Workbook Preview

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Grade 2 – Health

Mental Health

D1. demonstrate an understanding of factors that contribute to healthy development;

D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

D3. demonstrate the ability to make connections that relate to health and well-being

Preview of 65 pages from this product that contains 103 pages total.

D1.6	demonstrate an understanding of how a person's body and brain respond to challenging or uncomfortable situations (e.g., they may feel tired, easily overwhelmed, confused, or overstimulated; they may want to cry or they may have very intense feelings; they may get a headache or feel hot), and describe what they can do to feel better at those times	6 – 43
D2.5	explain how understanding and being able to name their feelings (e.g., happy, relaxed, calm, uncomfortable, sad, angry, frustrated, scared, worried) can help in knowing when they might need to get help	44 - 72

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MENTAL HEALTH



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Curriculum Connection
D1.6

Animals and Their Emotions

How Animals Show Us They Are Happy or Sad

Animals have feelings just like us. They cannot talk, but they show us how they feel in different ways.









Ways A[illegible]how Emotions

- A [illegible]by dog[illegible]s tail.
- A purrin[illegible]ting[illegible]tent.
- A scared rab[illegible]high[illegible]e

Animals Feel Stress Too

When animals are stressed, they[illegible] differ[illegible]y. A[illegible]essed bird might fly away. A worried dog could bark a lot. [illegible]stan[illegible]helps us be kinder and more patient with them.

Learning from Animals

Seeing how animals show their emotions helps us understand our own feelings. When we feel scared or happy, we can think about how animals show these feelings. This helps us learn about ourselves and be better friends to animals.

By understanding animal emotions, we can grow to be more caring and empathetic, just like we are with our friends and family.

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Curriculum Connection
D1.6

True or False

Is the statement true or false?

1. Dogs wag their tails when happy.	True	False
2. A scared rabbit might hide.	True	False
3. Birds never fly away when stressed.	True	False
4. Animals cannot feel emotions like humans.	True	False
5. A purring cat is feeling content.	True	False

PREVIEW

Direction

Read each sentence and circle happy, sad, or scared to show the feeling.

1	A dog wagging its tail	Happy	Sad	Scared
2	A cat hiding under a chair	Happy	Sad	Scared
3	A rabbit shaking and hiding	Happy	Sad	Scared
4	A bird flying away quickly	Happy	Sad	Scared
5	A cat purring while resting	Happy	Sad	Scared

Question

Why is it important to understand how animals feel?

_____

_____

_____

_____

_____

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Curriculum Connection
D1.6

Instructions Read the animal emotion and tell students how to act when that animal is feeling that emotion.

Animal/Emotion	Animal Behaviour When Feeling That Emotion
1. Dogs - Excitement	Dogs often show excitement by wagging their tails, jumping up, and barking happily.
2. Cats - Curiosity	Cats display curiosity by exploring new spaces, sniffing around, and attentively following movements with their eyes.
3. Rabbits - Fear	An anxious rabbit may thump its hind legs, hide, or freeze in place.
4. Birds - Joy	Birds may express joy through singing melodious tunes and engaging in playful flights.
5. Fish - Stress	Stressed fish might swim erratically or hide at the bottom of the tank.
6. Horses - Contentment	Horses may have a relaxed posture, gently swishing their tails and nuzzle people or other animals.
7. Elephants - Grief	Elephants may display signs of grief, like lingering around the deceased, mourning sounds, or showing a lack of interest in surroundings.
8. Dolphins - Playfulness	Dolphins exhibit playfulness by leaping out of water, engaging in games with other dolphins, or playing with objects or even bubbles.
9. Cats - Annoyance	When annoyed, cats may swish their tails, flatten their ears, or give a warning hiss.
10. Dogs - Fear	A fearful dog might tuck its tail, lower its body, and hide behind its owner.
11. Monkeys - Happiness	Happy monkeys often show playfulness, grooming each other, and making vocalizations that resemble laughter.
12. Parrots - Loneliness	Lonely parrots may pluck their feathers, become quiet, or repetitively call for attention.
13. Guinea Pigs - Comfort	Comfortable guinea pigs might purr softly, especially when petted or cuddled.
14. Lions - Aggression	An aggressive lion may growl, show its teeth, or make dominant postures.
15. Butterflies - Calmness	Calm butterflies often rest quietly on flowers or leaves, gently fluttering their wings.

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Curriculum Connection
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Emotions in Animals

Think | Circle which emotion the animal might be feeling



Ha	



Happy	Sad



Angry	Nervous



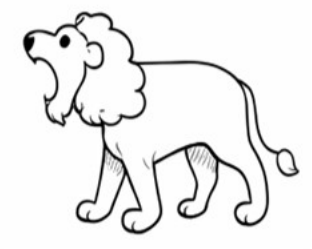
Scared	Joy



Curious	



Sad	Tired



Aggressive	Calm



Joy	Fear



Upset	Happy



Calm	Scared



Playful	Annoyed



Angry	Sad

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Curriculum Connection
D1.6

Story: Lost Toy Adventure

The Story of a Lost Toy



Once, a girl named Leila had a favourite toy, a blue teddy bear named Bluey. One day, Bluey was lost. Leila felt very sad and missed Bluey a lot.

Her [illegible] her sadness and said, "It's okay to feel sad, Lei[illegible]eel sad sometimes." Leila nodded, knowing it was [illegible] sho[illegible]lings.

Together, they looked for [illegible] Th[illegible] high and low but could not find him. Leila started to feel better, re[illegible] she [illegible] brother's support.

In the end, even though Bluey was not found, [illegible] important lessons:

- Expressing Emotions: It is okay to feel and talk about our em[illegible]s when we lose something dear.
- Support Matters: Having family and friends around us can make hard times easier.
- Moving Forward: It is important to remember the good times but also to keep going and find joy in new things.

Leila smiled, grateful for the memories and the lessons learned.

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Curriculum Connection
D1.6

True or False

Is the statement true or false?

1) Leila felt sad after losing Bluey.	True	False
2) Sam helped Leila by searching for Bluey.	True	False
3) It is wrong to feel sad about lost things.	True	False
4) Leila l ed it is okay to express emotions.	True	False
5) Leila' ignored her feelings.	True	False

PREVIEW

Fill in the Bla

ite the missing word.

1)	Leila felt _____ osing	Sad	Happy
2)	Bluey was Leila's favourite___	Toy	Book
3)	Leila learned it is okay to _____ emo		Express
4)	Leila and Sam could not _____ Bluey	Lose	Find
5)	Feeling sad about lost things is _____.	orm	

Question

What did Leila feel after losing Bluey?

_____

_____

_____

_____

_____

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Curriculum Connection
D1.6

Activity – Mindfulness Breathing Exercise

Objective — What are we learning about?

To help students learn and practice simple mindfulness breathing techniques, aiding them in understanding how to calm themselves in challenging or uncomfortable situations.

Materials — What you will need for the activity.

- A comfo ace
- A timer o
- Calming backg d mu o



Instructions — How you ple ity

1. Have the students sit in a comfo posit et space.
2. Explain that they will learn how to brea ndfu hem feel calm.
3. Show them how to sit straight and place their thei
4. Instruct them to close their eyes gently, if they are comfor
5. Guide them to take a deep breath in through their nose, countin three.
6. Then, have them breathe out slowly through their mouth, counting to three again.
7. Repeat this breathing pattern for a few minutes, using a timer to keep track.
8. Remind them to think about how their breath feels as they inhale and exhale.
9. At the end, ask them to slowly open their eyes and notice how they feel.
10. Encourage them to use this technique whenever they feel upset or stressed.

