# Preview - Information

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- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

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# Google Slides Lessons Preview

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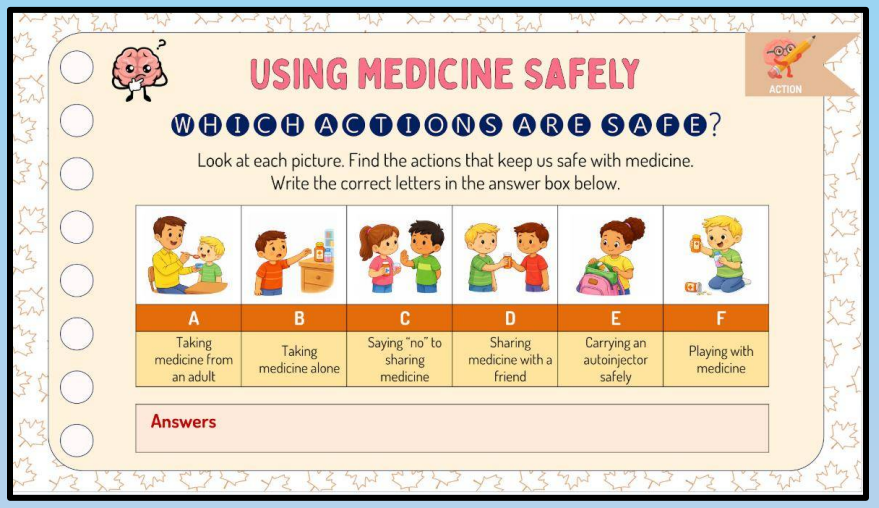
# Ontario Health Curriculum
# Substance Use addictions– Grade 2

## 3-Part Lesson Format

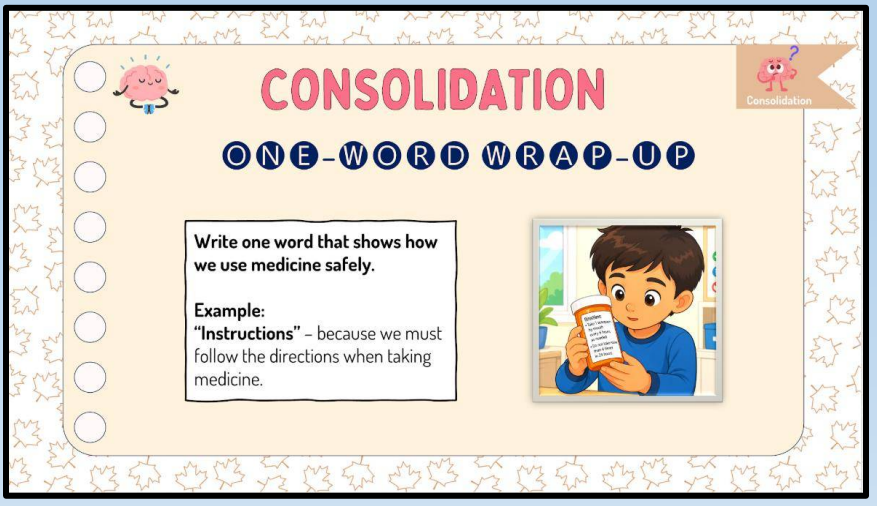
### Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!




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

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



# Ontario Health Curriculum
# Substance Use addictions– Grade 2



# Ontario Health Curriculum
# Substance Use addictions– Grade 2



# Workbook Preview

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# Grade 2 – Health

## Substance Use, Addictions, and Related Behaviours

| | Curriculum Expectations | Pages |
|---|---|---|
| D1.3 | | |
| D3.2 | describe methods that may be used instead of or in combination with medication to maintain good physical and mental health and prevent or treat various health problems (e.g., getting more sleep to help get rid of a cold; getting more fresh air and physical activity to relieve headaches; eating healthier meals as recommended in Canada's Food Guide or Canada's Food Guide for First Nations, Inuit, and Métis; using natural healing treatments, Indigenous health practices) | 18 - 69 |

Preview of 60 pages from this product that contains 99 pages total.

NAME: _____

# SUBSTANCE USE, ADDICTION, AND RELATED BEHAVIOURS



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Name: _____ 6

Curriculum Connection
D1.3

# Medication Awareness

**What are Medicines?**



Medicines help us feel better when we are sick. There are two types: prescription and non-prescription.

**Prescription Medicines**

**Prescription medicines** are special. Only a doctor can tell you to take them. You get them from a pharmacy with a note from the doctor. An example is antibiotics. They help get rid of germs in your body.

**Non-Prescription Medicines**

**Non-prescription medicines** are those you can buy without a doctor's note. You find them in stores. A common type is cough syrup, which helps with a cough.

**How to Use Medicines**

- Always follow the instructions.
- Only take what the doctor or grown-ups say is okay.
- Never share your medicines with others.

Medicines are important for our health. Remember to use them the right way!

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Name: _____ 7

Curriculum Connection
D1.3

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1. Non-prescription medicines need a doctor's note. | True | False |
| 2. Antibiotics help with headaches. | True | False |
| 3. Only adults can buy medicines. | True | False |
| 4. Prescription medicines fight germs. | True | False |
| 5. Doctor [illegible]edicine for every illness. | True | False |

## What [illegible]?

[illegible]he items that belong inside the medicine cabinet.




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## Question

Who should decide if you need medicine?

_____

_____

_____

_____

_____

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Name: _____ 8

Curriculum Connection
D1.3

# Activity – Medicine Safety Detectives

## Objective

What are we learning about?

To help Grade 2 students understand the difference between prescription and over-the-counter medications through a role-playing activity.

## Materials

What you will need for the activity.




- Emp[illegible]xes or bottles
- S[illegible]
- M[illegible]
- Doctor's pla[illegible]ethoscope
- Paper and [illegible]each

PREVIEW

## Instructions

How yo[illegible]mplet[illegible]ctivity

1. **Introduction**: Begin the lesso[illegible]by e[illegible]epts of prescription and over-the-counter medications. Emphas[illegible]presc[illegible]dications are given by doctors for specific health issues, wh[illegible]over-t[illegible]ount[illegible]dications are available without a prescription for common ailmen[illegible]
2. **Group Division and Role Assignment**: Split the c[illegible]all gr[illegible]Within each group, assign roles: some students will act as 'doct[illegible]s as[illegible]macists', and the rest as 'patients'.
3. **Doctor-Patient Interaction**: The 'doctors' use the doctor's play[illegible]the 'patients', diagnosing a health issue. They then give them one of the [illegible] paper on the next page that has a health issue.
4. **Visit to the Pharmacist**: The 'patients' take the doctor's note to the 'pharmacists', who provide them with the corresponding slip of paper that has the 'cure' to the health issue. Students can make paste these on empty medicine bottles for effect.
5. **Role-Playing**: Each group performs a short skit where the patient describes their symptoms, the doctor prescribes the medication, and the pharmacist explains how to use it properly.
6. **Discussion**: After the role-plays, reconvene for a group discussion. Talk about what was learned during the activity and clarify any misconceptions about the differences between prescription and over-the-counter medications.

