Preview - Information

Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ 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.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com

Google Slides Lessons Preview

© Super Simple Sheets

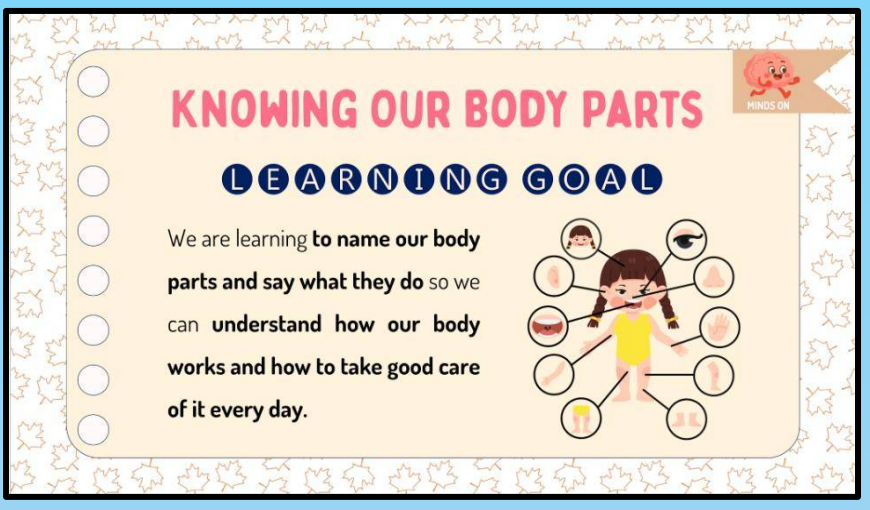
Ontario Health Curriculum

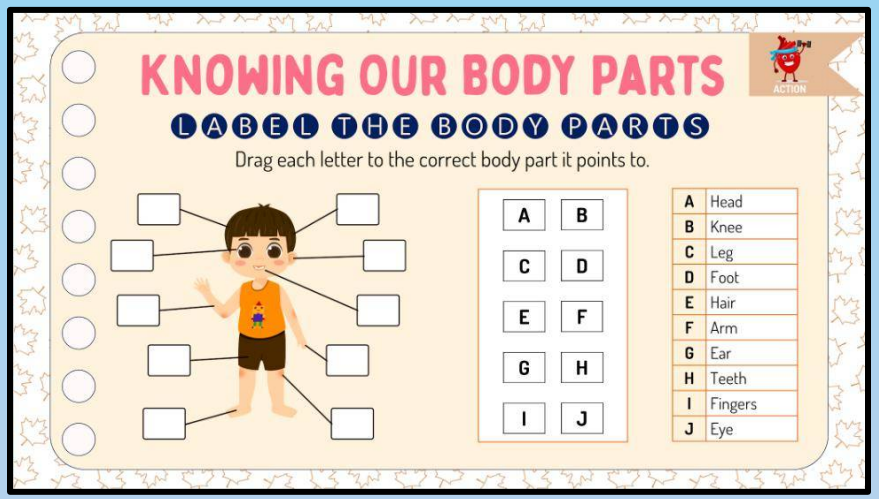
Human Dev't & Sexual Health – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



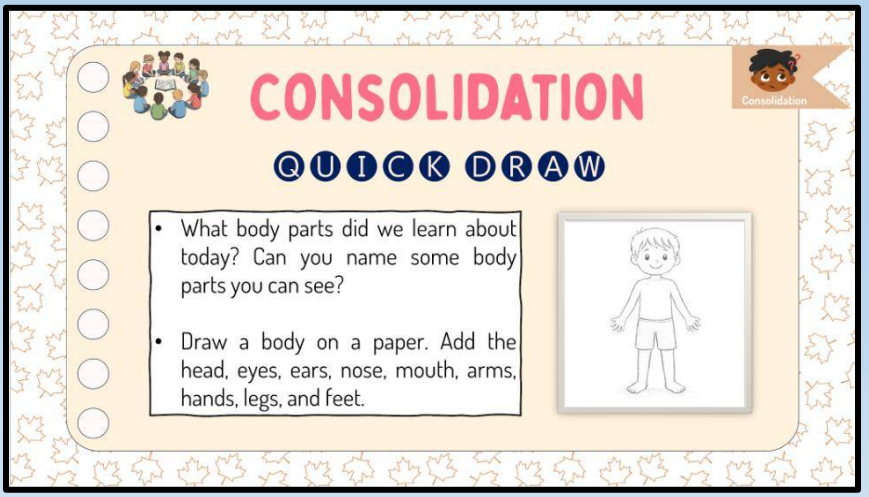


Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

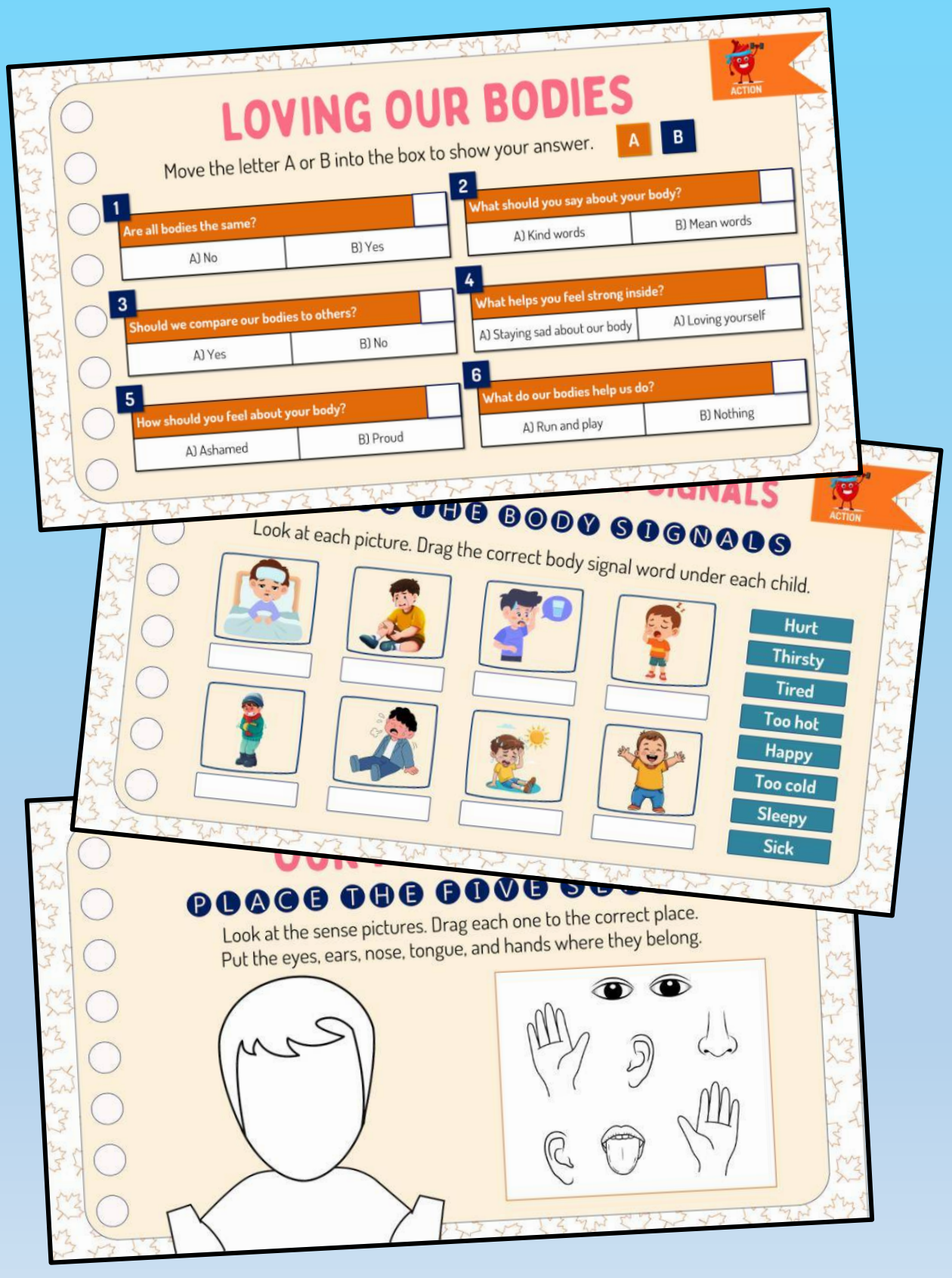
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Ontario Health Curriculum

Human Dev't & Sexual Health – Grade 1



Ontario Health Curriculum

Human Dev't & Sexual Health – Grade 1



Workbook Preview

© Super Simple Sheets

Grade 1 – Health Unit

Human Development and Sexual Health

	Curriculum Expectations	Pages
D1.3	identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology and body-positive language	6 - 29
D1.4		- 59
D2.5	preventing the transmission of disease to others	- 92

Preview of 75 pages from this product that contains 126 pages total.

NAME: _____

HUMAN DEVELOPMENT

PREVIEW



© Super Simple Sheets

Name: _____ 6

Curriculum Connection
D1.3

Knowing Our Body Parts

Why Body Parts are Special



Our body has many parts. Each part is special and important. They help us do things like playing, [illegible]g, and talking. We should know their [illegible]ke good care of them.

PREVIEW

Parts We S[illegible]

- Head: We hav[illegible]ars to hear, nose to smell, and mouth to eat.
- Arms and Hands: We use th[illegible]hold[illegible]s, write, and wave hello.
- Legs and Feet: They help us walk, run, a[illegible]p.

Parts We Don't See

Inside our body, we have a heart that beats to keep us aliv[illegible] We also have a stomach for digesting food and lungs to help us breathe.