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Curriculum Connection
D1.6

Reflection | Answer the questions below.

1) How did you feel before the breathing exercise?

2) How d[illegible] feel after the breathing exercise?

3) Did you notice a[illegible] while you were breathing?

4) Draw a picture of how you were feeling before and [illegible] exercises. Use emojis.

Before	**A[illegible]**

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D1.6

Understanding Friendship Challenges

When Friends Misunderstand



Sometimes, friends do not understand each other. This can make them feel sad or upset. It is like when Ale[illegible]ought his friend Lily was mad at him bec[illegible] did not share her crayons. But Lily [illegible]out her crayons breaking.

Feelings in F[illegible]

- Feeling sad wh[illegible] hare.
- Being worried about [illegible]ings.
- Getting confused when friends [illegible]s.

Solving Friendship Problems

Alex and Lily talked about their feelings. Alex s[illegible] sad [illegible] you did not share." Lily said, "I was worried my crayons would b[illegible], b[illegible] be friends." They understood each other and felt happy again.

Lessons in Friendship

- Talking helps solve misunderstandings.
- It is okay to feel different emotions.
- Understanding each other makes friendship stronger.

Remember, good friends always try to understand and care for each other's feelings.

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D1.6

True or False

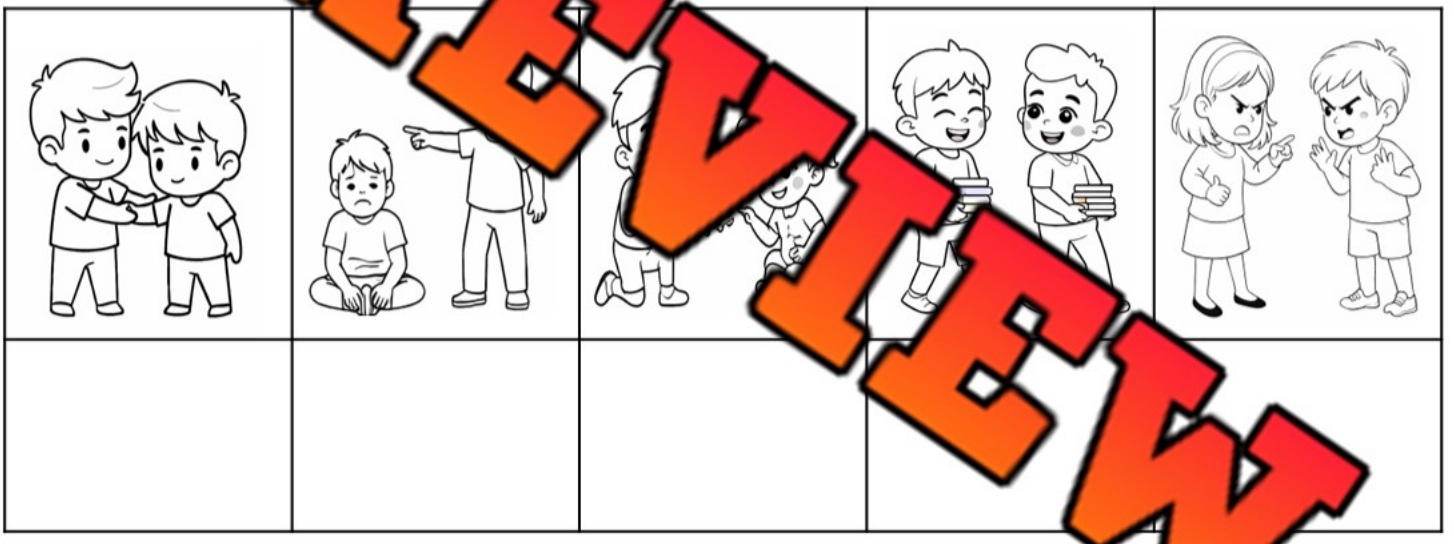
Is the statement true or false?

1. Alex thought Lily was mad at him.	True	False
2. Alex felt sad because Lily did not share her crayons.	True	False
3. Misunderstandings can make friends upset.	True	False
4. Talking about feelings solves no problems.	True	False
5. Understanding each other makes friendship stronger.	True	False

PREVIEW

Direction

if shows good friendship and ☹ if it does not.



Question

How did Alex and Lily solve their problem?

_____

_____

_____

_____

_____

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Curriculum Connection
D1.6

Exploring a Day with No Electricity

What if the Power Goes Off?

Think about a whole day where everything that needs electricity cannot work. No lights, TV, or co[illegible]ter games. What would you do?



Our [illegible]Power [illegible]re

- Morning: [illegible]m clo[illegible] might sleep in and then enjoy breakfast without a toaste[illegible]owav[illegible]
- Fun Time: Instead of w[illegible]ing [illegible]n play outside, draw, or read books.
- Evening: When it gets dark, we use [illegible]es ar[illegible]lights, making shadow puppets on the wall.

PREVIEW

Feelings and Learning

At first, it might seem scary or boring without electricity. But soon, we find new, fun things to do. We learn that change is okay, and we can always find ways to be happy and have fun, even without our usual gadgets.

This day teaches us to be creative, solve problems, and enjoy time with family and friends. It is a great chance to see that even when things are different, we can still make the best of our day!

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Curriculum Connection
D1.6

True or False

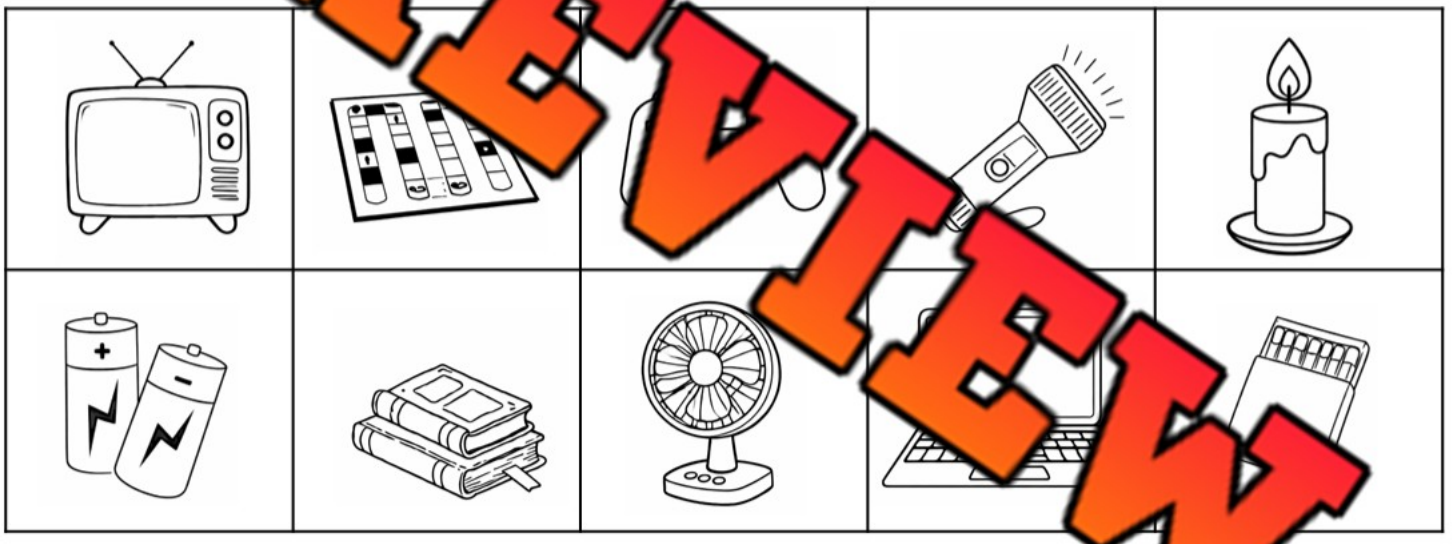
Is the statement true or false?

