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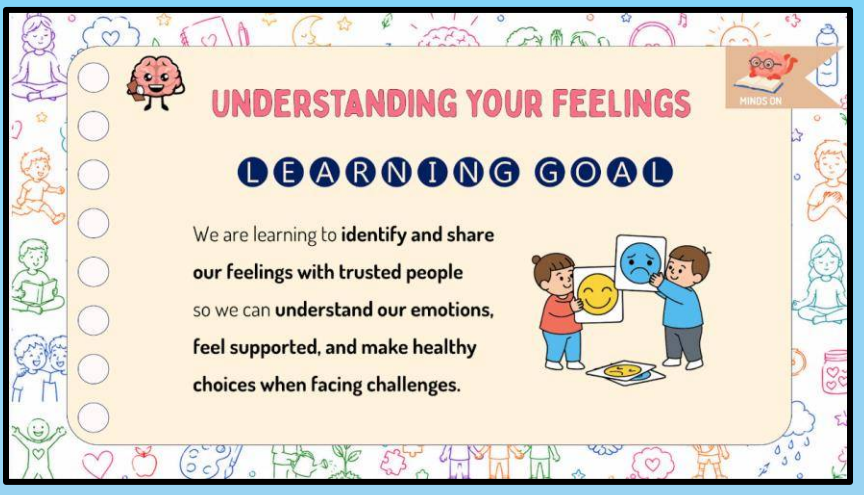
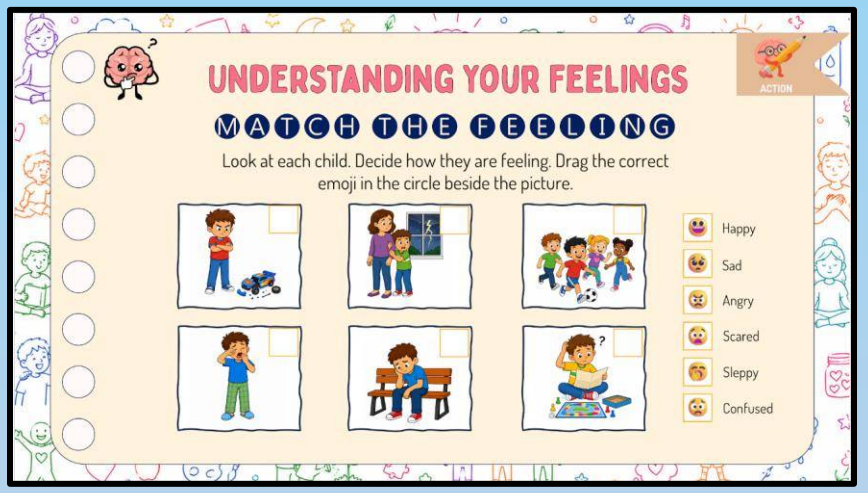
Ontario Health Curriculum
Mental health Literacy– Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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



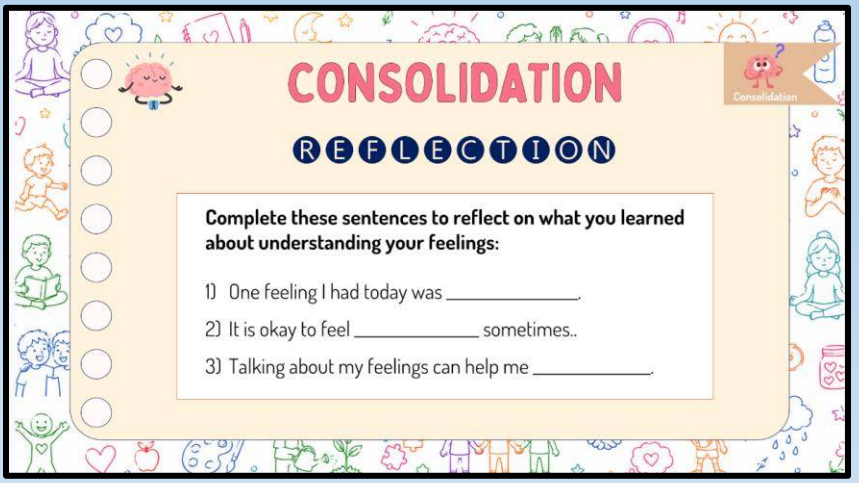


Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Ontario Health Curriculum
Mental health Literacy– Grade 4



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Mental health Literacy– Grade 4