Taking Care of Our Body

- Clean: We keep our body clean by bathing.
- Healthy Food: Eating fruits and vegetables keeps our body strong.
- Rest: Sleeping well helps our body stay healthy.

© Super Simple Sheets

Name: _____ 7

Curriculum Connection
D1.3

True or False

Is the statement true or false?

1. We have two eyes to see.	True	False
2. We use our mouth to eat.	True	False
3. Hands are not used for holding things.	True	False
4. Legs h[illegible]s to run.	True	False
5. We d[illegible]o sleep for our body.	True	False

PREVIEW

Draw

[illegible]w 3 [illegible]y parts inside your body and 3 outside

© Super Simple Sheets

Name: _____ 8

Curriculum Connection
D1.3

Body Check | Observe your body and count how many of each part you have.

How many?	
I have _____ hands	
I h_____ feet	
I have_____es	
I have _____rs	
I have _____ nose	
I have _____ mouth	
I have _____ arms	
I have _____ legs	
I have _____ fingers	
I have _____ toes	

PREVIEW

© Super Simple Sheets

Curriculum Connection
D1.3

Exit Cards

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

Name: _____

How many do you have of each?

1) Hands	
2) Fingers	
3) Eyes	
4) Arms	
5) Legs	
6) Toes	
7) Nose	
8) Ears	

Name: _____

How many do you have of each?

1) Hands	
2) Fingers	
3) Eyes	
4) Arms	
5) Legs	
6) Toes	
7) Nose	
8) Ears	

Name: _____

How many do you have of each?

1) Hands	
2) Fingers	
3) Eyes	
4) Arms	
5) Legs	
6) Toes	
7) Nose	
8) Ears	

Name: _____

How many do you have of each?

1) Hands	
2) Fingers	
3) Eyes	
4) Arms	
5) Legs	
6) Toes	
7) Nose	
8) Ears	

PREVIEW

© Super Simple Sheets

Name: _____ 10

Curriculum Connection
D1.3

My Body Parts



PREVIEW

Word Bank Use the word bank to fill in the blanks above

Eye	Hip	Hand	Foot	Leg
Nose	Neck	Finger	Hair	Tongue
Shoulder	Knee	Chest	Ear	Arm
Tooth	Ankle	Elbow	Toe	

© Super Simple Sheets

Name: _____ 11

Curriculum Connection
D1.3

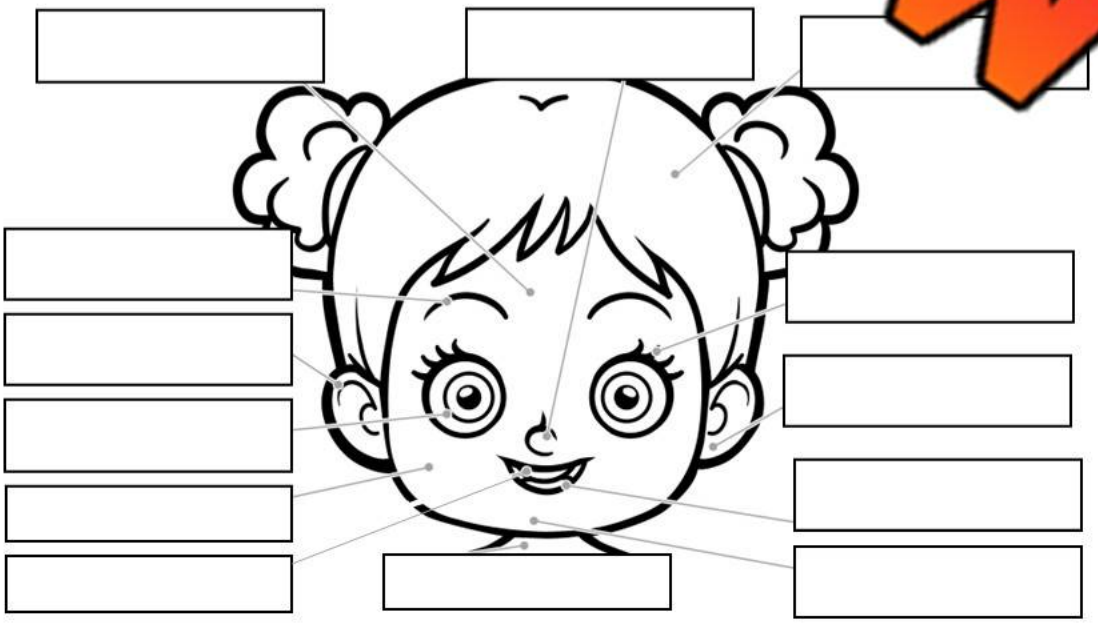
My Body Parts

Word Bank Use the word bank to fill in the blanks above

Testicles	Penis	Vulva	Vagina	Hair
Forehead	Eye	Nose	Neck	
Eyebr	Earlobe	Cheek	Chin	
Eyela	Ear	Tongue	Teeth	

PREVIEW



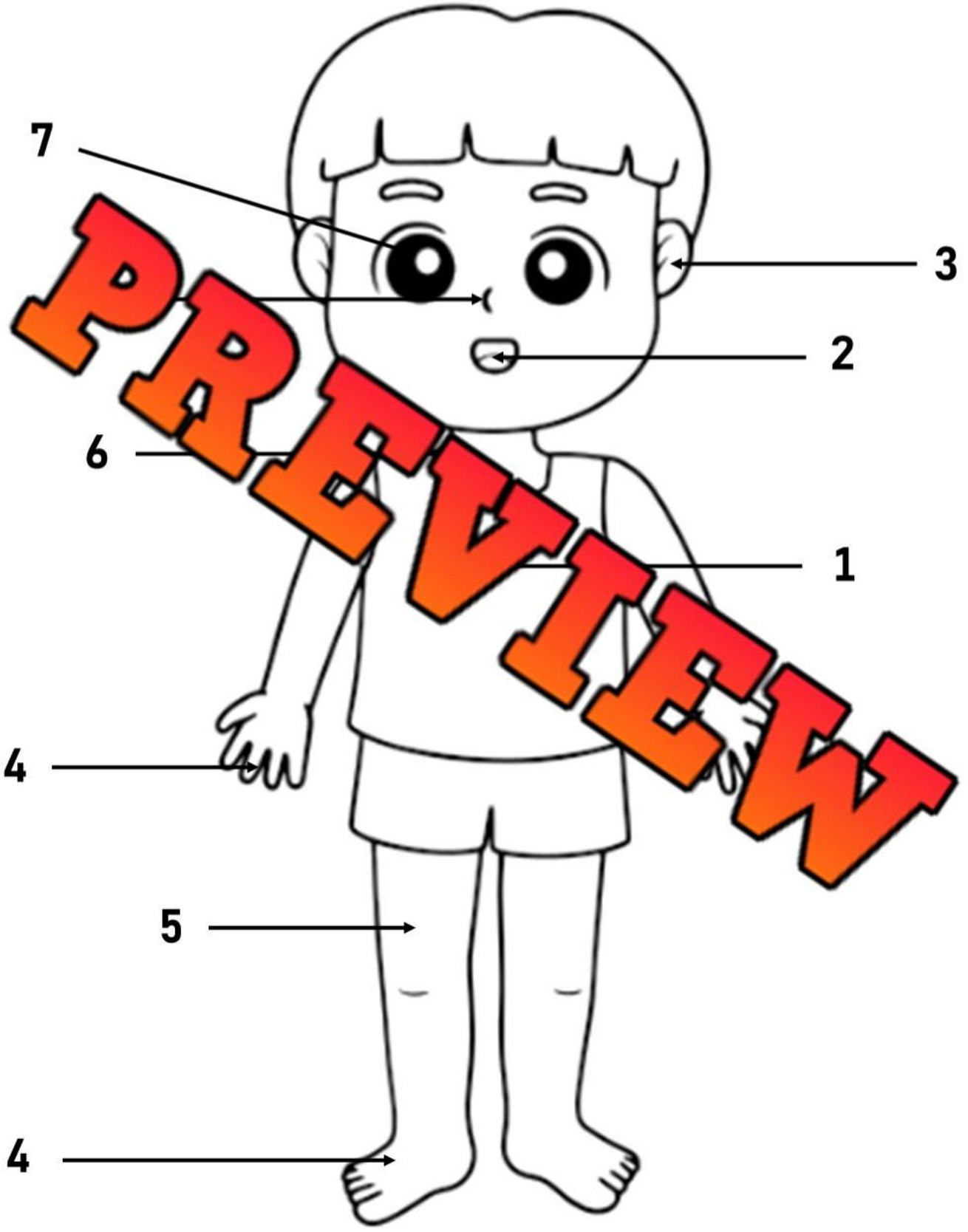


© Super Simple Sheets

Name: _____ 12

Curriculum Connection
D1.3

Crossword Guide Use this guide to answer the crossword on the next page.



PREVIEW

© Super Simple Sheets

Name: _____ 13

Curriculum Connection
D1.3

Crossword Complete the puzzle below.



© Super Simple Sheets

Name: _____ 15

Curriculum Connection
D1.3

Activity: Body Parts Pictionary

Objective What are we learning about?

To engage students in a fun activity that helps them learn and correctly identify different body parts, reinforcing their understanding and vocabulary.

Materials What you will need for the activity.