1. We can only play outside if we have electricity.	True	False
2. Candles and flashlights are used in the dark.	True	False
3. Video games work when there is no electricity.	True	False
4. It's oka[illegible] feel different when things change.	True	False
5. We ca[illegible] low puppets without power.	True	False

PREVIEW

Think

Ci[illegible]gs [illegible] need during an electricity outage.



Question

What are two things you can do when there is no electricity?

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Scenarios | Answer the power outage questions below.

#	Scenario Description	Yes	No
1	Will your alarm clock go off if the power is out?	Yes	No
2	Will your toaster work without power?	Yes	No
3	Is it normal to feel scared without electricity?	Yes	No
4	[illegible] during a power outage?	Yes	No
5	Can we [illegible] side if [illegible] power is out?	Yes	No
6	Can we read books when the [illegible] is out?	Yes	No
7	Can we use flashlights when [illegible]?	Yes	No
8	Should we be bored all day if there's no power?	Yes	No
9	Is making shadow puppets a good evening activity?	[illegible]	No
10	Can we try new games in a power outage?	[illegible]	[illegible]
11	Is it impossible to have fun without power?	[illegible]	No
12	Can we solve problems creatively when the power goes off?	Yes	No
13	Can we enjoy time with family during a power outage?	Yes	No
14	Is using flashlights a good idea when the power is out?	Yes	No
15	Can a day without power teach us new things?	Yes	No

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Curriculum Connection
D1.6

Music and Our Feelings

The Magic of Music



Music is a special kind of magic that can change how we feel. It is like a key that unlocks different emotions, helping us on both good and tough days.

PREVIEW

Feeling Through Different Music

- Happy Music: Songs with lively beats make us want to dance and smile.
- Calm Music: Gentle, soothing music can help us relax, making us feel peaceful or ready for a nap.
- Sad Music: When we are feeling down, slow and sad tunes can be comforting.

Music, Our Emotional Companion

Music is like a powerful friend who understands us. It lifts our spirits when we are sad and adds joy when we are happy. If we are nervous or worried, a calming melody can bring us peace. Music helps us explore our feelings. It is amazing how it knows exactly what we need. So, whenever you feel a certain way, remember to turn on some music. It might just be the perfect thing to make your day better. Think of music as a companion that is always there, ready to make any moment better with just the right note.

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D1.6

True or False

Is the statement true or false?

1. Music can change how we feel.	True	False
2. Happy music is usually slow and gentle.	True	False
3. Calm music can make us feel peaceful.	True	False
4. Sad mu[illegible]s always unpleasant to listen to.	True	False
5. Music [illegible] friend who understands us.	True	False

Direction

[illegible] sentence and write how the music makes you feel.

1	A song with fast [illegible] makes m[illegible]	
2	Soft music before bedtime ma[illegible]eel:	
3	Loud music makes me feel:	
4	Slow, gentle music makes me feel:	
5	A cheerful song makes me feel:	

Question

How does music change your mood?

_____

_____

_____

_____

_____

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Curriculum Connection
D1.6

Caring for a Pet

Pet Care: A Big Responsibility



Having a pet is fun, but it is also a big job. When you have a pet, you need to take care of it eve[illegible]y.

Daily [illegible] Pet

- Fee[illegible]ng: Pe[illegible] eat just like us. Make sure they get food and water.
- Playing: Pets lo[illegible] It k[illegible] them happy and healthy.
- Cleanliness: Keep yo[illegible] an[illegible] e[illegible] clean.

When Pets Feel Sick

Sometimes, pets get sick or hurt. They [illegible] no[illegible] uch and can act differently. It is important to be gentle a[illegible] arou[illegible]em. Tell an adult if your pet seems sick.

Caring Means Sharing Feelings

Caring for a pet helps us learn about feelings. We feel happy when they wag their tail or purr. If they are sick, we might feel sad or worried. This is called empathy – understanding how others feel. When we care for pets, we learn to be kind and helpful.

Remember, pets depend on us to take care of them. It is a special job that teaches us about love and care.

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D1.6

True or False

Is the statement true or false?

1. Pets need food and water every day.	True	False
2. Pets do not like to play.	True	False
3. You should clean your pet's home regularly.	True	False
4. Pets always show they are sick by barking.	True	False
5. Empathy is feeling what your pet feels.	True	False

PREVIEW

Think

Write words that show how you can take care of a dog.



Question

What should you do if your pet seems sick?

_____

_____

_____

_____

_____

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Curriculum Connection
D1.6

Activity – Comfort Box Decorating

Objective What are we learning about?

To demonstrate an understanding of self-comforting strategies by exploring how to feel better in challenging situations.

Materials What you will need for the activity.

- Small boxes (one per student)
- Markers, crayons, paint
- Stickers or decorative items
- Soft toys, pictures, comforting items
- Glue (if needed)



Instructions How you will complete the activity

1. Each student starts with one small box.
2. Decorate the outside of the box using markers, crayons or paint.
3. Add stickers or other decorative items to make your box unique.
4. Think of items that make you feel happy or safe. These could be a soft toy, a picture, or a special note.
5. Collect a few of these items that will fit inside your box.
6. Place these comfort items inside your box.
7. Once your box is decorated and filled, close it and place it at your desk.
8. Whenever you feel upset or need comfort, you can open your box and use the items inside.

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D1.6

Reflection | Answer the questions below.

1) What did you choose to put in your comfort box and why?

2) How [illegible] decorating your box?

3) Think of the last few weeks. When [illegible] you h[illegible]ed this box?

4) Draw a picture of your comfort box.

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D1.6

Story: Moving to a New School

Draw Draw the scene from the story in the box provided.

New Beginnings at a New School

Maya wa starting at a new school. She felt a mix of butterflies and excitem er tummy. "Will I make new friends?" she wondered. She rem chool and felt a little sad.

On her first ya's m ve her a big hug at the school gate. The school looked big nd took a deep breath, feeling brave and a bit nervous.

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D1.6



In her first class, Maya saw many new faces. She felt shy and stayed quiet, missing her old classmates. The teacher, Mr. Singh, noticed Maya and gave her a warm smile, making her feel a bit better.

At recess, Maya sat alone on a bench. She watched other kids playing and laughing. She wished she could join them but did not know how to start.

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Then, a girl named Sofia came over. "Hi, I am Sofia! Want to play?" she asked. Maya's face lit up with a smile. She felt happy and relieved to be included.

Playing with Sofia and her friends, Maya began to feel more comfor[illegible] They played hopscotch and tag, and Maya felt her worries start[illegible] was making new friends!

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D1.6



During lunch, Maya and Sofia shared stories about their favorite books and games. Maya realized that even though it was a new place, she could still have fun and make great friends.

