f grains, proteins, and dairy.
4. Distribute the list of grocery items along with their prices to the st ents.
5. Instruct students to use the provided list and prices to "shop" for a week's worth of groceries, recording their selected items and total cost on their worksheets, ensuring they do not exceed the $100 budget.
6. Once students have completed their shopping, have them present their grocery lists to the class and discuss how they managed to include a variety of nutritious options while staying within budget. Highlight different strategies used to balance cost and nutrition.
7. Ask students to reflect on the challenges they faced during the activity and discuss the importance of budgeting and how it impacts food choices.

Name: _____ 14 Curriculum Connection HE6.1

Grocery Items Use the list to shop for a week's worth of groceries.

Produce	
Item	Price/Unit ($)
Apples (1 kg)	3.50
Bananas (1 kg)	2.00
Carrots (1 kg)	2.00
Broccoli (1 [illegible]d)	1.50
Spinach ([illegible])	2.50
Toma[illegible]	3.00
Cucu[illegible] (1 kg)	2.00
Potatoes (1 k[illegible])	1.[illegible]
Oranges (1 kg)	[illegible]

Pantry Items	
Item	Price/[illegible])
Olive Oil (500 ml)	6.00
Cereal (500 g)	4.00
Pasta Sauce (500 ml)	3.00
Flour (1 kg)	2.50
Sugar (1 kg)	2.00
Salt (1 kg)	1.00

Snacks	
Item	Price/Unit ($)
Nuts (200 g)	5.00
Dried Fruit (200 g)	4.00
Granola Bars (box of 6)	3.00
Popcorn (500 g)	2.00
Dark Chocolate (100 g)	2.50
Potato Chips (200 g)	3.00
Cookies (300 g)	3.50
Ice cream (1 litre)	5.00

Grains	
Item	Price/Unit ($)
Whole Grain Bread (1 loaf)	3.00
Brown Rice (1 kg)	4.00
Oats (1 kg)	3.00
Whole Wheat Pasta (1 kg)	2.50
Quinoa (1 kg)	5.00

Protein	
Item	Price/Unit ($)
[illegible]hicken Breast (1 kg)	10.00
[illegible] dozen)	3.00
[illegible]	1.50
[illegible]ogurt ([illegible]	2.00
Ch[illegible] g)	4.00
Lent[illegible]g)	3.00
Canned Be[illegible]	1.00
Fish (1 kg)	[illegible]
Tofu (400 g)	[illegible]
Peanut Butter (500 g)	4.00

Beverages	
Item	Price/Unit ($)
Orange Juice (1 litre)	3.00
Apple Juice (1 litre)	2.50
Herbal Tea (box of 20)	3.00
Bottled Water (1 litre)	1.00
Soda (1 litre)	2.00
Energy Drink (500 ml)	3.00

Name: _____ 15

Curriculum Connection
HE6.1

Grocery List

Record each item you select, the quantity, and the total cost for each item. Ensure that you do not exceed the $100 budget.

Item	Quantity	Price Per Unit ($)	Total Cost ($)
Total Cost of All Items	$		

Name: _____ 16

Curriculum Connection
HE6.1

Reflection | Answer the questions below.

1) Rate your experience of the activity by shading the stars. 5 stars indicate the best experience, and 0 stars indicate the worst experience.	
How much did you enjoy participating in the nutritious food shopping activity?	☆☆☆☆☆
How much did you learn about budgeting for nutritious foods?	☆☆☆☆☆
How well did you work together to select and budget for the foods?	☆☆☆☆☆
How challenging did you find the task of selecting nutritious foods within the budget?	☆☆☆☆☆
How confident do you feel in making informed choices on a budget now?	☆☆☆☆☆

2) Explain how you decided which foods to select within the budget.

3) What did you learn about the importance of budgeting when making food choices?

Name: _____ 17

Curriculum Connection
HE6.1

Blog Post: Seasonal Availability of Food

Why Seasonal Eating Matters

Date: July 23, 2024 Author: Doc Adams *4-minute read*

Eating food that is in season is important for both your health and the environment. Seasonal availability means certain fruits and vegetables are only available at specific times of the year. For example, strawberries are in season in summer, while apples are in sea the fall.

Eating s ce has many benefits. It is fresher and tastes better. When fruits and ted in their peak season, they are packed with nutrients. For instan mmer have more vitamins C and A compared to winter ones. Seasonal prod ea due to its abundance.

Another benefit i ortin rs. Buying locally grown produce reduces the carbon footprint travel long distances. According to the Leopold Center for Sust ricul in the United States travels an average of 1,500 miles from t al and seasonal foods helps cut this distance, benefiting the planet.

So, next time you're at the grocery sto or farm mark k about what is in season. You'll enjoy tastier and more nutritio s wh the environment.

Till next time,
Doc Adams

Comments:

Jake – July 23, 2024

I love this article, Jane! I always try to eat seasonally. It's true that fruits and vegetables taste better when they're in season. Plus, it's a great way to support local farmers.

Like Reply 9h ago

Justine– July 23, 2024

According to the USDA, importing fruits and vegetables allows for a diverse diet all year round. What do you think?

Like Reply 5h ago

Name: _____ 18

Curriculum Connection
HE6.1

Questions

Answer the questions below.

1) How does seasonal eating support the environment?

2) Why is [illegible] produce usually fresher and tastier?

Draw

Draw a me[illegible]ludes [illegible]ourite seasonal fruits and vegetables.

True or False

Is the statement true or false?

1) Seasonal eating benefits both health and environment.	True	False
2) Seasonal produce is often cheaper due to abundance.	True	False
3) Local farmers benefit from people buying seasonal produce.	True	False
4) Eating local produce increases the carbon footprint.	True	False
5) Buying local food helps reduce travel distance.	True	False

Name: _____ 19

Curriculum Connection
HE6.1

Four Corners Activity: Seasonal Availability of Food

Objective What are we learning about?

To help students understand how seasons affect the availability of different types of food and the benefits of eating seasonal produce.

Materials You will need for the activity.

- A list of q
- Labels for each er (A, B, C, D)

Instructions How you will mp

1. Prepare the classroom by labelling eac er wi , B, C, and D.
2. Inform students that you will read out questions to f al decision-making and budgeting. Each question will have four multip .
3. When you read a question, students will move to the corner tha esponds 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.

Name: _____ 21

Curriculum Connection
HE6.1

Question	A	B	C	D
1) Do you think eating seasonally can help reduce food waste?	Yes	Sometimes	Not really	No
2) Do you prefer to eat foods that are naturally in season?	Yes	Sometimes	Not really	No
3) Would yo[illegible] to learn more about when[illegible] foods are in season?	Yes	A bit	Not really	No
4) Do [illegible]nk seas[illegible] is more s[illegible]ainabl[illegible] environment?	Yes	Sometimes	Not sure	No
5) Do you find that sea[illegible] foods are fresher in taste a[illegible] texture?	Yes	Sometimes	Not really	No
6) Do you think restaurants should focus on using seasonal ingredients?	Yes	So[illegible]	Not really	No
7) Is it important to you that your food is grown close to home?	Yes	A [illegible]	Not [illegible]	No
8) Do you think local markets should only sell seasonal produce?	Yes	Occasionally	Not real[illegible]	No
9) Does the distance your food travels affect your decision to buy it?	Yes	Sometimes	Not really	No
10) Does the environmental impact of food transportation matter to you?	Yes	A bit	Not really	No
11) Would you pay more for out of season food just so you can have it all year?	Yes	Maybe	Probably Not	No

Curriculum Connection
HE6.1

Case Study: Food Deserts in Urban Areas

Liam and the Quest for Fresh Food

Liam lived in a bustling city and loved playing soccer and hanging out with his friends. But his neighbourhood had a big problem: it was a food desert. This meant there were very few places to buy fresh, healthy food nearby. The closest grocery store was over 3 kilometres away.

One evening after school, instead of fast food, Liam's mom said, "We need to find better food options. Much of the food isn't good for us." Liam learned that eating lots of processed food can cause problems like obesity and diabetes. In fact, over 30% of Canadian children are overweight because they can't easily get fresh fruits and vegetables.

Determined to find a solution, Liam's family discovered a community garden. "Wow, we can grow our own vegetables here!" Liam exclaimed. They started planting tomatoes, carrots, and lettuce. The fresh food they grew was not only healthier but also much cheaper than store-bought produce.

Inspired by the success of their garden, Liam's neighbourhood began hosting a farmers' market every Saturday. Local farmers brought fresh fruits and vegetables, making it easier for everyone to buy healthy food close to home.

Liam's favourite part was helping out at the market. He loved seeing his neighbours enjoy the fresh produce. Through these efforts, Liam learned that even in a food desert, there are ways to access nutritious food. Community gardens and farmers' markets can help people eat better and stay healthy. Liam felt proud that his neighbourhood was making a positive change.

Name: _____ 23

Curriculum Connection
HE6.1

Fill in the blanks

Complete the sentences below.

1) People in food deserts often rely on _____ foods.	processed	organic
2) Fresh produce is usually more _____ in food deserts.	expensive	affordable
3) Food deserts are commonly found in _____ areas.	rural	urban
4) Processed foods are high in sugar and _____.	fat	fiber
5) Growing own food can decrease _____ costs.	transport	grocery

Ques

te two questions you have about the text.

1)	
2)	

Questions

Answer the questions b

1) How do food deserts affect health?

2) What is one way to combat food deserts?

Name: _____ 24

Curriculum Connection
HE6.1

Activity: Food Diary

Objective What are we learning about?

Reflect on personal food choices and accessibility by keeping a food diary for a week, recording everything eaten and where it was obtained. This activity aims to help students recognize patterns, challenges, and the influence of food deserts on eating habits.

Mate W will need for the activity.

- Food diary e (one nt)
- Pens or pencil

Instructions How you wil mple

1. Explain the objective of the activity and h fill iary. Students should record every meal and snack they co week, what they ate, the time, and where the food came from (e.g ook t fo grocery store).
2. Distribute the food diary templates and ensure each student s pencil (or digital device).
3. Students will keep their food diaries for one week, starting from a designated day. They should be honest and thorough in their entries.
4. At the end of the week, collect the food diaries and have a class discussion. Students will share their entries and discuss observed patterns and challenges.
5. Facilitate a discussion on how living in a food desert might influence food choices and accessibility.
6. After the discussion, ask students to complete the reflection questions provided.

Name: _____ 25

Curriculum Connection
HE6.1

Instruction	Keep a detailed record of everything you eat for one week, including the time and where you got the food.

Day 1	Meal	Time	What did you eat?	Where did you get your food?
•	Breakfast			
•	Lunch			
•	Snacks			
•	Dinner			

Day 2	Meal	Time	What did you eat?	Where did you get your food?
•	Breakfast			
•	Lunch			
•	Snacks			
•	Dinner			

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Curriculum Connection
HE6.1

Day 7	Meal	Time	What did you eat?	Where did you get your food?
•	Breakfast			
•	Lunch			
•				
•	Dinner			

Reflection Answer the que[illegible] below

1) What patterns did you notice in your eating ha[illegible]ver

2) How did the source of your food (e.g., home-cooked, fast food) affect yo[illegible] choices?

3) How do you think living in a food desert could impact a person's diet and health?

Name: _____ 33

Curriculum Connection
HE6.1

Activity: Recipe Book Creation

Objective — What are we learning about?

Encourage students to share and learn new healthy recipes by compiling a class recipe book featuring their favourite healthy dishes.

Materials — What you will need for the activity.

- (one per student)
- pencils
- Pantry reference sheet
- Art supplies for decorating the recipe book (optional)

Instructions — How to complete the activity

1. Explain the objective of the activity: to create a class recipe book featuring each student's favourite healthy recipe.
2. Distribute the recipe book templates to each student and provide the pantry reference sheet.
3. Instruct students to select their ingredients from the pantry reference sheet to create their recipes. They should focus on healthy and nutritious options.
4. Have each student write or type their recipe on the template, including ingredients, preparation steps, and any personal tips or variations.
5. Once all recipes are completed, collect them and compile them into a single class recipe book. This can be done by printing and binding the pages or creating a digital book.
6. Allow students to decorate the recipe book with drawings, photos, or other artistic elements to personalize it.
7. After the recipe book is compiled, have a class discussion about the nutritional value of each recipe and why they are healthy choices.
8. Distribute copies of the recipe book to each student to take home and share with their families.

Name: _____ 34

Curriculum Connection
HE6.1

Pantry Hand out this pantry reference sheet for students to choose from.

Fruits

- Gra
- Mang
- Peaches
- Pineapples

Vegetables

- Carrots
- Broccoli
- Spinach
- Peppers
- Tomatoes
- Kale
- eet Potatoes

Grains

- Brown Rice
- Quinoa
- Oats
- Wheat Bread
- Pasta
- Barley
- Bulgur
- Millet

Protein

- Chicken
- Turkey
- Fish
- Beans
- Lentils
- Eggs
- Tofu
- Chickpeas

Healthy Fats

- Olive Oil
- Avocado
- Nuts
- Seeds
- Coconut Oil
- Flaxseed Oil
- Chia Seeds

/Herbs

- Oregano
- Cinnamon
- Garlic
- Ginger
- Thyme
- Rosemary
- Turmeric
- Parsley

Recipe: ______________________________

Servings: __________

Prep Time: __________

Cook Time: __________

[illegible]

✕ __________
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Directions

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Notes: ______________________________
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Name: _____ 36

Curriculum Connection
HE6.1

Reflection Answer the questions below.

1) Draw your recipe dish.

2) W[illegible]ed [illegible]hoose this recipe?

3) How do the ingredients in this recipe contr[illegible] to a [illegible]y diet?

4) How does preparing this recipe at home compare to buying a similar meal from a restaurant in terms of nutrition and cost?

Case Study: Farm-to-Table Movement

What is the Farm-to-Table Movement?

The farm-to-table movement is about getting food directly from local farms to your table. This means the food travels a shorter distance, is fresher, and often tastes better. It promotes the idea of eating locally grown and produced food.

Benefits for Consumers

Consumers, the people who buy the food, get many benefits from the farm-to-table movement:

- Freshness: Food is fresher because it doesn't travel long distances.
- Nutrition: Fresh food often has more nutrients and fewer preservatives.
- Taste: Fresh food usually tastes better.
- Environment: Buying locally has a smaller carbon footprint because it requires less transportation.

Benefits for Local Farmers

Local farmers also gain from the farm-to-table movement:

- Support: Farmers get more support from the community.
- Income: They can earn more money by selling directly to consumers.
- Sustainability: It promotes sustainable farming practices.

A Successful Farm-to-Table Initiative

One successful initiative is the "Green City Market" in Chicago. This project connects local farmers with city residents. It started in 1998 and has grown every year. Today, over 50 farmers sell their produce at this market.

Here are some key impacts of the Green City Market:

- Community Health: Access to fresh food has improved the health of residents.
- Economic Growth: Local farmers have seen their incomes rise.
- Education: The market offers cooking classes and farm tours to educate people about healthy eating and farming.

By supporting farm-to-table initiatives like the Green City Market, communities can enjoy fresher food and help local farmers thrive.

Name: _____ 38

Curriculum Connection
HE6.1

True or False

Is the statement true or false?

1) The farm-to-table movement promotes eating local food.	True	False
2) Fresh food often has fewer nutrients.	True	False
3) Farm-to-table food travels a longer distance.	True	False
4) Farmers earn less by selling directly to consumers.	True	False
5) Farm-to-table reduces support for local farmers.	True	False

Questio

Answer the questions below.

1) How [illegible] local fa[illegible] fit financially from the farm-to-table movement?

2) Why does fresh food usually [illegible] be[illegible] the farm-to-table movement?

Word Search

Find the words in the words

Farm	Community
Freshness	Economy
Nutrition	Growth
Taste	Market
Support	Consumer
Income	Produce
Health	Food

C B F Y M O N O C E [illegible] A L I
I Y D H T W O R G C X R B X S
C T H R E A F M H C F W Z O S
W I G X Q V H R W F S F O I E
I N R T E K R A M X J D E H N
T U P X R T R F R X C I M E H
A M D P X T R O P P U S O A S
S M O E C U D O R P O D C L E
T O O V R E M U S N O C N T R
E C F N O I T I R T U N I H F

Name: _____ 39

Curriculum Connection
HE6.1

Fact or Fiction – Farm to Table Movement

Objective What are we learning about?

To enhance students' understanding of the farm-to-table movement and its benefits, distinguishing between myths and facts.

Materials What you will need for the activity.

- [illegible]out substance use
- A 'Fact' si[illegible]to distinguish the two sides o[illegible]m
- Designated areas in [illegible]e the 'Fact' and 'Fiction' sign[illegible] students to move to either [illegible]de

Instructions How you will complete the [illegible]

1. Your teacher will read statements from cards. [illegible]e atte[illegible]as each statement is shared.
2. Consider carefully whether you think the statement is tru[illegible]e
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. Have fun getting up and moving!

Name: _____ 40

Curriculum Connection
HE6.1

Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	The farm-to-table movement promotes eating food grown far away.	Fiction
2	Fresh food from local farms usually has more nutrients.	Fact
3	The [illegible] City Market started in 2005.	Fiction
4	[illegible] reduces the carbon footprint.	Fact
5	[illegible] by selling directly to consumers.	Fiction
6	Farm-to[illegible] often [illegible] longer distances.	Fiction
7	Fresh food often [illegible]	Fact
8	The Green City Market [illegible]	Fact
9	Farm-to-table initiatives promote [illegible] practices.	Fact
10	Consumers get fewer benefits from the farm-to-table [illegible]	Fiction
11	Fresh food usually tastes better than food [illegible]	Fact
12	Local farmers receive more community support [illegible] table.	Fact
13	The farm-to-table movement only benefits large-scale farms.	Fiction
14	Buying locally can improve community health.	Fact
15	The farm-to-table movement started in the 1800s.	Fiction
16	The Green City Market connects local farmers with city residents.	Fact
17	The farm-to-table movement discourages eating fresh food.	Fiction
18	Farm-to-table food is often fresher because it doesn't travel far.	Fact
19	The Green City Market offers cooking classes to educate people.	Fact
20	Fresh food from local farms usually has more additives.	Fiction

Activity – Farms and Gardens Pictionary

Objective What are we learning about?

To explore how access to farms and gardens can provide fresh, nutritious food and discuss the benefits of growing your own food and participating in communit[illegible]ardens.

Materia[illegible] [illegible]you will need for the activity.

- White[illegible]board [illegible]pe
- Markers [illegible]
- Cards with ge[illegible]ng-r[illegible]

Instructions How you [illegible]ple[illegible]y

1. Split the class into two teams, r[illegible]e by ro[illegible]gr[illegible]s of desks.
2. Have one student from Team A come u[illegible]ick a[illegible] should keep the card a secret from everyone else.
3. The student then draws what's on the card on a [illegible]rd [illegible]e paper.
4. Start a timer for 2 minutes. During this time, Team A t[illegible]es [illegible] being drawn.
5. If Team A guesses the drawing correctly before the timer goes [illegible] they earn a point.
6. Next, it's Team B's turn. A student from Team B picks a card and draws, while their team guesses.
7. Alternate turns between the two teams, letting different students draw each time.
8. Continue the game until all the cards have been used. Keep track of points for each team.
9. At the end, count up the points. The team with the most points is the winner.

Name: _____ 44

Curriculum Connection
HE6.1

Pictionary Topics	Cut out the topics below

Pictionary Cards	
Garden	Wheelbarrow
Tomato	Carrot
[illegible]an	Garden Hoe
[illegible] Bin	Scarecrow
Seed Packe[illegible]	Farmers Market
Greenhouse	[illegible]ractor
Rain Barrel	[illegible]ertili[illegible]
Farm Animals	Crop R[illegible]
Garden Fence	Soil
Harvest	Garden Tools
Leafy Greens	Urban Farming
Garden Bed	Garden Trowel

Curriculum Connection
HE6.1

Exit Cards

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

Name: _____

Is the statement true or false?

1) Growing your own food is an important skill.	True	False
2) Eating too much fruits can put your health at risk.	True	False
3) Community gardens are stressful to handle.	True	False
4) Only vitamins and minerals can be found in fruits and vegetables.	True	False

Name: _____

Is the statement true or false?

1) Growing your own food is an important skill.	True	False
2) Eating too much fruits can put your health at risk.	True	False
3) Community gardens are stressful to handle.	True	False
4) Only vitamins and minerals can be found in fruits and vegetables.	True	False

Name: _____

Is the statement true or false?

1) Growing your own food is an important skill.	True	False
2) Eating too much fruits can put your health at risk.	True	False
3) Community gardens are stressful to handle.	True	False
4) Only vitamins and minerals can be found in fruits and vegetables.	True	False

Name: _____

Is the statement true or false?

1) Growing your own food is an important skill.	True	False
2) Eating too much fruits can put your health at risk.	True	False
3) Community gardens are stressful to handle.	True	False
4) Only vitamins and minerals can be found in fruits and vegetables.	True	False

Name: _____ 48

Curriculum Connection
HE6.1

Activity – Grocery Shopping Roleplay

Objective What are we learning about?

Understand the challenges and considerations of shopping at different types of grocery stores and how this affec[illegible]d access and dietary choices.

Mate[illegible] [illegible]u will need for the activity.

- Scenario[illegible]iffe[illegible]opping situations and store types (e.g., large supermarke[illegible] loca[illegible]
- Notebooks and pens[illegible]ction[illegible]

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

1. Divide the class into small groups and p[illegible] ea[illegible] a scenario card that describes a specific shopping situation a[illegible]e type (e[illegible]opping at a large supermarket for a family with a vegetarian d[illegible]op[illegible] local store with a limited budget).
2. Give each group time to discuss their scenario and come up wit[illegible] shopping list of items they would need to meet their dietary requirements and address the situation.
3. Have each group present their scenario and shopping list to the class, explaining their choices and how they addressed the situation based on the store type.
4. Reflect on the experience and discuss the challenges and considerations involved in grocery shopping at different types of stores.

Name: _____ 49

Curriculum Connection
HE6.1

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Large Supermarket for a Vegetarian Diet	You are shopping at a large supermarket for a family that follows a vegetarian diet. Choose a variety of vegetables, fruits, grains, and plant-based proteins while staying within a budget.
Small [illegible] get	You are shopping at a small local store with a limited [illegible]dget. Focus on essential items like milk, bread, and [illegible]ed goods while trying to include some healthy options.
Large Supermarket for a Gluten-Free Diet	[illegible] a large supermarket for a person who [illegible] Find gluten-free options and other healthy [illegible]ithin a budget.
Small Local Store with a Nut Allergy	You are shopping at a [illegible] local [illegible] a person with a nut allergy. Avoid all fo[illegible] find suitable alternatives while staying w[illegible]dget.
Large Supermarket for a Family with Kids	You are shopping at a large supermarke[illegible] with young kids. Choose a variety of healthy foods [illegible]kids will enjoy while staying within a budget.
Small Local Store for a Quick Meal	You are shopping at a small local store to prepare a quick and healthy meal. Focus on convenience and nutrition while staying within a budget.
Large Supermarket for a Low-Sugar Diet	You are shopping at a large supermarket for a person who needs to limit their sugar intake. Select foods that are low in added sugars and find healthy sweet alternatives.

Name: _____ 50

Curriculum Connection
HE6.1

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Small Local Store for a Dairy-Free Diet	You are shopping at a small local store for a person who cannot consume dairy products. Find dairy-free alternatives and other suitable options while staying within a budget.
Large S... for ...et	You are shopping at a large supermarket for an athlete who ...eeds a high-protein diet. Choose lean meats, fish, eggs, ...plant-based protein sources while staying within a ...get.
Large Supermarket for Organic Foods	...o... ...p... ...a large supermarket for a person who p... ...anic... ...lect a variety of organic produce, dairy, ...othe... ...staying within a budget.
Small Local Store for a Vegan Diet	You are shopping at a ... local ... a person who follows a vegan diet. Fi... ...an... ... ... and avoid all animal products while stayi... ...a bu...
Large Supermarket for a Low-Carb Diet	You are shopping at a large supermarke... ...who follows a low-carb diet. Choose low-carb ve... ...es, proteins, and healthy fats while staying within a budget.
Small Local Store for a Food Allergy	You are shopping at a small local store for a person with multiple food allergies. Avoid common allergens and find safe, nutritious alternatives while staying within a budget.
Large Supermarket for a Family Gathering	You are shopping at a large supermarket to prepare a meal for a family gathering. Choose a variety of foods that cater to different dietary needs and preferences while staying within a budget.

Name: _____ 51

Curriculum Connection
HE6.1

Three Stars and a Cloud	Select one act and write three highlights and one improvement regarding the directing of the scene.

Title Of The Act	
Section	**Description**
	
	
	

Newspaper Article: Farmers' Markets

Farmers' Market Flourishes, Bringing Fresh Produce to Local Community

Publish Date: July 26, 2024

Yesterday, the annual summer farmers' market opened in downtown Calgary, drawing crowds from all over the city. This popular event features a variety of fresh, local produce and has become a staple for many residents.

Farmers' markets are known for their benefits in providing access to fresh, nutritious foods. Unlike many grocery stores, these markets offer seasonal fruits and vegetables picked at the peak of ripeness. According to the Canadian Farmers' Market Association, shoppers at farmers' markets can find an average of 65 different types of fruits and vegetables throughout the year.

"Farmers' markets are a great way to get fresh, local produce," said Sarah Johnson, a regular market visitor. "The taste and quality are unbeatable, and I love supporting local farmers."

These markets not only benefit consumers but also support local agriculture. By purchasing directly from farmers, consumers help sustain small farms and local economies. The Alberta Agriculture and Forestry department reports that farmers' markets in the province generate over $1 billion in annual sales, significantly impacting local communities.

Calgary's farmers' market is known for its lively atmosphere and the diversity of its vendors. St. Albert's Farmers' Market, on the other hand, is smaller but offers a more intimate shopping experience. Visitors can find homemade baked goods, and artisanal crafts. Both markets have become social hubs where people gather, fostering a sense of community.