- W[illegible]aper
- Ma[illegible]s or c[illegible]
- Timer (op[illegible]
- Flashcards [illegible]dy pa[illegible]written on them



Instructions How you will [illegible]plet[illegible]

1. Divide the class into two teams.
2. One student from the first team picks a ca[illegible]wi[illegible]ov[illegible]others.
3. The student tries to draw the body part on the wh[illegible]d c[illegible]
4. The rest of the team has one minute to guess the word.
5. If the team guesses correctly, they get a point.
6. Then it's the second team's turn to draw and guess.
7. No letters or numbers are allowed in the drawings.
8. Keep rotating turns between the teams.
9. The game continues until all cards are used.
10. The team with the most points at the end wins!

PREVIEW

Name: _____ 16

Curriculum Connection
D1.3

Idea | Body Parts Cards

Hair	Arm	Leg
Cheeks	Hand	Foot
Heart	Eye	Ear
Lungs		Mouth
Stomach	Teeth	Tongue
Brain	Head	
Bones	Knee	Elbow
Muscles	Finger	Toe
Thumb	Stomach	Neck

PREVIEW

© Super Simple Sheets

Name: _____ 17

Curriculum Connection
D1.3

Activity – Exploring Body Parts Through Drawing

Draw	Draw a picture of the body part and label it.

1) Body Parts	
2) Body Parts	
3) Body Parts	
4) Body Parts	

PREVIEW

© Super Simple Sheets

Name: _____ 18

Curriculum Connection
D1.3

Newspaper Article: Body Positivity

Celebrating Every Body

Published on January 27, 2024

Everyone [illegible]nique body, and that's som[illegible]. Feeling good about oursel[illegible]be [illegible]y and healthy.

Dr. Lisa, known for teaching about happiness, tells us, "Our bodies are amazing! They let us dance, laugh, and learn. Remember to say nice things about your body every day."

Tim, a joyful first grader, loves what his body can do. "My arms are strong from climbing trees," he says proudly. "I love my body because it's part of who I am!".

Sarah, another first grader, adds, "I like my eyes because they let me see the stars. My body is awesome!"

Dr. Lisa advises, "Your body is your lifelong friend. Treat it with love and [illegible]ness."

Let's [illegible]em[illegible]r to be proud of our bo[illegible]Th[illegible]for us, from playing sp[illegible]givi[illegible]va[illegible]est hugs. Celebrate yo[illegible]day for the wonderful things it all[illegible]ws you to do!



PREVIEW

Name: _____ 19

Curriculum Connection
D1.3

Directions Colour the pictures that show what our body can really do









PREVIEW

Word Search Find the words in the wor[illegible]ear[illegible]

Love	Body
Play	Kind
Jump	Dance
Happy	Run
Care	Smile

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

© Super Simple Sheets

Name: _____ 20

Curriculum Connection
D1.3

Directions	Draw yourself and circle one body part you like.



Question	Why do you like that body part?

_____

_____

_____

_____

© Super Simple Sheets

Name: _____ 21

Curriculum Connection
D1.3

Story: Respecting Our Bodies

Benny Learns About Respect



Benny the Bear had a big heart and lots of friends. One sunny day, Benny learned somethi mportant about respect.

Beni eache l, talked about respecting our bodies odies hers. "We all have personal space t is i Mr. Owl said gently.

Benny thought about this. He re ered ng his friend Lucy the Rabbit. "Is it okay if I hug you?" Benny a Lucy time.

Lucy smiled. "Yes, Benny, that's okay with me!" id.

Benny learned to ask his friends before giving them hugs. H also learned to say "no" if he didn't want a hug. "It's important to respect each other's space," Benny thought happily.

From then on, Benny and his friends always asked each other before sharing hugs. They knew respecting personal boundaries made everyone feel safe and happy.

PREVIEW

Name: _____ 22

Curriculum Connection
D1.3

True or False

Is the statement true or false?

1) Benny never asks before giving hugs.	True	False
2) Mr. Owl talked about playing games.	True	False
3) It's important to ask before hugging someone.	True	False
4) Friend[illegible]uld not respect each other's space.	True	False
5) Sayin[illegible]g is okay.	True	False

PREVIEW

Direction

re[illegible]gles that show actions that respect our bodies.

Eating healthy food	Ign[illegible]	Washing hands
Eating too much junk food	Brushing te[illegible]	Skipping meals
Resting when tired	Staying up very late	S[illegible]g e[illegible]ly

Question

Do you like it when people are in your personal spac[illegible] Explain.

_____

_____

_____

_____

© Super Simple Sheets

Name: _____ 23

Curriculum Connection
D1.3

Newspaper Article: Identifying Personal Safety

Learning Our Bodies, Keeping Safe

Published on January 27, 2024

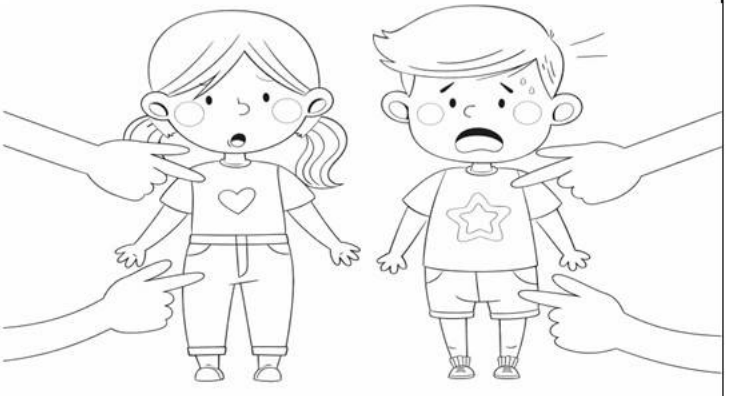
It's good to know the parts of your body. It helps you stay safe! Every kid has 206 bones and over 600 muscles that let them run and play. Your skin is the biggest body part we have.

Dr. Kay tells us, "When kids know their body parts, they can tell someone if they don't feel okay." This is important because your body is yours.

Jane, who is in grade one, learned a lot. "If I get hurt or feel bad, I can tell someone," she says. Kids should always tell a grown-up if they're hurt.

Dr. Kay says it's okay to say no if someone tries to touch you and you don't like it. You are in charge of your body. This also means you should not touch other people unless they give you permission.

Talking to grown-ups you trust about secrets is very important. Dr. Kay says talking to trusted adults can help you feel and stay safe. Remember, you are special, and you are in charge of your body.



PREVIEW

Name: _____ 24

Curriculum Connection
D1.3

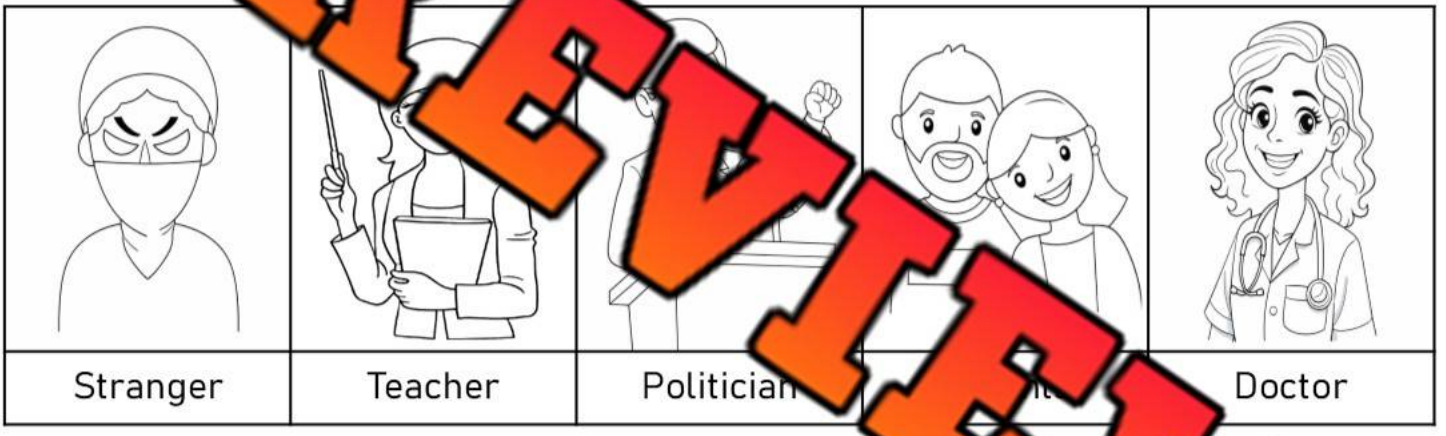
True or False

Is the statement true or false?

1. Everyone has a personal space bubble.	True	False
2. It's okay to keep secrets from trusted adults.	True	False
3. You can say no or stop if someone touches you.	True	False
4. Personal space is the same for everyone.	True	False
5. Teache elp if you feel unsafe.	True	False

Directi

C rusted adults you can talk to.



Stranger	Teacher	Politician		Doctor

PREVIEW

Word Search

Find the words in the wordsearch.

Safe	Trust
No	Talk
Space	Feel
Help	Friend
Yes	Adult

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

Curriculum Connection
D1.3

Exit Cards

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

Name: _____

Is the statement true or false?

1) Every kid has 600 bones.	T	F
2) We have over 600 muscles.	T	F
3) Our brain is the biggest body part we have.	T	F
4) No one should touch you unless they have permission.	T	F

Name: _____

Is the statement true or false?

1) Every kid has 600 bones.	T	F
2) We have over 600 muscles.	T	F
3) Our brain is the biggest body part we have.	T	F
4) No one should touch you unless they have permission.	T	F

Name: _____

Is the statement true or false?

1) Every kid has 600 bones.	T	F
2) We have over 600 muscles.	T	F
3) Our brain is the biggest body part we have.	T	F
4) No one should touch you unless they have permission.	T	F

Name: _____

Is the statement true or false?