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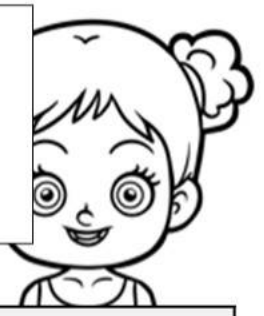
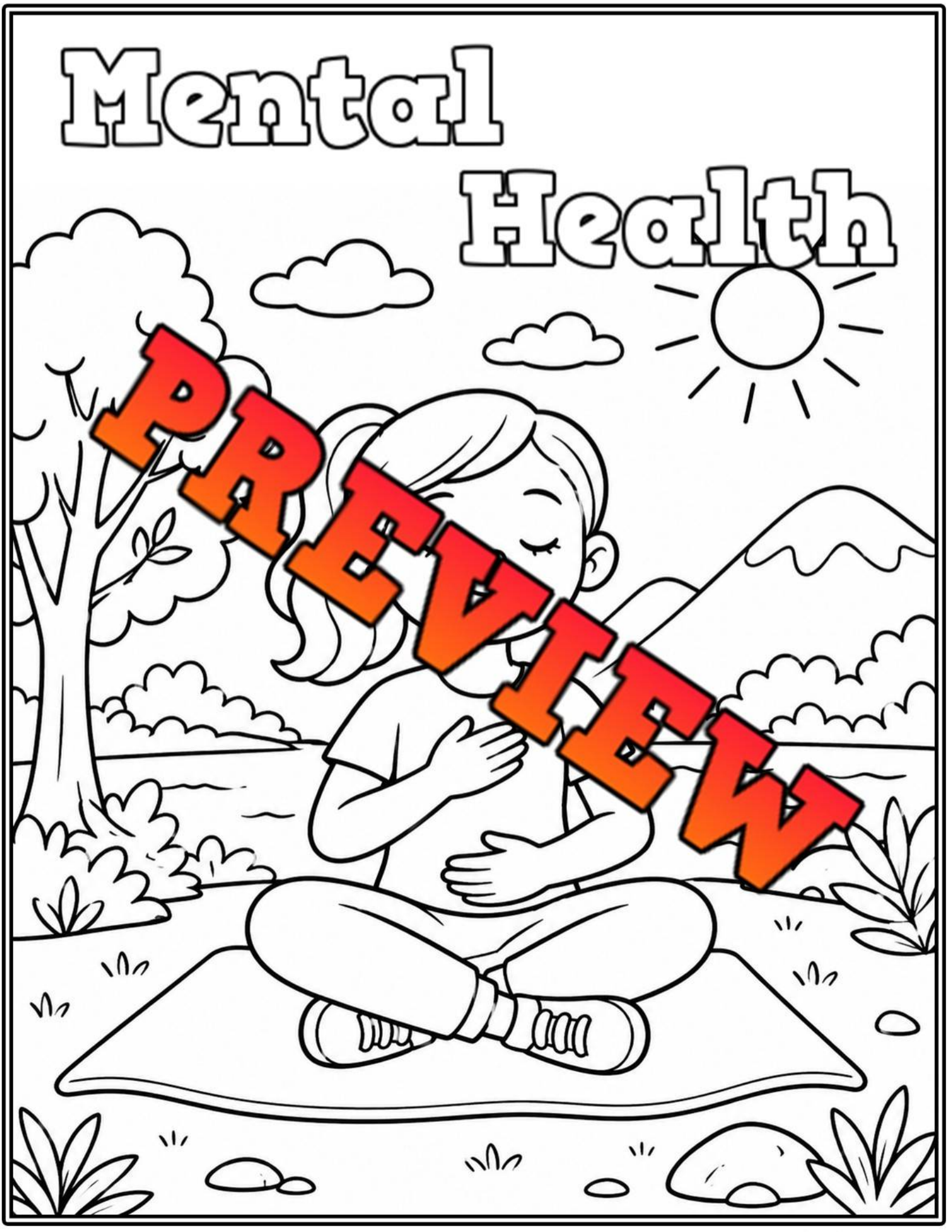
Grade 4 – Health Unit

MENTAL HEALTH LITERACY



	Curriculum Expectations	Pages
D2.5	Demonstrate an understanding of how choices they make every day can have a positive impact on their mental health. • e.g., taking time to identify what they are feeling [doing a "self check-in" regarding feelings; themselves that involves giving back to the community	
D3.3	Demonstrate an understanding of different strategies they can use to manage stress in situations in which they have some control (e.g., peer relationships, maintaining life balance), as well as to adapt to challenging situations over which they have less immediate influence (e.g., moving to a new home, family stresses, environmental stresses)	58-84

Preview of 60 pages from this product that contains 121 pages total.



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D2.5

Story – Maya Expresses Her Feelings

Maya Expresses Her Feelings

Once upon a time, there was a girl named Maya who loved to play soccer. Maya was always happy when she was on the field, running and kicking the ball with her teammate[illegible] one day, Maya's team lost an important game, a[illegible] very sad. Maya didn't want to talk abou[illegible] kept them bottled up inside. The next day, w[illegible] practice, she felt angry and frustrated. [illegible] soccer anymore and just wanted to go [illegible]



Maya's coach noticed [illegible] wrong and asked her what was going on. Ma[illegible] talk at first. She felt shy, but her coach reminded her that it's important to s[illegible] with others. Maya finally opened up and explained how she was [illegible] the game, and then angry and frustrated that she wasn't play[illegible]

Maya's coach listened and empathized with her. S[illegible] everyone has bad days and that losing is a part of the game. M[illegible] better after talking with her coach and decided to try her best at practice.

As Maya continued to practice, she started to feel more confident and happy again. She began to remember the joy of playing soccer and started having fun on the field once more. When it was time for the next game, Maya was excited to play again, and this time, her team won.

Maya learned that it's okay to feel different emotions, and that it is important to talk to someone about them. By sharing her feelings with her coach, Maya was able to feel better and get back to doing what she loved - playing soccer.

PREVIEW

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Curriculum Connection
D2.5

Activity – Identifying Maya's Feelings

Activity – Look at the facial expressions in the pictures and write which feeling they show and what was happening in the story when Maya had this feeling.

	
	
	
	
	
	
	

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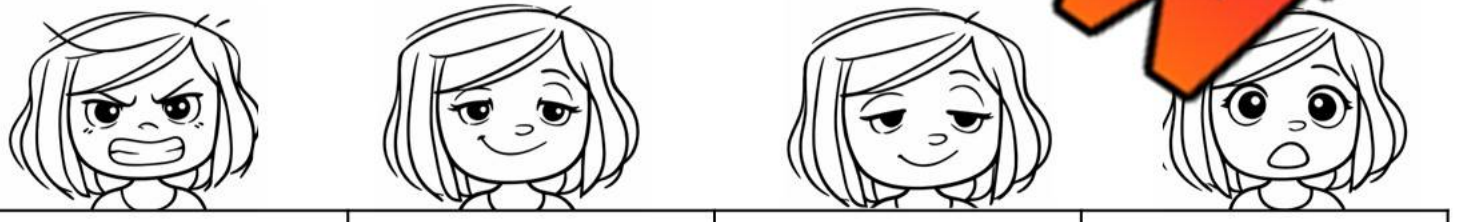
Your Feelings

Activity: What Are the Feelings and Emotions Shown?
Divide the class into small groups. Brainstorm with your group to come up with a list of 18 different feelings or emotions. Use the pictures to suggest emotions. Fill in the table with the emotions. Label the pictures with the feelings you see expressed on the faces below.









