Preview - Information

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- ✓ A selection of worksheets included in the workbook.

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

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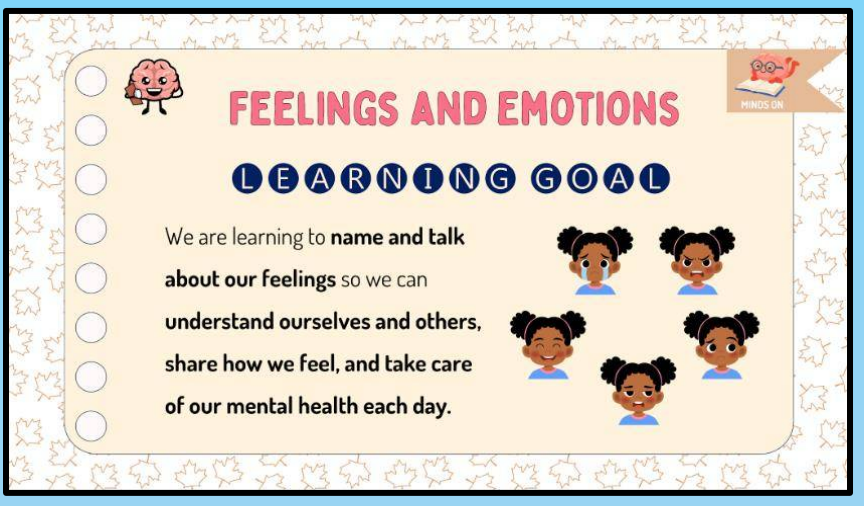
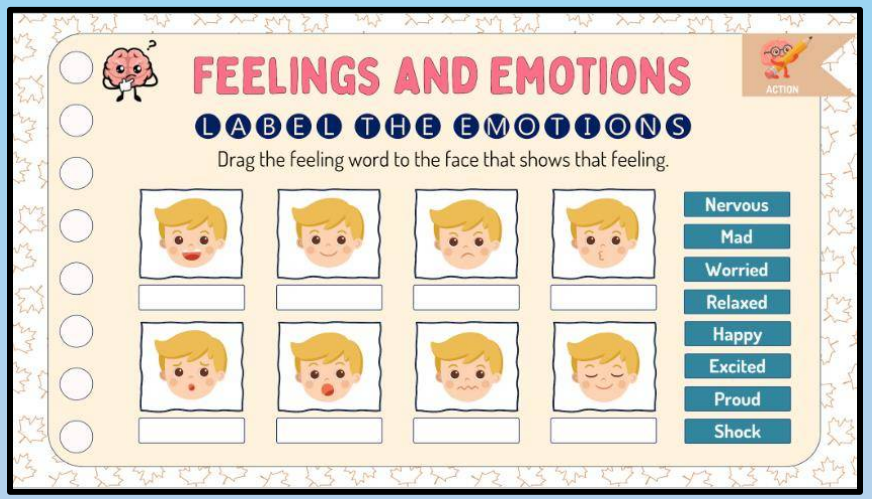
Ontario Health Curriculum
Mental Health Literacy – Grade 1

3-Part Lesson Format

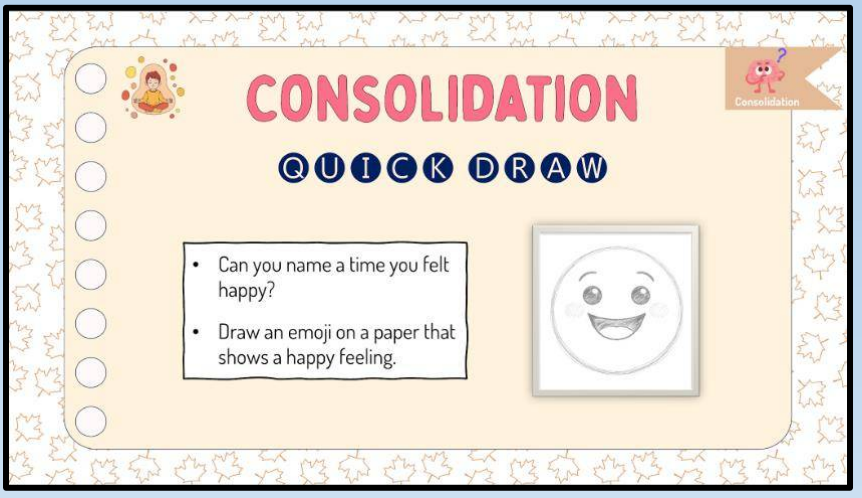
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!





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

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



Ontario Health Curriculum
Mental Health Literacy – Grade 1



HANDLING EMOTIONS

QUICK TRUE OR FALSE

Read each sentence carefully. Drag the correct answer (True or False) beside each question.

1) It is good to keep our feelings a secret all the time.
2) Yelling at others is a safe way to handle big feelings.
3) Talking to a grown-up can help us feel better.
4) Taking a short break can help us calm down.
5) Feelings can change during the day.

True
False

POSITIVE THOUGHTS

QUICK POSITIVE OR NEGATIVE

Read each sentence or thought. If it shows happy and helpful thinking, choose **Positive**. If it shows sad or unhelpful thinking, choose **Negative**.

Positive | Negative

1) I can try again.
2) I will never get this right.
3) This is hard, but I can do it.
4) I give up.
5) I will ask for help.
6) No one likes me.
7) I can learn from my mistake.
8) I am not good at anything.
9) I will keep practising.
10) This is too hard for me.

WORD SEARCH

Find and circle the thankful words in the puzzle.

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

Care	Thankful	Kind
Friend	Help	Happy
Family	Gift	Thanks

Ontario Health Curriculum
Mental Health Literacy – Grade 1



Workbook Preview

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Grade 3 – Mental Health

Mental Health Literacy

	Curriculum Expectations	Pages
D1.[illegible]		[illegible]26
D3.4	Reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry (e.g., transitions, such as starting a new grade, moving, or family separation; excessive heat, cold, or noise; unexpected changes in routine; significant losses, such as the death of a family member or pet) and identify ways to help them manage these feelings	18-21, 27 – 77

Preview of 60 pages from this product that contains 107 pages total.

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MENTAL HEALTH



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Name: _____ 6

Curriculum Connection
D1.6

Your Brain's Stress Response

What Happens When You Feel Stressed?

When something scary or upsetting happens, your brain jumps into action. It sends a message to your body to prepare for danger. This is what we call stress.

Your brain has an alarm that rings when you are scared or worried. When it rings, it tells your body to send out stress hormones.

PREVIEW

Stress Hormones: Your Body's Helpers

Stress hormones, like adrenaline and cortisol, get your body ready for action. Your heart beats faster, your muscles get ready to move, and your breath becomes quicker. This is your body's way of preparing you to either run away or face the danger. We call this the "fight, flight, freeze" response.



List of Stress Responses

- Your heart beats faster.
- Your breath becomes quicker.
- Your muscles get ready to move.
- Your body feels jittery or tense.

Managing Stress: Deep Breathing and Relaxation

You can help your brain feel less stressed. By deep breathing and relaxing your body, you tell your brain it is safe. This can help you feel calmer and happier.

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Curriculum Connection
D1.6

True or False

Is the statement true or false?

1) Stress is a response to something scary or upsetting.	True	False
2) When you are stressed, your heart beats slower.	True	False
3) Stress hormones get your body ready for action.	True	False
4) Your breath becomes slower when you are stressed.	True	False
5) Your bo[illegible]n feel jittery or tense when stressed.	True	False

Think

[illegible] a[illegible]ptoms you have experienced in response to stress.

Anger / Fru[illegible]t	[illegible]ndigestion	Sleep Difficulties
Anxiety	N[illegible]g	Teeth Grinding
Fatigue	[illegible]ing	Worry
Headaches	Procrasti[illegible]	[illegible]ss of Appetite

Questions

Answer the questions below using evid[illegible]om[illegible]t.

1) What are some of the body's responses when it is stressed?

2) How can you help your brain feel less stressed?

PREVIEW

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Name: _____ 8

Curriculum Connection
D1.6

Flight or Fight Response

Objective

What are we learning about?