At the end of the day, Maya felt tired but excited. She had experienced so many emotions: nervousness, sadness, joy, and finally, happiness. She learned that it is okay to feel different things and that new beginnings can be fun and full of surprises.

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D1.6

True or False

Is the statement true or false?

1) Maya was excited about her new school.	True	False
2) Mr. Singh is Maya's new teacher.	True	False
3) Maya stayed sad all day.	True	False
4) Maya p[illegible]hopscotch with her new friends.	True	False
5) May[illegible] new school at the end of the day.	True	False

PREVIEW

Questioning

Wri[illegible]questions you have after reading the text.

1)	
2)	

Word Search

Find the words in the wordsea[illegible]ch.

Maya	New
School	Friends
Excited	Nervous
Recess	Sofia
Play	Happy

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

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D1.6

Directions Draw three emotions Maya felt at her new school

Nervou[illegible] new	Joy in making friends	Happiness in new beginnings

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Complete Fi[illegible] blanks.

1)	Maya was starting a[illegible]	New	Old
2)	She felt _____ and [illegible].	Confident	Nervous
3)	Sofia invited Maya to _____.		Play
4)	They played _____ and tag	Hopsco[illegible]	Basketball
5)	Maya felt _____ at her new school at the end.	Hap[illegible]	

Question What did Maya feel on her first day at the new school?

_____

_____

_____

_____

_____

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Curriculum Connection
D1.6

Story: Lila's Adventure: Friendship Quest

Lila's Adventure: A Tale of Understanding



Once upon a time in a faraway land, there was a kind-hearted princess named Lila. She lived in a beautiful castle surrounded by a magical forest. One day, a mischievous dragon took the castle's treasure, making everyone feeling very sad and worried. But instead of being angry, brave Lila decided to find the dragon and understand why.

As she journeyed through the forest, she met a talking rabbit named Benny. "Why so glum?" asked Benny. Lila explained her situation, and Benny, moved by her kindness, decided to help. Together, they found the dragon, who, to their surprise, looked lonely and sad. Lila gently asked, "Why did you take our treasure?"

The dragon replied with a sigh, "I thought it would make me happy, but it did not." Lila listened carefully and realized the dragon felt lonely and just wanted friends. With a smile, Lila, Benny, and the dragon returned the treasure to the castle and became great friends.

From that day on, the dragon never felt lonely again, and Lila learned that understanding others' feelings can turn challenges into lasting friendships. The dragon discovered that true happiness comes from the joy of friendship, not from treasures.

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Curriculum Connection
D1.6

True or False

Is the statement true or false?

1) Lila was a kind-hearted princess.	True	False
2) Benny was a talking dragon.	True	False
3) The dragon felt happy with the treasure.	True	False
4) Lila an nny became friends with the dragon.	True	False
5) Lila u d the dragon's feelings.	True	False

Sequencing

Nu ven from 1 to 5 in the order they happened in the story.

	Instead of get Lila to find the dragon.
	They found the dragon, who because he felt lonely.
	Lila, Benny, and the dragon returned t easu ecame friends.
	Lila lived in a castle and felt sad when a d k the re.
	On her journey, Lila met a talking rabbit named B nny

Question

How did Lila and Benny help the dragon feel better?

_____

_____

_____

_____

_____

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Curriculum Connection
D1.6

Activity – Role-Play Scenarios

Objective — What are we learning about?

To help students understand and empathize with how others might feel and react in different emotional situations.

Materials — What you will need for the activity.

- S[illegible]io card[illegible]ious emotional situations written o[illegible]
- A designated [illegible]or r[illegible]a
- Simple props or co[illegible]tion[illegible]



Instructions — How you will compl[illegible]activi[illegible]

1. Gather students in a circle and explain [illegible]ole-[illegible]
2. Divide students into pairs or small groups and [illegible]scen[illegible]ards. These cards describe different situations that evoke emot[illegible]
3. Give them a few minutes to read their scenario and think a[illegible]ut [illegible]ey would act it out.
4. One group at a time, students act out their scenario in front of the class.
5. After each role-play, ask the rest of the class to guess the emotions being portrayed.
6. Discuss how the characters in the scenario might feel.
7. Talk about different ways to respond in such situations.
8. Encourage students to consider how they would feel in each scenario.

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D1.6

Cards | Cut out the scenario cards and hand them out to students

1	Jamie finds a wallet on the playground and shows it to Max.
2	Emma spills water on Sara's drawing by accident.
3	[illegible] build a tall tower that falls down.
4	Lily and [illegible] both [illegible] be the line leader today.
5	Noah and Mia cannot ag[illegible] which [illegible]me to play at recess.
6	Tina and Omar are partners on [illegible]ject [illegible] forgot her part at home.
7	Ethan, Ava, and Kai make a big fort but it only f[illegible].
8	Leah is sad and her friends try to cheer her up.
9	Sam, Ben, and Zoe find a stray dog while walking home.
10	Riley and Taylor both reach for the last piece of pizza at the same time.

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D1.6

Reflection | Answer the questions below.

1) Which role-play scenario did you act out and how did it make you feel?

2) How would feel if you were in the scenario for real?

3) How did you show your character emotions in class?

4) Draw your emotions during this activity – use emojis.

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Curriculum Connection
D1.6

Growing in the Garden

What is Gardening?



Gardening is when we plant seeds in the soil and take care of them. Over time, these seeds grow into flowers, fruits, or vegetables. Just like us, plants need water, sunlight, and love to grow.

Feelings in Gardening

While we garden, we feel many emotions:

- Excitement: When we plant a seed, we feel excited about what it will become.
- Patience: We learn to wait, as plants take time to grow.
- Joy: Seeing the first sprout or flower makes us happy.

Growing Like Plants

Gardening teaches us about growing and changing. Here is how:

- Starting Small: Just like seeds, we start small and grow big.
- Needing Care: We all need care and love to grow well.
- Changing Over Time: We change and learn new things, just like plants grow leaves and flowers.

Lessons from the Garden

Gardening shows us that taking care of something makes it grow beautifully, just like taking care of ourselves helps us grow into wonderful people.

PREVIEW

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Curriculum Connection
D1.6

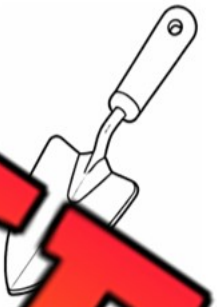
True or False

Is the statement true or false?

1. Gardening is only about planting flowers.	True	False
2. Plants need water and sunlight to grow.	True	False
3. We feel excited when planting seeds.	True	False
4. Gardening does not teach us about patience.	True	False
5. Seeing things grow brings us joy.	True	False

Identify

Drag the name of each tools to its appropriate picture.

Watering can	Gloves	Rake	Trowel	Shovel

Question

What are two things plants need to grow?

_____

_____

_____

_____

_____

PREVIEW

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Curriculum Connection
D1.6

Exit Cards

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

Name: _____

Colour all the words that show plants you can grow in a garden.

Rose	Shoes	Tomato
Banana Tree	Table	Lettuce
Apple Tree	Carrot	Plastic Bottle
Spinach	towel	Book
Rock	Mango Tree	Corn

Name: _____

Colour all the words that show plants you can grow in a garden.