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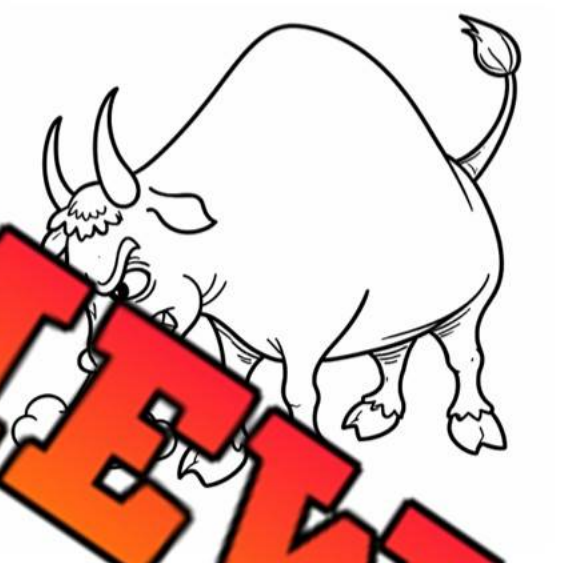
Understanding Your Feelings

Understanding Your Feelings

Understanding our feelings is important. When we understand our feelings it:

- Helps us communicate better: When we know how we are feeling, it is easier for us to express ourselves to others. For example, if we are feeling sad, we can tell our friends that we are not feeling our best, and they can offer support and help us feel better.

- Helps us make better decisions: When we understand our feelings, we can make better choices. For instance, if we are feeling angry, we might be tempted to lash out at someone, but if we recognize that we are feeling upset, we can take a step back and find a better way to express ourselves.



- Helps us cope with difficult emotions: Life can be tough sometimes, and we all experience emotions like sadness, anger, or fear. If we understand our feelings, we can learn healthy ways to cope and feel more in control of our lives.



Understanding our feelings is important to our mental and emotional wellbeing. By being aware of our own emotions, we can communicate better, make better decisions, cope with difficult situations, and grow into the best version of ourselves. We will also have improved relationships.

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Curriculum Connection
D2.5

True or False

Is the statement true or false?

1) When we feel upset it is best to keep it to ourselves.	True	False
2) Understanding how we feel can help us understand our actions.	True	False
3) Our feelings are not connected to our actions.	True	False
4) We do not need to think about our feelings.	True	False
5) There are healthy ways to cope with our feelings.	True	False

Feelings

emotions that you are feeling right now.

Questions

Answer the questions below using evi m the

1) Why is it important to understand our feelings?

2) Have you ever lashed out at someone because you were not in control of your feelings? What happened?

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Curriculum Connection
D2.5

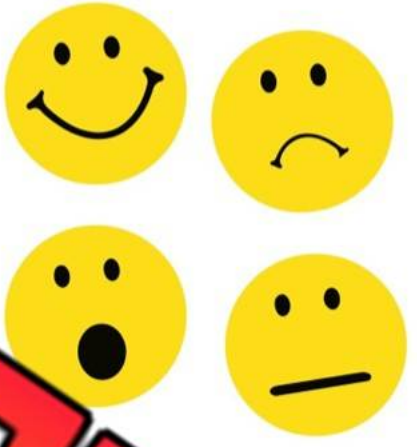
Activity – Understanding Your Feelings

Objective What are we learning about?

Students will identify changing emotions, organize their ideas using a story plan, and write a complete story that shows how a character's feelings can change in different ways.

Materials What you need for the activity?

1) Activity Worksh
2) Pencil or pen
3) Crayons or coloured pencils opt dra



Method How will you complete the a

1) Write an emotion that you feel comfortable explo
2) In the boxes, describe how you know this emotion is prese by ng your body sensations, behaviours, urges, and thoughts.
3) Check the box to show whether the emotion feels comfortable, uncomfortable, or a mix of both.
4) Identify if the emotion has different intensities and decide if stronger feelings change your comfort level.
5) List healthy strategies you can use to manage and cope with this emotion.
6) Review your answers and make sure they clearly describe your emotional experience.

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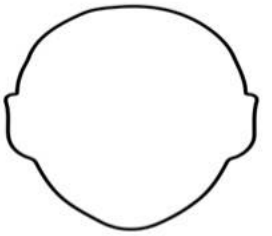
Curriculum Connection
D2.5

(Write an emotion that you feel comfortable working with and that doesn't feel too overwhelming.)	

How do you know this emotion is present?	
Where do you feel this emotion in your body? What sensations do you feel?	How do you behave when this emotion is present?
Do you have any unhelpful beliefs with this emotion? If so, what are they?	What thoughts do you have when this emotion is present?

Does this emotion feel comfortable, uncomfortable, or a mix of both?	Are there different intensities of this emotion?	Does the intensity of the emotion change?
❑ Comfortable ❑ A mix of both ❑ Uncomfortable	❑ Yes ❑ No	❑ Yes ❑ No

What can you do to manage this emotion?	How can you cope with this emotion?

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Curriculum Connection
D2.5

Feelings Check-In

Feelings Check-In



A feelings check-in is a way to talk about how you are feeling inside. Just like how you tell your parents or friends when you are happy, sad, or mad, a feelings check-in is a way to do that for yourself.

PREVIEW

How To Do A Feelings Check-In

Here is how you can do it: Take a moment to think about how you are feeling right now. Are you feeling happy, sad, angry, frustrated, or maybe something else? Once you have identified your feelings, you can try to put them into words. You can say, "I feel [blank] because I just got a good grade on my test" or "I feel sad because my friend didn't want to play with me today."

How Does A Feelings Check-In Help?