Students will be able to identify and demonstrate fight or flight responses by reacting to different situations and explaining how the brain responds to stress.

Materials

What will you need for the activity?

- Fight or Flight worksheet
- Pencil
- Open space in the class
- Optional: two signs labelled FIGHT and FLIGHT



Instructions

How will you complete the activity?

1. Prepare the Space
2. Clear a small open area and assign one side of the room as FIGHT and the other as FLIGHT.
3. Explain that when we feel scared or stressed, our brain reacts with fight or flight.
4. Read each situation from the worksheet aloud to the class.
5. Students move to the FIGHT or FLIGHT side of the room to show their answer.
6. Ask one or two students to share why they chose that response.
7. Students return to their seats and write Fight or Flight in the worksheet.
8. End the activity with two deep breaths to help students calm their bodies

PREVIEW

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Name: _____ 9

Curriculum Connection
D1.6

Flight or Fight Response

	Situations	Fight or Flight
1	A dog suddenly barks loudly near you.	**Flight**
2	Someone tries to take your backpack.	**Fight**
3	A cl smate pushes you on purpose.	**Fight**
4	Yo under very close to your house.	**Flight**
5	king in a dark place.	**Flight**
6	Someo eth ean to you.	**Fight**
7	You see a bi der in you.	**Flight**
8	Someone grabs yo thou	**Fight**
9	A loud alarm suddenly goes o	**Flight**
10	Another student tries to take your snack	**Fight**
11	You hear a strange noise at night.	**Flight**
12	Someone scares you as a joke.	ht
13	A ball is thrown at you very fast.	
14	You feel nervous before speaking in class.	**Flight**
15	You get lost in a crowded place.	**Flight**
16	A bully blocks your way.	**Fight**
17	Someone suddenly yells your name loudly.	**Flight**
18	You feel scared during an earthquake drill.	**Flight**
19	You feel overwhelmed during a test.	**Flight**
20	Someone takes your seat and won't move.	**Fight**

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Name: _____

Curriculum Connection
D1.6

How Stress Affects Your Thoughts

How Stress Changes Thoughts

Stress can affect how you think. It can make you have a lot of worried or scared thoughts. These thoughts can sometimes be too much and can make it hard to focus on [illegible]hings. They can also make it hard to sleep, which can make you feel tired [illegible]al with stress.



Ways Stress [illegible] Tho[illegible]

- Negative Thinking: St[illegible] le[illegible]ughts like "I can't do this" or "T[illegible] go[illegible]
- Fear and Worry: Stress can make [illegible] worry [illegible] about things, even when there is no real [illegible]n.
- Forgetting Things: Stress can make it harder to [illegible]r th[illegible]
- Trouble Concentrating: When stressed, your mind might ju[illegible]ry to another, making it hard to focus on tasks.



Turning Stress into Positive Energy

While stress can lead to negative thoughts, it is a normal part of life. We can learn to manage it and even use it as a positive energy to achieve our goals. Stress can make us try harder and make us do better.

PREVIEW

Name: _____ 11

Curriculum Connection
D1.6

Making Connections

What happens to your thoughts when you feel stressed?

True / False

statement true or false?

1) Stress can mak have ghts.	True	False
2) Stress can make it diffi eep	True	False
3) Stress can help your memory.	True	False
4) Only adults feel stress.	True	False
5) Deep breathing can help with stress.	True	False

PREVIEW

Word Search

Find the words in the wordsearch.

Stress	Sleep
Negative	Breathing
Trouble	Difficult
Memory	Scared
Worry	Thoughts

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

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Name: _____ 13

Curriculum Connection
D1.6

How Stress Affects Your Actions

Understanding Stress

Stress is a feeling of tension or pressure. It happens when we face problems, worries or big changes. Everyone experiences stress.



How Str[illegible]s Actions

Here [illegible]ome w[illegible] can affect your actions:

- Mood swi[illegible]d[illegible]ight fe[illegible]y one moment and sad the next.
- Trouble focusing: [illegible]nd it[illegible]to pay attention in class.
- Restlessness: You could f[illegible]ke y[illegible]ill, or you are always in a hurry.
- Acting out: You might become mo[illegible]argume[illegible]e o[illegible]ht with friends.

PREVIEW

Ways to Handle Stress

Here are some ways we can manage stress:



- Deep breathing: Taking slow, deep breaths can calm your body and mind.
- Talking: Share your feelings with someone, like a parent, teacher, or friend.
- Activity: Exercise, like running or playing a sport, can help relieve stress.
- Positive thinking: Remember your strengths and the good things in your life.

Everyone experiences stress and it is okay to ask for help when you need it!

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Name: _____ 14

Curriculum Connection
D1.6

True or False

Is the statement true or false?

1) Stress is a feeling of relaxation.	True	False
2) Stress can make it hard to pay attention.	True	False
3) Talking about your feelings can help manage stress.	True	False
4) It is bad to ask for help when you are stressed.	True	False
5) Stress [illegible] you argue with friends.	True	False

Fill in the Blanks

Write the missing word.

1)	Stress is a [illegible] __ situations.	difficult	calm
2)	People can feel str[illegible] they [illegible] __.	bored	worried
3)	One way to manage stress [illegible] by [illegible] feelings.	talking	eating
4)	Doing exercise can help _____ [illegible]ss.	increase	reduce
5)	Positive thinking helps to manage _____	[illegible]oredom	stress

Questions

Answer the questions below using ev[illegible] fro[illegible] text.

1) What are some signs that stress is affecting your actions?

_____

_____

_____

2) List four ways that you can manage stress.

_____

_____

_____

PREVIEW

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Name: _____ 15

Curriculum Connection
D1.6

Role Play: How Stress Affects Your Action

Objective What are we learning about?

To help students understand how stress can affect their actions and behaviour by recognizing stress reactions and practising healthy ways to respond in real-life situations.

Materials t will you need for the activity?

- Scen io ca ed)
- Pens or pe
- Paper



Instructions How will you co lete

1. Divide the class into small groups of 3–4 s nts.
2. Give each group a scenario card showing a er's s affects a person's actions (e.g., trouble focusing, mood s ting
3. In groups, students talk about how stress affects the perso feelings in the scenario.
4. Each group plans a short role play showing how stress affects actions and how the situation could be handled better.
5. Groups present their role play to the class, showing both the stress reaction and a healthy way to manage it.
6. After each presentation, discuss how stress affected the person's actions and what helped improve the situation.
7. Students write a short reflection on how stress can affect their own actions and one healthy way they can manage stress.

PREVIEW

Name: _____ 16

Curriculum Connection
D1.6

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Trouble Focusing	A student feels stressed because there is a lot of schoolwork to finish. During class, they have trouble focusing, forget instructions, and feel distracted instead of listening to the teacher.
Mood S	A student feels stressed at home before coming to sch . At school, they feel happy one moment and su l sad or angry the next, which affects how lk to
Acting Out	A student verwh during a group activity. Because of stress, th ecom tient, raise their voice, or argue with sm calmly sharing ideas.
Restlessness	A student feels stressed about an upcomi st. During class, they cannot sit still, keep moving around, and have trouble completing their work.
Avoiding Tasks	A student feels stressed about making mistakes. Instead of starting their work, they avoid the task, stay quiet, or ask to leave their seat.

PREVIEW

Name: _____ 17

Curriculum Connection
D1.6

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Feeling Easily Upset	A student feels stressed after a busy day. Small problems, like losing a pencil or being corrected, make them feel very upset or frustrated.
Shutting Down	student feels stressed during a class discussion. Inst[illegible] sharing ideas, they stay silent, avoid eye c[illegible] participating.
Rushing Work	A student f[illegible] stress[illegible] ecau[illegible] time feels short. They rush through thei[illegible], mak[illegible] mistakes, and do not check their answer[illegible]
Forgetting Things	A student feels stressed because there ar[illegible] ny things to remember. During class, they forget their homework, lose their materials, and feel frustrated with themselves.
Avoiding Friends	A student feels stressed about schoolwork. During recess, they choose to play alone and avoid talking to friends.