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Name: _____ 9

Curriculum Connection
D1.3

**Cards** Cut out the cards below and give them to the doctors to give to the patients after they describe their illness. Or have the patients take a slip and use it to explain their illness to the doctor.

| | |
|---|---|
| Common Cold | Asthma |
| Headache | Ear Infection |
| | Severe Allergic Reaction |
| Stomach | Bacterial Infection |
| Sore Throat | ADHD |
| Cough | Eczema |
| Scrapes and Minor Cuts | Type 1 Diabetes |
| Sunburn | High Blood Pressure |
| Insect Bites | Migraine |
| Seasonal Flu | Severe Acne |

PREVIEW

Name: _____ 10

Curriculum Connection
D1.3

**Ideas** Use the information below to help the doctor and the pharmacist

| | |
|---|---|
| 1. Common Cold | Over-the-Counter Cold Relief |
| 2. Headache | Over-the-Counter Pain Reliever |
| 3. Allergies | Over-the-Counter Antihistamine |
| 4. Stomach Ache | Over-the-Counter Antacid |
| 5. Sore Throat | Over-the-Counter Throat Lozenges |
| 6. Cough | Over-the-Counter Cough Syrup |
| 7. Scrapes and Cuts | Antiseptic Cream (Over-the-Counter) |
| 8. Sunburn | Over-the-Counter Aloe Vera Gel |
| 9. Insect Bites | Over-the-Counter Anti-Itch Cream |
| 10. Seasonal Flu | Over-the-Counter Medicine |
| 11. Asthma | Prescription Inhaler |
| 12. Ear Infection | Prescription Antibiotic |
| 13. Severe Allergic Reaction | Prescription EpiPen |
| 14. Bacterial Infection | Prescription Antibiotic |
| 15. ADHD | Prescription ADHD Medication |
| 16. Eczema | Prescription Steroid Cream |
| 17. Type 1 Diabetes | Prescription Insulin |
| 18. High Blood Pressure | Prescription Blood Pressure Medication |
| 19. Migraine | Prescription Migraine Medication |
| 20. Severe Acne | Prescription Acne Treatment |

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Name: _____ 11

Curriculum Connection
D1.3

# Activity – Medicine Label Art

## Objective

What are we learning about?

To help students understand the key elements of prescription medicine labels and the importance of following dosage instructions.

## Materials

What you will need for the activity.

- B[illegible]aper c[illegible]all rectangles
- Crayons or
- Sample m[illegible]bel (fo[illegible]ence)
- Glue
- Empty and clean [illegible]ttles [illegible]nal)



## Instructions

How you will comple[illegible]tivity

1. Start with a discussion on what prescri[illegible]medi[illegible]d why they are important. Show a sample medicine label a[illegible]th[illegible]ements like the patient's name, dosage instructions, and pr[illegible]n nu[illegible]

2. Give each student a rectangle of blank paper and ask them[illegible]own medicine label. They should include a space for the patient[illegible]ra[illegible]age instructions, and a unique prescription number.

3. Allow the students to use crayons or markers to make their labels colourful and engaging. Encourage creativity but also stress the importance of clear, readable information.

4. Once the labels are completed, students can glue them onto the empty medicine bottles if available. If not, they can simply present their label as is.

5. Conclude with a discussion about why it's important to follow the instructions on medicine labels and the dangers of taking medicine that is not prescribed to you.

PREVIEW

Name: _____ 12

Curriculum Connection
D1.3

**Template** | Colour the prescription bottle below and fill in the information




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Name: _____ 13

Curriculum Connection
D1.3

**Reflection** | Answer the questions below

1) Why is it important to have a patient's name on a medicine label?

2) W[illegible]ap[illegible]someone doesn't follow the dosage instructions on a medi[illegible]abel?

3) How can prescription medicines help peopl[illegible]

4) Make a Connection: When have you ever taken a prescription medication? Explain why you had to take it.

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Name: _____ 14

Curriculum Connection
D1.3

# Activity – Learning Pharmacy

## Objective

What are we learning about?

To create a peaceful corner in the classroom where students can practice simple relaxation techniques. This activity aims to support mental health and teach children how to alleviate stress in a natural, medication-free way.



## Materials

...u will need for the activity.

- Small tables ...o set up the pretend pharmacy
- Empty me... or b... (make sure they are clean and have no labels)
- Play money
- Costumes like ap... or ... students to wear as pharmacists
- Prescription forms (... ...ple te... printed or drawn)

## Instructions

How you will comple... ...tivity

1. Begin by discussing the importance of und... ...ng di... ...pes of medicine and how to use them safely.
2. Set up a small area in the classroom as the prete... ...rmacy, us... ...les and chairs.
3. Use paper and markers to create signs for prescription and ov... sections.
4. Divide the class into two groups: one will be pharmacists and the oth... customers.
5. Give the 'pharmacists' aprons or lab coats to wear and provide them with the empty medicine boxes or bottles.
6. Hand out play money and prescription forms to the 'customers'.
7. Let the 'customers' visit the pharmacy, where they can 'buy' over-the-counter remedies or 'submit' prescriptions.
8. Ensure the 'pharmacists' check the prescriptions and hand out the correct 'medicine'.
9. After some time, switch roles so all students get a chance to play both parts.
10. Conclude the activity with a discussion on what they learned.

PREVIEW

Name: _____ 15

Curriculum Connection
D1.3

**Medicines** Cut out the prescription and over-the-counter medicines below

| Prescription Medicines | Over-the-Counter Medicines |
|---|---|
| 1. Amoxicillin | 1. Children's Tylenol |
| 2. Ventolin (inhaler) | 2. Children's Advil |
| 3. Ritalin | 3. Children's Motrin |
| 4. Adder | 4. Children's Benadryl |
| 5. A | 5. Children's Claritin |
| 6. Zithromax | 6. Children's Zyrtec |
| 7. Tetracycline | 7. Children's Pepto-Bismol |
| 8. Insulin | eosporin |
| 9. Prednisone | Cal Lotion |
| 10. Albuterol (inhaler) | 10. oco cream |
| 11. Concerta | 11. tin |
| 12. Vyvanse | 12. Vicks |
| 13. EpiPen (epinephrine) | 13. Children's Robi |
| 14. Singulair | 14. Children's Dimetapp |
| 15. Strattera | 15. Children's Sudafed |
| 16. Synthroid | 16. Children's Mucinex |
| 17. Penicillin | 17. Children's Nasal Spray |
| 18. Flovent (inhaler) | 18. Children's Allegra |
| 19. Omnicef (antibiotic) | 19. Aquaphor Healing Ointment |
| 20. Risperdal | 20. Aloe Vera Gel |

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| Templates | Cut out the prescription templates below, where the student writes in the ailment they have (they've been given by their doctor), and the prescription drug they need. |
|---|---|

Name: _____

Doctor's Name: _____

Address: _____ Date: _____

Ailment – Patient has...

_____

_____

_____

Prescription Drug Prescribed

_____

_____

Name: _____

Doctor's Name: _____

Address: _____ Date: _____

Ailment – Patient has...

_____

_____

_____

Prescription Drug Prescribed

_____

_____

PREVIEW

Name: _____ 17

Curriculum Connection
D1.3

**Reflection** | Answer the questions below

1) What did you learn about the difference between prescription medicine and over-the-counter remedies?

2) W[illegible] impor[illegible]llow the rules when using medicine?

3) Can over-the-counter medicines be unsafe? [illegible]ain.