1) Every kid has 600 bones.	T	F
2) We have over 600 muscles.	T	F
3) Our brain is the biggest body part we have.	T	F
4) No one should touch you unless they have permission.	T	F

PREVIEW

© Super Simple Sheets

Name: _____ 26

Curriculum Connection
D1.3

Listening to Our Bodies

Understanding Body Signals



Our bodies are like whispering friends, always telling us how they feel and what they need to be ha[illegible]nd healthy.

Key [illegible]r Bodies

- When W[illegible]: O[illegible]ummies grumble, asking for nutritious food to fuel our a[illegible]ture.
- When We're Thirs[illegible] dry thro[illegible]als the need for water to stay hydrated and active.
- When We Need Sleep: Yawni[illegible]and dr[illegible]ey[illegible]s are our body's way of saying it's time for bed to re[illegible]ge fo[illegible]ow.
- When It's Time to Move: A burst of energy [illegible]ourages [illegible] run, jump, and play, keeping our heart healthy.

PREVIEW

Responding to Our Body's Needs

- Adjusting to Temperature: Shivering or sweating reminds us to find shade, put on a hat, or wear a warm coat.
- Reacting to Pain: Ouches and aches tell us to be careful, possibly needing a bandage or a comforting hug.
- Listening When We're Unwell: Feeling weak or having a tummy ache means we might need to rest, see a doctor, or take medicine.

Name: _____ 27

Curriculum Connection
D1.3

True or False

Is the statement true or false?

1) Our bodies talk to us.	True	False
2) We should ignore when we feel thirsty.	True	False
3) Feeling tired means we need to play more.	True	False
4) Eating [illegible] hungry helps our body.	True	False
5) Drink[illegible] important when we're thirsty.	True	False

Fill in the Bla[illegible]

Writ[illegible] missing word.

1)	When we feel _____ [illegible] should [illegible] water.	Thirsty	Hungry
2)	Wearing _____ clothes [illegible] ps [illegible]	Cold	Warm
3)	Sleeping helps when we are _____.	[illegible]rgetic	Tired
4)	We feel _____ after running and playing.	[illegible]	Hungry
5)	Our body needs rest when it feels _____.	S[illegible]	[illegible]d

PREVIEW

Question

When have you ever needed a band-aid?

_____

_____

_____

_____

Name: _____ 30

Curriculum Connection
D1.4

Story: Understanding the Five Senses

Draw	Draw pictures that show the story

Lily's Discovery of the Five Senses

Once th was a curious girl named Lily. She loved exploring the world a er. Lily wanted to learn how her senses helped her eve y.

One sunny mo Lily he garden. She saw beautiful flowers. "I use my eyes to se houg ily. Colors and shapes became clear to her.

PREVIEW

© Super Simple Sheets

Name: _____ 31

Curriculum Connection
D1.4



In the garden, Lily heard birds singing. "My ears help me hear," she realized. The chirping was like music, making her smile and dance.

Next, Lily found different flowers and fruits. She sniffed them one by one. "My nose helps me to smell," she discovered. Each scent was unique and lovely.

© Super Simple Sheets

Name: _____ 32

Curriculum Connection
D1.4

Then, Lily picked a soft, fuzzy peach. She felt its texture. "My skin helps me feel," she understood. The peach was soft, and the grass was tickly under her feet.

It was time for a snack, so Lily ate the peach. "Yum!" she exclaimed. "My ton[illegible]elps me taste." The peach was sweet and juicy, making her gigg[illegible]

PREVIEW

Name: _____ 33

Curriculum Connection
D1.4



Later, Lily's friend, Aarav, joined her. They played a game of guessing sounds and smells. They laughed and learned together.

Lily realized her senses made every day special. Seeing, hearing, smelling, feeling, and tasting helped her enjoy the world. "I love my senses," she said with a big smile.

© Super Simple Sheets

Name: _____ 35

Curriculum Connection
D1.4

Story: The World of Sight

Alex's Adventures in the World of Sight



In a small town lived a curious boy named Alex. Alex loved looking at everything around him. His world w[illegible]ull of colours, shapes, and movement.

One [illegible]nd his cat, Whiskers, played outside. He sa[illegible]reen trees, and colourful butt[illegible]. "My [illegible]p me see all these," Alex thought.

Alex and Whiskers playe[illegible]ched birds flying and clouds moving. "My eyes can follow thi[illegible]at mo[illegible]e giggled, chasing Whiskers.

Later, Alex drew pictures with many colours a[illegible]es[illegible]sed reds, blues, yellows, and greens. "My eyes help me see differ[illegible]e said, smiling at his artwork.

As the sun set, Alex watched the sky change. It turned from blue to orange and pink. "What a beautiful world!" Alex exclaimed. He felt happy his eyes let him see such wonders.

Every day, Alex appreciated his eyes more. He knew his world of sight was a special gift.

PREVIEW

Name: _____ 36

Curriculum Connection
D1.4

True or False

Is the statement true or false?

1) Alex has a dog named Whiskers.	True	False
2) Alex loves looking at the sky.	True	False
3) Birds can be seen flying in the sky.	True	False
4) Alex us[illegible] his ears to see colours.	True	False
5) Alex d[illegible]ures with many colours.	True	False

Sequenc[illegible]

Num[illegible]ents from 1 to 5 in the order they happened in the story.

	Alex pla[illegible]uts[illegible]t. Whiskers.
	Alex felt happy [illegible] his [illegible]im see.
	Alex drew pictures with m[illegible]olours.
	Alex looked around and saw man[illegible]s.
	Alex watched birds and clouds move.

Word Search

Find the words in the wordsearch.

Alex	See
Sky	Blue
Cat	Draw
Birds	Green

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

PREVIEW

© Super Simple Sheets

Curriculum Connection
D1.4

The Sense of Touch

How We Feel Things

Our skin is amazing! It helps us feel things. When we touch something, our skin tells our brain if it is soft, hard, hot, or cold.

PREVIEW



Diff

- Soft: Li kit
- Hard: Like
- Hot: Like warm s e.
- Cold: Like a snowflake.

Skin Receptors

Under our skin, we have tiny things called **pto** nd messages to our brain about what we feel. This k p afe from feeling things that could hurt us.

Taking Care of Skin

- Gentle Washing: Keep your skin clean by washing gently.
- Sun Protection: Wear sunscreen to protect from the sun.
- Warm Clothes: Wear warm clothes when it's cold outside.

© Super Simple Sheets

Name: _____ 38

Curriculum Connection
D1.4

True or False

Is the statement true or false?

1. Our skin helps us feel things.	True	False
2. We feel with our ears.	True	False
3. Sunscreen protects our skin.	True	False
4. Recept[illegible] are under our skin.	True	False
5. We us[illegible]e to feel textures.	True	False

PREVIEW

Draw

[illegible]ee things you can feel with your skin.

Soft	Hard	Hot	[illegible]

Question

What does our skin help us do?

_____

_____

_____

_____

© Super Simple Sheets

Name: _____ 40

Curriculum Connection
D1.4

Story: Hearing the World

Ethan's Listening Adventure

Once there was a boy named Ethan who loved listening to the world. He discovered that his ears were special. They helped him hear all sorts of sounds.



One [illegible] listened to the birds chirpi[illegible]outsi[illegible]dow. "My ears let me hear the bird[illegible]g," h[illegible]ht with a smile.

At breakfast, Ethan he[illegible]siz[illegible]ncakes on the stove. He listened to the gentle hum of the [illegible]erat[illegible]d the ticking of the clock on the wall. "So many different sounds!" h[illegible]aid [illegible]dly.

On his way to school, Ethan heard cars beep[illegible]eves r[illegible]g, and dogs barking. Each sound was unique and told hi[illegible]om[illegible]his surroundings.

In the classroom, Ethan listened to his teacher's stories. He loved the sound of her voice and the laughter of his friends.

Every day, Ethan explored the world through his ears. He realized that listening carefully helped him learn and understand so much about the world around him. "I love hearing!" Ethan exclaimed, eager for more sounds to discover.

PREVIEW

Name: _____ 41

Curriculum Connection
D1.4

True or False

Is the statement true or false?

1) Ethan loves to listen.	True	False
2) Ethan has a pet fish.	True	False
3) Ethan hears birds chirping.	True	False
4) Ethan s[illegible] with his ears.	True	False
5) Leave[illegible] rustling sound.	True	False

Fill in the Blanks

[illegible]ite the missing word.

1)	Ethan loves list[illegible] _____ [illegible]irping.	Cats	Birds
2)	The _____ sizzle [illegible] sto[illegible] [illegible]ast.	Pancakes	Milk
3)	Ethan hears the _____ ticking [illegible] class[illegible]	Light	Clock
4)	Cars make a _____ sound on the str[illegible]	[illegible]ng	Whispering
5)	Ethan's _____ help him hear all these sounds	Ea[illegible]	Eyes

Word Search

Find the words in the wordsearch.

Ethan	Hear
Birds	Clock
Cars	Leaves
Beep	Ear

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

PREVIEW

© Super Simple Sheets

Name: _____ 42

Curriculum Connection
D1.4

Directions Colour the things that you can hear.



PREVIEW

© Super Simple Sheets

Name: _____ 43

Curriculum Connection
D1.4

Story: Smelling and Tasting

Nina's Flavourful Day

Nina had a nose that loved to smell and a tongue that loved to taste. One sunny day, she decided to explore how the worked together.



In the kitchen, Mom was baking cinnamon cookies. Nina smelled the sweet, spicy scent. "Mmm, cinnamon!" she said, her nose tingling.