PREVIEW

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Name: _____ 18

Curriculum Connection
D3.4

Your Strong Feelings

What are Emotions?



Emotions are feelings that come from inside us. They are a part of being human and everyone experiences them.

Different [illegible] Emotions

We [illegible]el, hap[illegible] a[illegible]raid, angry, worried or surprised.

Why Do We Feel [illegible]ons?

Emotions help us unders[illegible] wor[illegible]us. They can tell us if something is good or bad, safe or dangerous. They [illegible]elp us [illegible]unicate with other people. When we are happy, we smile, and that tells [illegible] peopl[illegible] feeling good.

PREVIEW

How to Express Your Emotions



We can express our emotions in a healthy way. When we are sa[illegible] it is okay to cry. If we are angry, we can talk about it. We can talk to an adult if our emotions feel too big to handle alone.

Being Respectful of Others' Emotions

It is important to respect other people's feelings. If someone is sad, we can comfort them. If someone is happy, we can be happy with them. Understanding our emotions and the emotions of others makes us better friends and family members.

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Name: _____ 19

Curriculum Connection
D3.4

True or False

Is the statement true or false?

1) Only some people experience emotions.	True	False
2) We can feel happy when we lose a favourite toy.	True	False
3) Fear is a type of emotion.	True	False
4) Emotions help us understand the world.	True	False
5) We do n[illegible]d to express our emotions.	True	False

Direc[illegible] a[illegible] action is kind and respectful. Put ✕ if it is not.

1	Laughing w[illegible]s[illegible]eone i[illegible]	
2	Listening when a [illegible]et	
3	Hitting when you feel ang[illegible]	
4	Asking for help when feelings ar[illegible]ig	
5	Sharing kind words with a classmate	
6	Saying "I'm sorry" after hurting someone's feeli[illegible]	

Draw

Draw 3 faces each showing a different emotion. Write [illegible]er your picture.

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Name: _____ 20

Curriculum Connection
D3.4

Activity: Cup of Feelings

Objective What are we learning about?

Students will be able to identify, name, and express different feelings by using colours to show how they feel in different situations.

Materials What you need for the activity?

- Cup of Feelings worksheet
- Crayons or coloured pencils



Instructions How will you complete the activity?

1. Look at the colour key at the top of the page and identify what feeling each colour represents.
2. Take a moment to think about how you feel today or how you feel in a specific situation, such as at school, at home, or with friends.
3. Decide which feelings best describe how you feel and choose the colours that match those feelings.
4. Colour inside the cup neatly using one colour or many colours to show your feelings.
5. If you feel more than one emotion at the same time, you may use different colours in different parts of the cup.
6. Be ready to talk about your cup and explain why you chose those colours if your teacher asks you to share.

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Name: _____ 21

Curriculum Connection
D3.4

Cup of Feelings

Yellow = Happy	Red = Angry	Pink = Hopeful	Purple = Scared
Orange = Nervous	Green = Excited	Blue = Sad	Brown = Surprised



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Name: _____ 22

Curriculum Connection
D1.6

How Stress Affects Your Emotions

How Stress Affects Our Emotions

Stress can make our emotions feel stronger. Stress can make us feel angry faster than we usually would. It can make us worry about things that are usually okay.

How to K[illegible]tress is Touching Our Emotions

If yo[illegible]er than usual, or you get upset more easily, it could be stress is affe[illegible]. Maybe you feel restless or have trouble sleeping. Th[illegible] you feel stress.



Tips to Help Manage Stress

- Take deep breaths: Deep breathing can hel[illegible] bo[illegible] calmer.
- Talk about it: Share your worries with an ad[illegible]. T[illegible] u feel better.
- Do something you enjoy: Drawing, reading, or listen[illegible] music can help your emotions feel calmer and happier.
- Exercise: Being active helps your body feel better and reduces stress.
- Practice positive thinking: Try to focus on the good things, no matter how small.

Remember, it is okay to have strong emotions, and it is okay to feel stress. But knowing how to manage stress can make it easier to handle. If your feelings are too big or too hard to handle, it is always good to ask for help.

PREVIEW

Name: _____ 23

Curriculum Connection
D1.6

True or False

Is the statement true or false?

1) Stress can make our emotions feel stronger.	True	False
2) Talking about feelings can help you feel better.	True	False
3) Focusing on good things cannot improve your mood.	True	False
4) Stress can make you feel nervous about things that are usually okay.	True	False
5) If your f[illegible]gs are too big, you should keep them to yourself.	True	False

Checkli[illegible]

[illegible]the coping skills you can use when you feel stressed.

❑ Deep brea[illegible]	❑ [illegible]ting in a journal	❑ Thinking happy thoughts
❑ Using positive self-t[illegible]	❑ [illegible]thing [illegible]tive	❑ Doing something, I enjoy
❑ Meditating or relaxing	❑ Taki[illegible]ak	❑ Going outside in nature
❑ Sharing my feelings	❑ Practising m[illegible]tness [illegible]p all day

Questions

Answer the questions below using evide[illegible]m

1) How does stress affect our emotions?

_____

_____

_____

2) Name two things you can do to help manage stress.

_____

_____

_____

PREVIEW

Name: _____ 24

Curriculum Connection
D1.6

Yes/No Is stress affecting the person's emotions?

1) Alex gets angry very quickly over a small mistake.	Yes	No
2) Lily feels worried all day even when nothing bad is happening.	Yes	No
3) Ben feels calm and happy while playing with his friends.	Yes	No
4) Maya cr… …y after having a stressful morning.	Yes	No
5) Sa… …le … because he keeps thinking about school.	Yes	No
6) Ella feels re… …oing … omework.	Yes	No
7) Noah feels tired an… …um… …ay.	Yes	No
8) Ava laughs and enjoys her t… …rec…	Yes	No
9) Jack gets upset faster than usual wh… …ngs do… …ni… …ay.	Yes	No
10) Olivia feels calm after taking deep breaths.	Yes	No
11) Emma feels her heart beat fast and her stomach hurt… …tes…	Y…	No
12) Leo feels calm and focused while drawing a picture he enjoys.		No

PREVIEW

Connect Think of a time when stress made your emotions stronger. What happened?

_____

_____

_____

_____

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Name: _____ 25

Curriculum Connection
D1.6

Activity – Recognizing Stress

Instruction List the top 5 things that stress you out. What physical symptoms do you experience in each situation?

Sources of Stress	How This Makes Me Feel

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: _____

Check ✓ if it shows stress.

Feeling angry quickly	
Worrying about small things	
Having trouble sleeping	
Feeling calm and relaxed	
Feeling restless	
Getting upset easily	
Feeling happy	
Needing help to calm down	

Name: _____

Check ✓ if it shows stress.

Feeling angry quickly	
Worrying about small things	
Having trouble sleeping	
Feeling calm and relaxed	
Feeling restless	
Getting upset easily	
Feeling happy	
Needing help to calm down	

Name: _____

Check ✓ if it shows stress.

Feeling angry quickly	
Worrying about small things	
Having trouble sleeping	
Feeling calm and relaxed	
Feeling restless	
Getting upset easily	
Feeling happy	
Needing help to calm down	

Name: _____

Check ✓ if it shows stress.