4) Draw a picture of an over-the-counter medicine and a prescription medicine.

| Over-The-Counter | Prescription Medicine |
|---|---|
| | |

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Curriculum Connection
D3.2

# Story: Nature's Cures

## Nature's Wisdom

In the heart of the Canadian forest, young Alex and his friend, a wise raccoon named Rascal, embarked on a special adventure. They were on a quest to learn about the wonders of herbal and Indigenous medicines.

As they wandered through the lush greenery, Rascal shared his knowledge. "Many ancient plants, Alex. They're powerful gifts from nature," he explained. Then they came across chamomile flowers, with their sweet, calming scent. "Chamomile tea can help you sleep," Rascal said, picking a few flowers gently.

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Curriculum Connection
D3.2




Further into the forest, they found a patch of bright red berries. "These are elderberries," Rascal noted. "They're used to boost the immune system and keep you healthy."

Their final discovery was a plant with broad leaves called sweetgrass. "This is very special in Indigenous communities. It's used for healing and bringing peace," Rascal shared.

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D3.2

Alex was amazed. "Nature is like a big medicine chest!" he exclaimed.

Rascal smiled. "Yes, and we must respect and protect it, just as the Indigenous nations have always done."




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With a heart full of wonder, Alex realized that the forest was not just a place of beauty, but also a source of ancient wisdom and healing.

As the sun began to set, casting a golden glow over the forest, Alex and Rascal made their way home, their minds enriched with the ancient knowledge of nature's healing powers. "I can't wait to share all we've learned," Alex said, feeling grateful for the adventure and the timeless wisdom of the natural world.

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Name: _____ 22

Curriculum Connection
D3.2

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Alex went on an adventure alone. | True | False |
| 2) They found chamomile flowers in the forest. | True | False |
| 3) Sweetgrass is used in Indigenous medicine. | True | False |
| 4) Alex le[illegible]about nature's healing powers. | True | False |
| 5) Elde[illegible]nle and help with digestion. | True | False |

PREVIEW

## Questioning

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

| | |
|---|---|
| 1) | |
| 2) | |

## Word Search

Find the words in the words

| | |
|---|---|
| Rascal | Forest |
| Sleep | Berries |
| Peace | Healing |
| Nature | Wisdom |
| Home | Sun |

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

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# Story: Safe Medicine Lessons

## Medicine Matters



In the colourful village of Greenwood, young Sarah and her fluffy cat Whiskers discove[r] mysterious bottle in her grand[ma]'s kitchen. "What's this?" Sara[h] wonder[ed] aloud, holding the bottle carefully.

Just then, Dr. [Wise], a friendly owl, flew in through the window. "That's medicine, Sarah. It helps when you're sick, but you must use it safely," he hooted. Sarah listened intently as Dr. Wise explained the rules of medicine safety.

"First, never take medicine that wasn't given to you by your parents or doctor. Medicine is not like sharing toys or snacks. Wise. Sarah nodded, understanding the importance.

"Second, always follow the instructions. Taking too much medicine can make you feel unwell," he continued. Sarah looked at the bottle, now seeing it as something powerful but to be handled with care.

"And remember, keep medicine out of reach from little brothers, sisters, and pets!" Dr. Wise added, winking at Whiskers.

Sarah felt like a guardian of health. "Thanks, Dr. Wise! I'll always remember these rules," she declared, feeling more knowledgeable and responsible.

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Name: _____ 24

Curriculum Connection
D3.2

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Sarah found the medicine in her bedroom. | True | False |
| 2) Medicine should always be shared with friends. | True | False |
| 3) Sarah's cat's name is Whiskers. | True | False |
| 4) Dr. Wis[illegible]rned about keeping medicine from pets. | True | False |
| 5) Sarah [illegible]her gave her the medicine. | True | False |

## Fill in the Bla[illegible]

W[illegible]e missing word.

| | | | |
|---|---|---|---|
| 1) | Sarah found the me[illegible]in the _____. | kitchen | bathroom |
| 2) | Dr. Wise is a(n) _____. | owl | squirrel |
| 3) | Medicine should be taken as per the _____. | [illegible]ions | misdirections |
| 4) | _____ should not play with medicine. | [illegible]dults | children |
| 5) | Keep medicine out of reach from _____. | [illegible]ant | |

PREVIEW

## Question

Who is Dr. Wise, and what advice did he give Sarah about the medicine?

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Name: _____ 25

Curriculum Connection
D3.2

# Healthy Sleep, Healthy You

## Why Sleep Matters



Sleep is like charging a battery, but for your body! When you sleep, your body works h[illegible] keep you healthy. Getting enou[illegible]s you can play, learn, and grow strong.

PREVIEW

## Fighting Illne[illegible]

- Sleep help[illegible] bod[illegible]erms that cause colds.
- When you sleep, [illegible]dy m[illegible]pecial fighters called 'immune cells.
- These cells are like superhe[illegible], batt[illegible] col[illegible] and keeping you healthy.

## More Benefits of Sleep

- **Feeling Happy:** A good night's sleep makes you fee[illegible] ready for a fun day.
- **Growing Strong:** While you sleep, your body grows and repairs itself.
- **Thinking Clearly:** Sleep helps your brain remember what you learn.

Remember, sleeping is not just resting. It's your body's time to become stronger and healthier! So, snuggle up, close your eyes, and let your body do its amazing work.

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Name: _____ 26

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D3.2

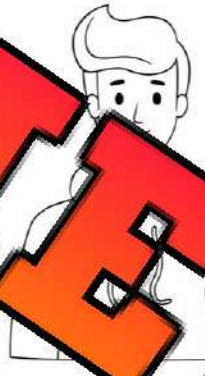
## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1. Your brain works better after good sleep. | True | False |
| 2. Sleep doesn't help fight illnesses. | True | False |
| 3. Sleep is like charging a battery. | True | False |
| 4. You only need a little sleep to be healthy. | True | False |
| 5. A good [illegible] makes you ready for fun. | True | False |

## Thin[illegible]

Ho[illegible]leep do we need?

| | | | | |
|---|---|---|---|---|
| 11–14 hours | hour[illegible] | 17 hours | 12–16 hours | 8–10 hours |
|  |  |  |  |  |
| | | | | |

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## Question

Why is sleep important for your brain?

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Curriculum Connection
D3.2

# Activity – Dream Tracker: My Sleep Diary

**Objective** What are we learning about?

To help students understand the importance of sleep for health and how it can naturally prevent or treat common health issues.

**Materials** What you will need for the activity.

- Small notebooks or sleep diary templates
- Pencils or pens
- Stickers for decoration (optional)




**Instructions** How you will complete the activity

1. Begin the activity with a discussion about sleep and its importance for our health and how it helps our bodies fight illnesses and stay healthy.
2. Distribute a small notebook or a sleep diary template to each student and explain that they will be recording their sleep for one week.
3. Each night before bed, students should write down what time they go to sleep and each morning they should record what time they woke up. They can also note how they feel when they wake up.
4. Encourage students to decorate their sleep diaries with stickers or drawings to make the activity more engaging.
5. At the end of the week, discuss as a class what they noticed about their sleep patterns and how they felt during the day.
6. Use the findings from their diaries to reinforce the connection between good sleep and good health.

PREVIEW

Name: _____ 28

Curriculum Connection
D3.2

**Reflection** | Answer the questions below

| Date | Bedtime | Wake-up Time | How I Felt This Morning (I felt...)<br>Tired, Energized, Happy, Sad, Cranky, Etc. |
|---|---|---|---|
| Monday | | | |
| Tuesd | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Saturday | | | |
| Sunday | | | |
| Notes: | _____<br>_____<br>_____ | | |

PREVIEW

Name: _____ 29

Curriculum Connection
D3.2

**Reflection** | Answer the questions below

1) Did you notice any patterns in your sleep over the week?