Then, it was time to taste. Nina bit a warm cookie. "Yummy!" she exclaimed. Her tongue could taste the sweet and spicy flavour, just like her nose smelled it.

At lunch, Nina sniffed her apple. It smelled fresh and fruity. She took a bite, her tongue tasted the juicy, sweet flavour. "Tasting is like it smells!" Nina realized.

In the garden, Nina sniffed flowers. Their scent was like perfume. She knew not to taste them, but loved their smell.

Nina learned her nose and tongue worked as a team. They helped her enjoy every smell and taste. "What a delicious day!" Nina said happily.

PREVIEW

Name: _____ 44

Curriculum Connection
D1.4

Fill in the Blanks

Write the missing word.

1)	Nina smells _____ baking in the oven.	Cookies	Shoes
2)	The cookies taste like _____.	Cinnamon	Salt
3)	Nina's nose helps her _____ different scents.	Smell	See
4)	Nina _____ flowers in the garden.	Smells	Hears
5)	Mi_____ to taste food.	Ear	Tongue

PREVIEW

Draw

Draw three favourite smells

Word Search

Find the words in the words

Nina	Smell
Taste	Apple
Sweet	Fruity
Nose	Oven

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

© Super Simple Sheets

Name: _____ 45

Curriculum Connection
D1.4

Activity – Five Senses Charades

Objective

What are we learning about?

To help students understand and communicate about the five senses (sight, hearing, taste, smell, and touch) through a fun and interactive game of charades.

Materials

What you will need for the activity.

- Co[illegible]r objects related to each [illegible] (e.g., sm[illegible] flower for smell, eating an appl[illegible] for ta[illegible]
- A box or [illegible] the c[illegible]
- Timer (optio[illegible])



Instructions

How you w[illegible]ple[illegible]ty

1. Divide the class into two teams.
2. One student from the first team picks a [illegible] with [illegible] it to others.
3. The student acts out the action that is related t[illegible]nse.
4. The rest of the team has one minute to guess what is bein[illegible] which sense the actor is using.
5. If the team guesses correctly, they earn a point.
6. Then it's the second team's turn to act and guess.
7. No speaking or mouthing words is allowed during the acting.
8. Keep rotating turns between the teams.
9. The game continues until all cards are used.
10. The team with the most points at the end wins!

PREVIEW

Name: _____ 46

Curriculum Connection
D1.4

Charade Cards | Cut out the cards below

Looking through a telescope	Listening to loud music
Blinded by a camera flash	Covering ears from dog barking
Wearing glasses	Tasting a sour lemon
Smelling a flower	Licking a lollipop
Smelling something gross	Biting into a sandwich
Holding nose from stinky socks	Drinking through a straw
Petting a furry animal	Looking for a toy
Getting tickled	Staring at stars
Warming hands near a fire	Shaking a rattle
Cooling face with a fan	Blowing a whistle
Feeling something sticky	Listening to ocean in a seashell
Eating a piece of chocolate	Smelling perfume or cologne
Eating spaghetti	Tasting a spicy pepper

PREVIEW

© Super Simple Sheets

Name: _____ 47

Curriculum Connection
D1.4

Newspaper Article: Safe Exploration

Exploring Safely With Our Senses

Published on January 26, 2024

Exp[illegible]! We use our eyes, ears, nose, h[illegible]out learn about nature. But [illegible]

Dr. Amy Chen, a nature expert, says, "Using our senses helps us enjoy nature. We see beautiful flowers, hear birds, and smell the fresh air. But remember, look at animals from far, don't touch them."

Tommy, a first grader, went on a nature walk. He shares, "I saw a squirrel! I stayed quiet and watched. It was fun!"

Dr. Chen adds, "Stay on the paths and don't pick plants. This keeps nature safe and happy."

[illegible] you explore, use your senses. See [illegible] ear the wind, and sm[illegible]. Remember, be kind to nat[illegible] a h[illegible] world out there!



PREVIEW

© Super Simple Sheets

Name: _____ 48

Curriculum Connection
D1.4

Draw

Draw how you use your senses in nature below



Things you **SEE**



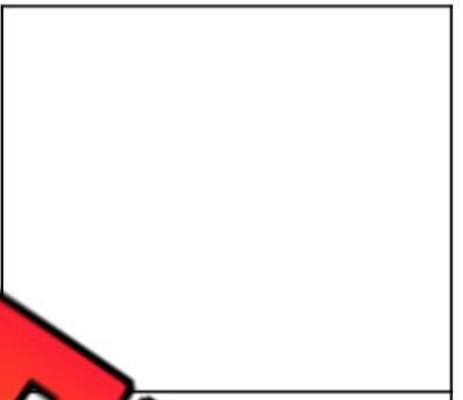
Things you **SMELL**



Things you **HEAR**



Things you **TA**



you **FEEL**

PREVIEW

Word Search

Find the words in the wordsearch

See	Bird
Smell	Path
Walk	Safe
Fresh	Air
Hear	Tree

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

© Super Simple Sheets

Name: _____ 51

Curriculum Connection
D1.4

Assistive Tools for the Senses

Tools for Seeing

- White Canes: Used by people who have trouble seeing. They feel the ground in front of them.
- Brail[illegible] Special writing that people can rea[illegible] fingers.



Tools for H[illegible]

- Hearing Aid[illegible] small [illegible] fit in or on the ear to make sounds louder.
- Visual Alerts: Lights tha[illegible] flas[illegible] so[illegible]ne there is a sound, like a doorbell.

Tools for Moving

- Wheelchairs: Chairs with wheels that help peo[illegible]e m[illegible]
- Walkers: Frames that help people walk more easily.

Service Animals

- Guide Dogs: Dogs trained to guide people who can't see.
- Helper Monkeys: Monkeys trained to assist with daily tasks.

All these tools help people experience the world in different ways. They make it easier for everyone to learn, play, and live happily.

PREVIEW

Name: _____ 52

Curriculum Connection
D1.4

True or False

Is the statement true or false?

1. White canes are used for hearing.	True	False
2. Braille books have raised dots.	True	False
3. Hearing aids make things quieter.	True	False
4. Flashing lights can signal sounds.	True	False
5. Walker[illegible]eople walk.	True	False

Mu[illegible] Choic[illegible]

Circle the correct answer.

1) What tool he[illegible]ple w[illegible]ouble seeing?		
A) White cane	[illegible]leadp[illegible]	C) Spoon
2) What helps people read [illegible]hei[illegible]		
A) Picture book	B) Penc[illegible]	C) Braille
3) What tool makes sounds louder for hearing?		
A) Hearing aid	B) Flashlight	C) [illegible]
4) What tool flashes light to tell there is a sound?		
A) Television	B) Visual alert	Mir[illegible]
5) What helps people move around easily?		
A) Book	B) Pillow	C) Wheelc[illegible]

PREVIEW

Question

What assistive tools have you seen before?

_____

_____

_____

© Super Simple Sheets

Name: _____ 53

Curriculum Connection
D1.4

Activity – Snowman Game: Sensory Edition

Objective What are we learning about?

To help students recall and reinforce their knowledge of the five senses through a fun and interactive Snowman game, enhancing their understanding and memory of sensory-related words.

Materials What you will need for the activity.



- W[illegible]paper
- [illegible]rs or cra[illegible]
- List [illegible] words [illegible]he five senses (sight, smell, hearing, t[illegible]
- Eraser or cl[illegible]ing a [illegible])

Instructions How yo[illegible]mple[illegible]ivity

1. Sensory Word Selection: Start by a[illegible]udent[illegible]all sensory-related words they've learned, such as 'sight', 'tas[illegible]earing'[illegible]ll', a[illegible]touch'.
2. Explain Snowman: Demonstrate how to pl[illegible]wman[illegible]eboard or chalkboard. Explain that for each incorrect gu[illegible] is drawn, starting from the bottom snowball to the sad face.
3. Game Setup: Distribute blank Snowman game templates [illegible]the [illegible] them to think of a word related to the health topics they've stu[illegible]
4. Play in Pairs: Students pair up. One student thinks of a health-relate[illegible]d and draws blanks on the template for each letter.
5. Guessing the Word: The partner guesses letters. If a letter is correct, it's added to the blanks. If not, a part of the snowman is drawn.
6. Discover and Discuss: The game continues until the word is guessed or the snowman is completed. After each round, discuss the word in context of Safety education.
7. Encourage Creativity: Urge students to be creative with their word choices, thinking broadly about everything they've learned in health class.
8. Rotate and Repeat: After a few rounds, have students switch partners for fresh gameplay and new word challenges.

PREVIEW

Name: _____ 54

Curriculum Connection
D1.4

Snowman

With a partner, one person chooses a word. They count the number of letters in their word and write that many blanks. The other person guesses the letters until they figure out the word.

Draw Your Snowman

Cross off incorrect guesses

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below

PREVIEW

Draw Your Snowman

Cross off incorrect

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below

© Super Simple Sheets

Name: _____ 55

Curriculum Connection
D1.4

Food – Using Our Senses

Discovering Food



Every time we eat, we use our senses. This
adventure helps us love our meals and sna

PREVIEW

Sen E Exciting

- Sight: Col sh nes on our plate make us excited to eat. Green sp red a nd yellow bananas look so inviting.
- Sound: Some fo p, cr or pop! Like when we bite into crispy celery or mun on
- Smell: Before we even tast our no ells if something smells delicious, like fresh bread ran
- Touch: Feeling our food can be fun! So as, broccoli, and squishy tomatoes tell us a lot.
- Taste: Our tongues discover if food is sweet like stra ries, salty like nuts, sour like lemons, or bitter like kale.