John McNeil, a vendor at the Calgary Farmers' Market, emphasized, "It's not just about selling produce. It's about connecting with people and sharing the fruits of our labour."

Name: _____ 53

Curriculum Connection
HE6.1

True or False

Is the statement true or false?

1) Farmers' markets only sell fresh produce.	True	False
2) Farmers' markets are a staple for many residents.	True	False
3) Calgary Farmers' Market draws crowds from all over.	True	False
4) Farmers' markets impact local communities positively.	True	False
5) Grocer[illegible]s offer seasonal fruits picked at the peak of ripeness.	True	False

Visuali[illegible]

[illegible]u were picturing while you were reading. Explain the picture.

Question

How do farmers' markets contribute to the local economy?

Name: _____ 54

Curriculum Connection
HE6.1

Memory Game: Farmers' Markets Produce

Objective — What are we learning about?

To help students identify various types of produce found at farmers' markets and understand their nutritional content through a fun and engaging memory game.

Materials — What you will need for the activity.

- M y gam rovided) with the names of produce o t nutritional content on anothe
- A flat surface li t lay out the cards.

Instructions — How you will comp e acti

1. Divide the class into groups of 3 or 4. Giv emory Game cards. (Provided)
2. Have each group lay all the cards face down in a g a r.
3. The students take turns flipping over two cards at a time, g matching term and its definition.
4. If a student finds a match, they remove those cards from the grid 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, review the terms and definitions with the class.
8. Discuss why it is important to know the nutritional content of the produce and how it contributes to a healthy diet.

Name: _____ 55

Curriculum Connection
HE6.1

Cards | List of farmers' market's produce and their nutritional content.

Produce	Nutritional Content
Apples	High in fibre, Vitamin C, and antioxidants.
[illegible]s	Rich in beta-carotene, fibre, and Vitamin K.
Spinach	[illegible]urce of iron, [illegible]amin A.
Strawberries	High in Vitamin C, [illegible]re, and antioxidants.
Tomatoes	Good source of Vitamin C, potassium, and lycopene.

Name: _____ 56

Curriculum Connection
HE6.1

Cards | List of farmers' market's produce and their nutritional content.

Produce	Nutritional Content
Blueberries	High in antioxidants, Vitamin C, and fibre.
[illegible]	Rich in Vitamin C, Vitamin K, and fibre.
Sweet Potatoes	[illegible]
Bell Peppers	Excellent source of [illegible]tamin C, Vitamin A, and fibre.
Kale	High in Vitamin K, Vitamin C, and antioxidants.

Name: _____ 57

Curriculum Connection
HE6.1

Cards | List of farmers' market's produce and their nutritional content.

Produce	Nutritional Content
Oranges	Rich in Vitamin C, fibre, and folate.
…ers	Good source of hydration, Vitamin K, and potassium.
Grapes	…in C, Vitamin K, …lants.
Avocados	Rich in healthy fats, …itamin E, and potassium.
Zucchini	High in Vitamin C, Vitamin A, and fibre.

Name: _____ 58

Curriculum Connection
HE6.1

Cards List of farmers' market's produce and their nutritional content.

Produce	Nutritional Content
Bananas	Good source of potassium, Vitamin B6, and Vitamin C.
	Rich in folate, fibre, and Vitamin C.
Cauliflower	[illegible] C, Vitamin K,
Peaches	Good source of [illegible]min C, Vitamin A, and fibre.
Mushrooms	Rich in Vitamin D, selenium, and antioxidants.

Name: _____ 60

Curriculum Connection
HE6.1, HE6.2

Story: Restaurants and Nutritional Choices

Ben's Adventure in Healthy Eating

Ben loved going out to eat at restaurants with his family. One Friday evening, they decided to visit a popular restaurant in town. As they sat down, Ben noticed the large portions on the menu. "Wow, everything looks so big!" he said.

His mom [illegible] "That's true, Ben. Restaurants often serve large portions, which can make [illegible] Did you know that the average restaurant meal contains about [illegible] calo[illegible] more than half of what you need in a day!"

Ben said: "That [illegible]ow ca[illegible] sure we eat healthy when we go out?" His dad smiled. "Good qu[illegible]ay is [illegible]re meals. For example, if a dish looks too big, we can split it. Also, [illegible]lo[illegible]ier options on the menu. Many restaurants now have a section with l[illegible]orie[illegible]or dishes that are baked, grilled, or steamed instead of fried."

Ben's older sister, Lily, added, "We can also ask [illegible]au[illegible] and dressings on the side. That way, we can control h[illegible] much we use."

Ben was curious about the nutritional content of the food. "Are there any other tips for eating out?"

"Yes," his mom said. "Drinking water instead of sugary drinks and starting with a salad or vegetable soup can help us make better choices. Restaurants sometimes provide nutritional information, so we can check that too."

Ben was excited to try these tips. When his family ordered their food, they chose to share a large salad and a grilled chicken dish. Ben felt proud of their healthy choices and learned that eating out didn't mean they had to compromise on nutrition.

Name: _____ 61

Curriculum Connection
HE6.1, HE6.3

Fill in the blanks

Complete the sentences below.

1) Restaurants often serve large _____.	portions	appetizers
2) Sharing meals helps control _____.	budgets	portions
3) Sauces can add extra _____.	spices	calories
4) Many restaurants provide nutritional _____.	information	recipes
5) Eating out can be part of a _____ diet.	healthy	fatty

Questio

Answer the questions below.

1) How restau sizes affect your diet?

2) Why is sharing meals a good st tegy g?

Diary

Imagine you and your family focused on healthy e ing a day. Write a diary entry about your meal choices, feeli ts on healthy eating.

Name: _____ 62

Curriculum Connection
PSA 1, HEv 2

Activity: Calorie Count Contest

Objective — What are we learning about?

Estimate and compare calorie counts of various restaurant dishes to understand the nutritional content and discuss why some foods have higher or lower calorie content.

Materials — What you will need for the activity.

- [illegible] restaurant dishes
- List of dishes and actual calorie counts (covered)

Instructions — How to complete the activity

1. Distribute individual copies of the [illegible] with pictures to each student.
2. Instruct students to write down their guesses for the calorie count of each food item on their worksheet.
3. After all students have recorded their guesses, reveal the actual calorie counts of each dish.
4. Have students compare their guesses with the actual calorie counts and calculate the difference.
5. Award points to the students who guessed the closest to the actual calorie count for each dish.
6. Discuss as a class why some foods have higher or lower calorie content, considering factors like ingredients, cooking methods, and portion sizes.
7. Record the differences on the whiteboard or large paper and analyze which types of dishes had the most accurate guesses and which had the largest discrepancies.
8. Encourage students to reflect on what they have learned about calorie content and how it influences their food choices.

Name: _____ 63

Curriculum Connection
HE6.1, HE6.3

Calorie Count Write your best guess for calorie counts of various restaurant dishes and see how close you can get to their counts!

Cheeseburger with fries	Caesar Salad	Mozzarella Sticks (2 pieces)
		
Calorie Count: _____	Calorie Count: _____	Calorie Count: _____

Spaghetti with [illegible]	Pepperoni Pizza (2 slices)	Chicken Alfredo Pasta
		
Calorie Count: _____	Calorie Count: _____	Calorie Count: _____

French Onion Soup	Fried Chicken [illegible]	[illegible] Salad
		
Calorie Count: _____	Calorie Count: _____	Calorie Count: _____

Shrimp Scampi	Vegetable Stir-Fry	Chocolate Lava Cake
		
Calorie Count: _____	Calorie Count: _____	Calorie Count: _____

Name: _____ 64

Curriculum Connection
HE6.1, HE6.3

Journal Entry Write a journal entry describing your realization on the calorie count of various restaurant dishes and its effect to the body.

Name: _____ 70

Curriculum Connection
HE6.1

Blog Post: Whole Foods vs. Processed Foods

Whole Foods vs. Processed Foods: What's the Difference?

Date: July 27, 2024 Author: Nathan Ford *4-minute read*

When it comes to choosing what to eat, understanding the difference between whole foods and processed foods is important. Whole foods, like fruits, vegetables, and whole grains, are minimally processed and retain their natural nutrients. Processed foods, on the other hand, often contain added sugars, fats, and preservatives.

One big factor is cost. Whole foods are usually more expensive than processed foods. A study from the School of Public Health found that eating a healthy diet rich in whole foods costs about $4.50 more per day compared to a diet high in processed foods. This cost difference can impact food choices, especially for families on a tight budget.

Despite the cost, whole foods have more nutritional value. They are rich in vitamins, minerals, and fibre, which are essential for good health. Processed foods often lack these nutrients and can contribute to health problems like obesity and heart disease.

Accessibility is another factor. Whole foods can be harder to find in some areas, particularly in food deserts where grocery stores are scarce. Processed foods, being cheaper and having a longer shelf life, are more readily available.

Till next time,
Nathan Ford

Comments:

Tommy – July 27, 2024

I agree that whole foods are healthier, but the cost can be a major issue. Not everyone can afford to spend extra on groceries, especially with the rising cost of living.

Like Reply 12h ago

Emilia – July 27, 2024

While I understand the cost concern, investing in whole foods can save money in the long run by preventing health issues. The Canadian Medical Association reports that poor diet is a leading cause of chronic diseases, which are expensive to treat.

Like Reply 7h ago

Name: _____ 71

Curriculum Connection
HE6.1

Fill in the blanks

Complete the sentences below.

1) Whole foods retain their natural _____.	nutrients	flavours
2) Processed foods can lead to _____ eating habits.	poor	good
3) Whole foods have higher nutritional _____.	value	cost
4) Whole foods can ____ more.	cost	vitality
5) Process[illegible]ods tend to have a longer _____.	shelf life	preparation

Ques[illegible]

[illegible]te two questions you have about the text.

[illegible]s	Processed Foods
1.	1.
2.	
3.	
4.	4.
5.	5.

Questions

Answer the questions below.

1) How do processed foods contribute to health problems?

2) What makes whole foods harder to find in some areas?

Name: _____ 83

Curriculum Connection
HE6.2

Activity – Nutritional Label Reading

Objective

What are we learning about?

Students will learn how to read and understand nutritional labels on food packages. They will analyze and compare the nutritional content of various foods to make informed food choices.

Materials

What you will need for the activity.

- W… p…s with nutritional labels (e… real b… k bags, canned goods, etc.)
- Worksheet… ordin… paring nutritional inf… ion
- Calculators (optio…

Instructions

How you will … activity

1. Begin the activity by explaining the impo… of u… nding nutritional labels and how they can help make hea… food …
2. Distribute the food packages to the studen… each … or group has a variety of items to examine.
3. Provide each student with a worksheet to record t… triti… …n from the labels. The worksheet should include columns fo… calories, total fat, saturated fat, trans fat, cholesterol, sod…, … carbohydrates, dietary fiber, sugars, and protein.
4. Demonstrate how to read a nutritional label, highlighting key components such as serving size, calories, and the daily value percentages.
5. Instruct students to fill out the worksheet with the nutritional information from each food package. Encourage them to double-check their entries for accuracy.
6. Once the worksheets are complete, have the students compare the nutritional content of the different food items. Discuss which items are healthier based on their nutritional labels and why.
7. Facilitate a class discussion on the findings, emphasizing the importance of making informed food choices and how to use nutritional labels to guide those choices.

Name: _____ 84

Curriculum Connection
HE6.2

Instruction Analyze the nutritional label of the products then answer the questions.

Yogu

Nutritio Fa

Serving Size 1 container (150

Amount Per Serving

Calories 150	**Calories from Fat** 20
	% Daily Value*
Total Fat 2g	3%
Saturated Fat 1.5g	7%
Trans Fat 0g	0%
Cholesterol 15mg	5%
Sodium 90mg	4%
Total Carbohydrates 22g	7%
Dietary Fiber 0g	2%
Sugars 19g	
Protein 9g	18%

Vitamin A 0% • Vitamin C 0%

Calcium 25% • Iron 0%

*Percent Daily Values are based on a 2,000 calorie diet.

1) How does the nutritional information influence your decision to choose this food?

2) How often do you think it would be healthy to consume this product?

3) What are the potential health benefits of ding this food in your diet?

4) Are the rition erns that might make y sio product regularly

5) Would you recommend this food item to a friend? Why or why not?

Name: _____ 85

Curriculum Connection
HE6.2

Breakfast Cereal

Nutrition Facts

Serving Size ¾ cup (27g)
Servings Per Container about 17

Amount Per Serving	Lucky Charms	with ½ cup skim milk
Calories	110	150
Calories fro	10	10
		% Daily Value**
Total Fat	2%	2%
Satu		0%
Tra		
Polyu ed Fat		
Monounsaturate		
Cholesterol 0m		
Sodium 170mg	%	
Potassium 50mg		
Total Carbohydrate 22g	7	
Dietary Fiber 2g	6%	
Sugars 10g		
Other Carbohydrate 10g		
Protein 2g		
Vitamin A	10%	15%
Vitamin C	10%	10%
Calcium	10%	25%
Iron	25%	25%
Vitamin D	10%	25%
Thiamin	25%	30%
Riboflavin	25%	35%
Niacin	25%	25%
Vitamin B_6	25%	25%
Folic Acid	50%	50%
Vitamin B_{12}	25%	35%
Phosphorus	4%	15%
Magnesium	4%	6%
Zinc	25%	30%

* Amount in cereal. A serving of cereal plus skim milk provides 1g total fat, less than 5mg cholesterol, 240mg sodium, 250mg potassium, 26g total carbohydrate (11g sugars), and 6g protein.

** Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

1) How does the nutritional information influence your decision to choose this food?

2) How often do you think it would be healthy to consume this product?

3) What are the potential health benefits of including this food in your diet?

4) Are [illegible] concerns that might make [illegible] this product regula[illegible]

5) Would you recommend this food item to a friend? Why or why not?

Name: _____ 86

Curriculum Connection
HE6.2

Chicken Noodle

Nutrition Facts

About 2.5 servings per container

Serv. size 1/2 cup (120mL) condensed soup

Calories per serving **60**

Amount/serving	% Daily Value*	Amount/serving	% Daily Value*
Total Fat 2g	**3%**	**Sodium** 660mg	**29%**
Saturated Fat 0.5g	**3%**	**Total Carbohydrate** 9g	**3%**
Trans Fat 0g		Dietary Fiber <1g	**4%**
Polyunsaturated Fat 0g		Total Sugars 0g	
Monounsaturated Fat 0.5g		Includes 0g Added Sugars	**0%**
Cholesterol 15mg	**5%**	**Protein** 3g	
Vitamin D 0mcg	0%	Calcium 10mg	0%
Iron 0.6mg	4%	Potassium 60mg	0%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

1) H… n… l information influence your decision to choose this food?

2) How often do you thin… be h… nsume this product?

3) What are the potential health benefits of inclu… th… t?

4) Are there any nutritional concerns that might make you reconsider e… this product regularly?

5) Would you recommend this food item to a friend? Why or why not?

Name: _____ 87

Curriculum Connection
HE6.2

Granola Bar

Nut n Facts

Serving
Ser

Amount Per Se

Calories 140 from

Total Fat 4g	
Saturated Fat 2g	9%
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 90mg	**4%**
Total Carbohydrate 29g	**10%**
Dietary Fiber 9g	**35%**
Sugars 10g	
Protein 2g	

Calcium 10% • Iron 6%

Not a significant source of vitamin A and vitamin C

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

1) How does the nutritional information influence your decision to choose this food?

2) How often do you think it would be healthy to consume this product?

3) What are the potential health benefits of including this food in your diet?

4) Are [illegible] concerns that might make [illegible] this product regula[illegible]

5) Would you recommend this food item to a friend? Why or why not?

Name: _____ 91

Curriculum Connection
HE6.3

Activity – Nutritional Choice Roleplay

Objective — What are we learning about?

Understand the impact of limited nutritional food choices on physical and mental health by roleplaying different scenarios. They will learn to identify nutritious foods and reflect on the importance of a balanced diet.

Materials — What you will need for the activity.

- Roleplay scenarios
- Props for food options (fruits, vegetables, food labels, etc.)
- Paper and pencils for reflection questions

Instructions — How to complete the activity

1. Divide the class into small groups.
2. Provide each group with a copy of the "Facts About Nutritional Choices" report.
3. Assign each group a different roleplay scenario related to nutritional choices (e.g., a family facing food insecurity, a child with malnutrition learning about healthy eating).
4. Give the groups time to read the report and discuss their scenario.
5. Each group will create a short skit (3-5 minutes) based on their scenario, highlighting the key points from the report.
6. Groups will present their skits to the class.
7. After all the presentations, discuss the scenarios and key learnings as a class.
8. Hand out the reflection questions for students to complete individually.

Name: _____ 92

Curriculum Connection
HE6.3

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Family Facing Food Insecurity	Your family struggles to afford healthy food due to financial difficulties. Discuss how this impacts your daily meals and overall health. Roles: Parent, Child, Sibling, Neighbour
Stu... Abou... Eating	...u have just learned about the importance of a balanced ... Explain to your classmates what foods are nutritious and ... s i...portant to eat a variety of foods. ...les: S... Classmate 1, Classmate 2, Teacher
Community Addressing Food Insecurity	You... ...nity ...ether to ensure everyone has access t... ...alth... ... the initiatives your community is i... ...enting ... this issue. Roles: Community Leader, ...nte... ...l Farmer, Resident
Child with Poor Mental Health Due to Diet	You experience anxiety and ... ...ed beca... a poor diet. Talk about how your eating habi... ...yo... ... mental health. Roles: Child, Parent, School Counselor, D...
Family Transitioning to Healthier Eating Habits	Your family has decided to start eating healthier. Discuss the changes you are making and how they are benefiting your health. Roles: Parent 1, Parent 2, Child, Family Friend
Athlete Maintaining a Balanced Diet	As an athlete, you emphasize the importance of a balanced diet for maintaining peak performance. Share what foods you prioritize in your diet. Roles: Athlete, Coach, Nutritionist, Teammate

Name: _____ 93

Curriculum Connection
HE6.3

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Grocery Store Owner Promoting Healthy Foods	You are a grocery store owner promoting healthy foods to your customers. Discuss how you encourage people to make healthier choices. Roles: Store Owner, Customer 1, Customer 2, Employee
Pa[illegible]acking Healthy Lunch	[illegible]re a parent who packs healthy lunches for your children. [illegible]n what you include in their lunches and why. [illegible]es: P[illegible] Child 1, Child 2, Teacher
School Nurse Addressing Malnutrition	As a [illegible]urs[illegible]ice many students showing signs of malnutri[illegible]. Ta[illegible]ptoms you observe and how you address th[illegible] Roles: Nurse, Student 1, S[illegible]t 2, [illegible]
Farmer Growing Nutritious Foods	You are a farmer who grows [illegible] of nut[illegible] foods. Explain what you grow and why [illegible]rta[illegible] [illegible]nced diet. Roles: Farmer, Buyer, Local Grocer, Nutri[illegible]ist
Child Preferring Junk Food	You are a child who prefers eating junk food over healthy options. Discuss how this preference affects your health and energy levels. Roles: Child, Parent, Teacher, Friend
Dietitian Advising a Family	You are a dietitian advising a family on how to improve their diet. Explain the recommendations you give to ensure they eat a balanced diet. Roles: Dietitian, Parent, Child, Family Friend

Name: _____ 94

Curriculum Connection
HE6.3

Peer Assessment

Assess the performance of another student.

Name of student being Assessed: _____		Assessor's Name: _____		
Criteria	**1 - Needs Improvement**	**2 - Developing**	**3 - Proficient**	**4 - Excellent**
Clarity of Body Positioning				
Expressi… of Facial E… s				
C… ency of Ph… cality				
Smoothnes… Transitions				
Overall Impact				

Two Stars And A Wish

Identify … strengt… (Sta… …nd one area for improvement (wish) … t yo… … performances.

Write two strengths and one weakness of a peer's … rmance.	
☆	
☆	
☆	

Name: _____ 95

Curriculum Connection
HE6.3

Blog Post: Impact of Fast Food on Health

Whole Foods vs. Processed Foods: What's the Difference?

Date: July 30, 2024 Author: Tiana Go *4-minute read*

Hi everyone! Today, let's talk about the impact of fast food on our health. Fast food is popular because it's quick, tasty, and often cheaper than healthy options. But did you know it can have serious effects on our health?

Fast food is usually high in calories, sugar, salt, and unhealthy fats. Eating too much of it can lead to weight gain and obesity. A study by the Centers for Disease Control and Prevention found that more than 40% of American adults eat fast food on any given day. In Canada, about 30% of kids aged 5-17 are overweight or obese.

Fast food also lacks essential nutrients like vitamins and minerals. This can lead to health problems like heart disease, diabetes, and high blood pressure. Researchers from the University of Minnesota found that people who eat fast food more than twice a week have a higher risk of developing type 2 diabetes.

It's important to make healthier choices. Fast food might be more convenient, there are ways to eat better without spending a lot of money. Choosing fruits, vegetables, whole grains, and lean proteins can make a big difference for your health.

Till next time,
Tiana Go

Comments:

Kyle J. – July 27, 2024

I agree, Tiana. Fast food is definitely convenient, but the health risks are too high. I read that a study in the UK showed that children who eat fast food more than three times a week are more likely to have asthma.

Like Reply 9h ago

Lohan90 – July 27, 2024

I see your point, Kyle, but sometimes fast food is the only option for busy families. Plus, not all fast food is bad. Some places offer salads and healthier choices now. I think it's about making better decisions even when we do eat out.

Like Reply 5h ago

Name: _____ 96

Curriculum Connection
HE6.3

Fill in the blanks

Complete the sentences below.

1) Fast food is high in _____ and salt.	sugar	fibre
2) Fast food lacks essential _____ and minerals.	carbs	vitamins
3) Eating fast food more than twice a week increases _____ risk.	flu	diabetes
4) In Canada, 30% of kids aged _____ are obese.	5-17	3-10
5) Choosing whole grains is a _____ food choice.	worse	healthier

Question

...ese two risks are common when consuming too much fast food.

Diabetes	
Heart Problem	

Identify

How many fast food ... can you ...

Name: _____ 97

Curriculum Connection
HE6.3

Activity – Healthy Fast Food Alternative

Objective What are we learning about?

To encourage students to think creatively about healthier alternatives to popular fast food items and understand the nutritional benefits of their choices.

Materials What you will need for the activity.

- Drawing paper
- Coloured pencils, markers, crayons

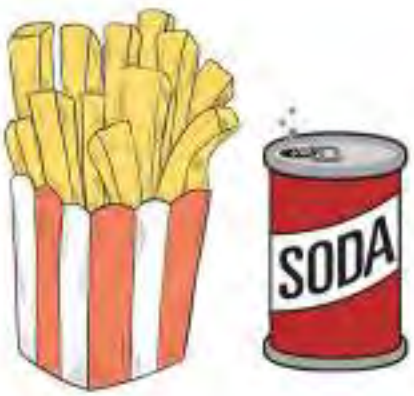
Instructions How you will complete the activity.

1. Arrange the classroom into groups of 3-4 students.
2. Explain to the students that their task is to create a healthier version of a popular fast food item.
3. Each group will brainstorm and research different ingredients that could make the given fast food item healthier.
4. Each group will draw a picture of their healthy fast food alternative on drawing paper, showcasing the final product.
5. Groups will then prepare an explanation of the ingredients in their healthy alternative and why each one was chosen for its nutritional benefits.
6. Each group will present their drawing and explanation to the class, highlighting the health benefits of their alternative compared to the original fast food item.

Name: _____ 98

Curriculum Connection
HE6.3

Instructions Create a healthier alternative for the following fast food items.



Name: _____ 119

Curriculum Connection
HE6.3

Blog Post: Nutritional Choices at Social/Recreational Events

Enjoy the Fun Without Sacrificing Nutrition

Date: August 3, 2024 Author: Sarah Kim *4-minute read*

Hey everyone! Have you ever noticed the types of food available at social and recreational events? Whether it's a birthday party, sports game, or school fair, these events often have lots of tasty but not-so-healthy options like pizza, chips, and sugary drinks. Wh okay to enjoy these foods sometimes, it's also important to make healthy ch

Did y o much junk food can lead to health problems like obesity and diab o, how joy these events and still stay healthy?

Here are som ing nutritional choices at social events:

- Bring Health : Pac gies, or nuts to share with friends.
- Stay Hydrated: ary sodas or juices.
- Choose Wisely: If the thy o ke salads or grilled foods, go for those instead of fried or suga
- Portion Control: Enjoy your urit hem in smaller portions to avoid overeating.

Planning a party? Include some nutritious foods li ggie it salads, and whole grain crackers. This way, everyone has a chanc som hy.

Till next time,
Sarah Kim

Comments:

JK1908 – August 3, 2024

I agree, Sarah! I think it's important to have healthy options at events. At my last birthday party, we had a veggie tray and everyone loved it. It was a nice change from all the chips and candy.

Like Reply 9h ago

Katie R. – August 3, 2024

Maybe we can find a balance by having both healthy and fun food, so everyone is happy.

Like Reply 5h ago

Name: _____ 120

Curriculum Connection
HE6.3

Questions

Answer the questions below.

1) Why is it important to make healthy choices at social events?

2) How c[illegible] water help you stay healthy at events?

True or False

Is [illegible] em [illegible] alse?

1) Social events always have healthy fo[illegible] options.	True	False
2) Bringing fruits to events can help you stay h[illegible]	True	False
3) Overeating your favourite treats is recommended.	[illegible]rue	False
4) Planning a party should include nutritious foods.		[illegible]alse
5) Veggie trays are a good party food option.		[illegible]alse

Menu

Suggest three healthy-choice food items for a birthday party.

1)

2)

3)

Name: _____ 127

Curriculum Connection
HE6.1

Newspaper Article: Blue Zones and Longevity

Discovering the Secrets of Blue Zone

Publish Date: August 5, 2024

Maria Ros resident of Sardinia, Italy, celebrate th birthday yesterday, exem ble longevity found e Zon eas, such as Okinawa in Ja a in are known for their hig ber centenarians.