2) How [illegible] days after a good night's sleep compared to a poor night's sleep?

3) What can you do to make sure you get enough sleep each night?

4) Draw a picture of you when you get enough sleep and when you don't.

| Got Enough Sleep | Didn't Get Enough Sleep |
| --- | --- |
| | |

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Name: _____ 30

Curriculum Connection
D3.2

# Story: Outdoor Happiness

## Playful Park Adventure



In the sunny town of Sunnyside, young Emily and her playful dog, Buddy, were ready for an outdoor adventure. "Let's go play in the park!" Emily said, grabbing her ball.

As they reached the park, Emily threw the ball, and Buddy chased it with glee. They played, laughed, and laughed under the warm sun. The fresh air filled their lungs, and the grass tickled their feet.

"Playing outside is so much fun, and good for us," Emily thought. She felt her heart beating faster and her muscles working hard. She even felt happier when she was done.

As they played, Mr. Leaf, a wise old tree, watched them. "Playing exercise makes your body release chemicals called endorphins. Endorphins make you feel happy!"

Emily smiled, realizing that playing outside wasn't just fun, it was also a way to stay healthy and happy. With each throw and giggle, Emily and Buddy were not just playing; they were taking care of their health.

PREVIEW

Name: _____ 31

Curriculum Connection
D3.2

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Emily went to the beach. | True | False |
| 2) Buddy is Emily's dog. | True | False |
| 3) Emily felt tired and unhappy. | True | False |
| 4) Outdoor play is healthy. | True | False |
| 5) Emily felt stronger and happier. | True | False |

## Direction

Unscramble the letters and write the correct word in the blank.

| | | | |
|---|---|---|---|
| 1) | Emily's dog's name is _____. | YDDBU | |
| 2) | Outdoor play makes you _____. | UEH | |
| 3) | The grass in the park is _____. | EERN | |
| 4) | Playing outside made Emily _____. | | |
| 5) | Emily felt _____ after playing. | ORSTGNE | |

## Question

Where did Emily and Buddy go to play?

_____

_____

_____

_____

_____

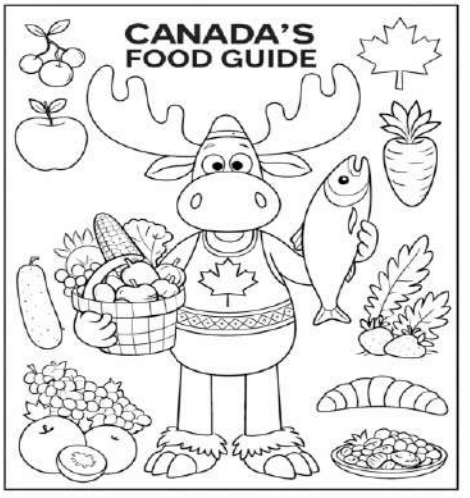
PREVIEW

Name: _____ 32

Curriculum Connection
D3.2

# Eating Right with Canada's Food Guides

**Discover Healthy Foods!**



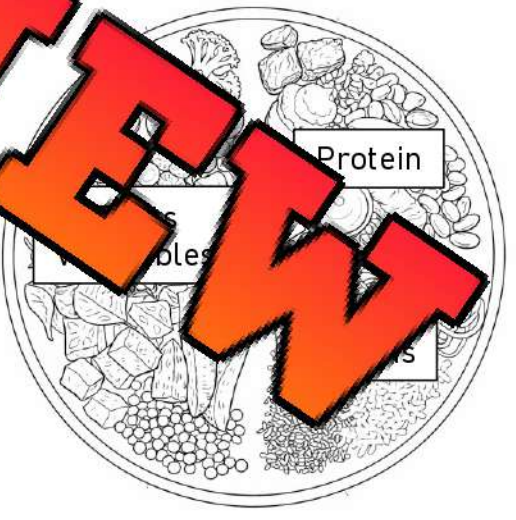

Hi, young explorers! Today, we're going on an adventure to learn about eating right with Canada's Food Guide and the special guide for First Nations, Inuit, and Métis. Let's meet our friend, Maple the Moose!

PREVIEW

**Canada's Food Guide**

Maple the Moose is here to show us how to make healthy food choices. Canada's Food Guide tells us to eat:

- Plenty of fruits and vegetables
- Whole grain foods
- Protein foods, like beans and fish




These foods keep us strong and healthy!

**First Nations, Inuit, and Métis Guide**

Maple also explores the traditional foods of First Nations, Inuit, and Métis communities. These foods are not only delicious but also a big part of their cultures. Some of these foods include:

- Berries and wild game
- Fish and seal
- Bannock and wild rice

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Name: _____ 33

Curriculum Connection
D3.2

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1. Half your plate should be grains. | True | False |
| 2. Canada's Food Guide ignores whole grain foods. | True | False |
| 3. Half your plate should be fruits and vegetables. | True | False |
| 4. Berries and wild game are First Nations foods. | True | False |
| 5. Beans are a protein food. | True | False |

PREVIEW

## Think

Put a check to the foods that help keep our bodies healthy.

| | | |
|---|---|---|
| ❑ Sweet potato | ❑ Donut | ❑ Brown rice |
| ❑ Chips | ❑ Fish | ❑ Cookies |
| ❑ Burger | ❑ French fries | ❑ Berries |
| ❑ Chicken | ❑ Whole wheat bread | ❑ Yogurt |
| ❑ Oats | ❑ Ice cream | ❑ Beans |

## Question

What should your plate look like if you follow the Canada Food Guide?

_____

_____

_____

_____

_____

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Curriculum Connection
D3.2

# Activity – Healthy Plate Project

**Objective** | What are we learning about?

To encourage students to learn about balanced nutrition and its role in maintaining good health by drawing their ideal healthy meal based on Canada's Food Guide. This project aims to help students understand how different types of food contribute to their overall well-being and can be part of managing health conditions.

**Material** | [illegible] you will need for the activity.

- Pap[illegible] plates [illegible] ets of paper
- Crayons, [illegible] olou[illegible] ncils
- Copies of Ca[illegible] ood G[illegible]
- Glue and scisso[illegible] tion[illegible] who wish to make a collage)
- Magazines with food im[illegible] ona[illegible] e)
- A large poster of Canada's [illegible] Gui[illegible] reference




**Instructions** | How you will complete the a[illegible]

1. Begin by discussing Canada's Food Guide and it[illegible] en[illegible] s for a balanced diet.
2. Show the poster of Canada's Food Guide and explain the [illegible] roups.
3. Give each student a paper plate or a large sheet of paper.
4. Provide them with crayons, markers, or coloured pencils.
5. Ask the students to draw their ideal healthy meal on the plate, using the food guide as a reference.
6. For those who prefer, offer magazines from which they can cut out pictures of foods to glue onto their plates.
7. Once the students have completed their plates, gather them in a circle.
8. Have each student share their plate and explain why they chose those specific foods.
9. Display the plates in the classroom as a reminder of healthy eating habits.

PREVIEW

Name: _____ 35

Curriculum Connection
D3.2

**Reflection** | Answer the questions below

1) What did you include in your healthy meal and why?