Feeling angry quickly	
Worrying about small things	
Having trouble sleeping	
Feeling calm and relaxed	
Feeling restless	
Getting upset easily	
Feeling happy	
Needing help to calm down	

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Name: _____ 29

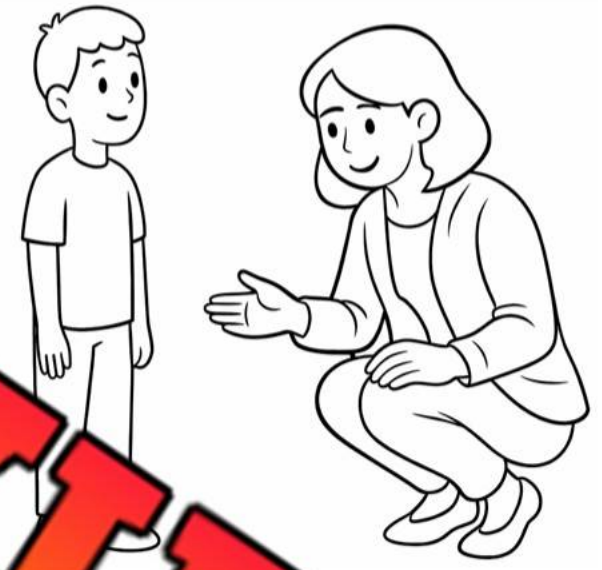
Curriculum Connection
D3.4

Handling Worry

Handling Worry

You can manage your worries with these simple steps:

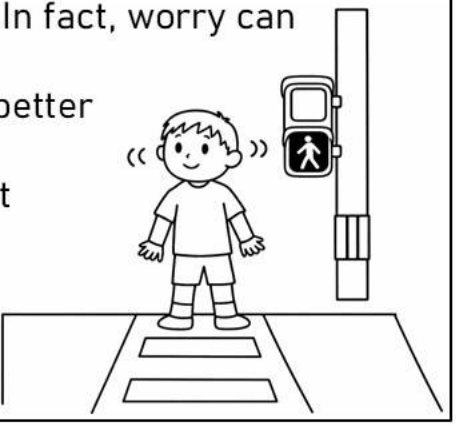
- Talk about it: Sharing your worries with someone you trust can make them less scary.
- Deep breaths: Slow, deep breaths can help you feel calm.
- Positive thoughts: Think about something you like or look forward to. This can help you feel better.
- Ask for help: If your worries are too big for you to handle, ask a grown-up for help.



PREVIEW

Worry Is Not Always Bad

Remember, everyone worries, and it is completely okay. In fact, worry can sometimes be good. It can help you be careful, prepare better for things and can even push you to solve problems. Just remember, if the worry is too much, do not wait to talk to someone about it.



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Name: _____ 30

Curriculum Connection
D3.4

True or False

Is the statement true or false?

1) Talking about your worries can make them less scary.	True	False
2) Taking slow, deep breaths can make you feel worried.	True	False
3) Thinking positive thoughts can help you feel better.	True	False
4) You should never ask for help when you are worried.	True	False
5) Worry can help you prepare better for things.	True	False

Multiple Choice

Circle the letter of the correct answer.

1) You feel worried. What should you do?		
A. Take slow, deep breaths	B. Run and hide under your desk	C. Tell yourself you will fail
2) You cannot stop thinking about a mistake you made. What should you do?		
A. Keep it a secret forever	B. Talk to a trusted adult	C. Laugh at yourself
3) You feel worried because your friend is upset. What should you do?		
A. Ignore your friend	B. Ask how they are feeling	C. Laugh and walk away
4) You feel nervous when it is time to speak in class. What should you do?		
A. Yell loudly	B. Run out of the room	C. Take a deep breath and try
5) You feel worried and your stomach hurts. What should you do?		
A. Sit quietly and breathe	B. Hit the table	C. Keep worrying and do nothing

PREVIEW

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Name: _____ 33

Curriculum Connection
D3.4

Sadness

What Is Sadness?

Sadness is an emotion that is a natural response to something upsetting or disappointing. You feel sad if you lose a favourite toy, or if you miss a friend who has move[illegible]. It is normal to feel sad sometimes. It is okay to be sad. These feeli[illegible]e.

PREVIEW



How to Handl[illegible]

- Talk about it: Shar[illegible]elings [illegible] a trusted adult or friend ca[illegible]p.
- Cry: It is okay to let your emotion[illegible]t. Cryin[illegible] can help you feel better.
- Exercise: Physical activity can help lift your moo[illegible]
- Rest: Get enough sleep. Being tired can make you feel sadd[illegible]
- Do something fun: Reading a book or playing a game can help di[illegible]ct you.

Sadness is Normal

Everyone feels sad at times, and it is completely normal. Sadness is a part of life, and it helps us appreciate the happy times. Remember, it is okay to feel sad and it is important to express your feelings. You do not have to deal with these feelings on your own - talk to a trusted adult if you are feeling very sad.

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D3.4

Making Connections

Can you think of a time when you felt sad? What happened?

True or False

Is the statement true or false?

1) Sadness is an emotion.	True	False
2) You should never feel sad.	True	False
3) It is okay to cry when you are sad.	True	False
4) Being tired can make you feel sadder.	True	False
5) It is important to express your feelings when you are sad.	True	False

PREVIEW

Word Search

Find the words in the wordsearch.

Sadness	Talk
Normal	Sleep
Exercise	Play
Cry	Read
Better	Express

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

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D3.4

Activity – What Makes You Sad?

Objective What are we learning about?

Students will be able to identify and express things that make them feel sad and understand that it is okay to talk about their feelings.

Materials What will you need for the activity?

- "What Makes You Sad?" worksheet
- Pencil, crayons, colouring materials



Instructions How will you complete this activity?

1. Take some quiet time to think about different things at home, experiences, or situations that make you feel sad.
2. Inside each cloud, write or draw one thing that makes you feel sad. It can be something that happened at school, at home, or with friends.
3. You may use words, short phrases, or pictures to help show your ideas in a way that feels easiest for you.
4. Try to fill in as many clouds as you can but remember that you only need to share the things you feel comfortable writing or drawing.
5. If your teacher asks, choose one cloud you feel okay sharing and explain why that situation makes you feel sad.

PREVIEW

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Curriculum Connection
D3.4

What Makes You Sad?

Direction Write about the things that make you feel sad.



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Curriculum Connection
D3.4

Anger

Understanding Anger

Anger is a natural emotion that everybody feels sometimes. It might happen when you feel something is unfair, or when you are frustrated.

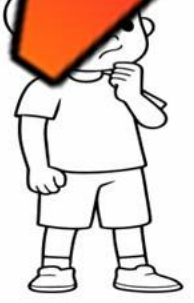


What Happens When You Are Angry

When you are angry, your heart may beat faster, your face may get hot, and you may want to yell or cry. It is important to manage your actions when you are angry to make sure you do not hurt others or yourself.

How to Manage Anger

- Use Your Words: Say, "I feel angry because..." and explain why you are upset.
- Ask for Help: If you still feel angry, it is okay to ask a trusted adult for help.
- Count to Ten: This lets you cool down and think about what happened.
- Think of a Solution: Think of a fair way to solve the problem.
- Take Deep Breaths: Breathing in through your nose and then out through your mouth can help you to calm down.



Why Anger is Not Bad

Feeling angry is not bad. It is a normal emotion. It is always okay to feel emotions, Controlling your actions when you are angry is key for good relationships and for your well-being.

PREVIEW

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D3.4

True or False

Is the statement true or false?

1) Anger is a natural emotion.	True	False
2) It is wrong to feel angry.	True	False
3) When you are angry, your heart may beat faster.	True	False
4) It is important to manage your actions when angry.	True	False
5) Countin can help you calm down.	True	False

Anger Triggers

how angry each of the triggers makes you feel.

Calm (1)	Frus	Angry (3)	Furious (4)

	People steal from me		Things don't go as I planned
	I get criticized for something I did		Some akes advantage of me
	I'm not invited to an event		heir promise to
	I get grounded or lose my privileges		I'm bullied o
	My electronics stop working		People invade m sonal space

Question

Answer the question below using evidence from the text.

Why is it not bad to feel angry?
_____
_____
_____

PREVIEW

Name: _____ 39

Curriculum Connection
D3.4

Activity – Anger Prep

Objective What are we learning about?

Students will be able to identify situations that make them feel angry, recognize warning signs of anger, and plan healthy ways to cope before and during angry moments.

Materials What do you need for the activity?

- Anger Prep worksheet
- Pencil, crayon, or colour pencil



Instructions How will you complete the activity?

1. Think about a situation that makes you feel angry and write about it in the first box.
2. Describe what might make you feel angry in that situation and how your body or thoughts react.
3. Think about how you have handled this situation before and write what you usually do.
4. Write things you can say or do before the situation to help prepare yourself.
5. Think about the signs that tell you that you are starting to feel angry and write them down.
6. List coping skills you can use if you start to feel angry, such as deep breathing, taking a break, or talking to an adult.