Learning From Our Senses

Our senses guide us to eat a variety of foods. They show us what foods we like and which ones are healthy for us. Eating different colours and types of food makes sure we get lots of vitamins.

© Super Simple Sheets

Name: _____ 56

Curriculum Connection
D1.4

Draw | Draw foods that use the senses below

Taste: u Like The Taste Of	**Taste**: Food You Don't Like The Taste Of
Sight: Food That Is Colourful	**S** ood That Is Not Colourful
Smell: Food You Like The Smell Of	**Smell:** Food You Don't Like The Smell Of
Touch: Food That Is Soft	**Touch:** Food That Is Hard

PREVIEW

© Super Simple Sheets

Curriculum Connection
D1.4

Exit Cards

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

Name: _____

How would you describe the food?

1) Popcorn	Small	Big
2) Lemons	Sour	Spicy
3) Ice Cream	Cold	Hot
4) Apples	Crunchy	Soft
5) Bananas	Soft	Hard
6) Brownies	Sweet	Sour

Name: _____

How would you describe the food?

1) Popcorn	Small	Big
2) Lemons	Sour	Spicy
3) Ice Cream	Cold	Hot
4) Apples	Crunchy	Soft
5) Bananas	Soft	Hard
6) Brownies	Sweet	Sour

Name: _____

How would you describe the food?

1) Popcorn	Small	Big
2) Lemons	Sour	Spicy
3) Ice Cream	Cold	Hot
4) Apples	Crunchy	Soft
5) Bananas	Soft	Hard
6) Brownies	Sweet	Sour

PREVIEW

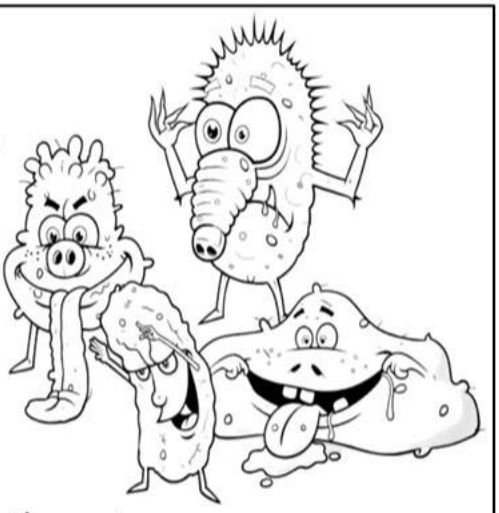
© Super Simple Sheets

Name: _____ 60

Curriculum Connection
D2.5

Germs and Health

What Are Germs?



Germs are too small to see but they can make us feel sick. They hide everywhere on our toys, doorhandles, and even our hands!

PREVIEW

Types of Germs

- Bacteria: Tiny critters that can give us sore throats.
- Viruses: They can spread and make us sneeze.

Fighting Germs

To keep germs away and stay healthy, we can:

- Wash Hands: Use soap and water to rub every part of our hands for 20 seconds. Do this especially before eating and after using the washroom.
- Sneeze Right: Always sneeze into your elbow, not your hands.
- Keep Clean: Toys, clothes, and surfaces should be cleaned regularly.

Germs might be small, but we're much smarter! By washing our hands and keeping clean, we can stop germs from making us sick. Let's be germ fighters every day!

© Super Simple Sheets

Name: _____ 61

Curriculum Connection
D2.5

True or False

Is the statement true or false?

1. Germs can make us feel sick.	True	False
2. Germs are very big and easy to see.	True	False
3. Washing hands can keep germs away.	True	False
4. Toys ne[illegible] have germs on them.	True	False
5. Bacte[illegible]es are types of germs.	True	False

PREVIEW

Draw

aw[illegible]ee ways we fight germs.

Question

How can we stop germs from spreading?

_____

_____

_____

_____

© Super Simple Sheets

Name: _____ 62

Curriculum Connection
D2.5

Keeping Hands Clean

Keeping Hands Germ-Free

Hand washing is one of the best ways to stay healthy. It removes germs and dirt that can make us feel sick. We need to wash our hands many times a day.



PREVIEW

Times to Wash Hands

- Before Cooking: To keep food clean and safe.
- After Sneezing or Coughing: To stop germs from spreading.
- Before and After Visiting the Sick: To avoid getting sick or making them sicker.
- After Handling Garbage: To remove germs from hands.

Steps for Washing Hands

- Soap and Water: Always use soap and water. If no soap, use hand sanitizer.
- Sing a Song: Sing a short song like "Happy Birthday" twice to make sure you scrub long enough.
- Between Fingers and Nails: Scrub everywhere, including the back of your hands.
- Rinse Well: Make sure all soap is washed off.
- Use a Towel: Dry your hands completely with a clean towel.

© Super Simple Sheets

Name: _____ 63

Curriculum Connection
D2.5

True or False

Is the statement true or false?

1. We should wash our hands before eating.	True	False
2. Hand washing is only for adults.	True	False
3. Singing while washing helps time it.	True	False
4. We wash hands only after playing.	True	False
5. We don[illegible]to dry our hands.	True	False

Instr[illegible]

[illegible]he page and answer the question below.

Why should we wash our hands?



PREVIEW

Name: _____ 64

Curriculum Connection
D2.5

Handout | How to Wash Hands Properly

Step 1	Turn on the water and wet your hands.
Step 2	Get some soap onto your hands.
Step 3	Rub your palms together with soap.
Step 4	Clean under your fingernails to remove dirt.
Step 5	Wash between your fingers carefully.
Step 6	Rinse your hands under the running water.
Step 7	Dry your hands with a clean towel.
Step 8	Turn off the tap using the towel.

PREVIEW

© Super Simple Sheets

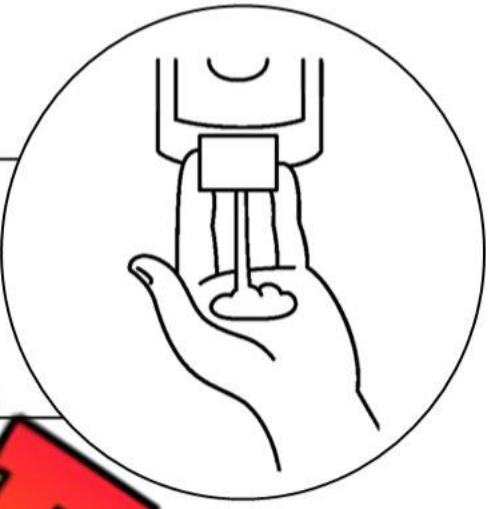
Name: _____ 65

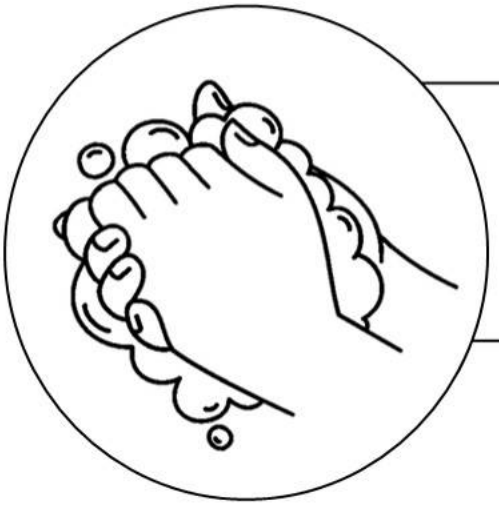
Curriculum Connection
D2.5

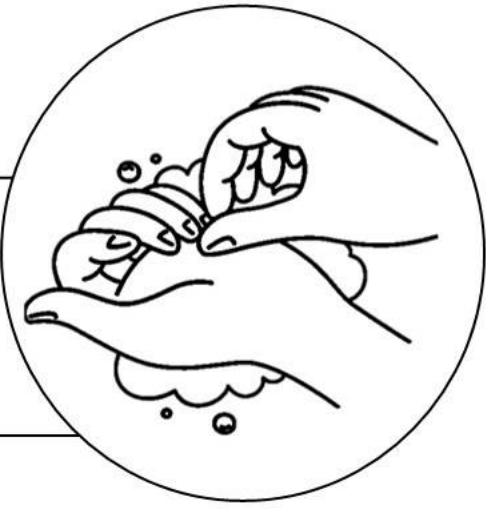
Handwashing Steps

Write the description of each handwashing step.







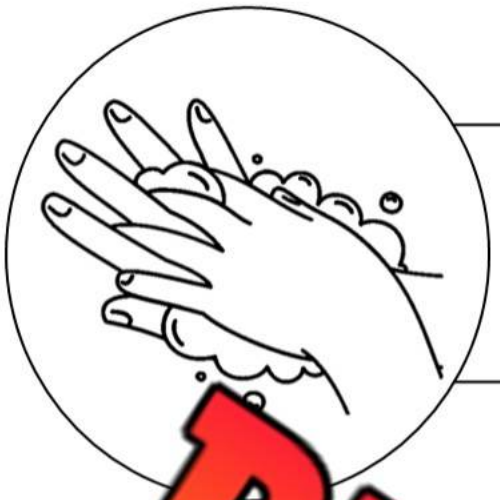


PREVIEW

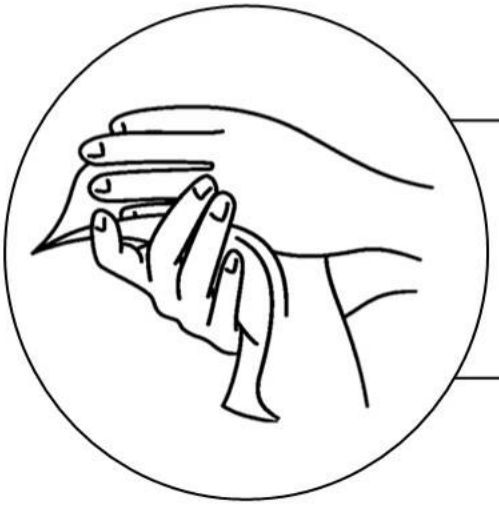
© Super Simple Sheets

Name: _____ 66

Curriculum Connection
D2.5









PREVIEW

Curriculum Connection
D2.5

Story: Sneezing Etiquette

Sammy's Sneezing Lesson

Sammy the Squirrel loved playing outside. But one day, he started sneezing a lot. "Achoo! Achoo!" went Sammy.