Rose	Shoes	Tomato
Banana Tree	Table	Lettuce
Apple Tree	Carrot	Plastic Bottle
Spinach	towel	Book
Rock	Mango Tree	Corn

Name: _____

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Banana Tree	Table	Lettuce
Apple Tree	Carrot	Plastic Bottle
Spinach	towel	Book
Rock	Mango Tree	Corn

Name: _____

Colour all the words that show plants you can grow in a garden.

Rose	Shoes	Tomato
Banana Tree	Table	Lettuce
Apple Tree	Carrot	Plastic Bottle
Spinach	towel	Book
Rock	Mango Tree	Corn

PREVIEW

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Curriculum Connection
D2.5

Story: Superhero Courage

Superheroes Handling Fear



In a colourful city, there was a superhero named Captain Brave. He was strong and bold, but sometim[illegible]even Captain Brave felt scared.

One [illegible]d noise startled Captain Brave. [illegible]s hea[illegible]with fear. "It is okay to be scared," he reminded [illegible].

Captain Brave took de[illegible]ning [illegible]and thought of his happy place a peaceful beach. He felt his fea[illegible]y fac[illegible]way.

Soon, his friend, Lightning Lucy, arrive[illegible]e adm[illegible]eling scared too. They talked about their fears and felt br[illegible]gethe[illegible]

From this night, they learned three valuable lessons:

- Fear is Normal: Even superheroes feel scared sometime[illegible]
- Share Your Feelings: Talking about fear with friends can make you feel stronger.
- Find Peace: Deep breaths and happy thoughts can help you overcome fear.

Captain Brave and Lightning Lucy smiled, knowing bravery is not about never being scared, it is about facing fear head-on.

PREVIEW

Name: _____ 45

Curriculum Connection
D2.5

True or False

Is the statement true or false?

1) Captain Brave felt scared one windy night.	True	False
2) Deep breaths can help with fear.	True	False
3) Lightning Lucy also felt scared.	True	False
4) Fear is [illegible]sual for superheroes.	True	False
5) Capta[illegible]and Lightning Lucy ignored their fears.	True	False

Fill in the Bla[illegible]

W[illegible]the missing word.

1)	Captain Brave felt [illegible] on [illegible] night.	Scared	Brave
2)	Talking about fear can mak[illegible] you [illegible]	Weaker	Stronger
3)	Captain Brave took deep, _____ br[illegible].	[illegible]ing	Fast
4)	Captain Brave thought of his _____ pl[illegible]	Happy	Scary
5)	Fear is _____ for superheroes.	[illegible]ran[illegible]	[illegible]

Question

What did Captain Brave do when he felt scared?

_____

_____

_____

_____

_____

PREVIEW

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Curriculum Connection
D2.5

Activity – Story Time and Discussion

Objective What are we learning about?

To help students understand the link between emotions and physical responses by discussing how a character in a story felt and what they did to feel better.

Materials What you will need for the activity.

- A children's book featuring a character experiencing various emotions
- A comfortable reading space



Instructions How you will complete the activity

1. Gather the students in a comfortable reading space.
2. Introduce the book you will be reading, mentioning that it features different emotions.
3. Read the story aloud, making sure to show the pictures and discuss the emotions in the story.
4. After reading, ask the students to remember different emotions the character felt.
5. Discuss why the character felt those emotions.
6. Talk about what the character did to feel better.
7. Ask the students if they have ever felt like the character and what they did.
8. Conclude by reinforcing that it's normal to have different emotions and there are ways to feel better.

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Curriculum Connection
D2.5

Title: "Ellie's Day of Ups and Downs"

Once upon a time, there was a little elephant named Ellie. Ellie woke up feeling very excited because today was her birthday! She wore her favourite red hat and went outside to play.

But when she got to the park, she felt sad because her friends were late. Ellie saw her trunk drooping a little. Suddenly, she saw her friends coming with a big cake and she felt happy again!

They played lots of games. But when Ellie lost the sack race, she felt angry. She stomped her foot and took deep breaths until the angry feeling went away. Then, Ellie felt proud when she won the treasure hunt game.

When it was time to go home, Ellie felt scared because she couldn't see her red hat. She searched everywhere and finally found it under a tree. Feeling relieved, she put on her hat and smiled.

At home, Ellie felt tired after her big day. She hugged her mom and felt loved. Ellie learned that it's okay to feel many things, and there's always a way to make a sad feeling better, like a hug or a deep breath.

And they all had a slice of birthday cake, ending the day with a sweet taste and sweet dreams.

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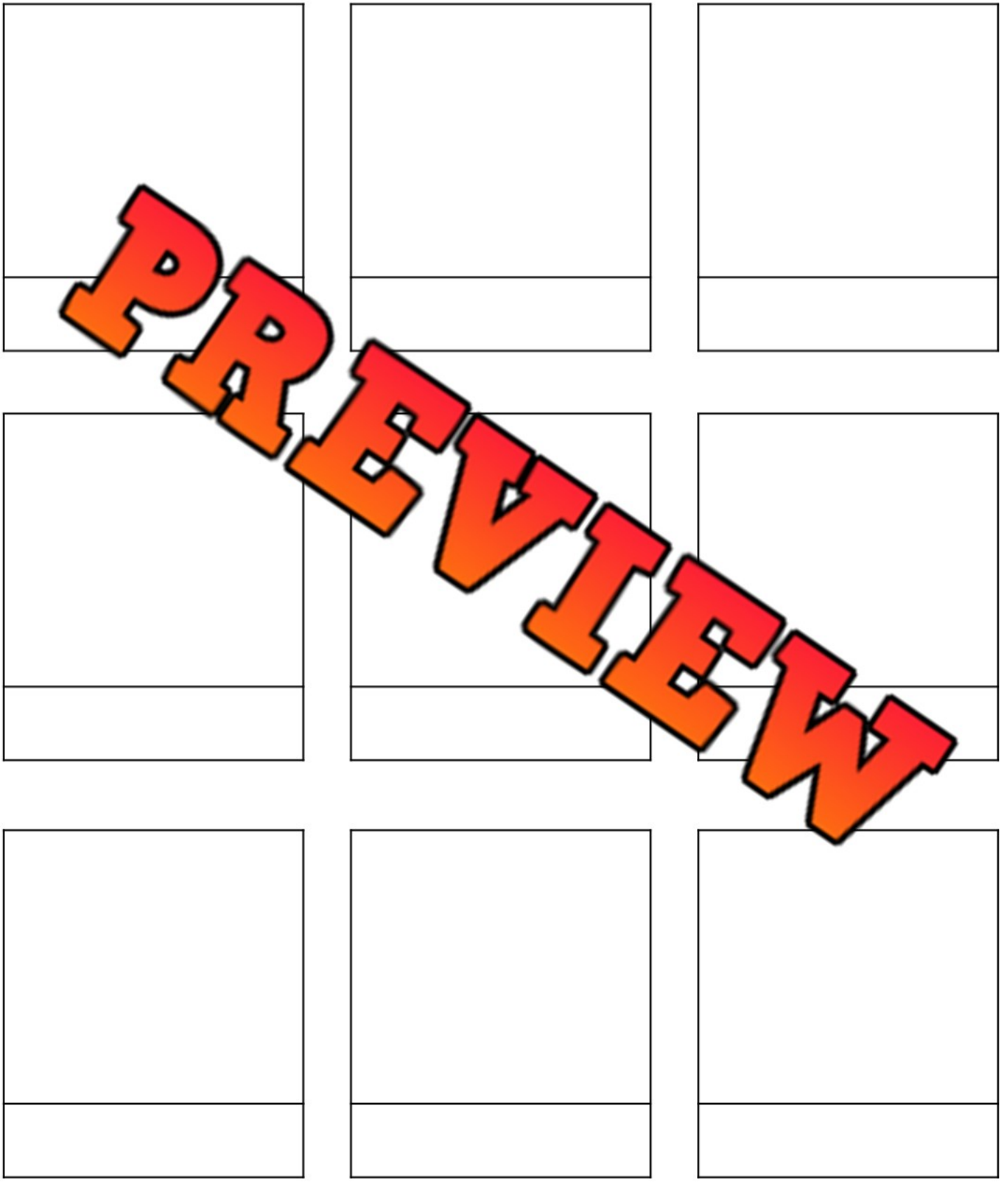
D2.5

Draw Draw the different emotions Ellie felt throughout the story. Label the emotions



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D2.5

Reflection | Answer the questions below.