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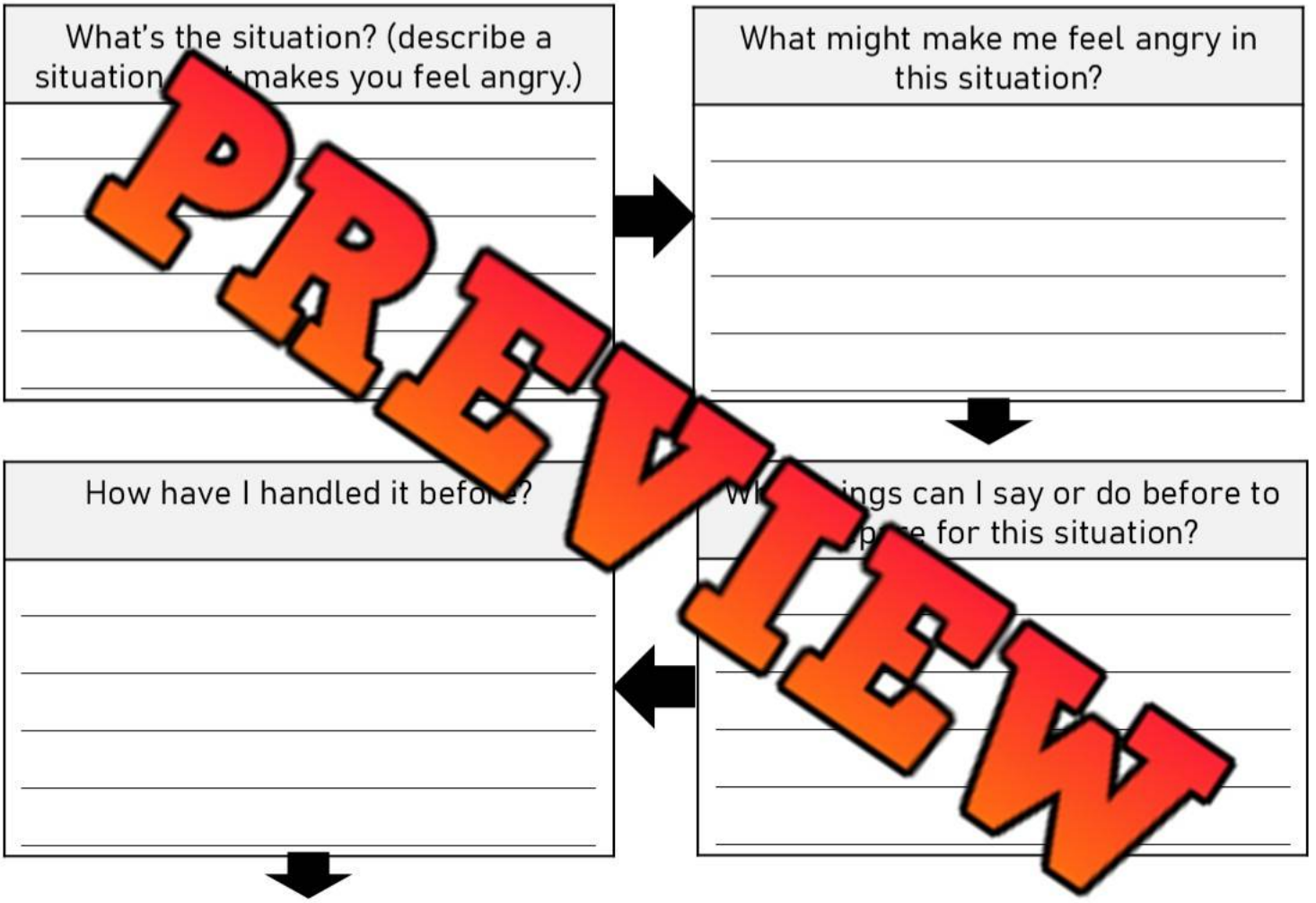
D3.4

Anger Prep

Instruction Use this worksheet to think about what you can do before and during the situation to help you cope if you start to feel angry.



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D3.4

Excitement

What is Excitement?

Excitement is a feeling you have when you are looking forward to something fun or when something good happens to you like going on a trip.



Recogni ement

Exci t is a st tion and can make you feel energetic. Yo n e a b le, feel like jumping up and down or hav tt mach. You may find yourself talking fa ha eeping.

Healthy Ways to Express Excitement

- Talk about it: Tell a friend why you are exc Thi ven better.
- Use your energy: If you feel energetic, you can us he thy way.
- Write about it: If you enjoy writing, you can write about it in
- Create art: You can draw a picture or make a craft to show your e itement.

Importance of Managing Excitement

Excitement is a positive emotion that needs to be managed. If you let your excitement, get the best of you, you might forget to be careful. You may also have trouble sleeping or focusing on tasks. By sharing your excitement and using your energy in a healthy way, you can enjoy it without it causing problems.

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Curriculum Connection
D3.4

True or False

Is the statement true or false?

1) Excitement is a feeling you might have when you are sad.	True	False
2) If you are excited, you might have a big smile on your face.	True	False
3) Excitement can make you have trouble sleeping.	True	False
4) It is im nt to manage your excitement.	True	False
5) Excit gative emotion.	True	False

Making Conne

yo member a time when you felt very excited? What happe

Draw

Draw three things that make you feel ex

PREVIEW

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Curriculum Connection
D3.4

Control

Understanding Our Emotions



Sometimes, things happen around us that we cannot control. This could be a friend moving away or bad weather when we want to p[illegible]ide. These things can cause many emotions.

PREVIEW

Feeli[illegible]e Migh[illegible]p[illegible]nce

- Frustratio[illegible]d feel[illegible]ated because we cannot control what happens.
- Sadness: If a frie[illegible]way o[illegible]mething changes, we might feel sad.
- Confusion: We might not [illegible]rsta[illegible]happen the way they do, and this can make us feel confused.
- Fear: Sometimes, not being able to contr[illegible]meth[illegible]a[illegible]us feel scared.

How to Handle These Emotions

Even though we cannot control everything, we can control ho[illegible]re are some strategies to help manage these feelings:

- Practice Acceptance: Understand that it is okay not to control everything.
- Talk About It: Share your feelings with a parent, teacher, or friend.
- Deep Breathing: taking deep breaths can help us to feel calmer.
- Positive Thinking: Find the positive in every situation, even when it is hard.
- Ask for Help: If your feelings are too big, ask an adult for help.

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D3.4

Making Connections

What can you do when you cannot control a situation?

True or False

Is the statement true or false?

1) We can control [illegible]	True	False
2) Talking about our feeli[illegible]elp [illegible]tter.	True	False
3) Fear can be a feeling when we can[illegible]trol s[illegible]ing.	True	False
4) It is not normal to feel different emotions.	True	False
5) If feelings are too big, we should not ask for h[illegible]	[illegible]ue	False

PREVIEW

Word Search

Find the words in the wordsearch.

Control	Frustration
Confusion	Sadness
Emotions	Positive
Feelings	Accept
Fear	Help

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

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Curriculum Connection
D3.4

Coping With Change

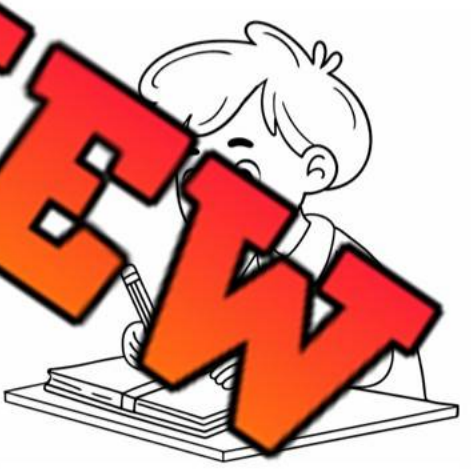
Understanding Change

Change is a part of life. It happens all the time. Some changes are small and easy to adjust to, like trying a new type of food. Some changes are big and can be challengi[illegible] moving to a new place or starting a new school.