Dr. Emily Carter, a lead researc on t project, explained, "The common threa Blue Zones is their diet and lifestyle. People in these areas eat mostly plant-based foods, such as vegetables, fruits, nuts, and whole grains. They also consume legumes regularly." A traditional diet in Okinawa includes sweet potatoes, tofu, and bitter melon, while Sardinians enjoy whole grain bread, beans, and garden vegetables.

Physical activity is another key factor. Residents of Blue Zones stay active through daily routines like gardening, walking, and doing household chores. Social connections and a strong sense of community also contributes to their well-being. In Ikaria, for instance, people regularly engage in social activities and have a laid-back lifestyle that reduces stress.

Access to nutritious food plays a vital role in these communities. Dr. Carter noted, "In Blue Zones, fresh and healthy foods are readily available and affordable, unlike many urban areas where processed and foods dominate."

aria hared her experience, "We eat wha row gardens and enjoy oget us healthy and happy

In these regio ecip methods are passed generations, ensuring that remain nutritious and balanced: the key to their extraordinary health and longevity.

Name: _____ 128

Curriculum Connection
HE6.1

Questions

Answer the questions below.

1) How does diet contribute to longevity in Blue Zones?

2) How do social connections impact longevity in Blue Zones?

Visualizing

Draw a typical meal from a Blue Zone.

True or False

Is the statement true or false?

1) Blue Zones have longer lifespans than average.	True	False
2) Access to nutritious food affects longevity.	True	False
3) Blue Zones have low rates of chronic diseases.	True	False
4) Residents at Blue Zone stay active through daily activities.	True	False
5) Fast foods are part of the Blue Zones lifestyle.	True	False

Name: _____ 129

Curriculum Connection
HE6.1

Activity Place a check if the benefit contributes to healthy eating, active living, or both. Consider how each benefit supports longevity. You may check both.

	Benefits	Healthy Eating	Active Living
1	Improves cardiovascular health		
2	Boosts immune system		
3	Inc ses energy levels		
4	E hood		
5	nagement		
6	Suppo ealth		
7	Reduces ris hro		
8	Improves digestive		
9	Supports healthy aging		
10	Improves sleep quality		
11	Enhances brain function		
12	Reduces stress levels		
13	Supports mental health		
14	Promotes social interaction		
15	Increases lifespan		
16	Supports healthy skin		
17	Improves metabolic rate		
18	Promotes healthy blood sugar levels		
19	Enhances physical endurance		
20	Supports healthy cholesterol levels		

Curriculum Connection
HE6.1

Exit Cards

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

Name: _____

Give some reasons why people in Blue Zones live longer.

Name: _____

Give some reasons why people in Blue Zones live longer.

Name: _____

Give some reasons why people in Blue Zones live longer.

Name: _____

Give some reasons why people in Blue Zones live longer.

Name: _____ 133

Curriculum Connection
HE6.1

Activity: Design a Food Package

Objective — What are we learning about?

To understand the importance of packaging in marketing by designing a food package for a healthy snack that would appeal to their peers.

Materials — What you will need for the activity.

- Sheets of paper or cardstock
- Markers, crayons, or coloured pencils
- Rulers and scissors
- Glue or tape
- Magazines for cutting out images (optional)

Instructions — How you will complete the activity.

1. Begin by selecting a healthy snack that you would like to design a package for. It could be a fruit bar, vegetable chips, yogurt, or any other option.
2. Think about the elements that make a food package appealing. Consider factors such as colors, images, fonts, and any special features like clear windows or resealable packaging.
3. On a blank sheet of paper or cardstock, sketch out your design for the front of the package. Include the name of the product, an appealing image, and important information like health benefits or ingredients.
4. Use markers, crayons, or coloured pencils to add colour and detail to your design. Make sure the design is eye-catching and attractive.
5. Cut out images from magazines or draw additional elements that will make your package stand out. You can glue or tape these onto your design.
6. On a separate sheet, design the back of the package. Include nutritional information, a brief description of the snack, and any other details that would inform and attract consumers.
7. Once you have completed the front and back designs, cut them out and assemble them into a 3D package using glue or tape.
8. Prepare to present your food package to the class. Explain the marketing choices you made, such as the colours, images, and information included, and why you think these elements will appeal to your peers

Name: _____ 134

Curriculum Connection
HE6.1

Peer Assessment

Assess the work of another student:

Name of student being Assessed: _____		Assessor's Name: _____		
Criteria	**1 - Needs Improvement**	**2 - Developing**	**3 - Proficient**	**4 - Excellent**
Creativity of Design				
Cla[illegible] Nutr[illegible] Info[illegible]				
Ap[illegible] an[illegible]				
Effectiven[illegible] Marketing Mess[illegible]				
Overall Impact				

Two Stars And A Wish

Identify [illegible] strengths (stars) and one area for improvement (a wish) about a peer's work.

Write two strengths and one weakness of a peer's	
☆	
☆	
☆	

Name: _____ 135

Curriculum Connection
HE6.1

Food Waste and Its Impact on Access to Food

Understanding Food Waste

Food waste is a significant issue that impacts both food accessibility and the environment. Every year, about one-third of all food produced globally is wasted. This is a major concern because while some people have more food than they need, others do not have enough to eat.

Causes of Food Waste

Food wa[illegible]s for several reasons:

- Ov[illegible]metimes, farmers grow more food than needed.
- [illegible]Waste: [illegible]row away food that is close to its expiration date or not perfect in ap[illegible]
- Household[illegible]s: [illegible]amilie[illegible] buy more food than they can eat, [illegible]g to [illegible] thrown away items.

Consequences of Food

Food waste has several neg[illegible]mp[illegible]

- Hunger: When food is wasted, it [illegible]at t[illegible]less available for people who are in need.
- Environmental Damage: Rotting food in l[illegible]s rel[illegible]thane, a greenhouse gas that contributes to clim[illegible]ang[illegible]
- Resource Wastage: Producing food requires w[illegible], and [illegible]. Wasting food means wasting these resources as well.

Reducing Food Waste

Individuals and communities can take steps to reduce food waste a[illegible]ove food access. Here are some ways:

- Plan Meals: Plan your meals for the week and buy only what you need.
- Store Food Properly: Make sure to store food in the right conditions to keep it fresh longer.
- Donate: If you have excess food, consider donating it to food banks or shelters.
- Compost: Turn food scraps into compost to use as fertilizer instead of throwing them away.

By understanding the causes and consequences of food waste and taking steps to reduce it, we can help ensure that more people have access to the food they need while also protecting our environment.

Name: _____ 136

Curriculum Connection
HE6.1

True or False

Is the statement true or false?

1) Overproduction is a cause of food waste.	True	False
2) Retail waste occurs due to perfect appearance.	True	False
3) Household waste happens from buying too little.	True	False
4) Wasting food can contribute to hunger.	True	False
5) Donating [illegible] food is not recommended.	True	False

Make Connections

Pretend you are a student teaching your family about the impacts of food waste on the environment.

Food waste affects the environment by _____

_____

_____

One way food waste contributes to climate change is _____

_____

_____

We can help the environment by _____

_____

_____

Reducing food waste also helps us by _____

_____

_____

Name: _____ 138

Curriculum Connection
HE6.1

Newspaper Article: Sustainable Food Practices

Sustainable Food Practices Making a Difference

Publish Date: August 11, 2024

In an impr ive move towards sustainab city of Greenview has implem ractices that could chang way w ut food production an ek, the city council a ed th schools will now sourc r foo from local, organic farms. Th ve aims to provide students with fresh, nutritious meals while supporting sustainable agriculture.

Organic farming is a key component of sustainable food practices. Unlike conventional farming, organic farming avoids synthetic pesticides and fertilizers, which helps protect the environment and keeps soil healthy. Studies show that organic farms use 45% less energy and release 40% fewer carbon emissions compared to conventional farms.

Local sourcing is another important practice. By buying food from nearby farms, communities reduce the need for long-distance transportation, which decreases greenhouse gas emissions. "We are thrilled supply our vegetables to local schools," rmer Jamie Lee. "It's great to see e kid fresh produce while knowing we'r ing vironment."

Re crucial. The average hous throws away about 140 kilog ns o Food waste contribu hange, as decomposing food in la s produces methane, a potent greenhouse gas. Greenview's new composting program aims to tackle this issue by turning food scraps into valuable compost for gardens.

Initiatives like these show how sustainable food practices can benefit both people and the planet.

Name: _____ 140

Curriculum Connection
HE6.1

Fill in the blanks

Complete the sentences below.

1) Organic farming avoids synthetic _____.	pesticides	practices
2) Local sourcing reduces long-distance _____.	marketing	transportation
3) Organic farms use 45% less _____.	water	energy
4) Food waste produces _____ in landfills.	methane	oxygen
5) The new [illegible]osting program turns food scraps into _____.	compost	garbage

Questi[illegible]

[illegible]e two risks are common when consuming too much fast food.

1) How does [illegible]ing b[illegible]e environment compared to conventional farming?

2) How does local sourcing help reduce greenh[illegible]s em[illegible]

Word Scramble

Unscramble the words below using the wo[illegible] bank.

Compost	Soil	Organic	Farm	Sustainable	Synthetic	Local	Emission

SAIUTBALNES		IORNCGA	
LOSI		EMIOSISN	
CALOL		SOCTPMO	
MRAF		SYHCNETIT	

Curriculum Connection
HE6.1

Exit Cards

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

Name: _____

Is the statement true or false?

1) Organic farming avoids synthetic pesticides.	True	False
2) Organic farms release more carbon emissions.	True	False
3) Food waste contribute to climate change.	True	False
4) Decomposing food produces methane which is a good thing.	True	False

Name: _____

Is the statement true or false?

1) Organic farming avoids synthetic pesticides.	True	False
2) Organic farms release more carbon emissions.	True	False
3) Food waste contribute to climate change.	True	False
4) Decomposing food produces methane which is a good thing.	True	False

Name: _____

Is the statement true or false?

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2) Organic farms release more carbon emissions.	True	False
3) Food waste contribute to climate change.	True	False
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Name: _____

Is the statement true or false?

1) Organic farming avoids synthetic pesticides.	True	False
2) Organic farms release more carbon emissions.	True	False
3) Food waste contribute to climate change.	True	False
4) Decomposing food produces methane which is a good thing.	True	False

Name: _____ 144

Unit Test – Healthy Eating

Multiple Choice /10

1. Which is a processed food? a) Bananas b) Celery c) Corn d) Cracker	2. Which fruit is in season for the summer? a) Apple b) Oranges c) Pear d) Strawberry
3. What is [illegible] it of farm-to-table movem[illegible] a) Lon[illegible]ance tr[illegible]ds b) Promotes su[illegible]nin[illegible]tices c) Groceries earn [illegible] d) More preservatives in [illegible]	4. Which product is not always available in grocery stores? a) Dairy products b) Meat c) Canned goods d) Exotic fruits
5. Where can you buy the fresh[illegible]odu[illegible] a) Supermarkets b) Online c) Farmer's Market d) All of the above	[illegible] is one benefit of providing healthy [illegible]ls? a) He[illegible] expensive b)[illegible]nts ha[illegible]ved concentration c) S[illegible]nts [illegible]eferences d) Studen[illegible]er f[illegible]nline
7. Which best describes processed foods? a) More expensive b) Higher Nutritional value c) Can contribute to health problems d) Can be harder to find in some areas	8. Which ingred[illegible]t on[illegible] does the food most c[illegible] a) The first ingredient b) The second ingredient c) The ingredient that is written most often d) The last ingredient
9. Fast food is popular because it is: a) Quick b) Tasty c) Cheap d) All of the above	10. Which is NOT found on a nutritional label? a) Serving size b) Where it is made c) Cholesterol d) Protein

Name: _____ 145

Define What do the terms below mean?

Organic Farming	
Farm-To-Table Movemen	
Fa[illegible]	

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

1) How does seasonal eating [illegible] th[illegible]t?

2) How can improving your cooking skills help you financiall[illegible]d in[illegible]h?

3) What is the difference between whole foods and processed foods?

Name: _____ 146

Long Answer Answer the questions below – Each question is worth 5 marks.

1) How can reading a food label help you make a healthy eating choice? What specifically are you looking for on the food label?

2) Give 3 ways communities can take steps to redu[illegible]od w[illegible]d improve food access.

Grade 6 – Health Unit

Healthy Relationships

Organizing Idea	Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.
Guiding Question	How can perspectives influence healthy relationships?
Le	Students consider and describe a variety of perspectives that
H	).

HR6.2	Consider ways in which diverse perspectives align or differ. Identify how the consideration of others' perspectives contributes to empathy.	39-64, 71-80, 111-115
HR6.3	Examine the connections between perspectives and social and emotional well-being.	28-33, 50-59, 71-80, 91-110
HR6.4	Examine how empathy toward others with different perspectives supports healthy relationships.	60-64, 81-96, 111-115

NAME: _____

HEALTHY RELATIONSHIPS

Name: _____ 6

Introduction to Positive Social Behaviours

What Are Positive Social Behaviours?

Positive social behaviours are actions that show respect, kindness, and honesty towards others. These behaviours help us build and maintain good relationships with our friends, family, and classmates. Here are some important positive social behaviours:

1. **Respecting Others**: This means treating everyone with kindness and [illegible] acting others includes listening when someone is speaking, [illegible] luing their opinions and feelings.
2. **Helping [illegible]**: [illegible] those in need is a great way to show you care. This can be [illegible] as [illegible] lassmate with their homework or offering to carry groceries [illegible]
3. **Being Honest**: Honest[illegible] and being trustworthy. When you are honest, people know [illegible] ich strengthens your relationships.
4. **Acknowledging Diversity**: Diversity means [illegible] appreciating that everyone is different. This includes accep[illegible] ditions, and viewpoints. By acknowledging diversity, we cre[illegible] nd supportive environment for everyone.

Why Are Positive Social Behaviours Important?

Positive social behaviours are essential for developing and maintainin[illegible]lthy relationships. Here are some reasons why these behaviours are important:

- **Builds Trust**: When you are honest and respectful, others trust you more.
- **Promotes Teamwork**: Helping others and respecting different opinions helps us work better together.
- **Enhances Communication**: Listening and valuing others' thoughts improve how we communicate.
- **Creates a Positive Environment**: Acknowledging diversity and showing kindness make our school and community a happier place to be.

Name: _____ 7

Curriculum Connection
HSE 1

True or False

Is the statement true or false?

1) Helping others only applies to classmates.	True	False
2) Being honest doesn't affect trust in relationships.	True	False
3) Positive social behaviours help build good relationships.	True	False
4) Acknowledging diversity creates an inclusive environment.	True	False
5) Positive social behaviours are unnecessary.	True	False

Question

nswer the questions below using evidence from the text.

1) Wh es bei involve?

2) What are the benefits of positive s havi ist at least two ideas.

Word Search

Find the words in the words

Respect	Inclusive
Kindness	Supportive
Honesty	Empathy
Trust	Cooperation
Help	Diversity
Teamwork	Fairness

W W X V K X G W C H D N W O Q
T Y S V X V M V Y Y I Z S U T
E H E O S P G Z N V O B S M R
A T K U R W N T S U R T E H E
M A X T V E V I S U L C N I S
W P U Y T S E N O H T U R M P
O M Y T I S R E V I D H I V E
R E F S S E N D N I K E A O C
K S U P P O R T I V E L F Q T
M X O T N O I T A R E P O O C

Activity: Understanding Respect Role Play

Objective What are we learning about?

Students will understand the importance of showing respect in different situations by role-playing various scenarios. This activity aims to enhance their ability to demonstr respect towards others' opinions, property, rsonal space.

Mate will need for the activity.

- Scenario c diffe ectful situations
- A timer
- Notebook and pen for de

Instructions How you will comp e acti

1. Begin with a brief discussion on what res s important in everyday interactions.
2. Divide the class into pairs.
3. Hand each pair a scenario card with a situation that requi espect. Examples include listening to a friend, returning a borrowed ite d respecting personal space.
4. Give the pairs a few minutes to read and discuss their scenario.
5. Allow each pair to role-play their scenario in front of the class, ensuring everyone has a chance to participate.
6. After each role-play, discuss as a class how respect was shown and what impact it had on the interaction.
7. Encourage students to reflect on how they can apply these respectful behaviours in their own lives.

Name: _____ 14

Curriculum Connection
HHE 1

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Returning Borrowed Items	Situation: You borrowed your friend's favourite book and accidentally damaged the cover. How do you handle returning it? Instructions: Role-play the conversation with your friend, showing respect for their property and feelings. Discuss how to apologize and offer to make amends.
Disagreeing Respectfully	tion: During a group project, one of your classmates shares that you don't agree with. How do you respond? tructi play a respectful discussion where you listen hare your thoughts without interrupting or
Apologizing for Accidents	Situation: You ar wde way and accidentally bump into someone. W you Instructions: Role-play eract respect by apologizing, acknowledging d making sure they are okay.
Supporting a Friend	Situation: Your friend is upset because they on a test. How do you support them? Instructions: Role-play a conversation where you listen to their feelings, offer kind words of encouragement, and suggest ways to help them improve.
Addressing Rule-Breaking	Situation: You are playing a game with friends, and someone is not following the rules. How do you handle the situation? Instructions: Role-play a respectful conversation where you address the issue calmly, explain the importance of following rules, and suggest ways to resolve the situation.

Name: _____ 15

Curriculum Connection
HHE1

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Welcoming a New Student	Situation: A new student joins your class, and they seem shy and nervous. How do you make them feel welcome? Instructions: Role-play an interaction where you introduce yourself, ask questions to get to know them, and invite them to join your activities.
Correcting Misunderstandings	Situation: You overhear a classmate talking about something you know is incorrect. How do you correct them? Instructions: Role-play a respectful correction, acknowledging their perspective and gently providing the correct information without making them feel bad.
Handling Sibling Conflicts	Situation: Your sibling borrowed your favourite toy without asking and broke it. How do you handle the situation? Instructions: Role-play a conversation where you express your feelings respectfully, discuss boundaries, and ask for permission, and find a way to resolve the issue.
Balancing Attention	Situation: In class, the teacher is explaining something important, but your friend is trying to talk to you. What do you do? Instructions: Role-play a respectful way to handle the situation, balancing your attention between your friend and the teacher, and explaining the importance of paying attention in class.
Responding to Family Questions	Situation: You are at a family gathering, and an older relative asks you about your school. How do you respond? Instructions: Role-play a respectful conversation, showing interest and appreciation for their questions, and sharing information about your school experiences.

Name: _____ 16

Perception Connection
Unit 1

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Respecting Different Opinions	Situation: During a class debate, a classmate shares an opinion that is very different from yours. How do you respond? Instructions: Role-play a respectful response where you listen to their viewpoint, acknowledge its validity, and share your own perspective without dismissing theirs.
Sharing and Taking Turns	Situation: You are playing with toys in the playground, and another student wants to play with the same toy. How do you share it? Instructions: Role-play a scenario where you discuss the importance of sharing and taking turns, and find a way to play together respectfully.
Respecting Personal Space	Situation: You notice that a classmate seems uncomfortable when people stand too close to them. How do you respect their personal space? Instructions: Role-play a situation where you ask for permission before getting too close, and the other person responds. Discuss why personal space is important.
Helping Without Overstepping	Situation: You see a classmate struggling with a task, but they haven't asked for help. How do you offer assistance respectfully? Instructions: Role-play offering help in a way that is considerate, asking if they need assistance before jumping in, and respecting their decision if they decline.
Handling Gossip	Situation: You hear a group of classmates talking negatively about another student behind their back. What do you do? Instructions: Role-play a situation where you intervene respectfully, discourage the gossip, and suggest focusing on positive conversations instead.

Name: _____ 17

Curriculum Connection
HHA 1

Reflection | Answer the questions below.

1) Rate your group's performance by shading the stars. 5 stars indicate the best experience, and 0 stars indicate the worst experience.

Use of body language and facial expressions	☆☆☆☆☆
Integration of tableaux, soundscapes, and narrative elements	☆☆☆☆☆
[illegible] of the key moments	☆☆☆☆☆
[illegible] boration	☆☆☆☆☆
Overall effe[illegible]	☆☆☆☆☆

2) Explain the strengths in yo[illegible]

3) What key areas of your group's performance could be [illegible] ing to do this activity again?

4) What are the lessons you learned from this activity?

Name: _____ 18

Newspaper Article: Greta Thunberg's Story

Greta Thunberg and Respect for the Environment

Publish Date: August 1, 2024

Greta Thunberg, the teenage climate activist from Sweden, has sparked a worldwide movement for environmental protection. On August 20, 2018, Greta sat alone outside the Swedish Parliament with a sign that read "School Strike for Climate." This simple protest has since grown into a global phenomenon known as "Fridays for Future," involving millions of students in over 150 countries.

Greta's powerful speeches at international forums have drawn attention to the urgent need for action against climate change. "We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!" she exclaimed at the United Nations Climate Action Summit in 2019. Her words resonated with people around the world, emphasizing the critical importance of respecting our planet.

According to the World Meteorological Organization, 2020 was one of the three warmest years on record. The Intergovernmental Panel on Climate Change reports that human activities have caused approximately 1.0°C of global warming above pre-industrial levels. Greta's activism urges everyone to treat the Earth with the same respect as we would each other.

Santos, a 14-year-old from Brazil who joined the Fridays for Future movement, said, "Greta showed me that young people can make a big difference. We need to protect the Earth, because it is our home."

Greta Thunberg's dedication has not only raised awareness but also inspired legislation. Many countries are now considering stricter environmental policies. Her respect for the environment teaches that protecting our planet is a form of respect that benefits everyone.

Name: _____ 19

Curriculum Connection
HHR 1

Fill in the Blanks

Complete the sentences below.

1) Greta Thunberg is a _____ activist.	climate	political
2) Greta sat outside the _____ Parliament.	Finnish	Swedish
3) Her sign read "_____ Strike for Climate".	Global	School
4) Greta showed young people can make a _____	difference	protest
5) The IPC[illegible]rts a _____°C warming	1.0	2.0

Quest[illegible]

[illegible]ate protest poster with a bold message encouraging
en[illegible]l respect and protection.

Questions

Answer the questions below.

1) What does Greta's activism teach about respecting the planet?

2) Would you do the same thing as Greta's for the same cause? Why or why not?

Name: _____ 20

Curriculum Connection
HHE1

Four Corners Activity: Respect for the Environment

Objective What are we learning about?

To help students explore and reinforce their understanding of respecting the environment by discussing and evaluating various environmental practices and attitudes.

Materials What you will need for the activity.

- A [illegible] questions related to respecting the environment
- Labels for [illegible] corner of the room (A, B, C, D)

Instructions How to [illegible] activity

1. Prepare the classroom by labelling each corner with letters A, B, C, and D.
2. Inform students that you will read out questions related to respecting the environment. Each question will have four options corresponding to the labelled corners.
3. When you read a question, students will move to the corner that corresponds to the answer they think is correct. Some questions might be opinion-based, where students choose the answer that best represents their views.
4. Once students have moved to their chosen corners, have them discuss their choice with others in the same corner. Then, have one representative from each corner share their group's discussion points with the class.
5. Reveal the correct answer or the most widely accepted environmental practice and discuss why it is considered the best choice.
6. Repeat with different questions to cover a range of topics related to respecting the environment.

Name: _____ 21

Question	A	B	C	D
1) Which is the best way to reduce plastic waste?	Reuse single-use plastics	Recycle all plastic items	Avoid using plastic	Dispose of plastic in trash
2) What is the most effective method to conserve water?	Take shorter showers	Water garden daily	Leave tap running	Only use dishwasher when full
3) How ca… …educe air pollu…	Use public transport	Drive everywhere	Burn leaves	Use gas-powered lawnmower
4) Which prac… respect for wil…	…wild	Leave areas undisturbed	Collect plants/ animals	Clear forests for use
5) How can you support sustainable energy?	Us… …al/o… heatin…	…lar pa…	Leave lights on	Prefer gas vehicles
6) How can you minimize your carbon footprint?	Eat local/seasonal food	…l by plane	…se ite…	Waste food
7) What is the best way to handle e-waste?	Throw in trash	Recycle properly	Sto… ho…	…n it
8) What is the benefit of planting trees?	Decrease oxygen	Increase carbon	Provide habitat	Decrease biodiversity
9) How can you help reduce paper waste?	Print everything	Use both sides of paper	Throw away paper	Use new paper always
10) What is the impact of deforestation?	Increase oxygen	Preserve wildlife	Reduce biodiversity	Increase habitats

Name: _____ 22

Question	A	B	C	D
11) What is an eco-friendly way to travel?	Drive alone	Carpool	Use motorbike	Fly often
12) How can you conserve energy at home?	Keep lights on	Unplug devices	Use old appliances	Leave windows open in winter
13) What ainable way to s	Buy new clothes frequently	Buy second-hand	Ignore labels	Use lots of packaging
14) How can food waste?	large	Plan meals	Ignore leftovers	Buy excess food
15) What is a green alternative to plastic bags?	Use pla	se	Use cloth bags	Don't use bags
16) How can you protect local waterways?	Dump chemicals	ce run	pollut	Increase littering
17) What should you do with old batteries?	Throw in trash	Recycle properly	Burn	them
18) How can you promote biodiversity?	Plant a single crop	Use pesticides	Create diverse habitats	Remove native plants
19) What is the benefit of composting?	Increase waste	Reduce landfill	Increase pollution	None
20) How can you save energy with transportation?	Drive everywhere	Bike or walk	Idle car often	Use heavy vehicles

Curriculum Connection
HR6.1

Exit Cards

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

Name: _____

How does respecting the environment benefit future generations?

Name: _____

How does respecting the environment benefit future generations?

Name: _____

How does respecting the environment benefit future generations?

Name: _____

How does respecting the environment benefit future generations?

Story: The Importance of Helping Others

How Emily Made a Difference

In the lively town of Maplewood, lived a girl named Emily. One sunny Saturday, Emily saw her elderly neighbour, Mrs. Thompson, struggling to carry groceries. Without a second thought, Emily ran over and helped her. Mrs. Thompson smiled and said, "Thank yo[illegible]ily! You've made my day much easier."