1) How did the character in the story feel at different times?

2) Ha… …e the character?

3) What can you do when you feel s… …ngry, … …aracter?

4) Draw a picture of how you were feeling when you listened to the s…ry.

PREVIEW

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Curriculum Connection
D2.5

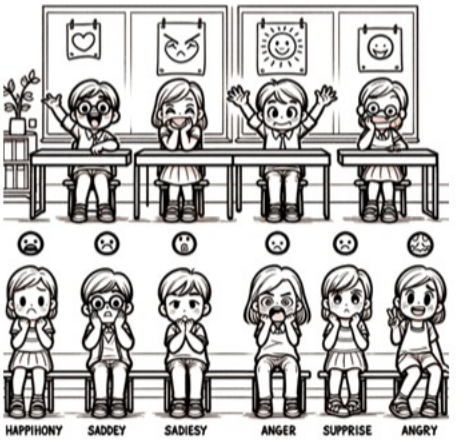
Activity – Emotion Charades

Objective — What are we learning about?

To help students understand and identify various emotions, by teaching them how to name and recognize feelings.

Materials — What you will need for the activity.

- A [illegible] of emot[illegible] happy, sad, angry, surprised)
- A hat or a [illegible]
- Space for acti[illegible]t em[illegible]s



Instructions — How you wi[illegible]ple[illegible]

1. The teacher prepares a list of different em[illegible]s an[illegible]them into individual slips of paper.
2. Place all the slips into a hat or a bowl.
3. Each student takes a turn to draw a slip from the hat witho[illegible] others.
4. The student acts out the emotion written on the slip without using words.
5. The other students guess the emotion being acted out.
6. Once the correct emotion is guessed, discuss briefly what physical actions or facial expressions helped in guessing.
7. Continue until all students have had a turn.
8. Wrap up the activity with a group discussion on how we express and recognize different emotions.

PREVIEW

Name: _____ 51

Curriculum Connection
D2.5

Cards Cut out the emotion slips below and give them to the students to act out during Emotion Charades. Or have the students pick a slip and use it to express the emotion to their classmates.

Happy	Bored
Sad	Curious
	Embarrassed
Surpris	Tired
Scared	Nervous
Excited	Jealo
Confused	Grateful
Proud	Anxious
Shy	Disappointed
Frustrated	Amused

PREVIEW

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Name: _____

Curriculum Connection
D2.5

Activity – Emotion Wheel Creation

Objective

What are we learning about?

To help students understand, name, and identify different emotions, and learn to recognize when they might need help based on how they feel.

Materials

What you will need for the activity.

- Pap
- C ed mark rayons
- Tem ates of notion faces
- Scissors
- Glue
- A brad (paper fa ner)
- Paper or cardboard e rrow



Instructions

How you will compl activi

1. Give each student a paper plate and so oure or crayons.
2. Ask them to colour their plate with the marke rayons.
3. Hand out the emotion face templates. These will ha ffer ike happy, sad, and surprised.
4. Each student should carefully cut out the emotion faces. Remin m to be safe with scissors.
5. Then they glue these faces around the edge of their plate, leaving some space between each like the numbers on a clock.
6. Have them write the name of each emotion under its face, like “happy” or “angry”.
7. Next, they cut a small arrow from paper or cardboard and attach it to the centre of the plate with a brad.
8. Encourage them to spin the arrow and talk about the emotion it points to.

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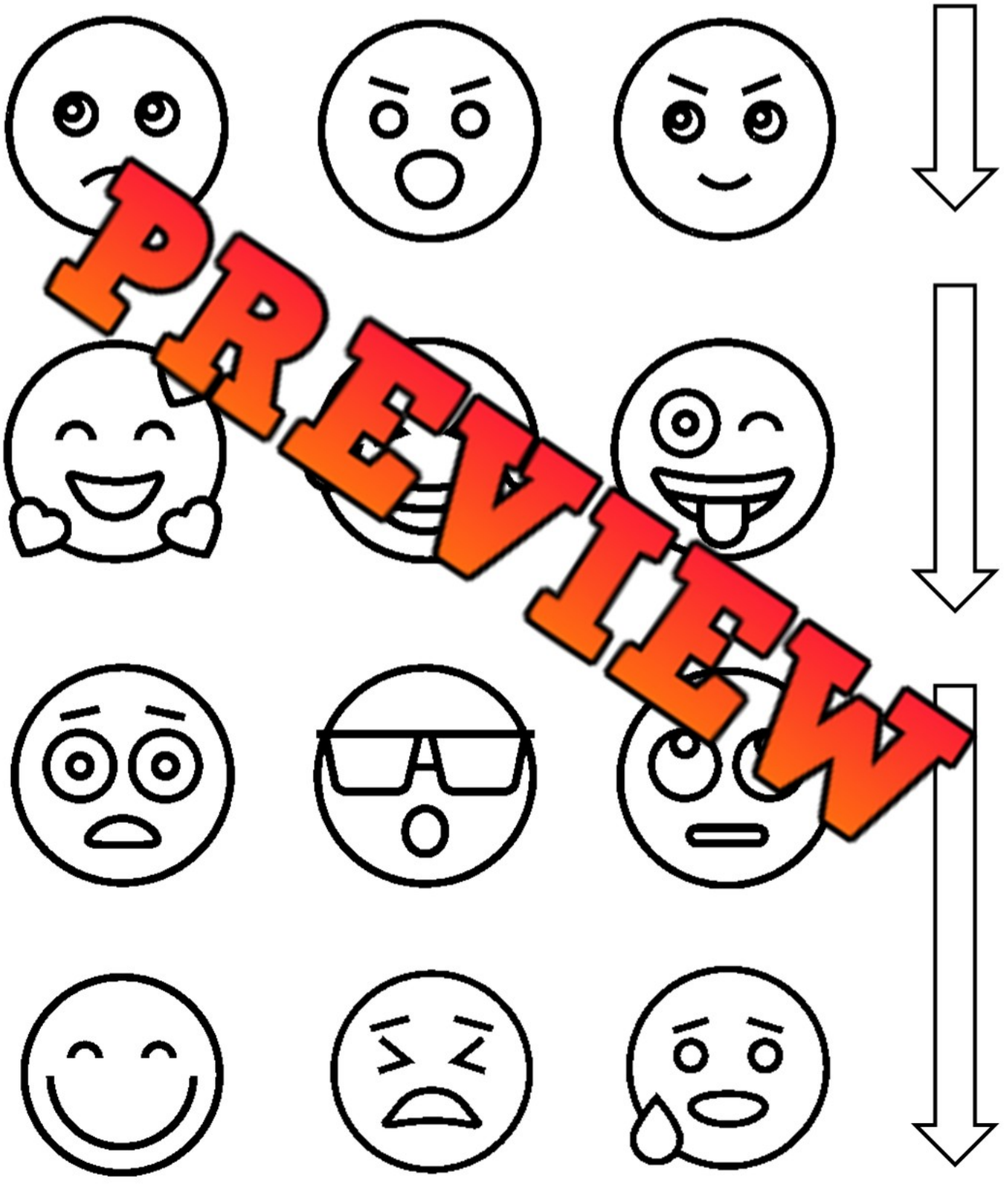
D2.5

Instructions	Colour the emojis and then cut them out. Cut out the arrow that fits your plate best.