Feel[illegible]

Change can c[illegible]t f[illegible]s. You might feel excited about a change or you might feel worried [illegible]lings are normal. It is okay to feel mixed emotions about change. Ev[illegible]exp[illegible]ese feelings. You are not alone.

PREVIEW



How to Cope with Change

- Talk about the change with someone you
- Write down your feelings in a journal.
- Use deep breathing to stay calm.
- Keep a regular schedule so things feel normal.
- Do something you enjoy, like drawing or reading a book.

Change Can Be Good

While change can be scary, it can also bring good things. It can give you new experiences, help you learn new things, and make you stronger. It is okay to ask for help when dealing with change. It is a sign of strength to ask for help.

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D3.4

True or False

Is the statement true or false?

1) Change happens all the time.	True	False
2) All changes are big and hard to adjust to.	True	False
3) It is not normal to feel worried about change.	True	False
4) It is best to keep feelings about change to yourself.	True	False
5) Writing [illegible]our feelings can help you cope with change.	True	False

Coping [illegible] Emotic[illegible]

[illegible]ircle how you might feel.

1) You start at a [illegible]hool.	Excited	Worried	Calm
2) Your favourite snack i[illegible]ilable	Excited	Disappointed	Calm
3) You learn a new game in cl[illegible]	[illegible]ited	Scared	Calm
4) Your teacher announces a surpris[illegible]ity.	[illegible]d	Nervous	Calm
5) You have to sit with new classmates.	[illegible]xcite[illegible]	[illegible]rried	Calm

Questions

Answer the questions below using evid[illegible]n th[illegible]

1) What are some feelings you might have about change?

2) How can change be a good thing?

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Curriculum Connection
D3.4

My Coping Skills Tool Box

Objective What are we learning about?

Students will be able to identify and choose healthy coping skills that help them calm dow nd manage their emotions when they feel upset, stressed, or overwhe

Materia ou need for the activity?

- Coping Skills To ox
- Pencil
- Crayons or coloured pencils



Instructions How will you complete the y?

1. Think about times when you feel upset, stressed, r o and consider what helps you calm down and feel better.
2. In each box around the toolbox, draw or write one coping skill t u can use to help yourself feel calm, such as deep breathing, talking to a t sted adult, taking a break, or doing something you enjoy.
3. You may use words, short phrases, or drawings to show your coping skills clearly.
4. Try to fill in as many boxes as you can with coping skills that work best for you.
5. Keep this page as a reminder and look back at your toolbox whenever you start to feel upset and need help calming down.

PREVIEW

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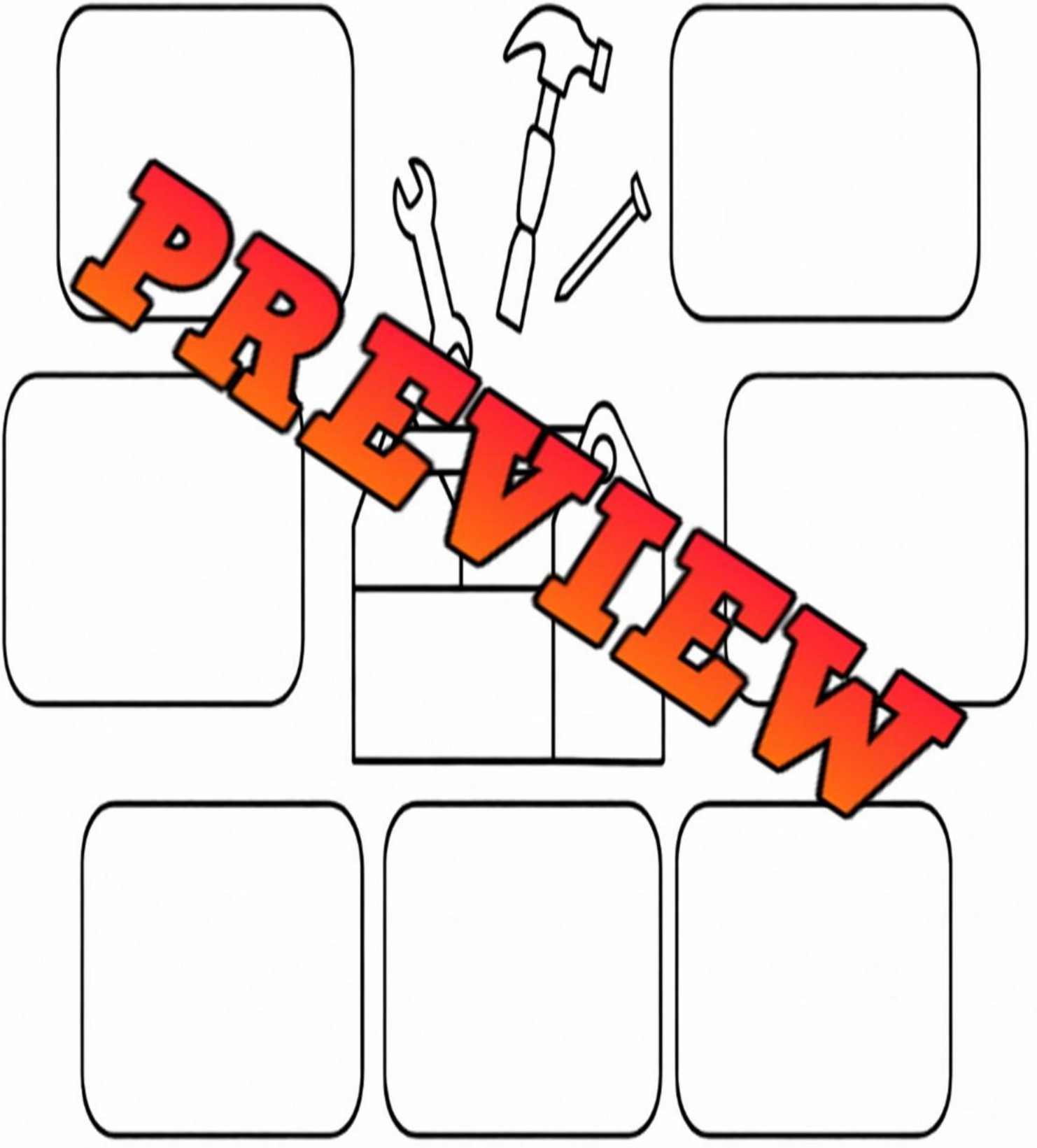
Curriculum Connection
D3.4

My Coping Skills Toolbox



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Curriculum Connection
D3.4

Coping With Loss

Understanding Loss

Loss is when someone or something that is important to us is no longer with us. There could be different reasons for this, like moving to a new place, losing a toy, or even losing a loved one. It is okay to feel upset or sad during these times.



Feelings Linked to Loss

When you experience loss, you may feel sadness, anger, confusion, or fear. These feelings are normal.

Ways to Cope with Loss

- Express Your Feelings: Talk about how you feel with someone you trust or express your feelings through writing or drawing.
- Remember: Keep memories through pictures, stories, or special objects.
- Keep a Routine: Keeping your routine can provide comfort during difficult times.
- Enjoy Life: Do things that make you happy to distract you from feeling sad.
- Ask for Help: If the feelings of loss are too much, ask a grown-up for help.

Loss is Part of Life

Everyone experiences loss at some point. It is a part of life. It is okay to feel sad. With time and support, these feelings will fade, and you will start to feel better.

PREVIEW

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Curriculum Connection
D3.4

True or False

Is the statement true or false?

1) Loss is only about losing a loved one.	True	False
2) It is okay to feel upset or sad when experiencing loss.	True	False
3) You can only feel sadness when you experience loss.	True	False
4) Expres[illegible]your feelings can help cope with loss.	True	False
5) You s[illegible]bout what you have lost.	True	False

PREVIEW

Question

[illegible]at [illegible]some ways to cope with loss?

Draw

Draw or write about one strategy you [illegible]o [illegible]ith [illegible]ss.