His fri[illegible] Rabbit, gave him a tissue. "Alw[illegible]s," she said. Sammy wo[illegible]y.

Lily explained, "Snee[illegible] a t[illegible]your sleeve keeps germs from spreading."

Sammy sneezed again, but this time i[illegible]e tis[illegible]!" He felt better knowing he wasn't spreading germs.

"Germs are tiny things that can make others sick," Lily [illegible] sneezing properly, we help everyone stay healthy."

Sammy understood now. He thanked Lily and promised to always sneeze the right way.

From then on, Sammy always carried tissues. When he sneezed, he used a tissue or his sleeve. He was proud to help keep his friends healthy.

PREVIEW

© Super Simple Sheets

Name: _____ 68

Curriculum Connection
D2.5

True or False

Is the statement true or false?

1) Sammy is a squirrel.	True	False
2) Sneezing spreads germs.	True	False
3) Sammy sneezes into his hand.	True	False
4) Lily gav Sammy a tissue.	True	False
5) Samm preading germs.	True	False

PREVIEW

Fill in t Blank

Write the missing word.

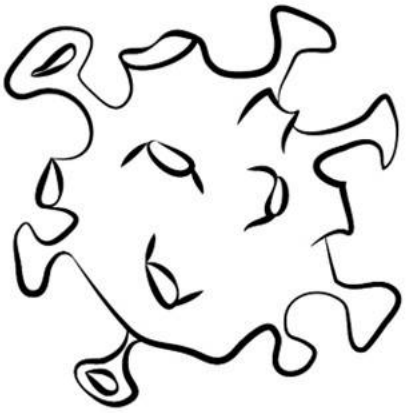
1)	Sneezing into ops germs.	Sock	Tissue
2)	Germs are _____ thi t ca a ick.	Tiny	Big
3)	Lily is a kind _____ who help my.	Rabbit	Squirrel
4)	Sammy felt _____ knowing he wasn't sp g ge	orse	Better
5)	Always _____ your hands after sneezing.	W	Clap

Colour

Colour in the germs below







© Super Simple Sheets

Name: _____ 69

Curriculum Connection
D2.5

Identify Who among the group practise proper sneezing/ coughing?



PREVIEW

© Super Simple Sheets

Name: _____ 70

Curriculum Connection
D2.5

Dental Hygiene

Why Clean Our Teeth



Cleaning our teeth keeps them strong and healthy. It helps prevent cavities, which are tiny holes in our teeth. Clean teeth also mean fresh breath!

PREVIEW

How to Brush Their Teeth

- Use Toothpaste: A pea-sized amount of toothpaste is enough.
- Brush Gently: Brush every tooth front and back, for 2 minutes.
- Twice a Day: Brush in the morning and before bedtime.

Flossing is Important Too

- What is Flossing?: It's using a special string to clean between teeth.
- How to Floss: Carefully move the floss between each tooth.
- Floss Every Day: Just like brushing, flossing is important daily.

Visiting the Dentist

- Regular Check-ups: Visit the dentist twice a year for healthy teeth.
- Dentist Helps: They check our teeth and teach us how to clean them better.

Taking care of our teeth is part of being healthy. Let's brush and floss every day!

© Super Simple Sheets

Name: _____ 71

Curriculum Connection
D2.5

True or False

Is the statement true or false?

1. Brushing teeth prevents cavities.	True	False
2. We should brush once a week.	True	False
3. Flossing is important for teeth.	True	False
4. We visit the dentist once a year.	True	False
5. Fresh [illegible]omes from clean teeth.	True	False

Colo[illegible]

[illegible]he picture below



PREVIEW

Question

How do you take care of your teeth?

_____

_____

_____

Name: _____ 72

Curriculum Connection
D2.5

Draw Draw foods that make your teeth happy and sad.





PREVIEW

© Super Simple Sheets

Name: _____ 73

Curriculum Connection
D2.5

Personal Items and Hygiene

Why Personal Items are Special

Personal items are things like hats, hairbrushes, combs, and toothbrushes. They are special because they touch o dies. We should not share these items



PREVIEW

Keeping Ge y

Sharing persona em germs. Germs are tiny things that can make us sick. Lice, ug in hair, can also be spread.

Items We Should Not Share

- Hats and Hair Accessories: They tou carry lice.
- Hairbrushes and Combs: They can have ge d ur hair.
- Toothbrushes: They are used in our mouths and can sp germs.
- Towels: They can carry germs from our skin.

Keeping Items Clean

- Wash Regularly: Clean things like combs and towels often.
- Have Your Own: It's best to have your own personal items.
- Label Your Things: Put your name on your items to avoid mix-ups.

© Super Simple Sheets

Name: _____ 74

Curriculum Connection
D2.5

True or False

Is the statement true or false?

1) We should share our toothbrushes.	True	False
2) Lice are tiny bugs that live in hair.	True	False
3) Hats can carry germs.	True	False
4) It's okay to share towels.	True	False
5) Person can spread germs.	True	False

Word Search

Find the words in the wordsearch.

Hat	
Comb	Towel
Clean	Label
Brush	Teeth
Hair	Germs



Fill in the Blanks

Write the missing word.

1)	We should not share our _____ with others.	Hats	Shoes
2)	Lice can live in our _____.	Hands	Hair
3)	Toothbrushes are for cleaning our _____.	Hair	Teeth
4)	Towels can carry _____ from our skin.	Flowers	Germs
5)	It's important to have your own _____ for hair.	Comb	Ball

PREVIEW

© Super Simple Sheets

Name: _____ 76

Curriculum Connection
D2.5

Activity – Glitter Germs Experiment

Objective What are we learning about?

Understand how germs spread by touch and why it's important to keep personal items to ourselves to avoid spreading germs.

Materials What will you need for the activity?

- Glitter (any
- Lotion or s izer (the glitter stick to hands)
- Paper towels
- Hand wipes or acces k for





Instructions How will you compl e activ

1. Choose one student to be the "Germ Start A nt of lotion or hand sanitizer to their hands, then sprinkle er th nds to represent "germs."
2. Have the "Germ Starter" shake hands with a few classmat observe how some of the glitter transfers to the other student ds.
3. Continue the handshake chain until all students have interacted with the "Germ Starter."
4. Pause and observe how much glitter has spread around the group. Discuss how the glitter represents germs spreading from one person to another.
5. Ask students to look at their hands and see how far the "germs" have traveled.
6. Clean up by having everyone wash their hands to remove the glitter, reinforcing the importance of handwashing to get rid of germs.

PREVIEW

Name: _____ 77

Curriculum Connection
D2.5

Reflection | What did I learn?

I noticed that germs spread easily when _____

_____

_____

The glitter sh[illegible]at [illegible]ms can _____

_____

_____.

After seeing the glitter spread, I think it's imp[illegible]t _____

_____

_____

One thing I'll do differently now to stay healthy is _____

_____

_____

PREVIEW

© Super Simple Sheets

Name: _____ 78

Curriculum Connection
D2.5

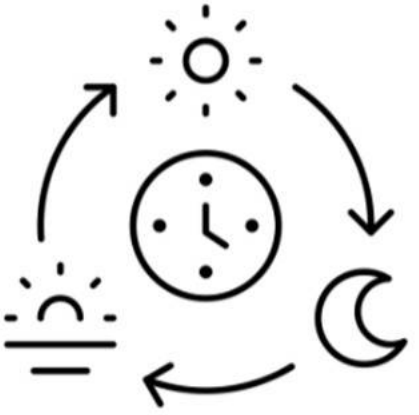
Activity – My Healthy Day Routine

Objective What are we learning about?

Students will recognize, practise, and reflect on healthy daily habits by recording what they do throughout the day and discussing how these habits help their bodies and mind[illegible] healthy.

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

- Pencil
- Healthy Day R[illegible] re[illegible]



Instructions How will you [illegible]

1. Review the recording sheet with studen[illegible] read[illegible] lthy habit aloud, making sure students understand what e[illegible] abi[illegible]
2. Explain that students will check off the habits t[illegible] urin[illegible] ay, from morning until bedtime.
3. Ask students the discussion question: Why do you think br[illegible] eeth and washing your face are important in the morning and at nigh[illegible]
4. Have students complete the recording sheet by checking off habits they have already done today or usually do at those times.
5. Ask the discussion question: Which healthy habit do you think helps your body the most, and why?
6. Give students time to quietly review their sheet and notice which habits they do often and which ones they might forget.
7. Ask the discussion question: What is one healthy habit you could try to remember tomorrow?