PREVIEW

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Feeling Nervous at the Dentist

What Happens at the Dentist

Going to the dentist can make us feel nervous or worried. It is a new place with different sounds and smells. The dentist checks our teeth to keep the [illegible]althy.



Com[illegible] Feelin[illegible] Dentist

- Feeling [illegible]out [illegible]ew place.
- Being worrie[illegible]out [illegible]ppen.
- Curiosity about the [illegible]nd [illegible]

It Is Okay to Feel Nervous

Many kids feel nervous at the dentist. Sa[illegible]as [illegible]fore her first visit. But she learned that it is okay to feel thi[illegible]he [illegible]t was friendly and explained everything, which made Sara fe[illegible]

Lessons from the Dentist Visit

- It is normal to feel nervous about new experiences.
- Talking about our feelings can make us feel better.
- Visiting the dentist is important for healthy teeth.

Remember, feeling nervous is okay, and dentists are there to help us keep our smiles bright!

PREVIEW

Name: _____ 57

Curriculum Connection
D2.5

True or False

Is the statement true or false?

1. Visiting the dentist can make us feel nervous.	True	False
2. The dentist's office is always scary.	True	False
3. Dentists check our teeth to keep them healthy.	True	False
4. It is ok[illegible] feel curious at the dentist.	True	False
5. Denti[illegible]plain what they do.	True	False

PREVIEW

Visualizing

[illegible] th[illegible]s that can make our tooth ache.



Question

Why might someone feel nervous at the dentist?

_____

_____

_____

_____

_____

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Curriculum Connection
D2.5

Weather and Our Emotions

How Weather Affects Us



Have you ever noticed that different kinds of weather can change how we feel? Whether It is sunny, rainy, or snowy, the weather can have a big impact on our emotions!

PREVIEW

Different Weather and Moods

- Sunny Days: Sunny days can make us feel happy and full of energy. It is perfect for outdoor games and adventures!
- Rainy Days: Rain can bring feelings of calmness or make us want to nap. It is a good time for indoor activities like reading or drawing.
- Snowy Days: Snow brings excitement and fun, building snowmen or making snow angels, even though it is cold.

Understanding Our Feelings

Weather teaches us about our moods. Bright sun can make us feel joyful and active, while rain might make us feel peaceful and reflective. It is normal for our feelings to change with the weather. Sharing our emotions helps us understand them. Next time the weather changes, think about how it makes you feel. Maybe talk about it with your friends or family and see if they feel the same way. Remember, every weather brings a new feeling, and it is always okay to express how you feel!

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D2.5

True or False

Is the statement true or false?

1. Sunny weather always makes us feel sad.	True	False
2. Rainy days can make us feel calm.	True	False
3. We cannot play outside on snowy days.	True	False
4. Snowy [illegible]ther always makes us feel cold.	True	False
5. Readi[illegible] is good on a rainy day.	True	False

PREVIEW

Visualizing

D[illegible] or [illegible]unny, rainy, or snowy day and show how you feel.

Question

What can you do when it is rainy outside?

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Curriculum Connection
D2.5

Newspaper Article: The Big School Play

Preparing for a School Play

Published [illegible]ary 12, 2024

Have [illegible]ver be[illegible]hool play? It's a time full of [illegible]fferen[illegible]s! Mrs. Smith, a teacher, s[illegible]g in a play helps us learn about em[illegible]ns li[illegible] excitement, nervousness, and pride.

Excitement is like a big, happy bubble in your chest when you think about the play. You might feel bouncy and cannot wait to get on stage! Ten-year-old Amir, who played the lead role last year, shares, "I was so excited, I practiced my lines every day!"

Nervousness is a bit like having butterflies in your tummy. It is okay to feel this way. Mrs. Smith explains, "Deep breaths and practice help calm those butterflies."

Pride is the warm, happy feeling when you have done something great. After [illegible] play, you might feel proud, just like [illegible] "When everyone clapped, I felt so p[illegible]. I di[illegible]

Remem[illegible] is norm[illegible]eel all these emotions. Being in a [illegible] to understand and talk abo[illegible] feelings. And most importantly, to have fun!



PREVIEW

Name: _____ 61

Curriculum Connection
D2.5

True or False

Is the statement true or false?

1. Excitement feels like a sad bubble.	True	False
2. Nervousness feels like butterflies in your tummy.	True	False
3. Deep breaths can help with nervousness	True	False
4. Pride is feeling sad after a play.	True	False
5. Practising can make you excited.	True	False

Think

Put the things you should do before a school play.

❑ Practise your lines	❑ Arrive on time
❑ Run around on stage	❑ Listen to your teacher
❑ Wear your costume	❑ Talk loudly on stage
❑ Take deep breaths	❑ Push others
❑ Forget your lines	❑ Be kind to others

PREVIEW

Question

What role would you like to play in a school play?

_____

_____

_____

_____

_____

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Curriculum Connection
D2.5

Family Illness Understanding

Feeling When Family is Sick

When a family member is sick, it can be a confusing and tough time. Everyone has different feelings, and that is perfectly normal.



Diffe[illegible]ngs [illegible] Might Have

- Worried: It i[illegible] to feel worried because you care so much.
- Sad: Feelin[illegible] okay [illegible]meone you love is unwell.
- Confused: You migh[illegible]er wh[illegible] is happening or what will happen next.
- Lonely: Sometimes, you might [illegible]one if [illegible]one is busy caring for the sick person.

Helping Out and Getting Help

You can be a big help by being quiet, kind, and doing small [illegible]u can make a get-well card or help with simple chores. If your fe[illegible] become too big, like feeling very sad or scared, it is important to talk about them. You can share your thoughts with a family member, a teacher, or a friend. They can listen to you and help you understand these feelings.

Always remember, it is okay to feel all these things. Talking about them, and asking for help when needed, shows how much you care and is an important way of looking after each other and yourself.

PREVIEW

Name: _____ 63

Curriculum Connection
D2.5

True or False

Is the statement true or false?

1. Feeling worried when someone is sick is normal.	True	False
2. Feeling confused about sickness is unusual.	True	False
3. You can feel lonely when a family member is sick.	True	False
4. Talking [illegible] teacher will not help with your feelings.	True	False
5. It is [illegible] to be quiet around someone who is sick.	True	False

Direction[illegible]

[illegible] to match the feeling to a helpful action.

1. Worried	❑		Draw or write your feelings
2. Sad	❑		Spe[illegible]time with a friend
3. Confused	❑	❑	T[illegible]o a t[illegible]dult
4. Lonely	❑	❑	Ask [illegible]ons
5. Scared	❑	❑	Take deep br[illegible]eath[illegible]

PREVIEW

Question

How can you show kindness to a family member who is unwell?