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Curriculum Connection
D3.4

Being Uncomfortable

Being Uncomfortable

Sometimes we are stuck in a situation that is very uncomfortable that we just have to get through. Maybe you are standing in line waiting for a roller coaster ride on a very hot day or you are in a very cold rink watching your brother's hockey game. Being physically uncomfortable can make us cranky and upset.

PREVIEW

Managing Our Emotions

- Name your emotions: "I am upset because I am too cold." It is okay to feel upset or frustrated when you are uncomfortable. It is a natural reaction.
- Deep breathing and relaxation techniques: Practice deep breathing and imagining you are in a comfortable place to help calm your body and mind.



- Positive self-talk: Tell yourself, "This is tough, but I can get through it."
- Distraction: Distract yourself by playing a game or talking to someone.
- Ask for help: Tell an adult, who can provide comfort and help.

Remember that while we cannot always control our environment, we can control how we react and adjust to it.

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Curriculum Connection
D3.4

True or False

Is the statement true or false?

1) Being physically uncomfortable can make us upset.	True	False
2) Positive self-talk does not help in uncomfortable situations.	True	False
3) You should keep your discomfort to yourself.	True	False
4) Distraction can be a useful strategy when uncomfortable.	True	False
5) You can control how you react to uncomfortable situations.	True	False

PREVIEW

Making Connections

Can you think of a time when you felt uncomfortable? What happened?

Checklist

Put a ✓ to the things that might make a person feel uncomfortable.

❑ Someone stands too close	❑ Being left out	❑ Being asked to do something I don't want
❑ Someone touches my things	❑ Someone yells	❑ Feeling unsafe
❑ Being teased or laughed at	❑ Not knowing what will happen	❑ Someone interrupts or cuts in
❑ Hearing mean words	❑ Someone ignores "stop"	❑ Feeling pressured by others

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D3.4

What Helps Me Feel Safe in the Dark?

Objective What are we learning about?

Students will be able to identify and express things that help them feel comfortable and safe during dark or uncomfortable situations by using drawing and imag[illegible]n.

Mate[illegible] [illegible]u need for the activity?

- Activity w[illegible]e
- Pencil
- Crayons or colo[illegible]d



Instructions How will you com[illegible]ete t[illegible]y

1. Imagine you are in a dark or uncomfort[illegible]ace, [illegible]re holding a flashlight to help you see.
2. Think about the things that help you feel safe, calm, com[illegible]ou are scared, uncomfortable, or in the dark.
3. Inside the light from the flashlight, draw the things that make you feel safe, such as a person, a pet, a favourite toy, a blanket, a happy memory, or anything that helps you feel better.
4. You may draw one big picture or several small things inside the light.
5. When you are finished, you may share your drawing and explain how the things you drew help you feel safe (only if you feel comfortable sharing).

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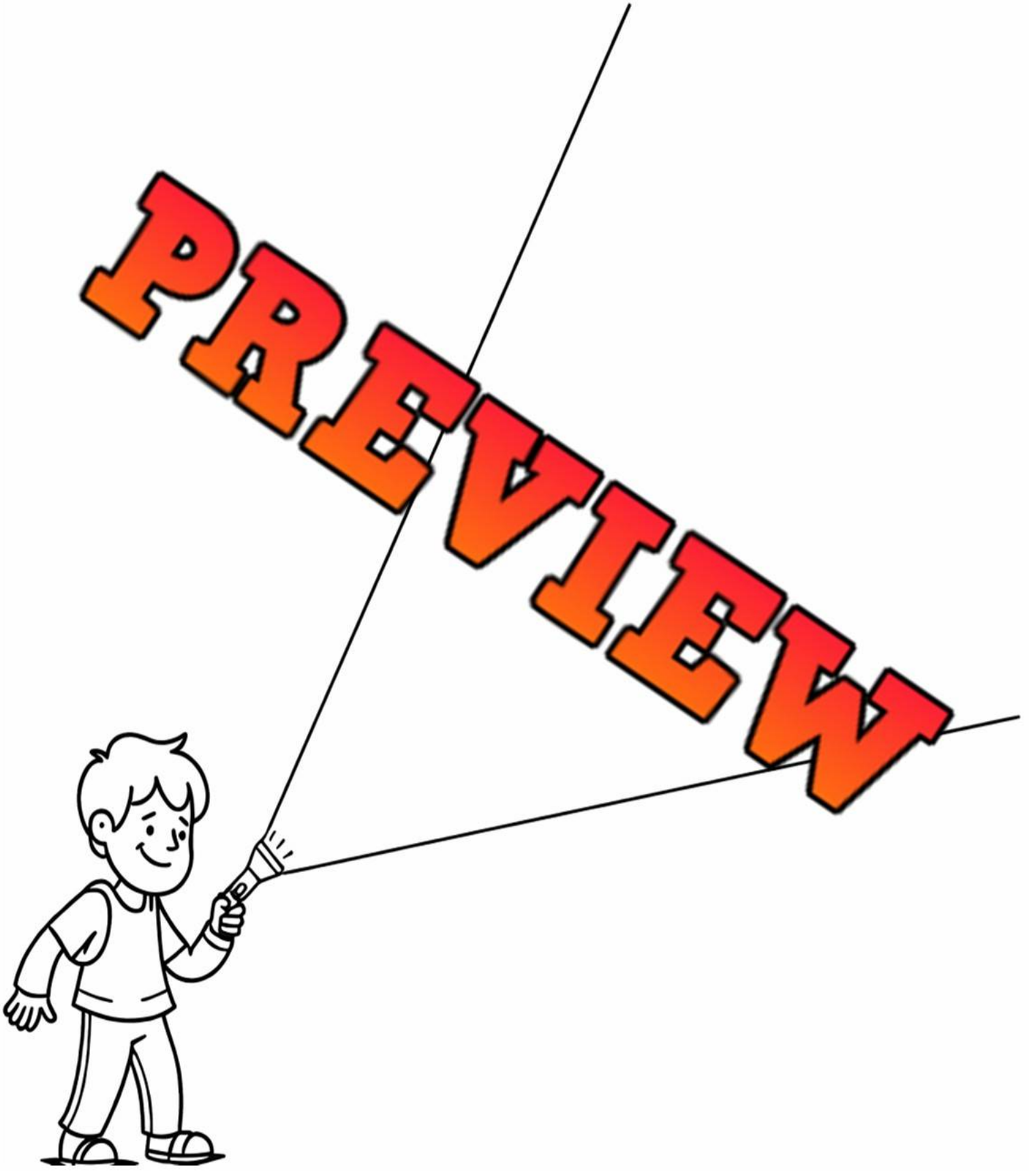
D3.4

What Helps Me Feel Safe in the Dark?



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What Helps Me Feel Safe in the Dark?



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D3.4

When Friends Disagree

Friend Disagreements

Friends are important. They make us laugh, support us, and share our interests. But sometimes, friends disagree. This is normal because everyone has different thoughts and feelings. Disagreements can make us feel sad, angry, or confused. It is important to remember that these emotions are okay.

How to Handle These Feelings

- Name your feelings: Say to yourself, "I feel angry."
- Express your feelings: Let your friend know how you feel. Use "I" statements, like "I feel sad when we argue about this."
- Listen to your friend: Your friend has feelings. Listen to them and try to see their side.
- Find a solution: Talk about ways to solve the problem.
- Ask for help: If you and your friend cannot resolve the disagreement on your own, ask a trusted adult for help.



Remember, a disagreement does not mean the end of a friendship. It is an opportunity to understand each other better and to strengthen your relationship.

PREVIEW

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Curriculum Connection
D3.4

Making Connections

What can you do when you and a friend have different ideas?

True or False

Is the statement true or false?

1) Friends never agree.	True	False
2) Disagreements can make you feel sad.	True	False
3) Listening to your friend is not important.	True	False
4) "I" statements help express feelings.	True	False
5) Your friend should not know how you feel.	True	False

Word Search

Find the words in the wordsearch.

Disagree	Listen
Friend	Talk
Feelings	Express
Angry	Solution
Confused	Help

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

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Activity – Friendly Disagreement Role-Play

Objective

What are we learning about?