PREVIEW

Name: _____ 79

Curriculum Connection
D2.5

Recording Sheet | Check off the things you do

Time of Day	Healthy Habit	☑ When Done
Morning (When I Wake Up)	Brush my teeth and wash my face	☐
	Eat a healthy breakfast	☐
Mid-Morning	Drink water to stay hydrated	☐
	Do some light exercise	☐
Lunchtime	Eat fruits and vegetables	☐
	Wash hands before and after eating	☐
Afternoon	Play outside or exercise	☐
	Drink more water	☐
Evening (Before Bed)	Brush my teeth and wash my face again	☐
	Read a book or do something relaxing	☐

PREVIEW

© Super Simple Sheets

Name: _____ 82

Curriculum Connection
D2.5

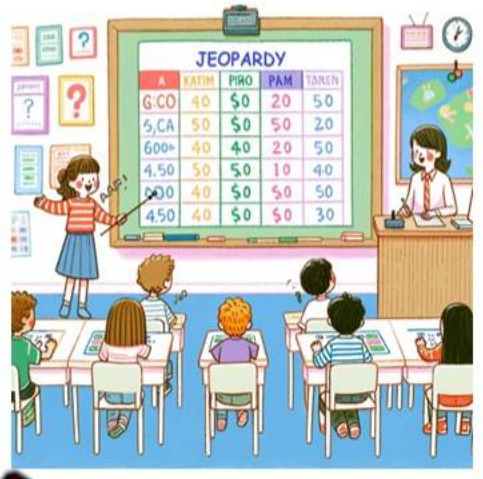
Activity – Hygiene Jeopardy

Objective What are we learning about?

To reinforce the importance of hygiene practices in a fun, interactive way using a Jeopardy-style game format, helping to prevent illness.

Materials What you will need for the activity.

- [illegible]d [illegible]tal slide to display cate[illegible]ories a[illegible]
- Cards wit[illegible]ns and [illegible] about hygiene
- Buzzer or bell ([illegible] answers)
- Scoreboard to keep t[illegible]oint[illegible]



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

1. Divide the class into teams for a game o[illegible]
2. If available, give each team a buzzer or bell to [illegible]sw[illegible]
3. Pick a student from each team to select the first question.
4. They choose a hygiene topic and point value from the board.
5. Read out the hygiene question that corresponds to their selection.
6. Teams buzz in, ring the bell, or raise a hand to answer.
7. The first team to signal gets the chance to respond.
8. Award the points to the team if they answer correctly.
9. Keep score on a board where all students can see.
10. Rotate the question selection among team members, playing until all questions are covered.

PREVIEW

Name: _____ 83

Curriculum Connection
D2.5

Jeopardy | Use the jeopardy questions below

1 Point	2 Points	3 Points	4 Points	5 Points
What do we use to clean our hands?	How many times a day should you brush your teeth?	After playing outside, what should you do before touching food?	What vitamin do we get from the sun?	How many teeth does a child usually have?
What should you use to brush your teeth?	[illegible] it is [illegible] for [illegible]eping [illegible]	What is the colour of the [illegible]getable that [illegible] a lot of [illegible] C?	Why is it important to drink water?	Name 3 vitamins.
What is a healthy drink we get from cows?	Name a vegetable that helps you see in the dark.	Name 1 [illegible] miner[illegible]	Na[illegible] two be[illegible] [illegible]bles.	Name a mineral important for bones and teeth.
What do we wear on our head when riding a bike?	What should you do before eating?	Name a food that is bad for your teeth.	What happens if you don't take a bath?	[illegible]hat are cavities in your teeth?
Where do we put trash to keep our place clean?	Why should we cover our mouth when we cough?	How long should you wash your hands?	Why is sleep important?	How many minutes of exercise should a kid get each day?

PREVIEW

Name: _____ 84

Curriculum Connection
D2.5

Activity – Role Play: Doctor's Visit

Objective

What are we learning about?

To teach students about body parts and encourage openness in discussing health by engaging in a role-play activity where students alternate playing the roles of a doctor and a patient.

Materials

What you will need for the activity.

- [illegible]oscope, thermometer, etc.)
- [illegible]ab co[illegible]ns (optional)
- Notepad [illegible]doctor"
- Chairs fo[illegible]tor" a[illegible]nt" to sit



Instructions

How yo[illegible]mplet[illegible]tivity

1. The teacher will explain what a [illegible]oes [illegible]hat a patient is to the class.
2. The class will make pairs. One friend will [illegible]e doc[illegible]d the other will be the patient.
3. Give the doctor a play doctor's kit and a paper [illegible]n.
4. The patient tells about a part of their body and how it feels[illegible] okay," or "I have a headache."
5. The doctor pretends to check the patient with the play tools and thinks about the body part the patient talked about.
6. The doctor suggests a way to feel better, like "Rest your leg" or "Drink water for your headache."
7. After a bit, friends switch roles. Now the other friend gets to be the doctor.
8. Have students act out their role-play in front of the class.
9. Discuss whether the doctor gave a good treatment plan after each role-play.

PREVIEW

Name: _____ 85

Curriculum Connection
D2.5

Scenarios | Role-Play Scenarios

1. Finding a scraped knee after a fall.
2. Feeling a stomachache after lunch.
3. Discovering a splinter in a finger.
4. Waking up with a sore throat.
5. Having a tooth fall out from a loose tooth.
6. Experiencing red eyes after playing outside.
7. Dealing with a headache during
8. Getting a bee sting during recess.
9. Suffering from cold symptoms, like a runny
10. Feeling dizzy after spinning around.
11. Having an allergic reaction to a plant.
12. Experiencing sunburn after a day outside.
13. Finding a rash on an arm.
14. Having trouble breathing after running.
15. Having a fever and feeling hot.

PREVIEW

© Super Simple Sheets

Name: _____ 86

Curriculum Connection
D2.5

Activity – Drawing Contest: Healthy Habits

Objective

What are we learning about?

To promote creativity and raise awareness of good hygiene and healthy habits among students through a drawing contest.

Materials

What you will need for the activity.



- P[illegible]per for each student
- Cra[illegible]ns, ma[illegible]oloured pencils
- A box or [illegible] for su[illegible] drawings
- A list of healthy [illegible] (optional)

Instructions

How you will [illegible]mple[illegible]

1. Discuss the importance of healthy habits [illegible] good [illegible]e.
2. Provide examples of healthy habits, like [illegible]ing fruits.
3. Hand out paper and drawing materials to each s[illegible]
4. Let students pick their favourite healthy habit to illustrate.
5. Give them ample time to create their drawings.
6. After finishing, each student shares their drawing with the class.
7. The student describes the healthy habit they illustrated and its benefits.
8. Arrange all the artworks in a specific area of the classroom for display.
9. Organize a friendly contest where students vote for the drawing that best represents a healthy habit.
10. Celebrate the creativity and effort of all students, emphasizing the importance of maintaining healthy habits.

PREVIEW

Name: _____ 87

Curriculum Connection
D2.5

1. Eat a Variety of Foods	Include fruits, vegetables, grains, protein, and dairy in your meals.
2. Stay Hydrated	Drink plenty of water throughout the day to keep your body hydrated.
3. Regular Exercise	Engage in physical activities like walking, playing sports, or riding a bike.
4. Get Enough Sleep	Aim for 9-11 hours of sleep each night for your age group.
5. Practice Hygiene	Wash your hands regularly and bathe daily.
6. Safe Sun Exposure	Wear sunscreen and hats when playing outside to protect your skin.
7. Dental Care	Brush your teeth twice a day and floss to keep your teeth and gums healthy.
8. Mindful Eating	Listen to your body and eat when you're hungry and stop when you're full.
9. Positive Thinking	Keep a positive attitude and manage stress through activities you enjoy.
10. Healthy Snacking	Choose healthy snacks like fruits, yogurt, and nuts instead of junk food.
11. Safe Play	Always wear appropriate gear like helmets and knee pads for activities like biking and skating.
12. Laughter	Laughing is good for your heart and can improve your mood.
13. Time in Nature	Spend time outdoors in nature to improve your mood and wellbeing.
14. Be Mindful	Pay attention to your body and how you feel, and respond to your needs.
15. Balance Activities	Balance time spent sitting with regular movement to keep your body active.

PREVIEW

© Super Simple Sheets

Name: _____ 93

Unit Test – Human Development

Multiple Choice /10

1. Why do we wash hands? a) To make bubbles b) To remove germs c) To paint d) For co	**2. How many times should we brush our teeth?** a) Once a week b) Every morning c) Before bed d) Both B and C
3. Wh ct our skin from the su a) A hat b) Sunscreen c) Sunglasses d) All of the above	**4. When do we use our ears?** a) To hear sounds b) To see) To taste swimming
5. What should we not share to avoid ge a) Stories b) Toothbrushes c) Music d) Books	**ting fruits and vegetables mport** a) Th e co b) tron c c) They t d) To play vi es
7. What tells us if something is hot or cold? a) Our skin b) Our clothes c) Our shoes d) Our books	**8. How do we know w** a) When the TV is off b) When we're not hungry c) Our eyes are droopy d) When we're in a car
9. What is NOT a way to explore safely? a) Smelling the air b) Staying on paths c) Looking at flowers d) Touching wild animals	**10. What do we do if we feel pain?** a) Ignore it b) Tell a grown-up c) Play more d) Eat candy

PREVIEW

Matching Match the terms with what they mean

Hygiene	❑ Learning about the world
Nutrition	❑ Eating healthy foods
Sens	❑ Keeping clean

Scenarios ead th tion and circle the best way to handle it

1) Liam needs to sneeze ould
a) Let it go in a big group
b) Try to sneeze on a classmate
c) Run to the bathroom
d) Sneeze into a tissue or into his sleeve

2) Jayden feels a toothache after eating candy. What sh Jay
a) Eat more candy
b) Tell a parent or teacher
c) Ignore the pain
d) Drink soda

3) Emma hears her friend sneezing and coughing. How can she stay healthy?
a) Share her water bottle
b) Play closer to her friend
c) Wash her hands often
d) Sneeze without covering

PREVIEW

© Super Simple Sheets