Emily felt great. She remembered reading that people who [illegible]elp others often feel happier. According to a Kids Help [illegible]hope report, 70% of students who help others feel better ab[illegible]mselves.

[illegible]decided to do more. She organized a [illegible]ourhe[illegible]oup. Kids from all around Maplewood [illegible] litter from the park and planted flowers. The town's mayor, Mr. [illegible]rter[illegible]rts and thanked them. He shared that clean communities have [illegible]ss poll[illegible]re healthier for everyone.

At home, Emily helped her mom prepare meals [illegible]elter. [illegible]arned that in Canada, 4 million people, including 1.4 million chil[illegible]on [illegible]anks each year. By helping, Emily ensured more families had enough [illegible]eat.

Emily's acts of kindness brought her community closer. Neighbours st[illegible]elping each other more often. Studies show that communities where people h[illegible] each other have lower crime rates and stronger bonds.

Emily's efforts didn't stop there. She started a kindness club at the community center where people of all ages could come together to plan ways to help others. They visited nursing homes, organized coat drives for the winter, and even set up a buddy system to support new students at school. This club became a beacon of hope and showed everyone that even small acts of kindness can have a big impact. Emily realized that helping others wasn't just kind; it made Maplewood a better place. She decided to keep finding new ways to help, knowing every small act of kindness made a big difference.

Name: _____ 25

Curriculum Connection
Unit 1

Questions

Answer the questions below.

1) How can community service improve mental well-being?

2) What r[illegible]od banks play in supporting communities?

Visualizing

Draw what y[illegible]pictur[illegible]you were reading. Explain the picture.

True or False

Is the statement true or false?

1) Helping others can improve community health.	True	False
2) Organizing cleanups involves planning and teamwork.	True	False
3) Acts of kindness strengthen community bonds.	True	False
4) Clean communities have 20% fewer crimes.	True	False
5) Environmental efforts must only be led by community leaders.	True	False

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Discussion Connection
Unit 1

Activity: Kindness Rocks

Objective What are we learning about?

To encourage students to spread kindness and positivity by decorating rocks with uplifting messages and placing them around the community for others to find.

Materials What you will need for the activity.

- S
- Acr paint
- Permanen
- Clear seala
- Newspaper or tab otecting surfaces)

Instructions How you com ity

1. Collect smooth, clean rocks from around yo ea or se them from a craft store. Ensure they are washed and dried sta
2. Spread newspaper or a plastic tablecloth over y ng su o protect it from paint and marker stains.
3. Use acrylic paint to decorate the rocks with bright colours a w the paint to dry completely.
4. Once the paint is dry, use permanent markers to write positive and uplifting messages on the rocks. Examples include "You are amazing," "Stay strong," or "Believe in yourself."
5. After the messages are written, apply a clear sealant spray over the rocks to protect the paint and marker from weathering. Allow the sealant to dry.
6. Take the decorated rocks and place them around your community, such as in parks, schoolyards, or neighbourhood walkways, for others to find and be uplifted by your messages of kindness.

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Curriculum Connection
[illegible]

Write Describe the choices you made for your kindness rock. Use these questions to guide your explanation.

1. *What message or word did you choose to paint on your rock, and why?*
2. *What colours did you use on your rock, and what do they represent?*
3. *Did you add any designs or symbols to your rock? If so, what are they and why did you choose them?*
4. *How do you hope people will feel when they find your kindness rock?*
5. *Where do you plan to place your kindness rock, and why did you choose that loca[illegible]*
6. *How [illegible]r kindness rock reflect your personality or values?*

Name: _____ 28

Curriculum Connection
Hints

Blog Post: Clara Barton and the Red Cross

A Legacy of Helping Others

Date: August 2, 2024 Author: Jane Thompson *4-minute read*

Clara Barton, known as the "Angel of the Battlefield," founded the American Red Cross on May 21, 1881. During the Civil War, she bravely brought supplies and medical care to soldiers, showcasing her dedication to helping others.

Clara's vision for the Red Cross was to provide aid during emergencies. Today, the American Red Cross responds to nearly 64,000 disasters each year, including hurricanes, floods, and fires. With over 500,000 volunteers, they provide shelter, food, and emotional support to those in need.

One of the Red Cross's most notable contributions was during the 1906 San Francisco earthquake, where they provided immediate support.

Clara Barton's work highlights the importance of selflessness and community support. Research shows that communities with strong volunteer networks recover faster from disasters.

Clara Barton's legacy shows that one person's dedication can create an organization that supports millions, exemplifying selflessness and community.

Till next time,
Jane Thompson

Comments:

Nadine Tan – August 2, 2024

Clara Barton's work with the Red Cross is inspiring. Her bravery during the Civil War saved many lives.

Like Reply 9h ago

Oliver Woods – August 2, 2024

Clara Barton did great work, but not all Red Cross responses have been perfect. For example, their response to Hurricane Katrina was criticized. However, they continue to improve their disaster response efforts.

Like Reply 4h ago

Name: _____ 29

Curriculum Connection
HR6-3

Question What do you mean by the quote: "One person's dedication can create an organization that supports millions."

True or Is the statement true or false?

1) Cla rton f Red Cross in 1891.	True	False
2) The Red Cr she food during disasters.	True	False
3) Clara Barton fo on c rt and selflessness.	True	False
4) The Red Cross respon 00 dis nually.	True	False
5) Clara Barton was known as ng ield."	True	False

Poem Write an acrostic poem using e letter RED SS" to describe the organization and its mission.

R -

E -

D -

C -

R -

O -

S -

S -

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Curriculum Connection
HHE-3

Activity: Discussion Circle

Objective What are we learning about?

Encourage open dialogue and peer learning about selflessness and community support.

Materials What you will need for the activity.

- Di[illegible]ards
- [illegible]ds and [illegible]students
- Char[illegible] paper[illegible]rs
- Reflectio[illegible]r she[illegible]

Instructions How [illegible]ctivity

1. Divide the students into small grou[illegible]s each.
2. Provide each group with a set of di[illegible]ssion pr[illegible]car[illegible]amples of prompts include: "Describe a time you saw someone[illegible]fless[illegible]an we support our community better?" and "Why is selflessnes[illegible]orta[illegible]
3. Assign one student in each group to be the discus[illegible]ator. [illegible]ole is to ensure everyone has a chance to speak and that the d[illegible]n s[illegible]
4. Ask the facilitators to begin by reading the first prompt aloud [illegible] members to share their thoughts and experiences.
5. Allow each group 10-15 minutes to discuss each prompt, ensuring they cover at least three prompts during the session.
6. Encourage students to take notes on key points and ideas that emerge from their discussions.
7. After the group discussions, bring the entire class together and ask each group to share a summary of their discussion highlights.
8. Write the key ideas and suggestions from each group on chart paper and display them in the classroom.
9. Conclude the activity by thanking the students for their participation and emphasizing the importance of selflessness and community support.

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Curriculum Connection
HR6.3

Discussion Prompts | Cut out the topics below.

Describe a time you saw someone act selflessly. How did it make you feel?

Why is selflessness important in building a better society?

Can yo[illegible]ommunity projects that demonstrate selflessness? Explain hov[illegible]

How can we en[illegible]e oth[illegible]ore selfless in our school or community?

What are some small acts of selfles[illegible]e a big impact?

How can helping others benefit you personal[illegible]

Share a personal experience when you acted selflessly. What

How does selflessness differ from simply being nice? Give examples.

What are some challenges people might face when trying to be selfless?

How can we support each other in becoming more selfless and community-oriented?

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Curriculum Connection
HR6.3

Discussion Prompts | Cut out the topics below.

In what ways can our class contribute to the local community?

How does selflessness relate to other values like kindness and empathy?

What role do you think selflessness plays in leadership?

Discuss a historical figure known for their selflessness. What did they achieve?

How can we use our talents and skills to support our community selflessly?

Why do you think people sometimes hesitate to act selflessly?

How can selflessness improve relationships within our school?

What are some ways we can show support to those in need in our community?

How can selflessness help in resolving conflicts?

What ideas do you have for a class project that promotes community support and selflessness?

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Curriculum Connection
HR6.3

Reflection | Answer the questions below.

1) In what ways do you think the discussion helped you understand the importance of selflessness and community support?

2) De[illegible] insigh[illegible]s shared by your peers during the discussion. How did these insights [illegible]pact ye[illegible]nding of selflessness?

	Impact

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Decoding Connection
HHR 1

Honesty and Trust in Relationships

Honesty is very important in building trust in relationships. When you are honest, people know they can believe what you say. This helps them feel safe and respected. Trust is like a strong bridge that connects people. Without honesty, this bridge can break.

Consequ[illegible]f Dishonesty

Dishone[illegible]relationships a lot. When someone lies, it can make others feel sad[illegible]can be hard to trust someone again after they have lied. Here [illegible]ome [illegible]es of dishonesty:

- People m[illegible]ve [illegible]the future.
- It can cause [illegible]ents [illegible]
- It can hurt people[illegible]
- Trust can be very hard[illegible]d.

Examples of Honesty Strengthening [illegible]

Being honest can make relationships stronger. Here are s[illegible]amples:

- If you break something at home, telling th[illegible]h ri[illegible]a[illegible]s your parents you are responsible.
- When you are honest about your feelings with frien[illegible]ps[illegible]nd[illegible]tand and support you better.
- If you forget to do your homework, telling your teacher the t[illegible]m see you are honest and want to do better next time.

Key Facts and Statistics

According to a study, 85% of people say honesty is very important in friendships.

- Relationships with honesty last longer and are healthier.
- Trust is built over time through many honest actions.
- Even small lies can damage trust and take a long time to fix.

Remember, being honest helps you build strong, healthy relationships that last a long time.

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Curriculum Connection
[illegible]

True or False

Is the statement true or false?

1. Honesty builds trust in relationships.	True	False
2. People might not trust you if you lie.	True	False
3. Arguments can result from dishonesty.	True	False
4. Trust is easy to rebuild after lying.	True	False
5. Small li[illegible] can quickly fix trust.	True	False

Questic[illegible]

[illegible]swer the questions below.

1) What [illegible]n dish[illegible]e in [illegible]elationships?

2) How do small lies affect trust?

Feelings Chart

Fill in the chart with feelings caused by a di[illegible].

Situation	Feeling
1) Lying about finishing your homework.	
2) Pretending to be sick to skip school.	
3) Breaking a vase and blaming it on a sibling.	
4) Cheating on a test.	
5) Spreading a false rumour about someone.	
6) Hiding a mistake you made on a group project.	

Name: _____ 36

Activity: Trust Meter

Objective What are we learning about?

To help students understand and evaluate the importance of trust in relationships by receiving feedback from their peers. Students will learn to identify how their actions are perceived by others in terms of building or damaging trust.

Materials What you will need for the activity.

- T[illegible] printed on paper)
- Pe[illegible]r pens
- List of beha[illegible]
- Classmates[illegible] rating

Instructions How to complete the activity

1. Begin by explaining the concept of t[illegible] and why it is important in relationships. Discuss how honesty [illegible]utes to [illegible]st and maintaining healthy relationships, and how dishonesty can damage [illegible].
2. Hand out the Trust Meter templates to each [illegible]. The [illegible]ould have a scale from 1 to 4, with 1 being "Not Trustworthy" and [illegible]." Students will write their names at the top of the template.
3. Explain that each student will pass their Trust Meter tem[illegible] to th[illegible] the right. Each classmate will read through the list of behaviours and [illegible] on the template and rate how trustworthy they believe the student is [illegible]on.
4. Students should complete the Trust Meter for their classmate by mark[illegible]rust rating for each behaviour or scenario.
5. After a set amount of time, students will pass the template to the next classmate until everyone in the class has filled out each other's templates.
6. Once the templates have been returned to their original owners, give students time to review the trust ratings and feedback provided by their peers.
7. Facilitate a discussion where students can share their thoughts on the feedback they received. Encourage students to reflect on any surprises, patterns, or insights they gained about how their actions are perceived by others.
8. Have students complete a written reflection on the activity, focusing on what they learned about trust, how they can improve their trustworthiness, and the importance of trust in relationships.

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Curriculum Connection
HHE 1

Instructions	Hand your sheet to your classmate on the right. Each classmate will read the list of behaviours and scenarios below and rate how trustworthy they believe you are for each behaviour.

4- Very Trustworthy	Exhibits high levels of honesty and integrity, fostering strong trust and confidence.
3 – Mostly Trustworthy	Generally honest and reliable, with only minor concerns.
2 – Slight[illegible]stworthy	Demonstrates some honesty, but significant doubts remain.
1 – Not[illegible]	Shows no honesty or integrity, leading to complete lack of trust.

[illegible]ur [illegible]cenario	Trust Rating (1-4)
1) Admitting to [illegible]e	
2) Hiding a mistake	
3) Telling a friend a secret was[illegible]t	
4) Sharing a friend's secret without p[illegible]sion	
5) Returning lost money	
6) Keeping lost money	
7) Apologizing for a wrongdoing	
8) Blaming someone else for your mistake	
9) Helping someone in need	
10) Ignoring someone's request for help	
11) Standing up for someone who is being bullied	
12) Joining in with others to tease someone	
13) Pretending to know something when you don't	
14) Sharing your honest opinion even when it's hard	
15) Telling someone what they want to hear instead	

Name: _____ 38

Curriculum Connection
HHA 1

Reflection | Answer the questions below.

1. Trust Meter Result Summary:

- Number of Scenarios Rated as "Very Trustworthy" (4): _____
- Number of Scenarios Rated as "Somewhat Trustworthy" (3): _____
- Number of Scenarios Rated as "Not Very Trustworthy" (2): _____
- Number of Scenarios Rated as "Not Trustworthy" (1): _____

2) What d[id] you notice about how your classmates perceive your trustworthiness? Were the[re] surprises?

3) Which behaviours [r]eceived the high[est] trust ratings? Why do you think these behaviours are seen as t[rustworthy]?

4) Which behaviours received the lowest trust ratings? [In] y[our] [im]prov[e] in these areas?

5) How does receiving feedback from your peers help you understand your actions and their impact on others?

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Curriculum Connection
HR6.1, HR6.2

Story: Acknowledging and Celebrating Diversity

Sarah's Cultural Adventure

Sarah, a fifth-grader from Harmony, was chosen to represent her school in an international student exchange program. She was excited but nervous about traveling to Japan, a country she knew little about.

When Sa ed in Tokyo, her host family, the Tanakas, greeted her warmly. The next d chool with her host sister, Yumi. The students and teachers wer to tea anada, and Sarah was excited to share.

ne evening, the school hosted a Diversity bration event. Sarah set up a booth with flags, photos, and snacks like poutine ar ts. Other students showcased their o Brazilian samba dancing to enna g.

Sarah learned that Japan has a rich history a p res dition. She shared with her friends that Canada is one of th in the world, with over 200 languages spoken across the country.

During the event, Sarah met students from many countries. She understanding and appreciating different cultures made people g and friendly. Studies show that diversity fosters creativity because people different ideas and perspectives.

At the end of the event, the principal spoke about the importance of diversity. "Our differences make us unique, and our unity makes us strong," he said. "By celebrating diversity, we build a more inclusive and accepting society."

Sarah felt proud to be part of such an event. She realized that celebrating diversity wasn't just fun; it was important. It helped everyone learn and live together calmly. As she prepared to return to Canada, Sarah decided she would always celebrate the differences that made her community, and the world, unique and special.

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Curriculum Connection
HR6.1, HR6.2

Fill in the Blanks

Complete the sentences below.

1) Diversity celebrations help us _____ cultures.	appreciate	ignore
2) Sharing food can be a way to learn about _____.	sports	culture
3) Respecting _____ strengthens cultural bonds.	trends	traditions
4) Meeting people from different countries reduces _____.	biases	friendships
5) Unders[illegible] cultures builds _____.	acceptance	confusion

Ques[illegible]

[illegible] two questions you have about the text.

1)	
2)	

Questions

Answer the questions be[illegible]

1) How does respecting traditions contribute to cultural b[illegible]

2) How can diversity celebrations help in appreciating different cultures?

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Curriculum Connection
HR6.1, HR6.2

Activity: Art from Around the World

Objective What are we learning about?

To appreciate and learn about global art traditions by researching and creating art projects inspired by different cultures. This activity promotes creativity and respect for cultural expressions.

Materials What you will need for the activity.

- Art supplies (p es, paper, clay, markers, etc.)
- Research m ks, net access)
- Craft supp s, glu uction paper)
- Origami paper pan
- Display boards (op
- Slips of paper with di ural written on them

Instructions How you will comp e acti

1. Begin by discussing with students the impor of learning about art from different cultures. Explain how art refle value tions, and history.
2. Write different cultural art forms on slips of paper. Exa s co Aboriginal dot paintings, Mexican folk art, Japanese origami, A n rangoli, Chinese calligraphy, Native American beadwork, etc.
3. Place all the slips of paper into a container.
4. Have each student or group draw a slip of paper from the container to determine which cultural art form they will research and create.
5. Provide students with research materials to learn about their assigned culture's art traditions. Encourage them to focus on specific art forms.
6. Once students have completed their research, ask them to create an art project inspired by their assigned culture. Ensure they use appropriate art supplies and techniques reflective of the cultural art form.
7. Allow students sufficient time to work on their art projects, providing guidance and support as needed.
8. After completing the art projects, have each student or group present their artwork to the class. They should explain the cultural significance and the process they used to create the art.

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Curriculum Connection
HR6.1, HR6.2

Art Forms | Cut out the list below.

Aboriginal dot paintings (Australia)	Mexican folk art (Mexico)
Ja… …origami (Japan)	African masks (Africa)
Indian ra… …li…	Chinese calligraphy (China)
Native American beadwo… (North America)	R… …n m… …dolls (Russia)
Egyptian hieroglyphics (Egypt)	Brazili… …car… …e (Brazil)
Turkish mosaics (Turkey)	Korean paper art (South Korea)
French impressionism (France)	Italian frescoes (Italy)

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Curriculum Connection
HR6.1, HR6.2

Peer Assessment

Assess the artwork of another student:

Name of student being Assessed: _____		Assessor's Name: _____		
Criteria	**1 - Needs Improvement**	**2 - Developing**	**3 - Proficient**	**4 - Excellent**
Cultural Accuracy				
Cre				
C nship				
Presentatio				
Overall Impact				

Two Stars And A Wish

Identify o stren (sta nd one area for improvement (bout r's artwork.

Write two strengths and one weakness of a peer's	
☆	
☆	
☆	

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Curriculum Connection
HR6.2, HR6.3

Blog Post: Considering Others' Perspectives

How Considering Perspectives Can Improve Relationships

Date: August 4, 2024 Author: Jamie Roberts *4-minute read*

Have you ever had a misunderstanding with a friend? It might be because you didn't fully understand their perspective. Clarifying rather than assuming others' perspectives is crucial in [illegible]onships. When we consider different viewpoints, it leads to better understa[illegible] stronger relationships.

Stud[illegible] conflicts arise from misunderstandings. By asking questions and t[illegible]g, we [illegible]hese conflicts. For example, if your friend seems upset, instead of assu[illegible]ma[illegible] you, ask them what's wrong. They might just be having a bad

In school, you can p[illegible]z[illegible] s' perspectives during group projects. If someone has a differen[illegible] to th[illegible]ning before deciding. This can lead to more creative solutions and [illegible]rk. [illegible]lass discussions, try to see things from your classmates' viewpoi[illegible]this [illegible]t and empathy.

A great way to understand different pe[illegible]ctives i[illegible]ding. Books like "Wonder" by R.J. Palacio show characters with [illegible] view[illegible]This can help you see the world through others' eyes.

Till next time,
Jamie Roberts

Comments:

Alex H. – August 4, 2024

I totally agree, Jamie! When I started asking my friends about their feelings, I noticed we argued less. It's amazing how much you can learn just by listening.

Like Reply 6h ago

Tyler Smith – August 4, 2024

I see your point, Alex, but sometimes asking too many questions can feel intrusive.

Like Reply 4h ago

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Curriculum Connection
HR6.2, HR6.3

Question Why is it important to consider others' perspectives in relationships?

Identify ...which ones demonstrate leadership skills and which do not.

...narios	☑	☒
1) Alex listens to ...tand... ...eelings before advising.		
2) Bella insists on her id... ...askin... ...pions.		
3) Chris asks his classmate wh... ...y a...		
4) Dana interrupts her friend to share ...wn stor...		
5) Evan encourages everyone to share their id... ...ng a...		
6) Fiona ignores her classmate's suggestion, thinkin... ...s bett...		
7) George reads a book recommended by his friend to und... ...d.		
8) May dismisses her peer's opinion as irrelevant during a discussi...		

True or False Is the statement true or false?

1) Misunderstandings often come from different perspectives.	True	False
2) Asking questions can help avoid conflicts.	True	False
3) Clarifying perspectives strengthens relationships.	True	False
4) Listening is crucial for understanding viewpoints.	True	False
5) Reading can help understand diverse viewpoints.	True	False

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Curriculum Connection
HR6.2, HR6.3

Activity: Perspective Taking Stories

Objective What are we learning about?

Develop empathy and understanding by writing and sharing stories from different perspectives.

Materials What you will need for the activity.

- [illegible]ooks
- Pens or pen[illegible]
- Perspective [illegible] (pre[illegible]ards or sheets)

Instructions How yo[illegible]ple[illegible]vity

1. Begin by explaining the importan[illegible]nders[illegible]d considering different perspectives to the class.
2. Distribute the perspective prompts to each [illegible]ept[illegible]hould describe a scenario from the viewpoint of someone diffe[illegible]t them[illegible](e.g., a new student, someone from a different culture).
3. Instruct students to write a short story (1-2 pages) based on focusing on the thoughts, feelings, and experiences of the charact[illegible]
4. Allow students 20-30 minutes to complete their stories.
5. After writing, divide the class into small groups of 3-4 students.
6. Have each student share their story within their group, taking turns to read aloud.
7. Encourage group members to discuss each story, focusing on what they learned about the character's perspective and how it differs from their own.
8. Bring the class back together and lead a discussion on the overall experience, emphasizing the importance of empathy and understanding different viewpoints.

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Curriculum Connection
HR6.2, HR6.3

Scenario Cards | Cut out the topics below.

	Prompt	Context
1	Write from the perspective of a new student in a different country.	A student who has recently moved from another country and is adjusting to a new culture and school.
2	Write from the perspective of som who has just moved to a new urhood.	A person who is getting to know new neighbours, making friends, and exploring the area.
3	tive of a pe on with disability.	Someone navigating daily life and activities while dealing with physical challenges.
4	Write from spect someone who language.	An individual trying to communicate, make friends, and understand their surroundings out knowing the language.
5	Write from the perspective of a refugee starting a new life.	ho has left their home country due t nd is starting anew in a fore ace
6	Write from the perspective of an elderly person in a technology-driven world.	A up with rapidly techno d staying connecte ily
7	Write from the perspective of a child experiencing a cultural festival for the first time.	A child who is partici festival, learning new traditions.
8	Write from the perspective of someone who practices a different religion.	A person observing their religious practices in an environment where most people follow a different faith.
9	Write from the perspective of a person from a rural area visiting a big city.	Someone from the countryside experiencing the hustle and bustle of urban life for the first time.
10	Write from the perspective of a child with a unique family structure.	A child explaining their family dynamics, such as living with grandparents, step-parents, or in a foster home.

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Curriculum Connection
HR6.2, HR6.3

Scenario Cards | Cut out the topics below.

	Prompt	Context
11	Write from the perspective of someone who feels excluded from a group.	A person feeling left out or isolated in a social setting, trying to understand why and find inclusion.
12	Write from the perspective of a stud[illegible]truggling with a new sub[illegible]	A student who finds a particular subject challenging and is working hard to improve.
13	[illegible]ctive of a yo[illegible]g athl[illegible] te[illegible]	A young athlete trying to fit in, prove their skills, and make friends on a new sports team.
14	Write from th[illegible] person who just [illegible]d.	Someone who has received recognition and is feeling proud, yet possibly dealing [illegible] new pressures.
15	Write from the perspective of someone who lost a beloved pet.	A pers[illegible]rning the loss of a pet and refle[illegible] memories together.
16	Write from the perspective of a person experiencing a natural disaster.	An [illegible]idu[illegible]e immediate impact[illegible]ath o[illegible]ral disaster, such as a [illegible] or [illegible]ak
17	Write from the perspective of a student who is homesick at a summer camp.	A student missing ho[illegible] familiar comforts wh[illegible] summer camp.
18	Write from the perspective of a person with a hidden talent.	Someone who has a special skill or talent that they have not yet shared with others.
19	Write from the perspective of someone starting at a new school mid-year.	A student who is adjusting to a new school environment and trying to make friends after the school year has already started.
20	Write from the perspective of a person experiencing bullying.	A person dealing with bullying, its emotional impact, and figuring out how to seek help and support.

Curriculum Connection
HR6.2, HR6.3

Empathy: Understanding and Sharing Feelings

What is Empathy?

Empathy means understanding and sharing the feelings of another person. It's like putting yourself in someone else's shoes. When you feel empathy, you can understand how someone else is feeling, whether they are happy, sad, scared, or excited. This helps you connect with others in a deeper way.

Why is E mportant?

Empat nt in building healthy relationships. When we understand and shar eone el gs, it helps us to be more caring and kind. Empathy helps reduce conflict e a more likely to be patient and understanding when we know how perso tudies show that people who practice empathy have stronger frie s resolving conflicts.

How Empathy Builds Deep cti

When we try to understand how anot makes them feel valued and understood. This can lead to stronge more m elationships. For example, if a friend is upset because they did ell o showing empathy by listening and offering support can make th l b s that you care about their feelings, which strengthens your friend

Examples of Empathy in Action

Here are some examples of how empathy can improve relations

- **Listening**: Really listening to what someone is saying without inter ting.
- **Asking Questions**: Asking how they feel and what you can do to help.
- **Being Patient**: Understanding that everyone has bad days and being patient with them.
- **Offering Support**: Offering to help or just being there for someone when they need it.