To teach students how to handle disagreements with their friends in a healthy and respectful manner. By role-playing, students can develop empathy and understanding for different perspectives.

Materials

What you need for the activity?

- Scenario cards prepared with different disagreement situations written on them (e.g., "Your friend borrowed your toy without asking," "Your friend wants to play a different game than you").
- A "feelings wheel" or a chart to help students articulate how they are feeling (optional)
- Safe, open space for students to act

Instructions

How will you complete the activity?

1. Divide students into small groups of 3-4.
2. Give each group a scenario card with a situation where friends might disagree.
3. Students will take turns acting out the scenario, taking on different roles, including the friends who disagree and a mediator who helps resolve the conflict.
4. Encourage students to find a resolution to the disagreement by discussing and understanding each other's feelings and viewpoints.
5. Once all the groups have finished, bring the class together to discuss what happened in their scenarios and the solutions they came up with.

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D3.4

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Toy Tussle	Two friends both want to play with the same toy during recess. They need to talk calmly, listen to each other, and decide how to share the toy fairly, such as taking turns or playing together.
Te[illegible] Choi[illegible]	Students cannot agree on which game to play during [illegible]hysical education. They must listen to each other's ideas and [illegible]ompromise that everyone can accept.
Lunch Swap	[illegible]dent[illegible] swap a snack with another, but they canno[illegible] deci[illegible]s[illegible]wa[illegible] fair. They need to explain their choice[illegible]d agre[illegible]an[illegible]l exchange.
Artistic Differences	During art class, partner[illegible]e abou[illegible]ich colours to use for a shared project. The[illegible]res[illegible]ch[illegible]ther's opinions and find a way to combine th[illegible]
Book Club Discussion	In a reading group, students have different opinions about a story's main character. They need to listen respectfully and share their viewpoints without arguing.
Story Ending	While writing a shared story, students have different ideas for the ending. They need to respect each other's ideas and create an ending that includes parts from both.

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D3.4

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Science Project Plans	Two students are working on a science project. One wants to do an experiment while the other wants to build a model. They must discuss their ideas and decide on a plan together.
Recess Gam	A group of friends cannot decide whether to play tag or hide-and-seek during recess. They need to take turns cho mes or agree on a fair solution.
Seat Swap	dent t to sit by the window on a class trip. ey n k p ly and decide how to take turns or ch e who s ere
Music Selection	During a group proj tud ree on background music. They n to one's preferences and choose a song rly selecting music.
Group Work Responsibilities	In a group assignment, one student feels they are doing more work than others. The group needs to talk about the problem and divide tasks more evenly.
Class Pet Decision	The class wants a pet, but students disagree between getting a fish or a hamster. They need to vote or discuss the options to make a fair decision together.

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D1.6, D3.4

Activity – Friendly Disagreement Role-Play

Reflection | Answer the questions below

1) How did you feel when you were acting out the disagreement? How did you feel when you found a resolution?

2) What was the h... ab... finding a solution?

3) Were there any solutions that you tho... were re... o... Why?

4) How can understanding a friend's feelings help in finding a soluti...

5) Can you think of a time you disagreed with a friend in real life? How did you resolve it?

PREVIEW

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Curriculum Connection
D3.4

Story – Joey And His Big Emotion

Joey and His Big Emotion

Once upon a time in the small town, there lived a cheerful boy named Joey. Joey was always smiling. One day, Joey woke up feeling different.

He felt a strong feeling inside of him that he could not quite understand. His heart felt and he found himself not wanting to leave his bed. This was a new feeling for Joey.

He remembered his teacher talked about identifying feelings. He said out loud, "I feel heavy and sad. I want to leave my bed." Then, he thought for a moment and said, "I think I am feeling sad."



Knowing what he was feeling made Joey feel a little better, but the sadness was still there. He remembered his teacher had talked about, coping with feelings. He took a deep breath and thought about why he was feeling this way.

He remembered losing his favourite toy the day before. The more he thought about his lost toy, the more he missed it. That was why he was feeling sad.

Once he knew why he was sad, Joey knew he could find ways to cope with his sadness. He thought about his lost toy, took a few more deep breaths, and reminded himself that it was okay to feel sad.

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D3.4

Next, he decided to distract himself. He started drawing colourful pictures, which was something he loved to do. He found that his sadness began to lift.



Lastly, Joey decided to talk about his feelings with his mom. He found her in the kitchen, making lunch. He told her how he was feeling and about his lost toy. His mom gave him a hug and told him that it was okay to feel sad and that they could look for the toy together after lunch.

With these steps, Joey felt much stronger and his feelings of sadness get smaller. He learned a lesson that day – it is normal to have strong feelings and there are healthy ways to cope with them.

PREVIEW

1) What feelings does Joey have in the story? What caused his feelings?

2) What happened to make Joey feel better?

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Curriculum Connection
D3.4

Activity – Memory Boxes

Objective What are we learning about?

Students will reflect on the items and memories that make them feel happy and secure.

Material What you will need for the activity.

- Sm boxes ers (like shoeboxes)
- Markers, co pencil for decoration
- Various items stude ay want t le, like photos or trinkets from home

Instructions How you will te the y

1. Give each student a box.
2. Allow students to decorate their box using markers, coloured pencils, stickers, etc.
3. Ask students to fill their box with items that bring back happy or comforting memories.
4. Once complete, allow students to share (if they wish) one item from their box and explain its significance.



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Curriculum Connection
D3.4

Activity – Memory Boxes

Reflection | Answer the questions below

1) How did it feel to think about and choose your special items?

2) Why [illegible] you cho[illegible]ms you did?

3) How can looking at these items help [illegible]u're fe[illegible]own or worried?

4) What memories do these items remind you of?

5) What memories do these items remind you of?

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Name: _____ 79

Unit Test – Mental Health

Multiple Choice /10

1. How does your brain react to scary events? a) Ignores it b) Alerts your body of danger c) Puts you to sleep d) Makes yo sweets	2. How can stress affect your thinking? a) Improves memory b) Boosts confidence c) Causes negative thoughts d) Improves focus
3. What a a) A ga b) Feelings tha uts c) A book d) Feelings that come fro	4. What usually causes worry? a) Excitement about ice cream b) Certainty of outcomes c) Uncertainty of outcomes d) Fixing toys
5. How should one deal with sa a) Keep it private b) Avoid discussing it c) Talk and express feelings d) By laughing	hat happens when you feel anger? a) at slows down e co n u w d) Fa p and ay shout
7. What is a small change that may be easy to adjust to? a) Starting a new school b) Losing a loved one c) Trying a new food d) Moving to a new place	8. How can co uncomfortable? a) Ignoring the situation b) Blame others c) Take deep breaths and visualize calm d) Ignoring your feelings
9. Why do friends sometimes argue? a) They want to fight b) They don't like each other c) Everyone has different thoughts and feelings d) They don't care about friendship	10. How can friends address conflicts? a) Avoiding the friend forever b) Not listening to your friend's side c) Say "I feel hurt when..." d) Ending the friendship

PREVIEW

Matching Draw a line to match the situation with how someone might cope or react

Situation	Coping/Reaction
Worrying about a test	• Making new friends at recess
Feeling stressed	• Calming down and looking for it
Startin[illegible]w school	• Talking to a teacher or parent
Losing [illegible] toy	• Taking deep breaths

Scenarios [illegible] circle the best way to handle it

1. Aaron feels nervous about s[illegible]ing [illegible] class. What should he do?

a) Not come to school that day.

b) Practice showing it to his family first.

c) Act like he doesn't care.

d) Be mad at his teacher.

2. Layla moved to a new school and misses her old friends. [illegible]t ca[illegible] better?

a) Stay quiet and not talk to anyone.

b) Try to make new friends during recess.

c) Only think about her old school.

d) Tell her teacher she doesn't want to learn.

3. Sam and Claire had an argument over a toy. What's a good way for them to solve their problem?

a) Not talk to each other anymore.

b) Tell a teacher that the other one is mean.

c) Sit down and talk about why they're upset.

d) Hide the toy so no one can play with it.

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