Doing a feelings check-in can help your mental health because it helps us to name and understand our emotions. When we ignore our feelings or pretend, they do not exist, it can make us feel even worse.



One way to do a feelings check-in is by writing about what we are feeling in a daily journal.

By taking the time to check in with yourself and talk about your feelings, you can better understand what is going on inside and find ways to cope with difficult emotions. It is like giving yourself a little check-up to make sure everything is okay.

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True or False Is the statement true or false?

1) A feelings check-in is when a doctor asks how you are feeling.	True	False
2) A feelings check-in helps you keep in touch with your feelings.	True	False
3) Doing feelings check-ins helps us understand ourselves better.	True	False
4) Thinking about how we feel will make us feel upset.	True	False
5) When we ignore our feelings, it can make us feel worse.	True	False

Making Connections does this remind you of in your life?

PREVIEW

Direction Check the box next to each healthy feelings check-in action.

❑ Notice my feelings	❑ Break things	❑ Write in a journal
❑ Take a short break	❑ Name my emotion	❑ Refuse to talk
❑ Yell at others	❑ Ask for help	❑ Take deep breaths
❑ Talk to someone I trust	❑ Say "I don't care"	❑ Refuse to take action
❑ Hide my feelings	❑ Stay angry all day	❑ Do something calming

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Exit Cards

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

Name: _____

Does this show a healthy feelings check-in?

1) Taking time to notice how you feel.	Yes	No
2) Ignoring your emotions	Yes	No
3) Talking to a trusted adult about your feelings.	Yes	No
4) Writing your thoughts in a journal.	Yes	No
5) Getting upset without knowing why.	Yes	No

Name: _____

Does this show a healthy feelings check-in?

1) Taking time to notice how you feel.	Yes	No
2) Ignoring your emotions	Yes	No
3) Talking to a trusted adult about your feelings.	Yes	No
4) Writing your thoughts in a journal.	Yes	No
5) Getting upset without knowing why.	Yes	No

Name: _____

Does this show a healthy feelings check-in?

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2) Ignoring your emotions	Yes	No
3) Talking to a trusted adult about your feelings.	Yes	No
4) Writing your thoughts in a journal.	Yes	No
5) Getting upset without knowing why.	Yes	No

Name: _____

Does this show a healthy feelings check-in?

1) Taking time to notice how you feel.	Yes	No
2) Ignoring your emotions	Yes	No
3) Talking to a trusted adult about your feelings.	Yes	No
4) Writing your thoughts in a journal.	Yes	No
5) Getting upset without knowing why.	Yes	No

PREVIEW

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Curriculum Connection
D2.5

Journaling

Journaling

Journaling is a way to write down your thoughts and feelings on paper. By taking a few minutes each day to write down your thoughts and feelings, you can learn more about yourself and your emotions. Here are some reasons why journaling can be good for your mental health:

PREVIEW

- It can help you understand your emotions: By writing down your thoughts and feelings in a journal, you can better understand those feelings.
- It can help reduce stress and anxiety: Writing down your worries and concerns can help you release pent-up emotions and reduce stress and worry.
- It can be a healthy outlet for emotions: Instead of bottling up your emotions, writing them down can be a healthy way to express yourself. It can help you feel more in control of your emotions.
- It can improve your memory: When you record your experiences and feelings, you are creating a record of your life.



Journaling is a personal and private activity. You do not have to share your thoughts with anyone unless you feel comfortable doing so. Find a quiet, comfortable place where you can write without distractions. With a little practice, journaling can help you manage your emotions and improve your mental health.

Name: _____ 22

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True or False

Is the statement true or false?

1) Journaling means writing your thoughts and feelings.	True	False
2) Journaling can help you understand your emotions.	True	False
3) You must share your journal with others.	True	False
4) Writing in a journal can help reduce stress.	True	False
5) Journaling is only for adults.	True	False

Direction

Read each situation and write Yes if it shows journaling or No if not.

1) Liam writes about his day and how he felt after school.	Yes	No
2) Ava keeps her worries inside and refuses to write them down.	Yes	No
3) Noah spends a few minutes each night reflecting on his thoughts.	Yes	No
4) Mia writes about a problem to help herself calm down.	Yes	No
5) Ethan says journaling is pointless and never does it.	Yes	No

Questions

Answer the questions below using evidence from the text.

1) What is journaling?

_____

_____

_____

2) How can journaling help your mental health?

_____

_____

_____

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Activity - Journaling

Activity	For the next two weeks take a few minutes at the end of each day to write about your feelings that day and what caused them.

Day 1 -

Day 2 -

Day 3 -

Day 4 -

Day 5 -

PREVIEW

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D2.5

Activity - Journaling

Activity	For the next two weeks take a few minutes at the end of each day to write about your feelings that day and what caused them.

Day 6 -

Day 7 -

Day 8 -

Day 9 -

Day 10 -

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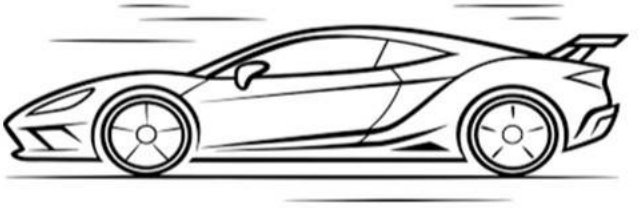
Are You Getting Enough Sleep?

How Important Is Sleep?



Imagine your body is like a car. Just like a car needs fuel to run, your body needs sleep to work properly. Sleep is like the fuel that helps you have enough energy to do things like, go to school, play with your friends, and learn new things.

When you don't get enough sleep, your body does not have enough time to rest and recharge. This can make you feel tired and cranky. It can also make it hard for you to focus and pay attention. It can also affect your memory and make it harder to learn new things.



PREVIEW

How Much Sleep Do You Need?