Practising these actions can make a big difference in how we connect with others and build lasting, healthy relationships. Empathy is a powerful tool that helps us understand and support each other better.

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Curriculum Connection
HR6.2, HR6.3

Questions

Answer the questions below.

1) How does empathy help reduce conflicts?

2) What is an example of showing empathy in action?

True or False

Are the statements true or false?

1) Empathy means understanding only your own feelings.	True	False
2) Listening without interrupting shows empathy.	True	False
3) Understanding others' feelings makes them feel valued.	True	False
4) Empathy makes us less caring and kind.	True	False
5) Asking questions can help show empathy.	True	False

Diary

Imagine you spent the day helping a new student feel welcome at school. Write a diary entry describing what you did, how the new student felt, and what you learned about empathy.

Name: _____ 60

Curriculum Connection
HRA.2, HRA.4

Story: Fred Rogers and Empathy

Mister Rogers' Lessons on Empathy

Once upon a time, there was a kind man named Fred Rogers who created a TV show called "Mister Rogers' Neighborhood." Fred was known for his gentle and empathetic approach, helping children understand and share their feelings. His show ran for over 30 years and touched millions of children across North America.

Fred Rogers believed in empathy, the ability to understand and share another person's feelings. He thought it was important. He showed empathy in every episode by talking about happiness, sadness, and anger. He made sure that children knew it was okay to feel all these emotions.

One famous example of empathy was when he introduced Jeff Erlanger, a boy in a wheelchair, on his show. They sang together called "It's You I Like," showing that no matter how different we are, we are all special. This moment taught millions of children about empathy and acceptance.

Fred Rogers also shared facts and statistics about emotions. For instance, he explained that everyone feels angry sometimes and that it is normal. He encouraged children to talk about their feelings with trusted adults. He showed that children who learn to express their emotions are better at managing stress and have healthy relationships.

Fred practised empathy by listening carefully to others and showing kindness. He encouraged children to do the same by suggesting they ask friends how they are feeling and really listen to the answers. By practicing empathy, Fred Rogers helped children navigate complex emotions and build stronger, more understanding relationships.

In "Mister Rogers' Neighbourhood," Fred Rogers modelled empathy every day, showing that understanding and sharing feelings make the world a better place.

Name: _____ 61

Curriculum Connection
HR6.2, HR6.4

Fill in the Blanks

Complete the sentences below.

1) Fred Rogers created a TV show called _____.	Neighborhood	Friends
2) Fred believed everyone feels _____ sometimes.	angry	happy
3) Fred introduced Jeff_____ , a boy in a wheelchair.	Erlanger	Engelbert
4) Fred practised empathy by listening and showing _____	joy	kindness
5) In his sh[illegible]d modelled _____.	empathy	friendship

Que[illegible]r the questions below.

1) What was the [illegible]us of [illegible]s' show?

2) Why did Fred Rogers believe it was importan[illegible]ildre[illegible]ss their emotions?

Making Connections

What does this reading remind you of in your life?

Name: _____ 62

Curriculum Connection
HR6.2, HR6.4

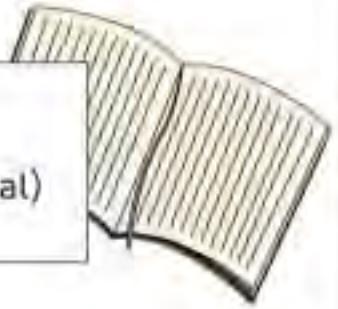
Activity - Empathy Journal

Objective What are we learning about?

To help students develop a deeper understanding of empathy by reflecting on their own experiences and recognizing the importance of empathy in building and maintaining positive relationships.

Material What you will need for the activity.

- Notebooks (one per student)
- Pens or pencils
- Markers or coloured pencils for decorating the journal)
- Empathy Journal (optional)



Instructions How you will complete the activity.

1. Distribute a notebook to each student and explain that it will be their Empathy Journal.
2. Allow students to decorate the covers of their journals with markers or coloured pencils to personalize them.
3. Explain that each week, students will write about a time when they showed empathy for someone or when someone showed empathy towards them.
4. Provide an example of an empathy experience, such as helping a friend who was upset or receiving support from a family member during a difficult time.
5. Designate a specific day of the week for students to write in their journals, ensuring consistency.
6. Encourage students to be honest and detailed in their entries, reflecting on their feelings and the impact of the empathetic action.
7. Once a month, hold a class discussion where students can voluntarily share their journal entries and discuss how these experiences made them feel and how empathy improves relationships.

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Curriculum Connection
HR6.2, HR6.4

Prompt Sheet	Use this sheet to guide your journal entries. Reflect on your experiences and be as detailed as possible.

Write about a time when you felt empathy for someone. Describe what happened, how you felt, and what you did to show empathy.

Describe an experience where someone showed empathy towards you. How did their actions make you feel? How did it affect your relationship with that person?

Reflect on a situation where you saw empathy in action, even if you weren't directly involved. How did it impact the people involved?

Think about a time when you realised someone had shown empathy. What was the situation, and how might empathy have changed the outcome?

Write about an experience where showing empathy was difficult for you. What were the challenges, and how did you overcome them?

Describe how practising empathy has made a difference in your relationships. Provide specific examples if possible.

Think about the importance of empathy in your school community. How can practising empathy regularly influence the atmosphere around you?

Reflect on a recent situation where you showed empathy. What did you learn from this experience, and how did it make you feel?

Write about a time when someone's empathy towards you helped you in a significant way. How did it change your perspective or feelings?

Describe a situation where empathy played a crucial role in resolving a conflict. What was the conflict, and how did empathy help to resolve it?

Reflect on how empathy has changed the way you interact with others. How has it influenced your actions and decisions?

Think about your future goals regarding empathy. How do you plan to continue practising empathy in your daily life?

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Curriculum Connection
HR6.2, HR6.4

Entry Sketch | Draw two settings from your journal entries showing empathy.

Healthy Relationships and Pro-Social Behaviours

Acts of Kindness Take Centre Stage at Maplewood Elementary

Publish Date: August 8, 2024

Maplewood Elementary School was buzzing with excitement this week as students participated in "Kindness Week." The initiative aimed at promoting kindness and cooperation among students. Throughout the week, students engaged in various activities, including performing spontaneous acts of kindness, generosity and teamwork.

On Monday, Grade 6 students introduced a "Buddy Bench" to encourage classmates to sit and chat with anyone feeling lonely. "I made three new friends just by sitting on the bench," said fifth-grader Jessica Martinez. "It feels great to know someone cares."

Tuesday saw an impromptu playground clean-up led by the Grade 4 class. Students picked up litter, planted flowers, and painted games on the pavement. "We wanted to make our school a nicer place for everyone," explained Grade 4 student Liam Parker.

Experts say these pro-social behaviours—kindness, cooperation, and effective communication—are crucial for building healthy relationships.

The Canadian Psychological Association notes that children who practice these behaviours are 30% more likely to form strong friendships and perform better academically.

Mrs. Nguyen, the school counsellor, highlighted the importance of these activities. "Acts of kindness and cooperation teach valuable life skills," she said. "They help students build strong relationships with family, friends and peers."

The week concluded with a "Thank You" wall and a celebration, fostering a sense of community and demonstrating the power of positive social behaviours. "Seeing everyone come together like this is truly inspiring," said Mr. Williams, a Grade 6 teacher. "It shows that even small acts of kindness can have a big impact."

Name: _____ 66

Curriculum Connection
HPE 1

True or False

Is the statement true or false?

1) Kindness has no impact on the quality of relationships.	True	False
2) Empathy is an example of a pro-social behaviour.	True	False
3) Healthy relationships do not require trust and respect.	True	False
4) Pro-so haviours can improve academic performance.	True	False
5) Pro- s have no impact on mental well-being.	True	False

Questioning

tw stions you have about the text.

1)	
2)	

Word Search

Find the words in the wordsearch.

Kindness	Support
Cooperation	Teamwork
Respect	Patience
Empathy	Positivity
Friendship	Generosity
Trust	Compassion

X Y T I S O R E N E P W C
E P G T H W U B V Z T A O S O
O Z P I Z W V H O K H T T S M
L N O I T A R E P O O C S N P
E M P A T H Y J C U C E X S A
K I N D N E S S T R O P P U S
F R I E N D S H I P G S T R S
T E A M W O R K S V W E R L I
G E C N E I T A P F W R U Q O
Y Y T I V I T I S O P E S H N

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Curriculum Connection
HR6.2, HR6.3

Story: Anne Frank and Understanding Perspectives

Anne Frank's Diary: A Window into History

In 1942, a young Jewish girl named Anne Frank began writing in her diary while hiding from the Nazis during World War II. Anne and her family hid in a secret annex in Amsterdam for over two years to escape persecution. Her diary, called "The Diary of a Young Girl," provides a detailed account of her life during this time.

Anne's diary gives us a glimpse into her daily fears and hopes of a girl living in hiding. She wrote about her feelings of being cramped, the conditions, and the constant fear of being discovered. For example, she wrote that they had to be completely silent during the day to avoid detection. She also shared her dreams of becoming a writer and her thoughts on human nature.

One striking fact is that Anne wrote her diary between the ages of 13 and 15, yet her reflections are profound and insightful. Her writing helps us understand the emotional and psychological impact of the Holocaust on children. It is estimated that six million Jews were killed during the Holocaust, and Anne's story personalizes this tragic statistic.

Understanding Anne Frank's perspective helps us develop empathy and historical awareness. It reminds us of the importance of tolerance and the dangers of hatred and discrimination. By reading her diary, we learn to appreciate the diverse experiences of people from different backgrounds and times.

Anne's diary remains a powerful tool for teaching about the Holocaust and the importance of understanding different perspectives.

Name: _____ 76

Curriculum Connection
HR6.2, HR6.3

True or False

Based on the story, is the statement true or false?

1) Anne Frank wrote her diary in 1942.	True	False
2) Anne's diary is called "The Diary of a Young Girl."	True	False
3) Anne was older than 15 when she wrote her reflections.	True	False
4) Anne's story personalizes the Holocaust statistic.	True	False
5) Understanding Anne's perspective develops empathy and awareness.	True	False

Questio

r the questions below using evidence from the text.

1) What does An give us a glimpse into?

2) What is one striking fact about An ecti

Diary

Imagine you are living in hiding like Anne Frank. Write describing a day in your life, including your activities, feelin fears.

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Curriculum Connection
HR6.2, HR6.3

Activity: Empathy Mapping

Objective What are we learning about?

To help students develop a deeper understanding of different perspectives and how this [illegible]tanding can improve relationships.

Mater[illegible] [illegible]will need for the activity.

- Provided empat[illegible]
- Scenario cards

Instructions How you will complete the ac[illegible]

1. Provide each student or group of students with [illegible]thy [illegible]ing template and a set of markers.
2. Have students draw a scenario card from the provided set. The [illegible]o will describe a specific situation for a person.
3. Students will use the template to fill in what the person in the scenario might think, feel, say, and do. Encourage them to be as detailed and specific as possible.
4. Once the empathy maps are complete, gather the students for a class discussion. Ask volunteers to share their maps and explain their reasoning.
5. Discuss how understanding what someone else might think, feel, say, and do can improve relationships and foster empathy.

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Curriculum Connection
HR6.2, HR6.3

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
New Student	You are a new student at a school in a new city. You don't know anyone and feel nervous about fitting in and making friends.
Argument with Sib	You had an argument with your sibling about sharing chores at home. Both of you feel misunderstood and frustrated.
Movin	Your family has moved to a new city. You miss your old friends and are struggling to adjust to your new environment.
Disappointed Test Results	You studied hard for a test but didn't get the grade you expected. You feel disappointed and worried about how your parents and [illegible]
Celebrating an Achievement	You ha[illegible] a competition you worked really hard on. You feel [illegible] but also nervous about all the attention.
Feeling Excluded	You noticed your friends [illegible] inviting you. You feel hurt and left out.
Helping a Friend	Your best friend is going through a t[illegible] haven't shared much with you, but you can se[illegible] withdrawn.
Group Project Conflict	During a group project, there is a disagreement about how to approach the task. Some group members are not contributing, causing tension.
Public Speaking Anxiety	You have to give a presentation in front of the class. You feel anxious and worried about making mistakes or being judged.
Act of Kindness	You saw someone being bullied at school and decided to stand up for them. You feel a mix of emotions, including courage, fear, and responsibility.

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Curriculum Connection
HR6.2, HR6.3

Instructions	Create an empathy map in your scenario, detailing your thoughts, feelings, words, and actions.

Think: What might this person be thinking in the given situation?

Say: What might this person say thinking in the given situation?

Feel: What might this person be feeling in the given situation?

Do: What actions might this person do in the given situation?

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Curriculum Connection
HR6.2, HR6.3

Empathy Mapping Journal

Write a journal entry reflecting on the empathy map you created. Consider the thoughts, feelings, words, and actions that you mapped out.

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Curriculum Connection
Unit 4

Blog Post: Empathy and Bullying Prevention

How Considering Perspectives Can Improve Relationships

Date: August 9, 2024 Author: Tina Jones *4-minute read*

Empathy means understanding and sharing others' feelings. Developing empathy can help reduce bullying. When we empathize, we are less likely to hurt others.

Schools with empathy programs see less bullying. According to the National Association of School Psychologists, schools with social-emotional learning (SEL) programs have 20% less bullying. These programs teach students to respect and understand others' feelings.

One way to build empathy is by active listening, which means really paying attention when someone is talking. For example, if a classmate feels left out, listening to them and showing support can help.

Group activities like team projects can promote empathy. Working together helps students understand different perspectives and cooperate better.

Empathy creates a positive school environment. When students feel understood, they respect others more, reducing bullying and promoting kindness.

Till next time,
Tina Jones

Comments:

Rea Francine – August 9, 2024

I agree! Empathy really reduces bullying. A survey by the American Psychological Association found that 70% of teachers saw fewer bullying incidents after empathy lessons.

Like Reply 16h ago

Ridge Francis – August 9, 2024

I think strict anti-bullying policies are also important. Empathy is great, but clear consequences for bullying are needed too. StopBullying.gov says combining both methods works best.

Like Reply 8h ago

Name: _____ 82

Curriculum Connection
Unit 4

Questions

Answer the questions below.

1) How can developing empathy help reduce bullying?

2) Why is [illegible] important for a positive school environment?

Visualizing

Dr[illegible]eas o[illegible]ve school environment.

True or False

Is the statement true or false?

1) Developing empathy can increase bullying.	True	False
2) Schools with empathy programs see less bullying.	True	False
3) Listening to classmates can show support.	True	False
4) Empathy does not help understand different perspectives.	True	False
5) Empathy creates a positive school environment.	True	False

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Activity - Empathy and Bullying Prevention Pledge

Objective What are we learning about?

To make a collective commitment to fostering empathy and a supportive environment.

Materials What you will need for the activity.

- E[illegible]y pled[illegible]tes (provided)
- Pens or p[illegible]
- Poster board[illegible]ulle[illegible]displaying pledges

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

1. Divide the class into pairs and provide [illegible]air w[illegible]athy pledge template and markers.
2. Explain the importance of empathy in preventing [illegible] a[illegible] a positive school environment.
3. In their pairs, students will discuss and write their commitment[illegible]acticing empathy and preventing bullying in the sections provided on th[illegible]plate.
4. Each pair will work together to write thoughtful and specific pledges for each section of the template.
5. Once all pairs have completed their empathy pledges, gather the students to share their pledges with the class.
6. Display all the completed empathy pledges around the classroom to remind students of their commitments.
7. Encourage students to refer back to these pledges regularly and uphold their commitments to creating an empathetic and supportive school environment.

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Curriculum Connection
HR6.4

Empathy Pledge

Introduction:
As a responsible digital citizen, I promise to uphold the following standards to make the online world a safer and more respectful environment:

1. Respect and Kindness

Write your pledge here:

2. Support for Others

Write your pledge here:

3. Understanding Different Perspectives

Write your pledge here:

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Curriculum Connection
HR6.4

4. Positive Encouragement

Write your pledge here:

_____

_____

_____

_____

2. S[illegible]ndipo[illegible] B[illegible]ying

Write your pledg[illegible]re:

_____

_____

_____

_____

Signature:

I recognize the impact my actions can have on myself and others. I hereby pledge to uphold these standards of empathy and respect.

Sign here: _____ Date: _____

Partner's Signature: _____

Case Study: The Impact of Ryan Halligan

The Tragic Case of Ryan Halligan Sparks Anti-Bullying Movement

Publish Date: August 8, 2024

In Octobe 003, 13-year-old Ryan Halligan mont took his own life after f cyberbullying. His tra death atalyst for change, pron arent ome strong advocates llyi and mental health awar

Ryan's father, John Halligan, sha ed, lost Ryan because of bullying, and we don't want any other family to experience this pain." Since Ryan's death, the Halligans have spoken at over 1,000 schools across the United States and Canada, educating students and teachers about the dangers of bullying and the importance of empathy.

Their efforts have led to significant changes. In 2004, Vermont passed "Ryan's Law," which requires schools to have policies against bullying and harassment. According to the Cyberbullying Research Center, 34% of students have experienced cyberbullying, making such legislation crucial.

Halligans' advocacy has also inspired tes and provinces to adopt simila In 2008, 35 states had anti-bu laws 0, all 50 states had en le laws not only address but al mote mental health ucat ate safer school enviro t

Experts agree that empathy plays a key role in preventing bullying. Studies show that schools with strong anti-bullying programs see a 25% decrease in bullying incidents. Ryan Halligan's story continues to inspire efforts to make schools safer and more supportive for all students.

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Curriculum Connection
Unit 4

Questions

Answer the questions below.

1) Why is empathy considered crucial in preventing bullying?

2) Why do believe strong anti-bullying programs reduce incidents?

Goal

Identify two ... bullyin... scribe ways you can use to prevent it.

True or False

Is the statement true or false?

1) Ryan's parents became advocates for bullying prevention.	True	False
2) "Ryan's Law" was passed in 2006.	True	False
3) Empathy plays a key role in preventing bullying.	True	False
4) Strong anti-bullying programs see a 25% decrease in incidents.	True	False
5) Ryan's story continues to inspire efforts to make schools safer.	True	False

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Curriculum Connection
HRM.B, HRM.A

The Role of Empathy in Conflict Resolution

What is Empathy?

Empathy is the ability to understand and share the feelings of another person. It means putting yourself in someone else's shoes to see things from their perspective. Empathy is a powerful tool in resolving conflicts because it helps people understand each other better.

How Emp[illegible]esolves Conflicts

Empath[illegible] conflicts by ensuring everyone feels valued and respected. When peop[illegible]s and viewpoints are acknowledged, they are more willing to co[illegible]te to fi[illegible]on. Some effective empathy strategies in conflicts include:

- Active Lis[illegible]ten ca[illegible] what the other person is saying witho[illegible]err[illegible]
- Show Understandi[illegible]back [illegible]u heard to show you understand t[illegible]pe[illegible]
- Express Empathy: Use phra[illegible]s lik[illegible]u feel that way" to validate their fe[illegible]

Examples of Empathy in Action

1. School Playground Dispute: Two students a[illegible]ar[illegible]round equipment. By listening to each other's feelings [illegible]stan[illegible]eir need to play, they agree to take turns.

2. Group Project Conflict: Group members disagree on how to c[illegible]roject. By discussing each person's ideas and concerns, they find a comp[illegible]se that includes everyone's input.

Key Facts About Empathy

- Empathy can reduce aggression by 50%, according to a study by the University of Sussex.
- Schools with empathy programs see a 20% decrease in bullying incidents.
- Empathy helps build stronger, more supportive communities.

Using empathy to resolve conflicts not only helps solve the immediate issue but also strengthens relationships and promotes a positive environment.

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Curriculum Connection
HR6.3, HR6.4

Fill in the Blanks

Complete the sentences below.

1) Empathy is the ability to understand and _____ feelings.	share	ignore
2) Effective empathy strategies include active _____.	speaking	listening
3) Empathy helps build stronger, more _____ communities.	supportive	competitive
4) Conflicts are resolved by acknowledging _____.	emotions	arguments
5) Group p[illegible] conflicts can be solved by _____.	Ignoring	Compromising

Ques[illegible]

[illegible] two questions you have about the text.

1)	
2)	

Questions

Answer the questions b[illegible]

1) How does empathy impact relationships in a community

2) How does empathy help in resolving conflicts?

Name: _____ 93

Curriculum Connection
HR6.3, HR6.4

Activity: Resolving Conflicts with Empathy Role Play

Objective What are we learning about?

To teach students how to use empathy and effective communication to resolve conflicts, understand others' feelings, and find mutually acceptable solutions.

Materials What you will need for the activity.

- S... ...s
- Opti...al: pro... pla...ing (e.g., school supplies, s... ...umes

Instructions How yo... ...ple... ...ivity

1. Divide the class into small group... ...stude...
2. Distribute a scenario card to each group. ...ard s... ...ribe a conflict situation (e.g., a disagreement over a grou... ...ject ... ...dispute, a misunderstanding between friends).
3. Provide the role-play guidelines handout to each grou... ...whic... ...s ... ...for using empathy and effective communication in conflict resol...
4. Allow each group 10-15 minutes to discuss their scenario and pla... ...eir role-play. They should decide who will play each role and how they will use empathy to resolve the conflict.
5. Have each group present their role-play to the class. Encourage the audience to observe and take notes on how empathy and communication are used.
6. After each role-play, facilitate a brief class discussion on the strategies used and their effectiveness.
7. After all groups have presented, distribute paper and pens for students to complete the reflection questions.

Name: _____ 94

Curriculum Connection
HR6.3, HR6.4

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Group Project Disagreement	Your group is working on a project, but two members disagree on how to divide the tasks. One person feels overwhelmed and believes they are doing more work than others. The other thinks the division is fair.
[illegible] Dispute	Two friends are arguing over who gets to use the swing. One friend [illegible] uses it first during recess, while the other feels it's unfair [illegible] turn too.
Misunderstanding Between Friends	[illegible] out because their friend didn't invite them to a [illegible]. The [illegible] didn't invite them because they assumed the [illegible] ed.
Classroom Supplies Conflict	Two students are [illegible] over [illegible] number of art supplies. One student wants to use [illegible] project, while the other needs the same [illegible]
Sports Team Argument	Members of a sports team are [illegible] not passing the ball during games. The [illegible] chance for the team to win, but the rest of the [illegible] excluded and undervalued.
Study Group Tension	In a study group, one student is frustrated because another member keeps arriving late and not contributing equally to the preparation for an upcoming test. The latecomer feels they have valid reasons for their tardiness but hasn't communicated them.
Shared Space Issue	Two students are assigned to share a locker, but one keeps leaving it messy, which annoys the other. The messy student feels they don't have enough time to organize their belongings.

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Curriculum Connection
HR6.3, HR6.4

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Lunch Table Conflict	A new student wants to join a lunch table where a group of friends usually sits. One member of the group feels uncomfortable with the new student joining, worried it will change their dynamic.
Class [illegible] Roles	[illegible]roup is preparing for a class presentation, and two students [illegible] be the main speaker. One believes they are the best [illegible]ker, [illegible]he other feels they haven't had a chance to be in [illegible] spo[illegible]
Sibling Rivalry	At h[illegible]sibli[illegible]uing over who gets to use the computer. [illegible]e ne[illegible]rk, while the other wants to use it to play games. [illegible]eel the[illegible]ore important.
Club Meeting Dispute	During a club meeting, t[illegible]nbers[illegible] the club's next project. One wants to organiz[illegible]er, whi[illegible]ther prefers a community service event. Both be[illegible]ir [illegible]fit the club more.
Partner Project Frustration	Two students are working on a science project tog[illegible], but one feels that the other isn't contributing enough. The contributing student is frustrated and feels they are carrying the workload, while the other feels overwhelmed and unsure of how to help.
Seating Arrangement Conflict	In a classroom, two students are arguing over a preferred seating spot. One likes to sit near the front to see the board better, while the other prefers the spot because it's closer to friends. Both feel strongly about their seating preference.

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Curriculum Connection
HR6.3, HR6.4

Reflection | Answer the questions below.

1) Rate your group's performance by shading the stars. 5 stars indicate the best experience, and 0 stars indicate the worst experience.

Use of body language and facial expressions	☆☆☆☆☆
Integration of tableaux, soundscapes, and narrative elements	☆☆☆☆☆
Pe torical event's key moments	☆☆☆☆☆
d boration	☆☆☆☆☆
Overall eff st g	☆☆☆☆☆

2) Explain the strengths in yo rou ?

3) What key areas of your group's performance could be rov ing to do this activity again?

4) What are the lessons you learned from this activity?

Name: _____ 102

Story: The Inclusive Leadership of Tim Cook

Tim Cook's Leadership at Apple

Tim Cook, the CEO of Apple, is known for his leadership in promoting inclusion and diversity in the tech industry. When Tim became CEO in 2011, he made it a priority to create a ce where everyone feels valued and included.

Tim e team brings more creativity and innovation. Under his leade , Appl ed on hiring people from different backgrounds, genders, and cultures d that 40% of their new hires were women, and 53% were from u pres in tech.

ay es inclusion is through employee r urc These groups provide support for emp who on backgrounds or experiences. For le, A ERGs for women, LGBTQ+ employe nd various cultural backgrounds. ups h mployees feel connected and supporte wor

Tim Cook also believes that inclusion and diversity improve social and nal well-being. When employees feel accepted and valued, they are happier and more productive. A study by McKinsey & Company found that companies with diverse teams are 33% more likely to outperform their competitors. This shows that inclusive leadership not only benefits employees but also makes the company more successful.

Tim Cook's leadership at Apple demonstrates the importance of creating an inclusive workplace. By valuing diversity, he helps foster a supportive and innovative environment where everyone can thrive.

Name: _____ 103

Discussion Connection
HRB-3

Questions

Answer the questions below.

1) How does Tim Cook promote inclusion at Apple?

2) What [illegible]nection between inclusion and well-being?