2) How [illegible] of food help our bodies?

3) Can you think of a food that is not [illegible] a healthier alternative?

4) Draw healthy foods below.

PREVIEW

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# Newspaper Article: Natural Health Treatments

## The Adventure of Natural Healing

*Publishe[illegible] December 21, 2023*

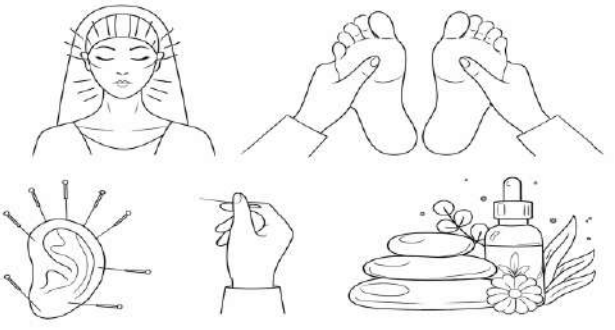
Hav[illegible] ea[illegible] acupuncture or aromatherap[illegible] sp[illegible] ways some people help[illegible] bo[illegible] better, using nature's ow[illegible]

In acupuncture, tiny needles are ge[illegible] placed on the skin. Don't worry, they're not like the needles you see at the doctor's! Dr. Lily Green, an expert in acupuncture, says, "These little needles help the body relax and can make pain go away. It's like telling the body to heal itself!"

Aromatherapy is another exciting way to feel good. It uses wonderful smells from plants and flowers. "Smelling these natural scents can make you feel calm and happy," says Mia, who loves trying different aromas.

Our friend, Benny the Bear, went on an adventure to learn about these treatments. He found out that smelling [illegible] made him feel like he was lying [illegible] purple flowers. And w[illegible] sa[illegible] cture needles, he imagi[illegible] wer[illegible] magic wands helping peo[illegible]

Remember, adventures in health can be fun and full of discoveries!

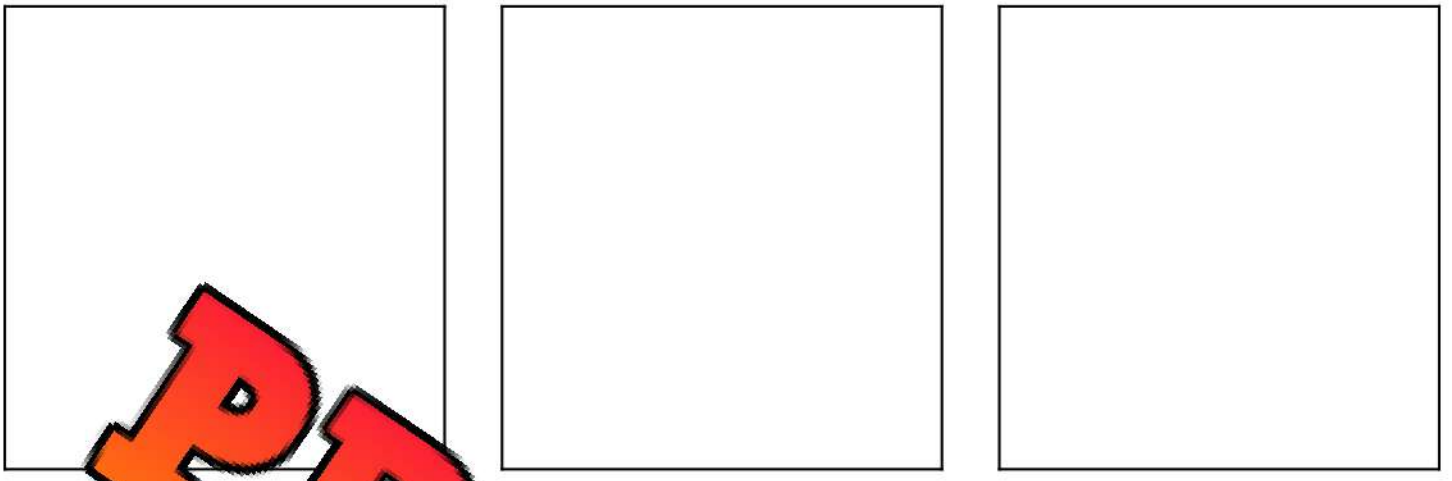


PREVIEW

Name: _____ 37

Curriculum Connection
D3.2

**Directions** Draw three ways nature helps us feel better



**True or False** ...me sta...t true or false?

| | | |
|---|---|---|
| 1. The needles are like d... ...edl... | True | False |
| 2. Acupuncture needles help the bo... ... | True | False |
| 3. Aromatherapy uses smells from plants. | ...rue | False |
| 4. Smells can make you feel calm. | | False |
| 5. Mia thinks aromas are not important. | | ...se |

PREVIEW

**Question** How do acupuncture needles help?

_____

_____

_____

_____

_____

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# Story: Understanding Mental Health

## Mindful Adventures

Once upon a time, in the colourful forest of Harmony, lived a little squirrel named Sammy. Sammy loved playing with his friends and explori[illegible] forest, but sometimes he felt sad or worried.



One day, Sammy met a wise owl named Oliver. Oliver taught Sammy about mental [illegible]lth, which is how we take care of our fee[illegible] Oliver said, "It's important to talk ab[illegible] feel, whether you're h[illegible]y, sad, [illegible]"

Together, they went on mindful adventur[illegible] [illegible]ir friends about their feelings. They learned to sit quietly [illegible] a [illegible]ng to the rustling leaves, and feeling peaceful.

Sammy discovered that it's okay to have different feelings. He learned to be kind to himself, like when he needed a break after playing too long.

Thanks to Oliver, Sammy understood that taking care of his mental health was just like taking care of his bushy tail. And that made Sammy smile every day in the Harmony forest.

PREVIEW

Name: _____ 39

Curriculum Connection
D3.2

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Sammy is a little squirrel. | True | False |
| 2) Sammy met a wise owl named Oliver. | True | False |
| 3) Talking about feelings isn't important. | True | False |
| 4) Taking [illegible] of mental health is unimportant. | True | False |
| 5) Samm[illegible] the Harmony forest. | True | False |

PREVIEW

## Fill in the Bl[illegible]

W[illegible]he missing word.

| | | | |
|---|---|---|---|
| 1) | He felt sad or _____ [illegible]mes. | worried | happy |
| 2) | Sammy met a wise _____ nam[illegible]. | frog | owl |
| 3) | Sitting quietly under a tree is _____. | [illegible] | peaceful |
| 4) | Sammy learned to be _____ to himself. | [illegible]ean | kind |
| 5) | Sammy lives in Harmony _____. | [illegible]ores | [illegible] |

## Question

How did Sammy feel after talking about his feelings?

_____

_____

_____

_____

_____

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Name: _____ 40

Curriculum Connection
D3.2

# Water Wonders

**Stay Hydrated, Stay Healthy!**

Hi, kids! Let's join Benny the Bear on a hydration adventure. Drinking enough water is super important for our bodies. Water helps us stay healthy [illegible]ull of energy!



**Why [illegible]tte[illegible]**

Water does so[illegible]gs [illegible]r us:

- Keeps our [illegible] and t[illegible]t
- Helps our body st[illegible]
- Makes it easier for our [illegible]t t[illegible]
- Helps us get rid of germs

Benny loves drinking water, especially a[illegible]lay[illegible]e knows that staying hydrated keeps him from getting too h[illegible]elps [illegible]play longer!