How much sleep should you get? Most 9 to 11-year-olds need between 9 and 11 hours of sleep each night. That means if you wake up at 7:00am, you should try to go to bed between 8:00pm and 10:00pm.

Of course, everyone is different. Some children your age might need a little more or a little less sleep than that. The best way to know if you are getting enough sleep is to listen to your body. If you feel rested and ready to go in the morning, then you are probably getting enough sleep. If you are cranky and find it hard to get up in the morning you probably need more sleep than you are getting.



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Questions

Answer the questions below using evidence from the text

1) What does getting enough sleep do for your body?

2) Do yo[illegible]ount of sleep you need each night? How can you tell?

3) Describe a time when you [illegible]p. What happened? How did you feel?

PREVIEW

Word Search

Find the words in the wordsearch

sleep	energy
recharge	wake
cranky	morning
attention	night
recover	tired

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

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Volunteering

Volunteering



Volunteering means giving your time to help others without getting paid. There are many ways you can volunteer, such as he[illegible]ing at a local food bank, participating in a neighbo[illegible]leanup, or volunteering at an animal shelt[illegible]

Here are a few [illegible]unt[illegible]ring is good for you:

- <u>You can make [illegible]itive i[illegible]your community</u>: By volunteering, you can help make a differen[illegible]r com[illegible]y by helping others and contributing to a cause that you care ab[illegible]or e[illegible]olunteering at a food bank, you can help provide meals for peopl[illegible]ed in [illegible]mmunity.
- <u>You can develop new skills</u>: When you vo[illegible], you[illegible]n new skills. For example, if you volunteer at an animal shel[illegible]y[illegible]t lear[illegible]y to care for different types of animals.
- <u>You can meet new people</u>: Volunteering can be a great way[illegible]ople and make new friends. This can help you feel more connected to community and give you a sense of belonging.
- <u>You can feel good about yourself</u>: When you volunteer, you feel proud of yourself for making a positive impact. This can boost your self-esteem.

Remember, volunteering does not have to take up a lot of your time or be difficult. Even small acts of kindness can make a big difference in the lives of others and in your own life too!

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True or False

Is the statement true or false?

1) Volunteering is good for your self esteem.	True	False
2) Volunteering is a great way to waste your time.	True	False
3) Volunteering is a great way to meet new people.	True	False
4) You do not learn anything by volunteering.	True	False
5) Volunt[illegible] connects you to your community.	True	False

Direc[illegible]

[illegible]ation and put a ✓ in the box if it shows volunteering and [illegible]an ✗ i[illegible]ot.

1	Helping cl[illegible] com[illegible]k without being asked.	
2	Ignoring litter bec[illegible] not y[illegible]	
3	Reading stories to your[illegible] chil[illegible]	
4	Refusing to help during a clas[illegible]-up.	
5	Joining a school drive to collect food f[illegible]lies.	

Questions

Answer the questions below using evi[illegible] fr[illegible]m the

1) Have you ever volunteered if so, doing what? If not, what kin[illegible] would you like to do?

2) What are some benefits of volunteering?

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Mindfulness

Mindfulness

Mindfulness is a way of paying attention to the present moment. It is about being fully aware of what is happening right now, without getting lost in thoughts about the past or worries about the future. Mindfulness can help you feel calmer, more focused, a[illegible]tter able to handle whatever life throws your way.



Here ar[illegible]lness strategies:

1. Mindful breath[illegible]ttention to your breath as you inhale and exh[illegible]ounti[illegible]reaths or noticing the feel of air moving in [illegible]

2. Body scan: Start at your toe[illegible]nd w[illegible]p your body, noticing any sensations you feel along the way. T[illegible]help[illegible]come more aware of your body and release any tension you might be h[illegible]onto

3. Mindful coloring: Coloring can be a great way to [illegible]mind[illegible]s. As you color, focus on the feel of the crayon or marker and the [illegible]ors [illegible]

4. Mindful listening: Sit quietly and focus on the sounds around you. [illegible] you can identify different sounds and where they are coming from.

5. Mindful walking: Take a walk and pay attention to the sensations in your body as you move. Notice the feel of your feet hitting the ground and the movement of your arms and legs.

Mindfulness is about being present and paying attention to the moment. There is no right or wrong way to do it, so do what feels comfortable and enjoyable for you!

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Curriculum Connection
D2.5

Questions What are 5 mindfulness activities you can do?

1	
2	
3	
4	
5	

Draw Draw [illegible] of [illegible]lness activities. Name the activity below your drawing.

PREVIEW

True or False Is the statement true or false?

1) Mindfulness is when you think about what is happening in the moment.	True	False
2) Mindfulness can make you feel calmer.	True	False
3) Mindfulness means your mind is full of thoughts and worries.	True	False
4) Colouring is a mindfulness activity you can do.	True	False
5) Mindfulness is when you have too many worries.	True	False

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Mindfulness Colouring Page



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Mindfulness Colouring Page



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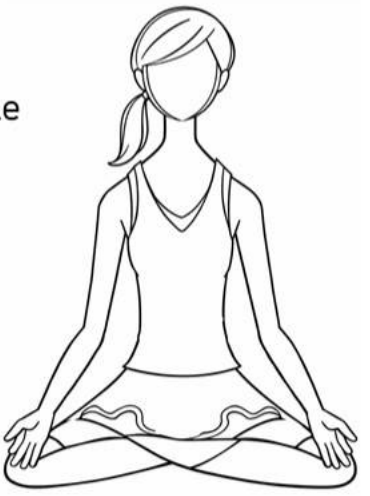
Mindfulness – Body Scan

Body Scan

A mindfulness body scan is used to help you become more aware of your body and your feelings.

How Do Y… A Body Scan?



1. Lie … in a relaxed stance or sit in a comfortable …
2. Close your …
3. Take deep …
4. Slowly focus you… …t parts of your body, starting from the … you … moving down to your toes.
5. As you focus on each part of your body, no… anyth… u feel, such as warmth or tightness. You do not need to … ge th… …t notice it.
6. If you notice any areas of tension or discomfo… …n try t… …athe into them and release any tension as you exhale.