List

Write thre[illegible]u l[illegible] leader.

1)	
2)	
3)	

True or False

Is the statement true or false?

1) Tim Cook believes diversity decreases creativity.	True	False
2) Inclusion and diversity improve employee well-being.	True	False
3) Diverse teams are less productive.	True	False
4) Tim Cook's leadership does not value diversity.	True	False
5) Schools play no role in environmental activities.	True	False

Name: _____ 104

Curriculum Connection: HHG

Is it Inclusive?

Decide | Is it inclusive – yes or no?

1) A student always ensures that everyone in the group has a chance to speak during discussions.	Yes	No
2) A group of friends always sit together at lunch and never invite others to [illegible] them.	Yes	No
3) Durin[illegible] project, one student insists on doing all the work themse[illegible]	Yes	No
4) A cl[illegible]mate i[illegible] student to join their game at recess.	Yes	No
5) Students cr[illegible]ss bu[illegible]d where everyone can share their cultural trad[illegible] and[illegible]	Yes	No
6) A student makes fun [illegible] stud[illegible]nt during a class presentation.	Yes	No
7) During group work, one student lis[illegible] and v[illegible]ll ideas, even those different from their own.	Yes	No
8) A teacher always calls on the same few st[illegible] to a[illegible] questions.	Yes	No
9) A student helps translate for a classmate who is s[illegible]g English.	[illegible]	No
10) A class decides to celebrate each student's birthday with a s[illegible] party, ensuring everyone feels special.	[illegible]	No
11) Students laugh and whisper when someone shares a unique hobby during show and tell.	Yes	No
12) A group project includes roles that play to each member's strengths, making sure everyone can contribute.	Yes	No
13) A student refuses to work with a partner who has a different learning style.	Yes	No
14) During a class debate, students respectfully listen and respond to all opinions, even if they disagree.	Yes	No
15) A group of students decides to exclude someone from a game because they are different.	Yes	No

Name: _____ 105

Curriculum Connection
HHS.3

Activity – Practising Inclusive Leadership

Scenario Starter:
In the classroom, Casey notices that a new student, Sam, who uses a wheelchair, is having difficulty participating in group activities because the setup of the room is not accessible. Casey wants to ensure that Sam can fully participate and feel included.

Instructio
1. Write ... asey might say to suggest changes that would make the classroom mor... le for Sam.
2. ... share their feelings and needs with the class.
3. ... f a wa... lass can work together to create a more inclusive and acces... fo... eryone.
4. Describe ... ates ... port each other to ensure everyone has equal opportunities ... ticip...

Jamie	Hey, everyone, I ... ving a hard time getting involved in our activities because ... the ... brainstorm ways to make our classroom more accessible ... m.

Name: _____ 106

Case Study: The Compassion of Jane Goodall

Jane Goodall's Compassion Leads to Major Conservation Efforts

Publish Date: August 13, 2024

The Jane Goodall Institute celebrated its 45th anni highlighting the remar Jane Goodall, the world owned ist. Jane Goodall's em back dying chimpanzees has tioni conservation efforts glo

In 1960, at the age of 26, Goodal rave to Tanzania and began her groundbre research on chimpanzees in Gombe Stream National Park. Unlike many scientists of her time, Goodall named the chimpanzees she studied instead of numbering them, showing her unique empathy and respect for these animals. This compassionate approach allowed her to observe complex social behaviours, including tool use and emotional bonds within chimpanzee families.

Her findings challenged previous scientific beliefs and highlighted the need for better protection of chimpanzees and their habitats.

According to the World Wildlife Fund, the chimpanzee population has declined by 50% over the past 50 years due to habitat destruction and poaching. Goodall's work has been pivotal in raising awareness and driving efforts to conserve these endangered animals."

e's empathy for animals and the ent is truly inspiring," said Dr. David colleague at the Jane Goo nstit dedication has led to ica initiatives that benefit imp but also local commun ."

Goodall's Roots & Shoots p n, which she launched in 1991, now operates in over 100 countries, empowering young people to take action in their communities for animals, people, and the environment. This program exemplifies how empathy can extend beyond science to humanitarian efforts, fostering a generation of compassionate leaders.

Name: _____ 107

Curriculum Connection
HR6-3

Fill in the Blanks

Complete the sentence below by circling the correct option

1) Goodall began her research in _____.	Tanzania	Kenya
2) Goodall's approach was _____ and respectful.	compassionate	clinical
3) Goodall's work raised _____ about chimpanzees.	awareness	money
4) Goodall named the chimpanzees to observe their _____.	appearance	behaviour
5) Goodal[illegible]s & Shoots program started in _____.	1951	1991

Ques[illegible] two questions you have about the text.

1)	
2)	

Questions

Answer the questions belo[illegible]

1) What significant impact did Goodall's findings have on scie[illegible]c be[illegible]

2) How does Goodall's empathy extend beyond her scientific work?

Name: _____ 108

Activity: Conservation Poster Campaign

Objective What are we learning about?

Advocate for the protection of an environmental cause of your choice and raise awareness about its importance.

Materials What you will need for the activity.

- [illegible] sheets of paper
- Mar[illegible]s, col[illegible]ils and crayons
- Magazine[illegible]pape[illegible] cutting out images and [illegible])
- Glue sticks and [illegible]
- Internet access or l[illegible]ource[illegible]earch

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

1. Form small groups and discuss various [illegible]onm[illegible]s you are passionate about, such as deforestation, oc[illegible]n, [illegible]ed species, or climate change.
2. Choose one environmental cause that your group w[illegible]to [illegible] poster campaign.
3. Research the chosen environmental cause to understand it[illegible]m[illegible]rrent threats, and what actions are being taken to address it. Take no[illegible]n key information.
4. Plan your poster by outlining the main message you want to convey. Decide on informative and persuasive elements to include, such as facts, statistics, images, and calls to action.
5. Gather materials and start creating your posters. Make sure your posters are visually appealing and easy to read. Use images and colours to grab attention and reinforce your message.
6. Once the posters are complete, present them to the class, explaining your chosen environmental cause and the importance of conservation efforts.
7. Display the posters around the school or community to raise awareness and educate others about the importance of protecting the environment.

Name: _____ 109

Curriculum Connection Hub

Handout Reference sheet on various environmental causes and their importance for conservation efforts.

Deforestation	The large-scale removal of forests, primarily for agriculture and urban development. Leads to habitat loss and increased carbon dioxide levels.
Ocean P ution	Contamination of oceans by plastic waste, chemicals, and oil spills. Affects marine life and disrupts ecosystems.
End d Speci	Species at risk of extinction due to habitat loss, poaching, and ate change. Conservation efforts aim to protect these es and their habitats.
Climate Change	Long- es in temperature and weather patterns, arg man activities like burning fossil fuels. Leads extreme r events and impacts on wildlife.
Air Pollution	The pre e o ces in the air, such as carbon monoxide, sulf e, an en oxides. Can cause health problems in hu s and a s an tribute to climate change.
Water Scarcity	The lack of sufficient fresh a ces to human and ecological needs. Caused by o lluti climate change. Affects agriculture, health od
Loss of Biodiversity	The decline in the number and variety of sp cular habitat. Caused by habitat destruction, climate c pollution, and invasive species. Affects ecosystem stability.
Soil Erosion	The removal of topsoil by wind, water, or human activity. Leads to reduced agricultural productivity and degraded land.
Waste Management	The collection, transportation, and disposal of waste materials. Improper waste management can lead to pollution and health hazards.
Overfishing	The depletion of fish stocks due to excessive fishing. Disrupts marine ecosystems and threatens food security.

Name: _____ 110

Curriculum Connection
HR6-3

Write Describe the choices you made for your costume. Use these questions to guide your explanation.

1. *What environmental cause did you choose for your poster, and why is it important to you?*
2. *What key message did you want to convey through your poster? How did you decide on this message?*
3. *What images or symbols did you include in your poster, and what do they represent?*
4. *How did you use colours in your poster to draw attention and convey the importance of the issue?*
5. *What facts or statistics did you include, and how do they support your message?*
6. *How do you hope your poster will impact those who see it? What actions do you want them to take?*

Name: _____ 116

Unit Test – Healthy Relationships

Multiple Choice /10

1. Why positive behaviours are important? a) It builds trust b) It promotes teamwork c) It enhanc[illegible]mmunication d) All of th[illegible]	2. We create a more _____ environment by acknowledging diversity. a) segregated b) inclusive c) restrictive d) discriminatory
3. Whe[illegible]ople feel _____ a) negle[illegible] b) unimportant c) disregarded d) appreciated	4. Who is the founder of American Red Cross? a) Greta Thunberg b) Clara Barton c) Frida Kahlo d) Freida Rogers
5. Which is NOT a consequence of [illegible] a) People might not believe you in the futu[illegible] b) It can cause arguments and fights c) It can hurt people's feelings d) Trust can be easily rebuilt	[illegible]ens putting yourself in someone else's a) Re[illegible] b[illegible]athy c) I[illegible] d) Empa[illegible]
7. Which is an example of empathy? a) Listening b) Asking Questions c) Being Patient d) All of the above	8. A common pr[illegible]em b[illegible]n different cultures. a) Sharing traditions b) Stereotyping c) Having to learn from each other d) Celebrating diversity
9. Which is NOT a strategy for effective communication? a) Active listening b) Asking questions c) Using 'I' statements d) Using 'you' statements	10. Which is NOT an example of honesty? a) Admitting you made a mistake b) Returning lost money that you found c) Taking credit for someone else's work d) Telling the truth, even when it's difficult

Name: _____ 117

Define | Differentiate the three levels of honesty.

Truthfulness	
Integrity	
Transparency	

Identify | Identify whether the following scenarios show empathy or not.

1) You help a friend with their math homework instead of doing your own.	YES	NO
2) You compliment a friend on their new haircut.	YES	NO
3) You walk past a classmate who looks upset but assume they must be fine on their own.	YES	NO
4) You help a friend with their science project even though you don't enjoy it.	YES	NO
5) You congratulate your teammate on scoring the winning goal in a soccer game.	YES	NO
6) You notice your classmate struggling with a math problem, but wait for the teacher.	YES	NO
7) You share your snack with a friend who forgot their lunch at home.	YES	NO
8) You listen attentively as a classmate shares a personal problem.	YES	NO
9) You notice a classmate is sitting alone at lunch but decide to stay with your group.	YES	NO
10) You offer to play a game with a new student even though you aren't interested in it.	YES	NO

Name: _____ 118

Long Answer Answer the questions below – Each question is worth 5 marks.

1) Describe a time when you had a different perspective than someone else and what you did about it. Share both perspectives and how it was resolved.

2) What is empathy? When have you fel[illegible]pathy t[illegible]s s[illegible]ne else? When has someone been empathetic with you?

Grade 6 – Health Unit

Safety

Organizing Idea	A lifetime of optimal well-being is supported by prioritizing health and safety.
Guiding Question	In what ways might risk influence the outcome of an action?
Learning Outcome	Students examine risk and identify the factors that influence action.

	Skill and Procedures	Pages
	media use. Explain how to deal with unwanted attention, communication, or images.	
S6.2	Describe consequences that may result from risk taking in various contexts.	34-44, 54-71, 116-123
S6.3	Recognize the risks associated with substance use. Identify positive choices and actions that can reduce risks associated with substance use.	72-86
S6.4	Reflect on the positive and negative impacts of risk-taking in a variety of contexts.	87-115

NAME: _____

PERSONAL SAFETY

Name: _____ 6

Curriculum Connection
5&3

Introduction to Risk Assessment

What is Risk?

Risk is the chance of something happening that could cause harm or loss. It is important to understand risk because it helps us make safe choices in our everyday lives. Risk involves looking at possible dangers and deciding how to avoid them. For example, when you ride a bike, wearing a helmet reduces the risk of head injury.

Why As

Ass risk he ng about what could go wrong and how to prevent it. This is important b s l us safe. By understanding risks, we can make better decision re so s why assessing risk is important:

- Personal Safety: p s fferent situations.
- Planning: Helps us pr pote lems.
- Confidence: Helps us feel e co isions.

Feelings Associated with Risk

When we think about risk, we may have differ eling e me common feelings related to taking risks:

- Independence: Taking risks can make us feel more i den
- Fulfillment: Successfully managing risks can lead to a sense
- Uncertainty: Risks can make us feel unsure about what will happe
- Vulnerability: Sometimes, risks make us feel exposed or at risk of ha m.

Key Facts About Risk

- Mitigation: This means taking steps to reduce the severity of risks.
- Hazard: A potential source of harm.
- Safety Measures: Actions we take to protect ourselves from risks, like wearing a seatbelt in a car.
- Decision Making: The process of making choices, especially when it involves weighing risks and benefits.

Name: _____ 7

Curriculum Connection
5&3

True or False

Is the statement true or false?

1) Risk is the chance of something causing harm or loss.	True	False
2) Wearing a helmet increases the risk of head injury.	True	False
3) Planning helps us ignore potential problems.	True	False
4) Fulfillment comes from managing risks successfully.	True	False
5) Safety measures protect us from risks.	True	False

Making Connections

ink of a time when you were hurt. What risk was there? Did you he risk properly?

Questions

Answer the questions belo

1) What is a risk? List 2 risks you have taken lately.

2) Why is it important to think about the risk before taking it? Give an example.

Name: _____ 8

Curriculum Connection
5&3

Four Corners Activity: Assessing Safety Risks

Objective What are we learning about?

To help students understand risk, why it is important to assess risks, and how to manage risks effectively.

Materials ...ou will need for the activity.

- A list of q...
- Labels for each ...er ... B, C, D)

Instructions How you will ...omp... ...ctivity

1. Prepare the classroom by labelling eac...er w... A, B, C, and D.
2. Inform students that you will read out questions ...to ...sessment. Each question will have four multiple-choice options.
3. When you read a question, students will move to the corner tha... ...esponds 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.

Name: _____ 9

Question	A	B	C	D
Do you think it's okay to take risks if the reward is high?	Always	Sometimes	Rarely	Never
How often do you take risks in social situations?	Frequently	Occasionally	Seldom	Never
Do you be king risks can lead al growth?	Strongly agree	Agree	Disagree	Strongly disagree
Do yo k takin necessary for	Essential	Important	Not very important	Unnecessary
Do you think it's bet play it safe than take a r	lways	Often	Sometimes	Rarely
How much do you enjoy the thrill of taking risks?	A l	So	Very little	Not at all
Do you think taking risks is a sign of bravery?	Absolutely	So	R	Never
How important is it to weigh the pros and cons before taking a risk?	Very important	Somewhat important	No important	portant
Do you consider yourself a risk-taker?	Definitely	Occasionally	Seldom	Not at all
Do you think avoiding risks can lead to missed opportunities?	Often	Sometimes	Rarely	Never
Do you feel pressured by others to take risks?	Frequently	Occasionally	Rarely	Never

Curriculum Connection
5&3

Exit Cards

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

Name: _____

Is the statement true or false?

1) A hazard is likely a source of harm.	True	False
2) Mitigation means ignoring the severity of risks.	True	False
3) Taking risks can make us feel more independent and capable.	True	False
4) Assessing risk helps us feel more confident in our decisions.	True	False

Name: _____

Is the statement true or false?

1) A hazard is likely a source of harm.	True	False
2) Mitigation means ignoring the severity of risks.	True	False
3) Taking risks can make us feel more independent and capable.	True	False
4) Assessing risk helps us feel more confident in our decisions.	True	False

Name: _____

Is the statement true or false?

1) A hazard is likely a source of harm.	True	False
2) Mitigation means ignoring the severity of risks.	True	False
3) Taking risks can make us feel more independent and capable.	True	False
4) Assessing risk helps us feel more confident in our decisions.	True	False

Name: _____

Is the statement true or false?

1) A hazard is likely a source of harm.	True	False
2) Mitigation means ignoring the severity of risks.	True	False
3) Taking risks can make us feel more independent and capable.	True	False
4) Assessing risk helps us feel more confident in our decisions.	True	False

Name: _____ 13

Curriculum Connection
5&1

Activity: Consent Scenarios Role Play

Objective What are we learning about?

Understanding and respecting consent in various scenarios by practicing how to ask for and give consent appropriately.

Materials You will need for the activity.

- Paper (for
- Small objects (
- Notebooks or books
- Markers and tape (for cre
- Any other relevant items based

Instructions How you will complete the activity.

1. Divide the students into small groups and assign each gro
2. Give each group time to discuss their scenario and plan their ro
3. They should consider the immediate and long-term consequences of the actions in their scenario.
4. Allow time for each group to rehearse their role-play.
5. Each group performs their role-play in front of the class.
6. After each role-play, facilitate a class discussion on the scenario.
7. Have each group reflect on their role-play experience.

Name: _____ 14

Curriculum Connection
SEL

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Sharing a Friend's Photo Online	You took a great photo of you and your friend at a school event. You want to share it on social media. Your friend responds, "I don't feel comfortable with that." What do you do next?
Borrowing a Classmate's	You forgot your science textbook at home and need it to complete an assignment. Your classmate responds, "I need it to study tonight too." What do you do
Joining a Group Activity	During recess, you see a group of classmates playing a game that looks fun. They respond, "We already have enough players." What do you do next?
Using Someone's Device	You left your tablet at home and need to use your friend's tablet to finish a project in class. Your friend responds, "I'm not comfortable sharing my tablet." What do you do next?
Giving a Class Presentation	You need a volunteer for your class presentation and ask a classmate. Your classmate responds, "I don't really want to be in front of the class." What do you do next?

Name: _____ 15

Curriculum Connection
SEL

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Asking to Use Art Supplies	You ran out of markers and need to borrow some from a classmate to complete your art project. Your classmate responds, "I need them for my project." What do you do next?
Sharing Hom… Answe…	A friend asks to see your homework answers to check …eir own work. You respond, "Sure, here are my ans… " Then you ask to see theirs to compare. Your f… "I'd rather not share mine." What do you …?
Participating in a Study Group	You want t… a stu… …p … has already formed for an upcoming t… …e gro… …ds, "We prefer to keep it small." What d… …xt?
Using the Playground Equipment	You want to use a swing on the playgroun… another student is currently using. The student responds, "I'm going to be on it for a while." What do you do next?
Trying on a Friend's Clothing	You really like your friend's jacket and want to try it on. Your friend responds, "I'd rather you didn't." What do you do next?

Name: _____ 16

Curriculum Connection
5.6.1

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.	
	
	

Name: _____ 17

Curriculum Connection
SA1

Story: Digital Privacy and Safety

Lily Discovers Digital Safety

Lily was excited to use her new tablet. She loved playing games and chatting with friends. One sunny afternoon, she sat on her bed, exploring her favourite websites. As she played a game, a message popped up asking for her name and address. She hesitated, remembering a conversation she had with her older brother, Alex, about being careful on

"Hey, Al ut, "Can you come here for a minute?
"Ale to her. "What's up, Lily?"
"This ga is ask ame and address. Should I give it to them?" she as
"No way," Alex Never sonal information online. It could lead to pri tru ow that 60% of kids your age have their social me s set ? It's not safe.

"Lily nodded, feeling grateful x's ed the game and decided to check her social media settings. She w to r profile was public. She quickly changed it to private, feeling a of reli

A few days later, Lily was chatting with her frie ine w ticed some mean comments about a classmate. Determined to ma liffe a supportive comment and reported the mean ones.

One weekend, Lily was doing research for a school project. ou some surprising facts and eagerly shared it with her mom. "Look w

Her mom smiled but asked, "Did you check if this information is from a r source? Not everything online is true."

Lily paused and double-checked the article. She discovered it wasn't from a trustworthy site. Feeling proud, she decided to find better sources for her project.

Later that evening, Lily sat with her parents to talk about online safety. They discussed using strong passwords, keeping personal information private, and always being respectful and kind online. Together, they updated her tablet's security settings.

As Lily got ready for bed, she felt a sense of pride. She knew she was now a digital safety expert, thanks to the lessons she learned from her family and her own experiences. With a smile, she promised herself to always be careful and make the internet a safer place for everyone.

Name: _____ 18

Curriculum Connection
5&3

Questions

Answer the questions below.

1) How can strong passwords protect your online accounts?

2) What action can you take to ensure your social media profiles are private?

True or False

Is [illegible] true or false?

1) Sharing personal information [illegible] privacy intrusions.	True	False
2) It's safe to keep social media profile [illegible]	True	False
3) Reporting mean comments online can help make [illegible] safer.	True	False
4) Always double-check if online information is [illegible]	True	False
5) Updating security settings on devices is unnecessary [illegible]	True	False

Safety Guide

Write a guide with do's and don'ts for staying [illegible]

DO'S	DON'T'S
☑ _____	☒ _____
☑ _____	☒ _____

Name: _____ 19

Curriculum Connection
5&1

Drawing Contest – Digital Privacy

Objective What are we learning about?

Students will understand the importance of digital privacy and reinforce key points on how to protect personal information online.

Materials What you will need for the activity.

- Drawing paper (one per student)
- Crayons, markers, or coloured pencils
- Reference materials on digital privacy (optional)

Instructions How you will complete the activity

1. Discuss the key points about digital privacy and why it is important.
2. Provide each student with a sheet of drawing paper and access to drawing materials.
3. Think about the key messages you want to include in your poster. Make a rough sketch of your poster on a separate sheet of paper.
4. Use the drawing materials to create a colourful and informative poster illustrating the importance of digital privacy.
5. The posters will be displayed around the classroom or school to reinforce the importance of protecting personal information online.

Name: _____ 20

Computing Connection SA1

Handout Reference sheet in taking measures to ensure that your data remains private and secure from unauthorized access.

Using Strong Passwords

- What is a strong password? A strong password typically includes a combination of letters (both uppercase and lowercase), numbers, and special charac
- Examp (lla%9

- Tip g passwords:
  - ✓ acters.
  - ✓ d usin ssable inform ou birthdat on w
  - ✓ Change your wor
  - ✓ Use a different pas each account.

Not Sharing Personal Information Onli

- Examples of personal information:
  - ✓ Full name, Home Address, Phone number, Social Security Number, Financial information

- Tips:
  - ✓ Be cautious about what you share on social media.
  - ✓ Avoid posting your location or plans publicly.
  - ✓ Only provide personal information to trusted and secure websites.

Keeping Social Media Profiles Private

- Steps to keep profiles private:
  - ✓ Adjust your privacy settings to control who can see your posts and personal information.
  - ✓ Limit the amount of personal information shared on your profile.
  - ✓ Regularly review and update your privacy settings.

Reporting Suspicious Activities

- Examples of suspicious activities:
  - ✓ Receiving messages from unknown senders asking for personal information.
  - ✓ Encountering phishing emails that look like they are from legitimate companies.
  - ✓ Discovering unknown logins or activities on your accounts.

- What to do:
  - ✓ Report the message or activity to the platform's support team
  - ✓ Do not respond to or click on any links in suspicious messages.
  - Inform a trusted adult or authority if el threatened or unsafe.

ips aying Safe Online

- able Authentication A):
  - ✓ xtra la ecurity by req fi ification before ess
- Be Aware of Ph
  - ✓ Always verify the s email address and do not on suspicious links.
- Regularly Update Your Software:
  - ✓ Keep your operating system, browser, and other software up to date to protect against security vulnerabilities.
- Use Secure Wi-Fi Connections:
  - ✓ Avoid using public Wi-Fi for sensitive activities like online banking.
  - ✓ Use a VPN (Virtual Private Network) to encrypt your internet connection.

Name: _____ 21

Curriculum Connection
5&1

Success Criteria	Use the criteria below to get a good mark on your activity.

Criteria	Description	☑	☒
Clarity of Message	The poster should clearly communicate the importance and objectives of digital privacy.		
Cre[illegible]ations	Include engaging and relevant visuals that [illegible]ract attention and enhance understanding of digital privacy messages.		
Inclusion of Key Points	In[illegible]ate and relevant key points [illegible]sing [illegible]sswords, not sharing per[illegible], etc.		
Promotion of Engagement	Use creative element[illegible] audience to adopt digital pr[illegible]tice		
Overall Presentation and Neatness	Ensure the poster is well-organized, visually appealing, and uses space effectively to engage viewers.		
Use of Space and Layout	The layout should be balanced and logical, guiding the viewer through the content seamlessly, enhancing readability and appeal.		

Name: _____ 22

Curriculum Connection
5&3

Rubric — How did you do on the assignment?

Criteria	Level 4 (Excellent)	Level 3 (Good)	Level 2 (Satisfactory)	Level 1 (Needs Improvement)
Clarity of Message	Communicates digital privacy objectives with clear, precise visuals.	Clear visuals of digital privacy objectives with minor omissions.	Visuals show digital privacy objectives but lack some detail.	Lacks detail and clarity in the visuals of digital privacy objectives.
Creativity and Visual Appeal	...ly creative, perfectly ...d visuals enhance ...heme.	Creative visuals effectively support the theme.	Visuals present but do not enhance the theme.	Visuals present but lack creativity and relevance.
Accuracy and Relevance	O... ...rate ... cle... ...ed.	Three accurate and relevant facts are depicted.	Three facts present, may lack relevance.	Less than three facts, lacks relevance.
Presentation and Neatness	Exceptiona... organized and v... appealing.	Wel... ...d vis...	Organized but could be more visually appealing.	Some organization, but lacks visual appeal.
Use of Space and Layout	Expertly designed layout enhances readability and aesthetics.	Well... ...lanced l... guides the ... effecti...	Ac... ...layout, c... ...ter ...	Layout could be better organized, lacks balance.

Mark

Comments — Notes about how you did:

Teacher Notes: How did you do?

Student Notes: What can you do better next time?