**Drinking Water is Fun!**

Benny always carries his colourful water bottle. He fills it up at the water fountain and takes sips throughout the day. When he's thirsty, he knows water is the best choice.

Remember, like Benny, we should drink water every day to keep our bodies happy and healthy. Let's make drinking water a fun part of our daily adventure!

PREVIEW

Name: _____ 41

Curriculum Connection
D3.2

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1. Water helps keep us healthy. | True | False |
| 2. Benny the Bear dislikes water. | True | False |
| 3. Our body needs water to stay cool. | True | False |
| 4. Drinki ter is boring for Benny. | True | False |
| 5. Wate art pump easier. | True | False |

## Direction

ow ny glasses of water you should drink each day.



PREVIEW

## Question

Why is drinking water important for our bodies?

_____

_____

_____

_____

_____

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# Story: Exercise as Medicine

## Jumping Jack's Adventure



In Sunnyville, there was a playful dog named Jumping Jack. Jack loved to run, jump, a[illegible]y all day long. One sunny mo[illegible]k [illegible]ided to go on an adventure to find out w[illegible]ise was so good for him.

As he ran through [illegible]k, he [illegible]his heart beating fast. "This is helping my heart get st[illegible]g!" [illegible]k. He then saw his friends playing basketball an[illegible]oined [illegible]n. [illegible]ping to shoot the ball, Jack laughed and said, "Exerc[illegible] fu[illegible]s me happy!"

Next, he met Dr. Hopper, the fitness frog, who [illegible]ar exercise, like playing and running, keeps you healthy [illegible] prevents sickness. It's like medicine, but more fun!"

Jack realized that his adventures in running and playing were not just fun but also made him strong and healthy. From that day, Jack promised to keep moving and grooving every day, knowing it was the best medicine for a happy, healthy life.

PREVIEW

Name: _____ 43

Curriculum Connection
D3.2

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Jack is a playful dog. | True | False |
| 2) Jack played basketball alone. | True | False |
| 3) Exercise makes Jack unhappy. | True | False |
| 4) Dr. Ho[illegible] a fitness frog. | True | False |
| 5) Jack [illegible]g and grooving. | True | False |

PREVIEW

## Fill in the Bla[illegible]

[illegible]te the missing word.

| | | | |
|---|---|---|---|
| 1) | Jack loves to _____. | sleep | run |
| 2) | His heart gets _____. | strong | weak |
| 3) | Exercise makes Jack _____. | [illegible] | sad |
| 4) | Exercise is like _____. | [illegible]andy | [illegible] medicine |
| 5) | Jack promised to keep _____. | [illegible]ovi[illegible] | [illegible]g |

## Question

Why is exercise important for Jack?

_____

_____

_____

_____

_____

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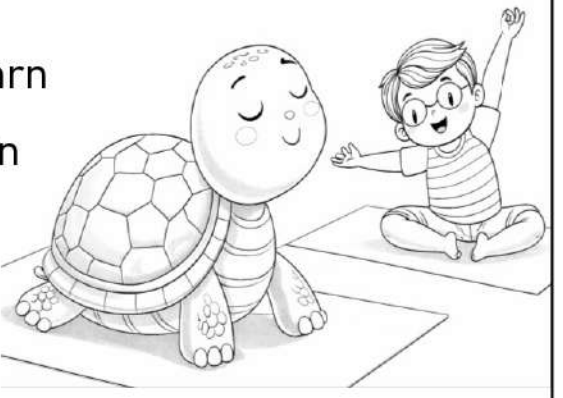
Name: _____ 44

Curriculum Connection
D3.2

# Relax with Timmy

**Relax and Recharge**



Hello, little learners! Today, we're going to learn about relaxing our bodies and minds. Let's join Timmy t[illegible]rtle on a journey of relaxation!

**Bre[illegible] Deep**

Timmy the T[illegible] to [illegible]the deeply. Deep breathing helps us feel calm and peace[illegible]here [illegible]my does it:

- Take a slow breath [illegible]ugh [illegible]
- Hold it for a little bit.
- Breathe out slowly through th[illegible]mouth

Timmy feels more relaxed after deep bre[illegible]in[illegible]t[illegible]hen he's worried or tired.

**Yoga Fun**

Timmy also enjoys doing simple yoga poses. Yoga is a way to gently move our bodies and feel relaxed. Timmy's favorite pose is the Tree Pose, where he stands on one foot and stretches his arms up like a tall tree. It makes him feel strong and steady.

Remember, just like Timmy, we can use deep breathing and yoga to relax our bodies and minds. It's a great way to recharge and feel happy!

PREVIEW

Name: _____ 45

Curriculum Connection
D3.2

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1. Timmy the Turtle loves deep breathing. | True | False |
| 2. Deep breathing makes Timmy feel worried. | True | False |
| 3. Timmy holds his breath for a long time. | True | False |
| 4. Yoga is [illegible]y to move our bodies. | True | False |
| 5. Timm[illegible]g to feel relaxed and happy. | True | False |

## Visualizing

D[illegible] we[illegible]icturing while you were reading. Explain the picture.

_____

_____

_____

_____

_____

## Think

Circle the things that help you calm down.

| | | | |
|---|---|---|---|
| Take deep breaths | Running fast | Lie down and rest | Close my eyes |
| Shouting | Sit quietly | Stretch arms and legs slowly | Watching loud videos |
| Hug a pillow or stuffed toy | Throwing toys | Do turtle breathing | Listen to calm music |

PREVIEW

Name: _____ 46

Curriculum Connection
D3.2

# Activity – Breathing Buddies

**Objective** What are we learning about?

To teach students deep breathing techniques for relaxation and improved mental health using a stuffed animal. This activity helps students visually understand the rhythm of deep breathing and its calming effect.

**Materials** hat you will need for the activity.

- A ed ani ch student
- A quiet ar te in the classroom
- A timer



**Instructions** How you lete ity

1. Gather the students in a comfor sitting g osition in the quiet space.
2. Give each student a stuffed animal to pl th
3. Explain that they will use the stuffed animal t their hing makes it move.
4. Instruct the students to breathe in deeply through their n stomachs rise and lifting the stuffed animal.
5. Then, have them slowly breathe out through their mouth, lowering the stuffed animal as their stomachs fall.
6. Set the timer for 5 minutes and guide the students to continue this deep breathing exercise.
7. Observe the students as they practice, offering gentle reminders to breathe deeply.
8. When the timer goes off, discuss with the students how they feel.
9. Collect the stuffed animals and guide the students back to their regular classroom activities.

PREVIEW

Name: _____ 47

Curriculum Connection
D3.2

**Reflection** | Answer the questions below

1) How did you feel before and after using your Breathing Buddy?

2) Ca... o... e when deep breathing could help you outside of school?

3) When might you use deep breathi... help y... f... calm?

PREVIEW

4) Draw a picture of how you feel and look when you are relaxed after practicing with your Breathing Buddy compared to when you are feeling tired or stressed.

| | |
|---|---|
| | |
| **Looking Stressed – Before Breathing** | **Looking Relaxed – After Breathing** |

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D3.2

# Screen Time Balance

## Screen Time and Play Time




Hi, friends! Let's join Benny the Bear as he learns about balancing screen time with fun activities.