PREVIEW

How Does A Body Scan Relieve Stress?

Doing a mindfulness body scan can help relieve stress because it helps you become more aware of your body and your feelings. By doing a body scan, you can become more aware of any tension or discomfort in your body and release it through deep breathing and relaxation.

Staying In The Moment

Focusing on your body can help you stay in the present moment and avoid worrying about the past or the future. This can also help reduce stress and anxiety.

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True or False

Is the statement true or false?

1) A mindfulness body scan helps you tell if you are sick.	True	False
2) A mindfulness body scan can help you reduce your stress.	True	False
3) You can do a body scan sitting, lying down or standing.	True	False
4) A body scan is a good time to think about your problems.	True	False
5) Deep b[illegible]ng is part of a body scan.	True	False

Conne[illegible]

[illegible]time when you could not stop thinking about a problem or so[illegible]at was worrying you?

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Questions

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

1) How does doing a body scan help reduce stress?

2) How does being in the present moment relieve stress?

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Connections To Caring Adults

Having Connections to Caring Adults

Having connections to responsible and caring adults can be helpful for your mental health. It is like having a team of people who care about you and want to help you when you need it.



Who [illegible]ts In Your Life?

These adults can [illegible]arents, grandparents, teachers, coaches, counsellors, or other trusted adults in your life. They can help by listening to you when you are feeling [illegible]up, giving you advice when you are struggling with [illegible]n, and just being there for you when you need someone to talk.

How Can A Caring Adult Help?

For example, if you are having a hard time with schoolwork, you [illegible]t be able to help you figure out a way to study that works best for you. If you are feeling sad or angry about something, talking to your parents or a counselor might help you feel better and give you some ideas for how to cope with your feelings.



Having these connections to caring adults can also help you feel more confident and supported in your life. It is important to know that there are people who care about you and want to help you when you need it.

PREVIEW

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Curriculum Connection
D2.5

True or False

Is the statement true or false?

1) Having caring adults in your life is good for your mental health.	True	False
2) Caring adults can help just by listening.	True	False
3) Trusted adults decide for you.	True	False
4) Do not tell a trusted adult what is bothering you	True	False
5) Knowing you have trusted adults to turn to, boosts your confidence.	True	False

Connect

...caring adults in your life that you can turn to when you ha... ...em?

1)	
2)	
3)	

PREVIEW

Questions

Answer the questions below using e... fr... te...

1) Tell about a time you turned to a caring adult. What happened? ...ou feel?

_____

_____

_____

2) How does turning to a trusted adult help you?

_____

_____

_____

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Fact or Fiction – Connections to Caring Adults

Objective

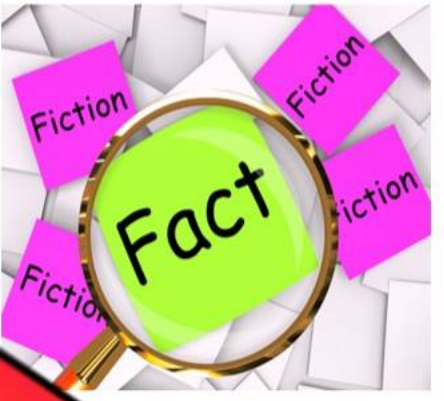
What are we learning about?

To understand the role of caring adults in our lives and recognize how they support our mental health, problem-solving, and overall well-being.

Materials

What will you need for the activity?

- A list of st[illegible]out [illegible]ing adults and support sy[illegible]
- A "Fact" sign a[illegible]"Fict[illegible]
- Space in the class[illegible]tuden[illegible]ove to either side
- Optional: statement cards [illegible]tea[illegible]



Instructions

How will you complete the a[illegible]

1. Your teacher will read statements. Pay close a[illegible]s ea[illegible]tement is shared.
2. Consider carefully whether you think the statement is true[illegible]a
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!

PREVIEW

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Curriculum Connection
D2.5

Fact or Fiction Read the statements to the class.

#	Statement	Fact or Fiction
1	Caring adults listen when you need someone to talk to.	**Fact**
2	You should never ask adults for help.	**Fiction**
3	Teac[illegible]s can be trusted adults	**Fact**
4	Ca[illegible]s only care about your grades.	**Fiction**
5	[illegible]adult can help solve problems.	**Fact**
6	Parents [illegible]s examples of caring adults.	**Fact**
7	Caring adult[illegible] giv[illegible]lp you make safe choices.	**Fact**
8	It is better to hide yo[illegible]gs [illegible]hem with an adult.	**Fiction**
9	Counsellors are adults who he[illegible]nts w[illegible]ir feelings.	**Fact**
10	Caring adults want you to stay safe and h[illegible]y.	**Fact**
11	You should only talk to adults when you[illegible]n t[illegible]	**Fiction**
12	Coaches can be caring adults who support yo[illegible]	**Fact**
13	Caring adults respect your thoughts and feelings.	**[illegible]t**
14	Asking for help is a smart and brave choice.	**Fact**
15	Caring adults might help you figure out how to handle a difficult situation.	**Fact**
16	Friends are the only people you should rely on for help.	**Fiction**
17	Trusted adults help you learn from mistakes.	Fact
18	Caring adults can help you calm down when you feel upset.	**Fact**
19	It is okay to talk to more than one trusted adult if you need help.	**Fact**
20	Caring adults are people you can depend on when you need support.	**Fact**

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D2.5

Face-To-Face Social Interactions

Face-To-Face Social Interactions

Having face-to-face social interactions means spending time with people in person and having conversations with them. It is important because it can help you feel happier and more connected to others.



Reading

Socia s are th facial expressions, body language and e. W you spend time with people face-to-fa u ca facial expressions and body language. This you and how they are feeling and make yo m to them.