Name: _____ 23

Curriculum Connection
S6.1

Name: _____ 24

Curriculum Connection
5&1

My Name		Who I Am Assessing	

Peer Assessment Mark your peer's artwork using the checklist below:

Criteria	Description	Stars (1: Needs improvement, 5: Best)
Relevance to Topic	The drawing clearly illustrates the importance of digital privacy.	☆☆☆☆☆
Inclusion Points	The drawing includes key points on how to protect personal information online.	☆☆☆☆☆
Crea	wing is creative and visually	☆☆☆☆☆
Clarity of Message	ut digital privacy is clear sy to d	☆☆☆☆☆
Use of Colour	of colours effect ir dra	☆☆☆☆☆
Effort	The studen lor and quality of the drawin	☆☆☆☆☆
Neatness	The drawing is neat and well-or ed.	☆☆☆☆☆
Presentation	The student presented their d confidently and explained the key p	☆☆☆

Glow and Grow **Glow**: Write two things your classmate did
Grow: Suggest one area where your classma e.

Glow	_____ _____
Glow	_____ _____
Grow	_____ _____

Name: _____ 25

Curriculum Connection
S&S

Case Study: Cambridge Analytica Scandal

A Lesson in Digital Privacy

Publish Date: July 14, 2024

In 2018, a major scandal revealed that Cambridge Analytica, a data analytics firm, misused personal data from millions of Facebook users without their consent. This information was collected through a quiz app that only a few thousand users downloaded, but also accessed the data of their friends, affecting over 87 million people. The data was used to create targeted political ads to influence the 2016 U.S. presidential election and other political campaigns.

Dr. Emily Johnson, an expert in digital security, explained, "The users were not aware that their data was being harvested and used in this manner. It highlighted significant flaws in how personal information is protected online."

The scandal had severe consequences. Facebook was fined $5 billion by the Federal Trade Commission for failing to protect user data. Many users lost trust in the platform, leading to changes in privacy settings and a push for better data protection. A survey showed that 64% of internet users adjusted their privacy settings after the scandal.

The Cambridge Analytica case also led to the creation of stricter data protection laws worldwide. The European Union introduced the General Data Protection Regulation (GDPR) in 2018, which gives individuals more control over their personal data. This scandal has taught many about the importance of digital privacy and the need to be cautious about sharing personal information online.

Jason Miller, a high school student, shared his thoughts. "It made me realize how my data could be used without my knowledge. It made me more careful about what I share online." The Cambridge Analytica scandal serves as a crucial reminder of the importance of protecting our personal data in the digital age.

Name: _____ 26

Curriculum Connection
5&3

True or False

Is the statement true or false?

1) The scandal involved the misuse of personal data.	True	False
2) Cambridge Analytica used a quiz app for data collection.	True	False
3) The data influenced the 2016 U.S. election.	True	False
4) GDRP gives individuals control over their personal data.	True	False
5) The sc[illegible]mphasized the need for better data protection.	True	False

Tips L[illegible]

[illegible] practical tips that you would give to a friend to help [illegible]them [illegible] personal information safe online.

1)

2)

3)

4)

5)

Making Connections

What does the Analytica scandal remind you of?

Name: _____ 27

Curriculum Connection
5&3

Fact or Fiction – Protecting Personal Information

Objective What are we learning about?

To enhance students' understanding of digital privacy, the importance of protecting personal information online, and to explain the steps necessary to ensure their digital safety.

Material What you will need for the activity.

- A t[illegible] f state[illegible]ut digital privacy and online sa[illegible]s
- A 'Fact' sig[illegible] Fictio[illegible] distinguish the two sides of th[illegible]m
- Designated areas i[illegible]room[illegible]e the 'Fact' and 'Fiction' signs[illegible]ng [illegible] students to move to either [illegible]de

Instructions How you will complete the [illegible]

1. Your teacher will read statements from cards. [illegible] atte[illegible]as each statement is shared.
2. Consider carefully whether you think the statement is tru[illegible]
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. Have fun getting up and moving!

Name: _____ 28

Curriculum Connection
5&3

Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Using a strong, unique password for each account increases security.	Fact
2	It's safe to share your password with friends as long as you trust them.	Fiction
3	Publ Wi-Fi networks are always secure for online banking.	Fiction
4	Two uthentication makes it harder for hackers to access ac	Fact
5	hould k oftware and apps updated to protect your dev ces.	Fact
6	Clicking o email known senders is usually safe.	Fiction
7	Posting your add l ne good way to stay connected.	Fiction
8	Strong passwords incl x o bers, and symbols.	Fact
9	It's okay to use the same passwo ultipl es.	Fiction
10	Cyberbullying can be reported to website strat	Fact
11	Privacy settings on social media help contr information.	Fact
12	It's safe to download files from any website you visit.	ion
13	Personal information should only be shared on secure websi	Fact
14	You should log out of accounts when using public computers.	Fact
15	Deleting browsing history protects all your personal data.	Fiction
16	Apps always ask for permission to access your data for good reasons.	Fiction
17	Backing up your data helps in case of a cyber attack.	Fact
18	You should ignore updates for your antivirus software.	Fiction
19	Scammers can use public information to steal your identity.	Fact
20	It's safe to respond to messages asking for personal information online.	Fiction

Name: _____ 29

Curriculum Connection
5&3

Identifying Online Safety Risks

Types of Online Safety Risks

Using digital technology and social media can be fun, but it's important to be aware of the safety risks. Some common risks include:

- Cyberbullying: This is when someone uses the internet to bully others. About 20% of students experience cyberbullying.
- Privacy Intrusion: Sharing too much information can lead to privacy issues. Over 60% of teenagers with social media profiles have them set to public, which means anyone can see their posts.
- Unwanted Communication: Receiving unwanted messages or images can be upsetting. This can include mean comments, inappropriate messages, or requests from strangers.

Impact on Well-being

Unwanted communication or images can impact an individual's well-being. Cyberbullying can cause stress, anxiety, and even depression. Privacy intrusion can make someone feel unsafe or exposed. It's important to understand these risks and know how to handle them.

Seeking Assistance

If you ever face these situations, there are ways to get help. Here are some steps you can take:

1. Tell a Trusted Adult: Speak to a parent, teacher, or school counselor.
2. Report the Issue: Most social media platforms have options to report bullying or inappropriate content.
3. Block the Person: If someone is bothering you, block them so they can't contact you anymore.
4. Keep Evidence: Save messages or screenshots as evidence if needed.

By knowing these risks and how to respond, you can help protect yourself and others online. Remember, it's always okay to ask for help if you're uncomfortable or unsure about something you encounter online.

Name: _____ 30

Curriculum Connection
5&1

True or False

Is the statement true or false?

1. Cyberbullying can cause stress and anxiety.	True	False
2. Unwanted communication cannot impact well-being.	True	False
3. Privacy intrusion happens by sharing too much information.	True	False
4. Blocking a person can stop unwanted contact.	True	False
5. Unwanted messages can include mean comments.	True	False

Questio

Answer the questions below.

1) Nam e way t stance if you face online safety issues.

2) Why is it important to keep yo soci rivate?

Word Search

Find the words in the words

Cyberbullying	Secure
Privacy	Block
Password	Report
Encryption	Profile
Phishing	Intrusion
Identity	Consent

P R O F I L E T U J V Q U
E N C R Y P T I O N D D T V S
C O N S E N T J I P G E P P E
C Y B E R B U L L Y I N G R C
W A M H H Z S N B H F T N I U
P H I S H I N G X V R I S V R
I N T R U S I O N J F T Y A E
B L O C K R E P O R T Y P C U
P A S S W O R D Y H K M L Y Y
B C S Z P B I F Y O R U T E H

Activity – Online Safety Risks Pictionary

Objective What are we learning about?

To learn about various online safety risks through drawing and guessing games.

Materials What you will need for the activity.

- Ca[illegible]with o[illegible]y-related words or scenarios
- Markers o[illegible]
- Cards with [illegible]lth-re[illegible]rds

Instructions How yo[illegible]ple[illegible]ity

1. Split the class into two teams, r[illegible]e by ro[illegible]gr[illegible]s of desks.
2. Have one student from Team A come u[illegible]ick a[illegible] should keep the card a secret from everyone else.
3. The student then draws what's on the card on a[illegible]rd [illegible]e paper.
4. Start a timer for 2 minutes. During this time, Team A t[illegible]es [illegible] being drawn.
5. If Team A guesses the drawing correctly before the timer goes [illegible] they earn a point.
6. Next, it's Team B's turn. A student from Team B picks a card and draws, while their team guesses.
7. Alternate turns between the two teams, letting different students draw each time.
8. Continue the game until all the cards have been used. Keep track of points for each team.
9. At the end, count up the points. The team with the most points is the winner.

Name: _____ 32

Curriculum Connection
5&1

Pictionary Topics | Cut out the topics below.

Pictionary Cards	
Firewall	Cyberbullying
Spam	Virus
[illegible]	Antivirus
[illegible]	Privacy
Scam	Cookies
Username	[illegible] Security
Report	Flag
Incognito	Bl[illegible]
Filter	Identity Theft
Fake News	Social Media
Safe Browsing	Digital Footprint
Data Breach	Browse History

Story: Consequences of Sharing Explicit Images

Think Before You Share

Liam was excited to get his first smartphone. He loved taking pictures and sharing them with his friends. One evening, during a chat with his friend Zoe, she asked him to send a fun but slightly embarrassing photo. Without thinking much, Liam shared it.

A few da iam noticed that the photo had spread around the school. His class and pointing at him. Feeling embarrassed and upset, he talked s olde mma, about what had happened.

ma li d then explained, "Liam, sharing explicit or aph ave serious consequences. According to al Co ada, sharing such images of anyone unde ille the distribution of child pornography an le evere legal trouble."

Liam was shocked. He o ide that serious. Emma continued, "Even if y und these kinds of images can still hurt your reputation and mental he an im online, it's nearly impossible to remove. It can lead to bullying, sti ev ."

Liam felt terrible. He hadn't thought about the long-term effects ed, "Why don't you talk to Zoe and ask her to delete the image? Also, cons elling Mom and Dad so they can help you."

Liam followed his sister's advice. He talked to Zoe, and they both agreed to delete the photo and be more careful in the future. Liam then told his parents, who were proud of him for taking responsibility.

From that day on, Liam made a promise to himself. He would think carefully before sharing anything online, protecting his privacy and reputation. He realized that a moment of thoughtlessness could lead to serious consequences, and he wanted to make smarter choices with his phone.

Name: _____ 35

Curriculum Connection
S6.1, S6.2

True or False

Is the statement true or false?

1) Sharing images can cause major issues.	True	False
2) Deleting a photo does not guarantee it is gone forever.	True	False
3) Legal consequences don't apply to under 18s.	True	False
4) Child pornography laws apply only to adults.	True	False
5) It is al[illegible]legal to share images.	True	False

Iden[illegible]

[illegible]xplain a consequence of sharing explicit images online.

Question

Why is sharing explicit images illegal for those under 18?

Name: _____ 36

Curriculum Connection
S6.2, S6.3

Activity: Think Before You Share Role Play

Objective What are we learning about?

Understanding the significant consequences of sharing explicit messages, including legal implications, personal reputation, and mental health.

Materials You will need for the activity.

- Paper (for scripts)
- Small objects (for representing devices or messages)
- Notebooks or books (for story scenarios)
- Markers and tape (for creating signs)
- Any other relevant items based on the scenario

Instructions How you will complete the activity

1. Divide the students into small groups and assign each group a scenario.
2. Give each group time to discuss their scenario and plan their role-play.
3. They should consider the immediate and long-term consequences of sharing explicit messages in their scenario.
4. Allow time for each group to rehearse their role-play.
5. Each group performs their role-play in front of the class.
6. After each role-play, facilitate a class discussion on the scenario.
7. Have each group reflect on their role-play experience.

Name: _____ 37

Curriculum Connection
S6.2, S6.3

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
The Trust Betrayal	**Situation**: Alex received a private message with a personal photo from their friend Taylor. Taylor trusted Alex to keep the photo private, but Alex is thinking about sharing it with another friend. **Question**: What are the potential consequences for Alex and Taylor if Alex shares the photo?
The Revenge	**ation**: Jordan is upset with their ex-friend, Casey. To get back Cas rdan considers posting an embarrassing image of Casey hared privately during their friendship. Q happen to Jordan and Casey as a result of th
The Group Chat Leak	**Situation**: Sam a g hat where explicit images are being shared ut cons Sam comfortable but fears being excluded if they up. **Question**: What are the te and tions for Sam and others in the group chat?
The Accidental Forward	**Situation**: Riley accidentally forwards a pri e to a group chat instead of a close friend. Riley qui izes the mistake but isn't sure how to handle it. **Question**: What steps should Riley take to address the situation, and what are the possible consequences?
The Pressure to Share	**Situation**: Morgan's classmates are pressuring them to share an explicit image of themselves to be accepted into a popular group. Morgan feels conflicted and scared. **Question**: What are the potential long-term effects on Morgan's reputation and mental health if they give in to the pressure?

Name: _____ 38

Curriculum Connection
S6.E S6.2

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
The Cyberbully	**Situation**: Casey is being cyberbullied by someone threatening to share an explicit image of them unless Casey does what they say. Casey feels trapped and afraid. **Question**: What actions can Casey take to protect themselves, and what are the consequences for the cyberbully?
The Rumour Sp	**ituation**: Taylor hears a rumour about an explicit image of a smate and considers spreading it further to gain attention. **Quest** at are the potential impacts on the classmate's life and putation for spreading the rumour?
The Trusted Confidant	Alex's d confides in them about having share xpl someone they thought they could trust, but now ge is rculated without their consent. **Question**: How can Ale ort t nd what steps can they take together to addr tion?
The Anonymous Threat	**Situation**: Jamie receives an anon me ing to release an explicit image of them unless t mie is scared and unsure of what to do. **Question**: What should Jamie do to handle the thr t, and what legal actions can be taken against the person making the threat?
The Influencer's Mistake	**Situation**: Pat, a young influencer, accidentally posts an explicit image to their public social media account instead of sending it privately. Even though Pat deletes it quickly, some followers have already seen and saved it. **Question**: What are the potential consequences for Pat's career and mental health, and what steps can Pat take to mitigate the damage?

Name: _____ 39

Curriculum Connection
S6.1, S6.2

Setting Sketch Draw your scenes below, showcasing the settings they took place in.

Name: _____ 40

Curriculum Connection
5th 6th

Case Study: The Consequences of Sexting

The Story of Amanda Todd

Publish Date: July 16, 2024

In October 2012, the story of a Canadian teenager named Amanda Todd became a heartbreaking example of the dangers of sharing [illegible] online. At just 15 years [illegible] Amanda [illegible] were bullying and harassme[illegible] it p[illegible] she sent were shared [illegible] the [illegible]e.

Amanda's case began whe[illegible] in seventh grade, and she received compliments online from an individual who later blackmailed her. He threatened to distribute her images unless she gave him more photos. Despite Amanda's efforts to start fresh at new schools, the images followed her, leading to increased bullying and isolation.

The emotional impact on Amanda was devastating. She struggled with anxiety and depression, and tragically, her story ended in her taking her own life. Her video on YouTube, explaining her story, was viewed by millions, sparking a global conversation on cyberbullying and online safety.

Legally, the consequences for the person who harassed Amanda was serious. In 2017, a Dutch man named Aydin Coban was convicted for his role in cyberbullying Amanda and other children. He was sentenced to 11 years in prison, showing that the law can reach those who harm others online.

Amanda's story highlights the importance of understanding the risks of sharing [illegible]al content. It shows the need for [illegible]trong[illegible] settings on social media and the i[illegible]tan[illegible]inking twice before s[illegible] per[illegible]ion or images. Remem[illegible] [illegible]some[illegible] shared online, it ca[illegible]ncu[illegible]here it goes or who sees it.

This case serves as a crucial lesson for all, emphasizing that while the internet can be a place for connection and learning, it also requires caution and respect for privacy.

Name: _____ 41

Curriculum Connection
S6.1, S6.2

Questions

Answer the questions below.

1) How did Amanda Todd's case impact global conversations on cyberbullying?

2) Why is Amanda Todd's story important for understanding online safety?

Dialogue

How [illegible] who has shared explicit images and is now fac[illegible]ces? Write some advice and support.

I saw that someone pos[illegible] pictur[illegible]. How are you feeling about it?

I'm really upset and scared. I didn't think it would [illegible] so o[illegible]

Name: _____ 42

Curriculum Connection
S6.E, S6.2

Four Corners Activity: Online Safety

Objective What are we learning about?

To help students understand the consequences of sharing private pictures or information online, why it is important to protect personal information, and how to stay safe online.

Materials You will need for the activity.

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

Instructions How you will complete the activity

1. Prepare the classroom by labelling each corner with A, B, C, and D.
2. Inform students that you will read out questions for them to answer safely. Each question will have four multiple-choice 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.

Name: _____ 43

Curriculum Connection
S6.E S6.2

Question	A	B	C	D
1) What is a potential consequence of sharing private pictures online?	Loss of reputation	Legal trouble	Emotional distress	All of the above
2) What should you do if someone pressures you to share a private picture?	Ignore them	Report it to a trusted adult	Share it to avoid conflict	Delete their contact
3) Why is it important to think before sha rsonal informati	To keep your privacy	To avoid cyberbullying	To protect your mental health	All of the above
4) If e share picture ou wit consent, what course of action	Confront them sively	Do nothing	Inform a teacher or a trusted adult	Spread rumours about them
5) What should you do if yo receive a message from an unknown number?	Repl edi	nore it	Share it with friends	Report or delete it
6) Why is it important to use privacy settings on social media?	To lim sees your info	To one	To make ends	To stay anonymous
7) What is the best way to handle cyberbullying?	Ignore it	Respo aggressi	Report este	Block the lly
8) How often should you change your passwords?	Never	Every year	Every s months	Every month
9) What is an appropriate reaction to receiving a threatening message?	Respond aggressively	Ignore it	Tell a friend	Report it to a trusted adult
10) What should you do if you accidentally share private information?	Delete the post and do nothing else	Inform a trusted adult and take steps to remove it	Share more information to confuse people	Ignore it and hope it goes away

Curriculum Connection
S6.1, S6.2

Exit Cards

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

Name: _____

Discuss two risks of providing personal information online.

Name: _____

Discuss two risks of providing personal information online.

Name: _____

Discuss two risks of providing personal information online.

Name: _____

Discuss two risks of providing personal information online.

Name: _____ 50

Curriculum Connection
5&3

Safe Online Practices

Using Strong Passwords

One important way to stay safe online is to use strong passwords. A strong password has at least 8 characters and includes a mix of letters, numbers, and symbols. For example, "A1b2C3d4!" is stronger than "password123".

Here are some tips for creating strong passwords:

- Use a mix of uppercase and lowercase letters.
- Include numbers and special characters.
- Avoid using easy-to-guess words like your name or "12345".

Avoiding Sharing Personal Information

Sharing personal information can be risky. Personal information includes your full name, address, phone number, and school name. Strangers can misuse this information. Remember to keep it private.

- Never share your passwords with anyone.
- Avoid posting your location or personal details on social media.
- Be careful about sharing photos that reveal personal information.

Being Cautious About Online Interactions

It's important to be cautious when interacting with people online. Not everyone online is who they say they are. To stay safe:

- Only chat with people you know in real life.
- Do not accept friend requests from strangers.
- If someone makes you feel uncomfortable, tell a trusted adult.

Importance of Safe Practices

Practicing safe online habits helps protect your personal information and keeps you safe from cyber threats. Here are some facts to remember:

- Over 60% of internet users have experienced cyber threats.
- Strong passwords reduce the risk of being hacked by 80%.
- Avoiding sharing personal information can prevent identity theft.

Name: _____ 51

Curriculum Connection
5&3

Questions

Answer the questions below.

1) What should you do if someone online makes you uncomfortable?

2) Why i[illegible] share personal information online?

Questioning

Write two ques[illegible]u hav[illegible]t the text.

1)	
2)	

True or False

Is the statement true or false?

1) Strong passwords must have at least 10 characters.	True	False
2) Only uppercase letters are needed for strong passwords.	True	False
3) Posting your daily plans on social media is safe.	True	False
4) Cyber threats affect more than half of internet users.	True	False
5) Friend requests from unknown people should be accepted.	True	False

Case Study: The Legal Consequences of Cyberbullying

The Story of Rehtaeh Parsons

Publish Date: July 18, 2024

In 2013, a young girl from Nova Scotia named Rehtaeh Parsons became known worldwide [illegible] of a tragic story. Rehtaeh [illegible] cyberbullying, which [illegible] through the internet and s[illegible] shows how serious the [illegible] cyberbullying can be.

Rehtaeh faced constant harassment on [illegible] after a photo of her was shared without her permission. This photo led to relentless bullying by her peers. The cyberbullying had a huge impact on her life. She felt isolated, sad, and hopeless. Unfortunately, the bullying did not stop, and it became too much for Rehtaeh to handle. She sadly took her own life in April 2013.

The legal consequences of this case were significant. The police initially did not charge anyone for sharing the photo or the bullying. However, after Rehtaeh's death, there was a public outcry. This led to changes in the law. In Nova Scotia, the Cyber-safety Act was passed in 2013, making it illegal to share intimate images without consent and to harass others online.

Rehtaeh's story highlights the importance of understanding that online behavior has real-life consequences. Cyberbullying can lead to severe emotional distress and even legal action. It is crucial for students to be aware of the impact their online actions have on others and to use the internet [illegible]

On [illegible] Rehtaeh's case also [illegible] conversations about mental [illegible] the [illegible] systems in place for young people. [illegible] communities have [illegible] to educate students about the dangers of cyberbullying and to provide resources for those affected by it. This case shows the need for everyone to be kind and supportive both online and offline.

Name: _____ 55

Curriculum Connection
S6.3, S6.2

Questions

Answer the questions below.

1) Who was Rehtaeh Parsons and why is her story significant?

2) What is [illegible]er-Safety Act and what does it prohibit?

Visualizing

Draw what [illegible] you were reading. Explain the picture.

True or False

Is the statement true or false?

1) The Cyber-Safety Act was passed before Rehtaeh's death.	True	False
2) Sharing intimate images without consent is illegal in Canada.	True	False
3) Rehtaeh faced harassment because of a shared photo.	True	False
4) Cyberbullying can lead to severe emotional distress.	True	False
5) Rehtaeh Parsons' story is from Alberta.	True	False

Name: _____ 56

Curriculum Connection
S6.3, S6.2

Activity: Dealing with Cyberbullying Role Play

Objective What are we learning about?

Understanding the significant consequences of sharing explicit messages, including legal implications, personal reputation, and mental health.

Materia ou will need for the activity.

- Paper an not
- Scenario ca tribu spects of Rehtaeh Parsons' case
- Markers and tape f visu r posters
- Notebooks or books for r ch ications
- Any other relevant items based scena

Instructions How you will complete the ac y

1. Divide the students into small groups and assign ea gro d.
2. Give each group time to discuss their scenario and plan th o
3. They should consider the immediate and long-term consequenc of cyberbullying in their scenario.
4. Allow time for each group to research and gather information for their role-play.
5. Each group creates visual aids or posters to support their presentation.
6. Each group performs their role-play in front of the class.
7. After each role-play, facilitate a class discussion on the scenario.
8. Have each group reflect on their role-play experience.

Name: _____ 57

Curriculum Connection
6.6 & 6.8

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Mean Messages	**Situation**: Jamie receives mean and hurtful messages from classmates through social media. **Task**: Role-play how Jamie can handle the situation, including seeking help from a trusted adult and blocking the bullies.
Fake Pro	**ation**: Alex finds out that someone has created a fake social dia file using their pictures and spreading false inform **Tas** Alex can report the fake profile to the dia pla inform their parents and teachers.
Supporting a Friend:	**Situatio** Tayl cyberbullied but is too scared to tell anyone **Task**: Role-play how Ta n sup ir friend by encouraging them to sp p ar report the bullying.
Threatening Emails	**Situation**: Casey receives threatening ema anonymous sender. **Task**: Role-play how Casey can save the evidence, report it to their parents, and involve the school and possibly the police.
Group Chat Bullying	**Situation**: Jordan notices that a classmate is being bullied in a group chat but doesn't know how to intervene. **Task**: Role-play how Jordan can stand up for the classmate, report the bullying to a teacher, and support the classmate privately.

Name: _____ 58

Curriculum Connection
6K.2, 5K.2

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Shared Private Picture	**Situation**: Morgan finds out that a private picture they sent to a friend was shared with others without their consent. **Task**: Role-play how Morgan can address the situation, talk to a trusted adult, and understand the importance of not sharing private pictures online.
Exclusion and	**ation**: Riley is excluded from an online game group and sees ful mments about them posted in the chat. **Task**: how Riley can take screenshots of the group, and talk to their parents about the
Rude Comments on Blog	**Situatio** Pat teasing and rude comments on their persona **Task**: Role-play how Pat ments, block the bullies, and discuss the wit for further action.
Password Pressure	**Situation**: Sam is being pressured to a friend who wants to "play a prank." **Task**: Role-play how Sam can firmly refuse, exp e importance of keeping passwords private, and report the pressure to a teacher if it continues.
Hurtful Meme	**Situation**: Jessie sees a hurtful meme about a classmate being shared widely among peers. **Task**: Role-play how Jessie can report the meme to the platform, inform a teacher, and support the classmate by encouraging others to stop sharing it.

Name: _____ 59

Curriculum Connection
S6.1, S6.2

Reflection Answer the questions below.

1) Draw two emojis that show what you were feeling before and after your performance.

2) W[illegible]ve the [illegible]hs and weakness of your performance?

3) What could you have done even better?

4) Think about the pairs who you believe performed the best in the activity and write why you think they did well.

Name: _____ 60

Curriculum Connection
S6.3, S6.2

Case Study: Malala Yousafzai's Safe Blogging

Safe Blogging for Change

Malala Yousafzai was born in Pakistan and became famous for her brave fight for girls' education. In her hometown, the Taliban tried to stop girls from going to school. Malala kn is was wrong, so she decided to speak out. When she was just 11 years old, she ting a blog for the BBC under a fake name to protect her identity.

's shared her experiences and the challenges girls ced in education. She used safe online practices to xample, she never used her real name and a har details like her location. These precautions wer ant e the Taliban could be very dangerous. Desp her effo st fe, the Taliban eventually discovered ntity

In 2012, Malala was attacked by the Taliban on her way om S was seriously injured but survived. Her story spread around the worl a symbol of bravery and the fight for education. Today, Malala contin ocate for girls' education through the Malala Fund, which has helped over 130 million girls in 70 countries go to school.