_____

_____

_____

_____

_____

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Name: _____ 64

Curriculum Connection
D2.5

Activity – Feelings Journal

Objective — What are we learning about?

To help students articulate their emotions and recognize when they might need help by maintaining a journal where they draw or write about their feelings.

Materials — What you will need for the activity.



- N[illegible]ooks or [illegible]f paper (one per student)
- Pens, pen[illegible], an[illegible]arkers
- Stickers or [illegible](optio[illegible]coration)

Instructions — How you [illegible]ple[illegible]ity

1. Give each student a notebook o[illegible]w sheet[illegible]p[illegible] to use as their feelings journal.
2. Explain that they can use this journal to dra[illegible] [illegible]bout [illegible]hey feel each day.
3. Show them how they can use pencils, crayons, or markers [illegible] emotions.
4. Encourage them to use words or pictures to describe their feelings.
5. Set aside a few minutes each day for students to update their journals.
6. Remind them that their journals are private, and they don't have to share if they don't want to.
7. Offer stickers or stamps to decorate their journal entries.
8. Once a week, ask if anyone wants to share something from their journal with the class.

PREVIEW

Name: _____ 65

Curriculum Connection
D2.5

Journal | Fill in the journal below.

Day	Write Feelings	Draw Feelings
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

PREVIEW

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Curriculum Connection
D2.5

Reflection | Answer the questions below.

1) Did you notice any feelings that you have more often?

2) How drawing your feelings help you understand them better?

3) Can you think of a time when you al hel feel better?

4) Draw a picture of a time that made you feel different emotions, li nger, sadness, happiness, etc.

PREVIEW

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Exit Cards

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

Name: _____

Is the statement true or false?

1) It is okay to feel worried when someone is sick.	True	False
2) Feeling sad about a sick family member is wrong.	True	False
3) Talking to an adult can help you feel better.	True	False
4) You should hide your feelings when someone is sick.	True	False

Name: _____

Is the statement true or false?

1) It is okay to feel worried when someone is sick.	True	False
2) Feeling sad about a sick family member is wrong.	True	False
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Name: _____

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3) Talking to an adult can help you feel better.	True	False
4) You should hide your feelings when someone is sick.	True	False

PREVIEW

Name: _____ 68

Curriculum Connection
D2.5

Newspaper Article: Sports Day

Fun and Feelings on Sports Day

Publishe[illegible]4, 2024

PREVIEW

Yesterday wa[illegible]or[illegible]ay at [illegible]vale Elementary School! [illegible] running, jumping, and even [illegible]-w[illegible]. Kids were excited to show their skill[illegible] and cheer for their friends.

Dr. Green, a child psychologist, says, "Sports Day is great for learning about feelings." Some kids felt super excited to race, while others felt a bit nervous. "It's okay to feel both," Dr. Green added.

Eight-year-old Maya, who won the egg-and-spoon race, shared, "I was really happy to win, but my friend fell and felt sad." She gave her friend a hug to make her feel better. This shows good sportsmanship, which means being kind and fair in sports.

[illegible] someone did not win, it was still a fun [illegible]ning is not everything," s[illegible]. Gre[illegible]part of a team and tryi[illegible]est is really matters." Sports Da[illegible]e about trying hard, suppo[illegible]friends, and having fun, no matter if you win or lose.



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Curriculum Connection
D2.5

True or False

Is the statement true or false?

1. Sports Day is full of running and jumping.	True	False
2. Sports Day is only about winning races.	True	False
3. Maya won the egg-and-spoon race.	True	False
4. Dr. Gre[illegible]ays winning is everything.	True	False
5. Sport[illegible] means being fair and kind.	True	False

PREVIEW

Directions

[illegible] fe[illegible]gs you might have on Sports Day.

Feeling Excited	Being Nervous	[illegible]y

Question

How did Maya help her friend who was sad?

_____

_____

_____

_____

_____

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Name: _____ 70

Curriculum Connection
D2.5

Activity – Emotional Support Posters

Objective What are we learning about?

To teach students about seeking help and supporting others in emotional distress through creating posters with helpful phrases or strategies for someone who is feeling sad, angry, or upset.

Materials What you will need for the activity.

- L[illegible]oster [illegible]ne per group)
- Mar[illegible]rs, cra[illegible]olo[illegible]red pencils
- Glue and [illegible]o[illegible]
- Magazines o[illegible]ed im[illegible]nal for decoration)
- Examples of suppor[illegible]es o[illegible]ies



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

1. Divide the class into small groups and g[illegible]ch g[illegible]a[illegible]e poster paper.
2. Discuss what kinds of words or pictures can h[illegible]m[illegible]one w[illegible]eeling sad, angry, or upset.
3. Provide examples of supportive phrases like "It's okay to f[illegible]" or "Take deep breaths".
4. Encourage each group to think of more phrases or strategies and write them down.
5. Allow the students to decorate their posters with markers, crayons, and coloured pencils.
6. If available, use magazines or printed images for additional decorations.
7. Once the posters are complete, each group presents their poster to the class.
8. Hang the finished posters around the classroom as reminders of how to support each other.

PREVIEW

Name: _____ 71

Curriculum Connection
D2.5

Ideas Creating "Emotional Support Posters" can be a wonderful way in recognizing and dealing with emotions. Write supportive phrases below.

PREVIEW

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Curriculum Connection
D2.5

Reflection | Answer the questions below.

1) How did you feel while working on the poster?

2) How ... ters help us support our friends?

3) Why is it important to help others ... fee... d or upset?

4) Draw a picture of how you were feeling when you worked on you... otional Support Poster.

PREVIEW

Name: _____ 73

Unit Test – Mental Health

Multiple Choice /10

1. How does a happy dog show it's happy? A) Barks loudly B) Wags its tail C) Hides D) Flies a	2. What can music do for us? A) Make us dance B) Unlock feelings C) Break crayons D) Make us sad
3. Wh a no-power day? A) Cre y B) Using com C) Watching TV D) Sleeping all day	4. Why do we go to the dentist? A) For fun B) To play C) To keep teeth healthy To eat candy
5. What should we do if we feel ous A) Hide B) Stop playing C) Talk about it D) Ignore it	important on Sports Day? A) Wi B) T your C) hin D) Eating
7. What is a sign of a stressed bird? A) It sings B) It dances C) It flies away D) It plays	8. What do pets eed A) A car B) Food and water C) A phone D) A book
9. What can you do during a power outage? A) Play outside B) Watch TV C) Play computer games D) Use a microwave	10. What is a good thing to do on a rainy day? A) Go swimming B) Reading C) Sunbathing D) Playing computer games

PREVIEW

Think	Write examples of when you have felt the emotions below

Anger	
Happiness	
Sad	

Scenarios	the si d circle the best way to handle it

1) Leila lost her favourite feel t should she do?

a) Talk about it

b) Never play again

c) Forget her toy

d) Blame her brother

2) Captain Brave feels scared. What can he do to feel bet ?

a) Take deep breaths

b) Hide away

c) Be angry

d) Scare others

3) Sara is in the school play but feels butterflies in her tummy. What should she do?

a) Hide backstage

b) Stay calm and talk about her feelings

c) Yell loudly

d) Skip the play

PREVIEW