PREVIEW

### Understa[illegible]Screen Time

**Scre[illegible]** time we spend looking at scre[illegible]s like [illegible]s, and computers. It's okay to use screens for learning or w[illegible] shows, but too much screen time can make our eyes tired and keep us [illegible]

### Dangers of Too Much Screen Time

When we spend too much time look[illegible]g at sc[illegible]s, it [illegible]lead to a few problems.

1) It can hurt our eyes, making them feel tired [illegible]. Be[illegible]e Bear started noticing that his eyes didn't feel as good [illegible]r w[illegible] a long time.
2) Sitting still for too long isn't good for our bodies. It's import[illegible] to move around and play to stay healthy and strong.
3) Too much screen time can take away from doing other fun things, like playing with friends or exploring outside.

Remember, like Benny, it's great to enjoy screen time, but it's also important to have fun away from screens. Let's be like Benny and find a balance between screen time and playtime!

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D3.2

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1. Screen time is only watching TV. | True | False |
| 2. Benny the Bear likes balancing screen time. | True | False |
| 3. Taking breaks from screens is important for health. | True | False |
| 4. Watchi[illegible]creens is bad for your eyes. | True | False |
| 5. Sittin[illegible]all day watching screens makes you strong. | True | False |

PREVIEW

## Directions

Dra[illegible]ons [illegible]low why Benny shouldn't have too much screentime

| | | |
|---|---|---|
| Benny's Eyes Hurt | Benny Exercising – Getting Stronger | B[illegible]h |

## Question

Why is it important not to have too much screentime?

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D3.2

# Healthy Home Habits

**Staying Healthy at Home**

Welcome, young explorers! Today, we're going to learn with Lucy the Lemur about keeping healthy at home.

**Clean Ha[illegible]Happy Hands**

Lucy kn[illegible]ashing hands is very important.

She[illegible]



- Before ea[illegible]
- After playing[illegible]e.
- After using the bath[illegible]

Washing hands helps keep aw[illegible]germ[illegible]e us sick.

**Yummy, Healthy Eating**

Lucy loves eating healthy foods. She enjoys:



- Crunchy fruits and vegetables.
- Yummy whole grains, like oatmeal.
- Protein foods like eggs and beans.

Eating different healthy foods helps Lucy grow strong.

**Safe Medicine Storage**

Lucy knows that medicines should always be kept in a safe place. Her parents store all medicines in a high cabinet, away from her reach. This keeps Lucy and her friends safe.

Remember, like Lucy, we can all practice healthy habits at home. Let's keep our hands clean, eat healthy foods, and remember to stay safe around medicines!

PREVIEW

Name: _____ 53

Curriculum Connection
D3.2

**True or False** Is the statement true or false?

| | | |
|---|---|---|
| 1. Lucy the Lemur washes her hands before eating. | True | False |
| 2. Eating healthy foods is not important for Lucy. | True | False |
| 3. Lucy stores her toys in a high cabinet. | True | False |
| 4. Lucy ke[illegible] medicines in her toy box. | True | False |
| 5. Keepi[illegible] safe is important for Lucy. | True | False |

**Directio[illegible]** [illegible]ou[illegible] you wash your hands? Draw pictures to show us.

PREVIEW

**Directions** Number the steps to wash your hands properly.

| | |
|---|---|
| | Rinse your hands with clean water. |
| | Put soap on your hands. |
| | Rub your hands together to make bubbles. |
| | Dry your hands with a clean towel. |
| | Turn on the water and wet your hands. |

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D3.2

# Vitamin Adventures

## Vitamins for Vibrant Health



Hello, young friends! Let's join Kim the Koala on a journey to discover the world of vitamins and how they help us stay healthy.

PREVIEW

### What Are Vitamins?

Vitamins are special helpers that keep our bodies strong and healthy. We get most of our vitamins from different kinds of foods like:

- Fruits like apples and oranges.
- Vegetables like carrots and spinach.
- Whole grains and dairy products.

Kim loves eating a rainbow of fruits and vegetables because they are full of vitamins! When Kim can't eat the rainbow, she takes a vitamin supplement, which is a gummy that is packed with vitamins.

### How Vitamins Help Our Bodies

1) Keep Us Healthy: Vitamins keep us healthy by fighting germs.
2) Make Our Bones Strong: Vitamin D makes our bones stronger.
3) Help Us See Better: Vitamin A helps us see better, even in the dark.
4) Give Us Energy: Vitamins help turn the food we eat into energy.
5) Keep Our Skin Healthy: Vitamins help heal cuts and scrapes faster.

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## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1. Vitamins keep our bodies strong. | True | False |
| 2. Vitamins can help scrapes heal faster. | True | False |
| 3. Fruits like oranges have no vitamins. | True | False |
| 4. Vitamin [illegible] makes us see better. | True | False |
| 5. Vitam[illegible] food into energy. | True | False |

## Direction[illegible]

[illegible] to match the benefits to each Vitamin.

| | | |
|---|---|---|
| 1. Keeps our skin hea[illegible] | ❑ | Vitamin A |
| 2. Helps turn food into energy | ❑ | Vitamin B |
| 3. Helps us see better | ❑ | Vitamin C |
| 4. Makes our bones strong | ❑ | Vitamin D |
| 5. Keeps us healthy by fighting germs | ❑ | [illegible] |

PREVIEW

## Draw

What foods could you eat to get more energy?

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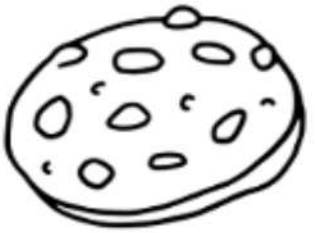
D3.2

# Vitamin Rich Foods

| Think | Is the food rich in vitamins? |
|---|---|



| Yes | No |
|---|---|



| Yes | No |
|---|---|



| Yes | No |
|---|---|



| Yes | No |
|---|---|



| Yes | No |
|---|---|



| Yes | No |
|---|---|



| Yes | No |
|---|---|



| Yes | No |
|---|---|



| Yes | No |
|---|---|



| Yes | No |
|---|---|



| Yes | No |
|---|---|



| Yes | No |
|---|---|

PREVIEW

Name: _____ 59

Curriculum Connection
D3.2

# Vitamin Power

| Vitamin | Ailment | Foods Containing The Vitamin |
|---|---|---|
| Vitamin A | Good for eyesight and fighting germs | Carrots, Sweet potatoes, Spinach |
| Vitamin B1 | Helps with energy and brain power (memory) | Whole grains, Pork, Nuts |
| Vitam | eeps skin healthy and helps with | Eggs, Lean meats, Green veggies |
| Vitam B3 | igestion and nerves | Chicken, Tuna, Peanuts |
| Vitamin B5 | mak nd energy | Avocado, Yogurt, Sunflower seeds |
| Vitamin B6 | Helps figh an brain healthy | Bananas, Chicken, Potatoes |
| Vitamin B7 | Good for hair, skin, and nails | Eg monds, Sweet pot |
| Vitamin B9 | Important for growing cells and prevents birth defects | reens s, Citrus |
| Vitamin B12 | Helps make blood cells and keeps nerves healthy | Salmon, B cereals |
| Vitamin C | Helps heal cuts and keeps skin healthy | Oranges, Strawberries, Bell peppers |
| Vitamin D | Good for bones and fighting germs | Fortified milk, Salmon, Egg yolks |
| Vitamin E | Helps heal scrapes and is good for the skin | Almonds, Sunflower seeds, Spinach |
| Vitamin K | Helps blood clot when you have a cut or scrape | Kale, Spinach, Broccoli |