For example, if you are upset about something happ t school, you could text or call a friend to talk about it, but it mig more helpful to meet with them in person. When you are together, you can talk about your feelings and your friend can give you a hug or a high-five to show that they care about you.



Building Stronger Relationships

Engaging in face-to-face social interactions can help you build stronger relationships with people. When you spend time with someone in person, you can learn more about them and connect on a deeper level than when you communicate only online or through texts. This can help you feel like you have a strong support system of people who care about you and understand you.

PREVIEW

Name: _____ 54

Curriculum Connection
D2.5

Questions

Answer the questions below using evidence from the text.

1) What are 3 social cues?

2) How do[illegible]ing to others in person help you develop closer relationships?

3) Have you ever had a mi[illegible]tand[illegible]friend because they did not respond to a text or because [illegible]did[illegible]what they meant in their text?

PREVIEW

Word Search

Find the words in the wordsearch

understand	connection
social	care
friend	support
relationship	expression
feelings	helpful

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

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D2.5

Activity - Discrimination Role Play

Objective

What are we learning about?

Help students understand the importance of face-to-face social interactions, recognize social cues such as facial expressions and body language, and practise positive communication skills to build stronger relationships.



Materials

What do you need for the activity?

- Scenario cards showing everyday face-to-face interaction situations
- Pencil and paper
- Simple props (optional, such as backpacks, notebooks, or name tags)
- Space in the classroom for role-play

Instructions

How will you complete the activity?

1. Explain to students that face-to-face interactions help people understand each other better through expressions, tone of voice, and body language.
2. Discuss a few examples of in-person interactions, such as greeting a friend, asking for help inviting someone to play, or comforting a classmate.
3. Divide the class into small groups. Give each group a scenario card that shows a situation where students communicate face-to-face.
4. Ask each group to talk about their scenario by answering: What is happening? What social cues can you notice? How should the people respond respectfully?
5. Allow each group to act out their scenario, demonstrating positive communication skills such as listening, making eye contact, speaking kindly, and showing understanding.
6. After each role play, discuss as a class what went well, what social cues were observed, and how face-to-face interaction helped strengthen the relationship.

PREVIEW

Name: _____ 56

Curriculum Connection
D2.5

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
New Student at School	A new student joins your class and sits alone during recess. They seem shy and unsure how to start a conversation. You notice this and think about what you could do to help them feel welcome.
Misunders[illegible] Facial Expres[illegible]	[illegible]greet a classmate, but they do not smile back. Instead, [illegible]y lo[illegible]nset. Later, you learn they were having a bad morn[illegible]nk about how facial expressions can show f[illegible]nd ho[illegible]should respond.
Friend Feeling Sad	During group [illegible]ou no[illegible]ur friend is very quiet and not participating. Their s[illegible]ders [illegible]umped, and they avoid eye contact. You [illegible]gniz[illegible]cues and consider how you might sup[illegible].
Interrupting a Conversation	Two classmates are talking when anoth[illegible]ps interrupting and speaking loudly. The others [illegible]frustrated but say nothing. You observe what is happening and think about respectful ways to communicate.
Asking to Join a Game	Some students are playing a game at recess. Another student politely asks if they can join. The group hesitates because they already started playing. You watch the interaction and reflect on fairness and inclusion.

PREVIEW

Name: _____ 57

Curriculum Connection
D2.5

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Helping Someone Who Fell	A student trips while walking to class. They look embarrassed as others stare. You notice their expression and body language and think about how you could respond kindly.
Listening v[illegible] Listening	[illegible]assmate is sharing a story, but their partner keeps [illegible]kin[illegible] their notebook instead of listening. The speaker begin[illegible] [illegible]sappointed. You think about why active li[illegible]g is impo[illegible] in face-to-face communication.
Tone of Voice Matters	A student ask[illegible]lp wi[illegible]ework, but their partner responds in a harsh ton[illegible]en th[illegible]he words are not rude, the tone hurts th[illegible]den[illegible] [illegible]u reflect on how tone affects communica[illegible]
Working With Someone New	Your teacher pairs you with someone yo[illegible] [illegible]talked to before. Both of you feel unsure at first. You [illegible]nk about ways to start a friendly conversation and work well together.
Giving a Compliment	You notice a classmate did a great job on their presentation. They look nervous afterward. You consider how giving a sincere compliment could help them feel more confident.

PREVIEW

Curriculum Connection
D3.3

Peer Relationships

Why Do We Need Peer Relationships?

Having good peer relationships is very important for kids. Peer relationships refer to the friendships you have with people who are around the same age as you.

Here are s e reasons why peer relationships are important:

1) Frie a e you feel happy and supported. When you have good friends, et like y people who care about you and who you can talk to when you are fe

2) Friends can he u le n Your friends can teach y ings duce you to new ideas. They ca so h e your social skills, like how to ha onvers or work in a group.



3) Friends can help you build your confidence. W have g ends who support and encourage you, you feel better about y lf a ies.

4) Friends can help you cope with difficult situations. When y are through a tough time, your friends can be there to listen and offer advice. ey can help you see things from a different perspective and provide emotional support.

5) Friends can make life more fun! Having friends to play with and hang out with makes life more enjoyable and can help you create happy memories.

Remember, building good peer relationships takes time and effort. It's important to be kind, respectful, and honest with your friends, and to treat them the way you would like to be treated.

PREVIEW

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Curriculum Connection
D3.3

True or False

Is the statement true or false?

1) Peer relationships are unimportant for kids.	True	False
2) Friends can't make you feel happy and supported.	True	False
3) Friends help you develop your social skills.	True	False
4) Good friends can damage your confidence.	True	False
5) Friends elp you with difficult situations.	True	False

Conne

Ho friends make your life more fun? Give examples.

PREVIEW

Think

List six qualities of a good friend.



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D3.3

Exit Cards

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

Name: _____

Circle the correct answer.