Malala's story teaches us about the importance of safe online communication. When advocating for important causes, it's crucial to protect personal information and be aware of the risks. Safe blogging and online practices help activists like Malala share their message without putting themselves in unnecessary danger. This is a key lesson for anyone using the internet to make a difference.

Name: _____ 61

Curriculum Connection
66 2, 56 2

Multiple Choice

Circle the correct answer based on the article.

1) When creating a blog to advocate for a cause, you should:

A) Use your full name B) Share your location C) Avoid sharing personal details

2) To protect her identity, Malala used:

A) A fake name B) Her real name C) Her nickname

3) A safe [illegible] practice includes:

A) Shar[illegible] s[illegible] B) Using strong privacy settings C) Posting personal photos

4) A risk of sh[illegible] [illegible]al inf[illegible]n:

A) More friends B) [illegible] C) Identity theft

5) What should you do if you r[illegible] thr[illegible] [illegible]nts on your blog?

A) Ignore them B) Respond [illegible] C) Report and seek help

6) What did Malala avoid sharing online?

A) Her schedule B) Her opinions [illegible]er loc[illegible]

Questions

Answer the questions below.

1) Why did Malala use a fake name for her blog?

2) What safety precautions did Malala take when blogging?

Name: _____ 66

Curriculum Connection
S6.E.5b,S6.E.5c

Case Study: Tyler Clementi and Online Harassment

The Story of Tyler Clementi

Publish Date: July 20, 2024

Tyler Clementi was a college student in the United Sta[illegible] who became known for a tragic rea[illegible]010, Tyler faced severe onlin[illegible]vasion of privacy. His ro[illegible]ate sec[illegible]ded a private moment of Ty[illegible]d it[illegible] This invasion of privacy[illegible] wid[illegible]a bullying and harassmen[illegible]

The impact of this online harass[illegible]nt w[illegible] devastating for Tyler. Feeling humiliate[illegible] and isolated, he took his own life just a few days after the video was shared. Tyler's story shocked many people and brought attention to the serious issue of cyberbullying.

Following Tyler's death, there was a significant increase in awareness about online harassment. People began to understand how harmful and dangerous cyberbullying can be. In response, many states in the U.S. started to strengthen their laws against cyberbullying. New Jersey, where Tyler went to school, passed stricter anti-bullying laws known as the "Anti-Bullying Bill of Rights."

Tyler's case teaches us important lessons about resilience and the need for support when dealing with online harassment. It's crucial for anyone facing cyberbullying to seek [illegible]rom friends, family, or teachers. [illegible]t the problem can make a big differ[illegible]ls and communities have [illegible]ore resources to help [illegible]bullied online.

Another impor[illegible]t ou[illegible]se was the creation of t[illegible]nti Foundation. This organizat[illegible]orks to end online and offline bullying in schools, workplaces, and faith communities. The foundation promotes kindness, respect, and the importance of standing up against bullying. Tyler's legacy lives on through the efforts of this foundation, making a positive impact on many lives.

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Curriculum Connection
S6.1, S6.2

Fill in the blanks

Complete the sentences below based on the article.

1) Tyler faced severe online _____ and invasion of privacy.	harassment	recognition
2) Tyler faced _____ recording and sharing.	unauthorized	sneaky
3) Awareness of _____ increased after Tyler's death.	policies	cyberbullying
4) New Jersey passed _____ anti-bullying laws.	lenient	stricter
5) The fou[illegible]advocates for _____ and respect.	indifference	kindness

Que[illegible]y

[illegible] two questions you have about the text.

1)	
2)	

Questions

Answer the questions be[illegible]

1) What was the impact of Tyler's online harassment?

2) What support systems are important for someone facing cyberbullying?

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Curriculum Connection
S6.E, S6.2

Activity: Cyberbullying Scenario Analysis

Objective

What are we learning about?

Understanding the complexities of cyberbullying, analyzing different scenarios, identifying issues, and proposing effective solutions.

Materials

What you will need for the activity.

- P[illegible]b[illegible]ing scenario cards
- P[illegible]nd pen
- Marker[illegible]s and [illegible]ds [illegible]presentations
- Notebook[illegible] [illegible]ormin[illegible]lanning
- Any other rel[illegible]ateri[illegible]the scenarios

Instructions

How you [illegible]ple[illegible]ty

1. Divide the class into small groups, [illegible] consis[illegible] [illegible]dents.
2. Provide each group with a different pre-w[illegible]yberb[illegible]nario card. Each scenario should depict a unique situation inv[illegible]g c[illegible]
3. Have each group analyze their assigned scenario. [illegible]ld di[illegible]nd identify the following:
   - The main issue(s) in the scenario
   - The parties involved (victim, bully, bystanders)
   - The impact on the victim
   - Possible reasons behind the bully's behaviour
4. Encourage groups to list the key issues present in their scenario. These may include emotional, psychological, legal, or social issues.
5. Each group should brainstorm and propose practical solutions to address the issues identified.
6. Groups should prepare a presentation of their analysis and proposed solutions. They can use poster boards, markers, and any other materials to create visual aids for their presentation.
7. Have each group present their analysis and solutions to the class. Encourage other students to ask questions and provide feedback.

Name: _____ 69

Curriculum Connection
S6.2, S6.3

Scenario Cards | Cut out the topics below.

Key Moments/Descriptions
Scenario 1: Mean Comments on Social Media • Situation: Sarah receives mean and hurtful comments on her social media posts from a classmate. • Issue: Emotional distress and public humiliation. • Solution: Block the bully, report the comments, and seek support from a trusted adult.
Scenario 2: Fake Profile • Situation: Alex discovers someone has created a fake profile using his pictures and spreading false information. • Issue: Invasion of privacy, reputation damage. • Solution: Report the fake profile to the platform, inform parents and school authorities, and educate peers on the dangers of fake profiles.
Scenario 3: Silent Suffering • Situation: Taylor's friend is being cyberbullied but is too afraid to tell anyone. • Issue: Fear and isolation. • Solution: Encourage the friend to speak up, offer support, help them report to a trusted adult, and provide emotional support.
Scenario 4: Anonymous Threats • Situation: Casey receives threatening messages from an anonymous account. • Issue: Fear and safety concerns. • Solution: Save evidence, report to parents, school, and possibly the police, block the sender.
Scenario 5: Exclusion from Online Group • Situation: Jordan is excluded from an online game group and sees mean comments about him in the chat. • Issue: Social exclusion and bullying. • Solution: Take screenshots of the comments, leave the group, report the behavior to the game platform, talk to a trusted adult.

Name: _____ 70

Curriculum Connection
S6.E S6.2

Scenario Cards | Cut out the topics below.

Key Moments/Descriptions
Scenario 6: Embarrassing Photos Shared • Situation: Emma's private and embarrassing photos are shared without her consent by a classmate. • Issue: Violation of privacy and emotional trauma. • Solution: Report the photos to the platform, inform parents and school, seek counseling support.
Scenario 7: Spread of False Rumours • Situation: Liam discovers that false rumours about him are being spread via text messages and social media. • Issue: Damage to reputation and emotional stress. • Solution: Confront the issue with a trusted adult, report the rumours to the platform, and clarify the truth to peers.
Scenario 8: Group Chat Bullying • Situation: Olivia is added to a group chat where she is consistently bullied by several classmates. • Issue: Group bullying and intimidation. • Solution: Leave the group chat, block the bullies, report the chat to a trusted adult, and seek peer support.
Scenario 9: Identity Theft • Situation: Ethan's online identity is stolen, and the imposter uses it to harass others. • Issue: Identity theft and indirect bullying. • Solution: Report the identity theft to the platform, inform parents and authorities, and educate peers about identity protection.
Scenario 10: Cyberstalking • Situation: Mia is being cyberstalked by an unknown person who sends her creepy messages and follows her online activities. • Issue: Fear, safety concerns, and constant anxiety. • Solution: Save evidence, report to parents, school, and possibly the police, block the stalker, enhance online privacy settings.

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Curriculum Connection
6E.1, 5E.2

Write Describe the Analysis and Solutions for Your Cyberbullying Scenario. Use these questions to guide your explanation.

1) *What was the main issue in your assigned cyberbullying scenario?*
2) *Who were the key parties involved in the scenario (e.g., victim, bully, bystanders)? How did each party contribute to the situation?*
3) *What impact did the cyberbullying have on the victim in your scenario?*
4) *List the key issues (emotional, psychological, legal, or social) present in your scenario.*
5) *What ethical solutions did your group propose to address the issues in your scen*
6) *Re activity, what have you learned about the complexities of g importance of addressing it?*

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Curriculum Connection
5&3

Substance Use Risk

What is Substance Use?

Substance use means using drugs, alcohol, or other substances that can change how your brain and body work. Some substances are legal, like alcohol and prescription medications, while others are illegal.

Short-Te cts of Substance Use

Using su can cause problems right away. Here are some short-term effects:

- decision-making
- Tr with n and movement
- Risk of ac nju
- Feeling sick, usea es

Long-Term Effects of Sub e

Using substances over a long t ca problems. Here are some long-term effects:

- Addiction: You might need more of the subst to fe ame effects.
- Impaired brain development: This is espe sky eople. Your brain is still growing, and substances can slow down s.
- Decreased mental health: Using substances can ma el x s or depressed.
- Damage to organs: Long-term use can harm your liver, hear gans.

Making Positive Choices

It's important to make choices that keep you healthy and safe. Here are some ways to reduce the risks of substance use:

- Say no: It's okay to refuse substances. Your health is more important.
- Talk to someone If you feel pressured, talk to a trusted adult like a parent or teacher.
- Stay informed: Learn about the risks so you can make smart decisions.
- Find healthy activities: Join clubs, play sports, or spend time with friends who make positive choices.

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Curriculum Connection
5&3

Questions

Answer the questions below.

1) What should you do if you feel pressured to use substances?

2) How can long-term substance use affect your brain development?

True or False

Is th… t true or false?

1) Substances can change … bra…	True	False
2) All substances used are illega…	True	False
3) Addiction is a short-term effect.	True	False
4) It's important to say no to substances.	True	False
5) Healthy activities can reduce substance use risks.	…rue	False

Draw

Design a simple sign that illustrates the short-ter… an… …ts of substance use.

Short-term	Long-term

Case Study: The Impact of Substance Use on Athletes

The Michael Phelps Story

Michael Phelps is one of the greatest swimmers in history, winning 23 gold medals in the Olympics. But in 2009, he faced public scrutiny when a photo of him using a substance appeared in the media. This incident showed how even top athletes can make mi[illegible]h substance use and face serious consequences.

After [illegible]hoto c[illegible]ichael Phelps was suspended from swimming for three months. He a[illegible]jor [illegible]rship deal with Kellogg's, which cost him a lot of money. This situat[illegible]ught [illegible] others important lessons about the risks of substance use.

Substance use can impair an athlete's [illegible]nanc[illegible]cts their coordination, thinking, and overall health. For example, alcoh[illegible] slo[illegible]ion times and reduce physical endurance. Drugs can have even mo[illegible]mful [illegible]g to addiction and long-term health issues. Studies show that athl[illegible]se s[illegible]ces are more likely to suffer injuries and have shorter careers.

Michael Phelps decided to turn his life around after this incident. He sought help and focused on his health and training. By making positive choices, he was able to return to swimming and continued to win more medals in 2012 and 2016 Olympics.

Michael Phelps' story highlights the importance of avoiding substance use. It shows that even when mistakes are made, it's possible to overcome challenges with the right support and determination. Athletes and students alike can learn from his experience and understand that making healthy choices is key to success.

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Curriculum Connection
5&8

Questions

Answer the questions below.

1) What are some of the effects of substance use on an athlete's performance?

2) What actions did Michael Phelps take to turn his life around after the incident?

True or False

Is t[illegible] true or false?

1) Substance use can impro[illegible]ce.	True	False
2) Alcohol can slow reaction times and [illegible]	True	False
3) Athletes who use substances have sh[illegible]	True	False
4) Substance use can lead to addiction and lon[illegible]	True	False
5) Phelps' performance was much better when he us[illegible].	True	False

Visualizing

Draw what you were picturing while you were readi[illegible]ture.

Name: _____ 84

Curriculum Connection
5&3

Activity: Using Different Refusal Skills

When you are asked to do something you don't want to do, it is helpful to have a response ready. Write responses for each scenario below using the different refusal methods.

Scenario A friend takes two beers from her parent's fridge. They hand you one.

Make a	
Mak	
Change the Subject	
Give a Reason (Fact or Statistic)	
Say No Firmly	

Scenario A friend hands you a cigarette

Make a Joke	
Make an Excuse	
Change the Subject	
Give a Reason (Fact or Statistic)	
Say No Firmly	

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Curriculum Connection
5&3

Scenario	A friend asks you if you want to try marijuana tonight.

Make a Joke	
Make an Excuse	
Change the Subject	
Give a Reason (Fact or Statistic)	
Say No Firmly	

Scenario	A friend says, "Try this vape, everyone is doing it."

Make a Joke	
Make an Excuse	
Change the Subject	
Give a Reason (Fact or Statistic)	
Say No Firmly	

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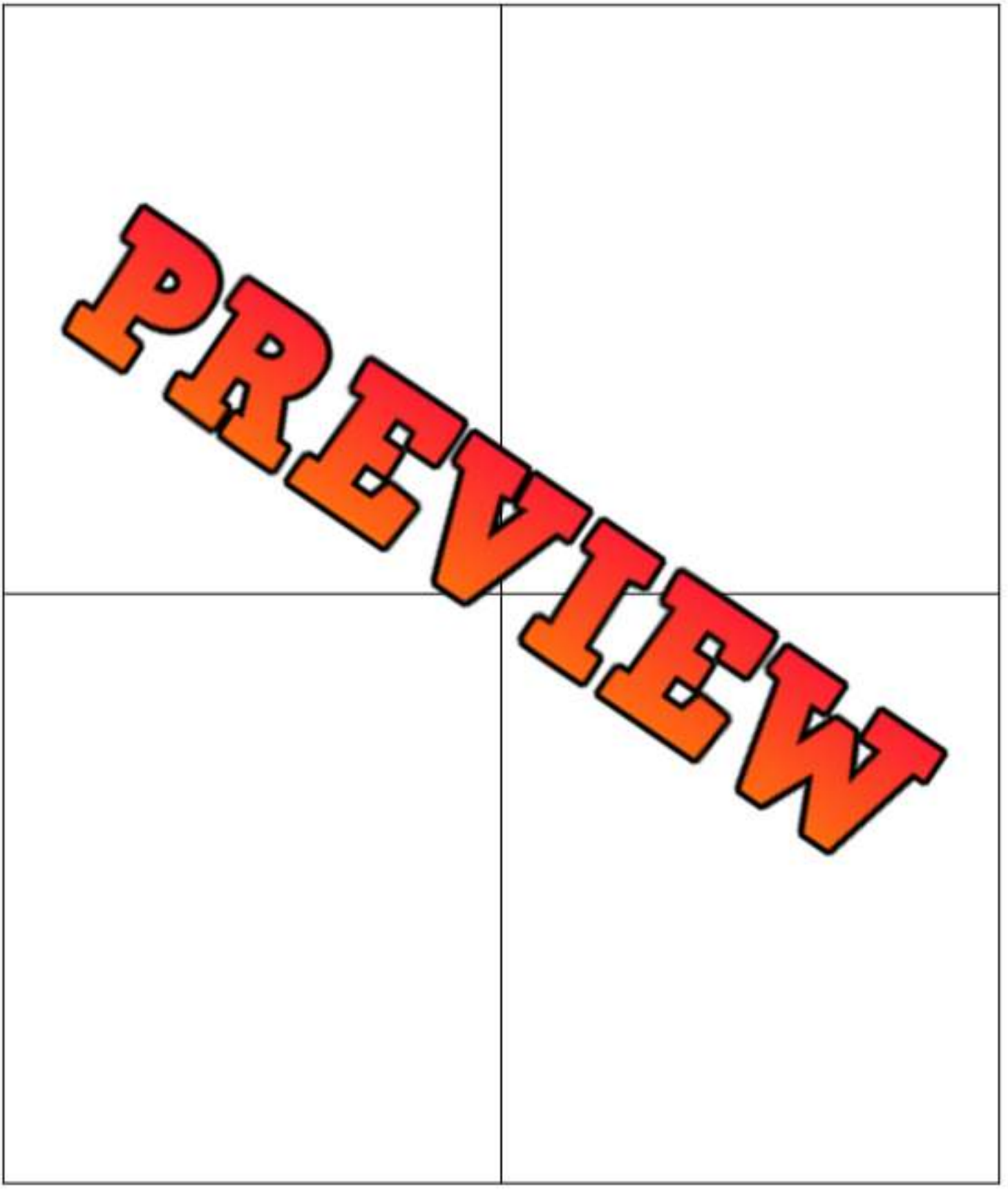
Curriculum Connection
S6.3

Setting Sketch Draw your scenes below, showcasing the settings they took place in.



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Curriculum Connection
5&A

Memory Game: Risk Scenarios and Mental Health

Objective What are we learning about?

To help students identify and understand various risk scenarios and their potential rewards or consequences, and how they impact mental health through a fun and engaging memory game.

Material What you will need for the activity.

- Me y gam rovided) with the risk scenarios nd potential rewards or conseq anot
- A flat surface like a he fl y out the cards

Instructions How you will compl he acti

1. Divide the class into groups of 3 or 4. Give h mory Game cards (provided).
2. Have each group lay all the cards face down in a gr a
3. The students take turns flipping over two cards at a time, g matching risk scenario and its potential reward or consequenc
4. If a student finds a match, they remove those cards from the grid 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, review the terms and definitions with the class.
8. Discuss how these scenarios and outcomes can impact mental health, both positively and negatively.

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Curriculum Connection
5&4

Cards | List of risk scenarios and possible reward/consequences:

Risk Scenarios	Reward/Consequence
Speaking up in class	Increased confidence/ Feeling of embarrassment
Tryi[illegible] sp[illegible]	Improved social skills/ Experiencing fear of failure
Making a new friend	Gain[illegible]w friends/ F[illegible]ction
Studying for an extra hour	Better grades/ F[illegible]ting of burnout
Standing up for someone being bullied	Building trust with others/ Anxiety or nervousness

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Curriculum Connection
5&4

Cards | List of risk scenarios and possible reward/consequences:

Risk Scenarios	Reward/Consequence
Asking for help with homework	Learning new skills/ Feeling of embarrassment
Joinin[illegible] or g[illegible]	Feeling of inclusion/ Fear of not fitting in
Admitting a mistake	[illegible]t with others/ [illegible]uilt
Taking on a leadership role	Developing leader[illegible]p skills/ Pressure and Stress
Trying out for a school play	Boost in self-esteem/ Fear of Rejection

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Curriculum Connection
5&4

Cards | List of risk scenarios and possible reward/consequences:

Risk Scenarios	Reward/Consequence
Volunteering for a new task	Feeling of accomplishment/ Feeling overwhelmed
Sharing [illegible]onal	Positive recognition/ Feeling vulnerable
Changing seats to meet new people	Ga[illegible]g ne[illegible]ends/ Feeling of [illegible]rt
Suggesting a new idea in a group project	Enhanced teamw[illegible]k skills/ Fear of criticism
Starting a conversation with a teacher	Improved communication skills/ Feeling of nervousness

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Curriculum Connection 5&4

Cards | List of risk scenarios and possible reward/consequences:

Risk Scenarios	Reward/Consequence
Participating in a school event	Sense of belonging/ Stage fright
Giving a presentation	Increased confidence/ Stage fright
Trying a new hobby	Improved skills/ New interests/ Possible failure
Travelling to a new place	Learning from new experiences/ Homesickness
Expressing disagreement politely	Improved conflict resolution skills/ Fear of Conflict

Case Study: Simone Biles and Mental Health

The Story of Simone Biles

Publish Date: July 22, 2024

During the 2020 Tokyo Olympics, gymnast Simone Bi[illegible] made headlines for an unexpect[illegible]. Instead of competing in all[illegible]h[illegible]e to prioritize her me[illegible] health[illegible]on was a calculated ris[illegible]ng in[illegible]n her well-being and ca[illegible]

Simone Biles is known as o[illegible] greatest gymnasts of all time, wi[illegible] 32 Olympic and World Championship med[illegible] However, during the Tokyo Olympics, she experienced a condition called "the twisties," which makes gymnasts lose control while in the air. This can be very dangerous. Simone realized that competing under these conditions could lead to serious injury, so she decided to step back from some events to focus on her mental health.

Her decision was praised by many. It showed the world that even top athletes need to take care of their mental health. Simone's choice sparked important conversations about mental health awareness, especially in high-pressure environments like the Olympics.

Studies show that 1 in 5 Canadians experience mental health issues each year. Athletes are no exception. By speaking out, Simone helped reduce the stigma around mental health.

Simone Biles later returned to compete in [illegible]alance beam event, where she won a [illegible]dal. Her story highlights the impo[illegible]ntal health and reminds [illegible]'s ok[illegible] a step back when nee[illegible]

Simone's act[illegible]ave[illegible]ther athletes to speak op[illegible] mental health struggles. F[illegible]ng her example, sports organizations are now placing a greater emphasis on providing mental health resources for athletes. This shift ensures that the well-being of athletes is prioritized, leading to healthier and more sustainable careers.

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Curriculum Connection
5E4

True or False

Is the statement true or false?

1) Simone Biles prioritized her mental health over competing.	True	False
2) "The twisties" is a condition that affects gymnasts.	True	False
3) Simone's actions reduced the stigma around mental health.	True	False
4) Mental health resources for athletes are increasing.	True	False
5) Simone won a gold medal at the Tokyo Olympics.	True	False

Questions

Answer the questions below.

1) What were the effects of Simone's decision for herself and other athletes?

2) How did Simone Biles' decision impact viewers' perceptions about mental health in sports?

Letter

Write a short letter to Simone Biles thanking her for her bravery in prioritizing her mental health and explaining how her actions have inspired you.

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Curriculum Connection
5&A

Activity: Risk Assessment and Safety Precautions

Objective What are we learning about?

To help students understand how to identify risks and take appropriate safety precautions in various physical activities.

Materials What you will need for the activity.

- A set of pictures showing different physical activities
- Worksheets for students to write down identified risks and safety precautions

Instructions How you will complete the activity

1. Hand out the worksheet that includes pictures of various physical activities to each student.
2. For each picture, they will identify the potential risks associated with the activity and write down the safety precautions that should be taken to minimize those risks.
3. Instruct them to write down the identified risks and corresponding safety precautions next to each picture on the worksheet.
4. Once students have completed their worksheets, bring the class together for a discussion.
5. Ask volunteers to share the risks and precautions they identified for each activity.
6. Facilitate a class discussion on why these precautions are important and how they can help prevent injuries..

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Curriculum Connection
5.6.A

Instruction Identify the potential risks associated with the activity and write down safety precautions that should be taken to minimize those risks.

Risks	Safety Precautions
•	•
•	•
	•

Risks	Safety Precautions
•	•
•	•
•	

Risks	Safety Precautions
•	•
•	•
•	•

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5.6.A

	Risks	Safety Precautions
	• • •	• • •

	Risks	Safety Precautions
	• • •	•

	Risks	Safety Precautions
	• • •	• • •

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Curriculum Connection
5.6.A

	Risks	Safety Precautions
	• • •	• • •

	Risks	Safety Precautions
	• •	•

	Risks	Safety Precautions
	• • •	• • •

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Unit Test – Safety

Multiple Choice /10

1. Why do we assess risk? a) To feel more vulnerable b) To prepare for potential problems c) To feel unsure about what will happen d) To incre[illegible] potential harm	2. How can you stay safe online? a) Enable Two-Factor Authentication b) Regularly Updating Software c) Using Secure Wi-Fi Connections d) All of the above
3. Which [illegible] phishing? a) Sen[illegible]mails t[illegible]words. b) Sharing upd[illegible]me c) Asking for help d) Tricking people to ste[illegible]date.	4. Which is a long-term effect of substance abuse? a) Feeling strange b) Heart disease c) Headache d) Nausea
5. Which is the best step whe[illegible]fa[illegible]with online safety risks? a) Tell a Trusted Adult b) Report the Issue c) Block the Person d) All of the above	[illegible]s a good password? a) pas[illegible]2 b)[illegible]2001 c) [illegible]2 d) Jenny[illegible]
7. Who suffered severe online harassment when his roommate shared a private video? a) Michael Phelps b) Tyler Clementi c) Amanda Todd d) Rehtaeh Parsons	8. Amanda Todd was... a) Caught for using drugs b) Blackmailed by a stranger online c) Hacked by a hacker d) A victim of identify theft
9. How do you reduce the risk of substance use? a) Saying no b) Talking to someone c) Find healthy activities d) All of the above	10. Which is a positive risk? a) Giving in to peer pressure b) Skipping school c) Joining a new club d) Try vaping

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Define | Explain the following online safety risks:

Cyberbullying	
Privac Intrusi	
Unwa ed Communicati	

Identify | Whose re each statement?

a) Amanda Todd	b) Rehtaeh Parson	lala Yousafzai
d) Tyler Clementi	e) Simone Biles	elps

	1) His roommate secretly recorded a private moment of hi online.
	2) Due to her case, a Cyber-safety Act was passed in 2013 in No Scotia.
	3) She faced constant harassment online and was cyberbullied, eventually taking her own life.
	4) He faced public scrutiny when a photo of him using a substance appeared in the media
	5) She used safe online practices to ensure her safety.
	6) She experienced a condition called "the twisties," which makes gymnasts lose control while in the air, so she decided to step back from some events to focus on her mental health.

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Long Answer Answer the questions below – Each question is worth 5 marks.

1) What are some positive and negative impacts of risk taking? List at least 5.

2) Name 2 risks you have taken and ex[illegible]ow yo[illegible]e risks before taking them.