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D3.2

**Think** Which vitamin should you eat if you have the injury/disease?

| | | | |
|---|---|---|---|
| 1. | I cut my arm. | Vitamin K | Vitamin C |
| 2. | I have a scrape on my knee. | Vitamin E | Vitamin B12 |
| 3. | My eyes feel tired when I read. | Vitamin A | Vitamin D |
| 4. | I hav[illegible] cold and keep sneezing. | Vitamin C | Vitamin B3 |
| 5. | My [illegible]ally dry and itchy. | Vitamin B1 | Vitamin E |
| 6. | [illegible]e. | Vitamin A | Vitamin B12 |
| 7. | I got a s[illegible]y f[illegible] | Vitamin K | Vitamin E |
| 8. | I have a tum[illegible]che a[illegible] | Vitamin D | Vitamin B3 |
| 9. | My hair looks dull [illegible]grow | Vitamin C | Vitamin B7 |
| 10. | I get lots of bruises. | Vitamin K | Vitamin B5 |
| 11. | My nails keep breaking. | [illegible]min B7 | Vitamin B12 |
| 12. | I feel scared when it's dark, and I can't [illegible]ell. | [illegible] | Vitamin B2 |

PREVIEW

**Draw** Draw pictures of food you could eat if you ha[illegible]nes[illegible]s

| | | |
|---|---|---|
| | | |
| Lots of Nosebleeds | Feel Sick A Lot | Can't Remember Things |

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# Newspaper Article: Cultures of Health

## Health in Every Culture

*Published on December 21, 2023*

Did you know that people from different cultures have their own ways of staying healthy? Let's explore how First Nations, Métis and Inuit communities care for their health!

First Nations have a special connection with nature. They use plants as medicine. Mary, a First Nations elder, says, "Plants are our friends. They help us heal and feel good."

In Métis communities, music and dance are important. They believe that dancing keeps the body and heart strong. Tom, a Métis dancer, shares, "When I dance, I feel happy and healthy!"

The Inuit people have unique traditions too. They use storytelling and community gatherings to keep their minds healthy. Anna, who is Inuit, explains, "Telling stories brings us together and keeps our minds sharp."

All these different ways show us that health is not just about food; it's about the joy of living, being together, and respecting nature. How wonderful to see health in every culture!



PREVIEW

Name: _____ 64

Curriculum Connection
D3.2

**Directions** Draw how each community stays healthy

| | | |
|---|---|---|
| | | |
| Nation | Métis | Inuit |

**True or False** the st ue or false?

| | | |
|---|---|---|
| 1. First Nations use plants ci | True | False |
| 2. Dancing is not important in Métis e. | True | False |
| 3. First Nations do not respect nature. | ue | False |
| 4. All cultures use the same health practices. | | False |
| 5. Community gatherings are a part of Inuit tradition. | | se |

**Question** Why is dancing important in Métis culture?

_____

_____

_____

_____

_____

PREVIEW

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# Activity – First Aid Basics

**Objective** What are we learning about?

To introduce students to basic first aid practices, focusing on when to use a bandage or a cold compress. This activity aims to teach students how to respond to minor injuries safely and effectively without relying on medicine.

**Material** [illegible] you will need for the activity.




- Firs[illegible]d kit [illegible]ges, cold compresses (or a clean c[illegible]g o[illegible] frozen peas)
- Dolls or ted[illegible]s for [illegible]
- Simple first aid [illegible]
- Role-play scenario [illegible]eated [illegible]and)
- A space in the classroo[illegible]ole [illegible] activities

**Instructions** How you will complete the a[illegible]

1. Start with a discussion on what first aid is and w[illegible]po[illegible]
2. Show the first aid kit and explain the different items, [illegible]cus[illegible] and cold compresses.
3. Demonstrate how to apply a bandage and use a cold compress [illegible]oll or teddy bear.
4. Give each student a chance to practice applying a bandage and using a cold compress.
5. Hand out role-play scenario cards to the students, each depicting a different minor injury.
6. Let the students take turns acting out the scenarios and applying the appropriate first aid technique.
7. Guide and correct them gently where necessary.
8. Gather the students and discuss what they learned.
9. Store the first aid materials safely after the activity.

PREVIEW

Name: _____ 68

Curriculum Connection
D3.2

| Scenarios | Cut out the scenarios below so students can select one before administering first aid. |
|---|---|

| | |
|---|---|
| A paper cut on the finger | A small cut from a blunt scissors edge |
| A scrape [illegible] from falling | An insect bite on the leg |
| A bee[illegible]g on th[illegible] | A stubbed toe after tripping |
| A splinter in the fin[illegible] | An elbow scrape from skateboarding |
| A bump on the head from a low doo[illegible] | A sore [illegible]rom falling off a swing |
| A minor burn from touching a hot pot | A sma[illegible] playi[illegible]h Lego |
| A twisted ankle from jumping | A blister from new s[illegible]es |
| A nosebleed after sneezing | A mosquito bite itch relief |
| A scratch from a pet cat | Chapped lips from cold weather |
| A bruise from bumping into furniture | A sunburn on the nose during recess |

PREVIEW

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Name: _____ 70

# Unit Test – Substance Use and Addictions

Multiple Choice /10

| | |
|---|---|
| 1) What do medicines help us do?<br>A) Play<br>B) Grow<br>C) Feel bett<br>D) Jump | 2) Where do you get prescription medicine?<br>A) Toy store<br>B) Pharmacy<br>C) Supermarket<br>D) Park |
| 3) Wh d ur body?<br>A) It's t harging ies<br>B) It makes yo<br>C) It's playtime<br>D) It's good for running | 4) What makes you feel happy when you play?<br>A) Sun<br>B) Ball<br>C) Endorphins<br>D) rass |
| 5) Why do we talk about feelings?<br>A) To play<br>B) To learn<br>C) To feel better<br>D) To dance | t most important to drink?<br>A) Jui<br>B<br>C) W<br>D) Milk |
| 7) Why is running and playing good?<br>A) It's fun<br>B) For strong hearts<br>C) For homework<br>D) For sleep | 8) What helps us feel c<br>A) Loud music<br>B) Deep breathing<br>C) Bright lights<br>D) Fast running |
| 9) What should we do with screen time?<br>A) Increase it<br>B) Balance it<br>C) Only at night<br>D) Never | 10) What should we do before eating?<br>A) Play games<br>B) Run around<br>C) Wash hands<br>D) Watch TV |

PREVIEW

**Define** What do the terms below mean?

| Term | Definition – What does it mean? |
|---|---|
| Prescription Medicine | |
| Pharma | |

**Scenarios** [illegible] and circle the best way to handle it

1) Emily has a sore t[illegible] ing cough syrup at home. What should she do?

A) Take it by herself.

B) Ignore the sore throat.

C) Ask a parent for help.

D) Give some to her friend too.

2) Mia is offered a drink at a festival. What should Mia rem[illegible]

a) Drink it fast

b) Water is best

c) Only have soda

d) Share with a friend

3) Sam is very tired at school after staying up late. What is the best thing for him to do tonight?

A) Stay up late again.

B) Play video games before bed.

C) Go to bed early to rest.

D) Drink a soda to stay awake.

PREVIEW