1) What should you do if a friend is sad?	Ignore them
	Help and listen
2) Which builds a strong friendship?	Respect
	Teasing
3) If you disagree with a friend, you should:	Talk calmly
	Stop being friends
4) Good friends make you feel:	Supported
	Lonely

Name: _____

Circle the correct answer.

1) What should you do if a friend is sad?	Ignore them
	Help and listen
2) Which builds a strong friendship?	Respect
	Teasing
3) If you disagree with a friend, you should:	Talk calmly
	Stop being friends
4) Good friends make you feel:	Supported
	Lonely

Name: _____

Circle the correct answer.

1) What should you do if a friend is sad?	Ignore them
	Help and listen
2) Which builds a strong friendship?	Respect
	Teasing
3) If you disagree with a friend, you should:	Talk calmly
	Stop being friends
4) Good friends make you feel:	Supported
	Lonely

Name: _____

Circle the correct answer.

1) What should you do if a friend is sad?	Ignore them
	Help and listen
2) Which builds a strong friendship?	Respect
	Teasing
3) If you disagree with a friend, you should:	Talk calmly
	Stop being friends
4) Good friends make you feel:	Supported
	Lonely

PREVIEW

Name: _____ 65

Curriculum Connection
D3.3

Deep Breathing

Deep Breathing

Deep breathing can help calm you down and improve your mental health in several ways. When you are feeling anxious or stressed, your heart rate increases, your breathing becomes shallow and rapid, and your muscles tense up.



How Does Deep Breathing Help?

Deep [illegible]

- Slowing down [illegible]
- Relaxing yo[illegible]es, an[illegible]
- Reducing feelings [illegible]
- When you exhale, you [illegible] dioxide, which can help to reduce feelings [illegible] anxiety.
- Bringing more oxygen into your body can he[illegible] fe[illegible]re alert.

How to Do Deep Breathing

1) Sit comfortably with your back straight and your [illegible]on[illegible]or.
2) Place one hand on your stomach and the other on your che[illegible]
3) Take a slow, deep breath in through your nose, filling your belly [illegible]r. You should feel your stomach rise and your chest stay still.
4) Hold the breath for a few seconds.
5) Slowly exhale through your mouth, pushing out as much air as you can while keeping your hand on your belly to feel it go down.

Repeat this exercise for several breaths until you feel calm and relaxed. Remember, to take slow, deep breaths and to focus on your breathing. If you get distracted, just gently bring your attention back to your breath.

PREVIEW

Name: _____ 66

Curriculum Connection
D3.3

Questions

Answer the questions below using evidence from the text.

1) What are 3 things deep breathing does to relax you?

2) W[illegible] deep breathing?

PREVIEW

Word Search

Find the words in the wordsearch

Breathing	Comfortable
Oxygen	Stomach
Relaxing	Heart
Stress	Muscles
Anxiety	Exhale

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

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D3.3

Activity - Deep Breathing Exercises

Objective What are we learning about?

To familiarize students with three different mindfulness breathing techniques, allow them to experience their calming effects, and understand the positive impact of these exercises on mental health.

Materials you will need for the activity

1) C rtable mats
2) A bell or
3) Stopwatch



Method How you wi te th

1) **Introduction (10 minutes)**: Begin b sing m ess and its connection to breathing. Explain how different br ning tec es c lp us calm our minds and bodies, aiding in mental health.

2) **Demonstration and Practice of Breathing Techni inutes)**

- 4-7-8 Breathing: Instruct students to breathe in for a co f 4, h for a count of 7, and exhale slowly for a count of 8. Reiterate that it t hold their breath for the full count at first; they can adjust the c t a d. Practice this technique for a few minutes.

- Box Breathing: Teach students box breathing. They should inhale for a count of 4, hold for a count of 4, exhale for a count of 4, and then hold again for a count of 4. This forms a "box" pattern. Practice this for a few minutes.

- Lion's Breath: Sit comfortably, ideally with your knees bent and your body relaxed. Take a deep inhale through your nose. As you exhale, open your mouth wide, stick out your tongue, and make a "ha" sound as you breathe out, like a lion roaring. Repeat several times.

3) **Reflection (20 minutes)**: Have students answer the questions on the back of the page so they can reflect on which strategy they like best.

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Curriculum Connection
D3.3

Activity - Deep Breathing Exercises

Reflection | Answer the questions below

1) How did each breathing exercise make you feel? Were there any differences between them?

4-7-8	
Box	
Lion's Breath	

2) Which breathing techniqu… like… …d why?

3) How will using this breathing technique help you and yo… al h…

4) Think of a time when you could have used this breathing technique to help you. Explain.

PREVIEW

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Curriculum Connection
D3.3

Stress

Stress

Stress is a feeling you experience when you are worried, anxious, or overwhelmed by something that is happening in your life. Sometimes it can feel like you have too much to do or like you do not have enough time to get everything done.

What Ca[illegible]s

Stres[illegible] be cau[illegible]ts of different things, such as having too much homework, b[illegible] be[illegible] a big test, or dealing with a difficult situation at home or with frie[illegible] stress [illegible]ou feel tense, irritable, and even sick.

Good Stress

Not all stress is bad! Sometimes stre[illegible]elp you try harder. For example, if you ha[illegible] a big race at school, feeling a little bit of stress m[illegible] help you focus more and give extra effort. Good stress can help you work harder to reach your goals.



Managing Stress

Try to notice when you are feeling stress and find ways to manage it by:

- taking a break and doing something you enjoy,
- talking to someone you trust about how you are feeling.
- getting some exercise
- going outside and enjoying nature.

Remember, it is normal to feel stress sometimes, but it is important to take care of yourself and find healthy ways to cope with it.

PREVIEW

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Curriculum Connection
D3.3

Question What are some positive ways you can manage your stress?

Mul Mark an X under which type of stress you think it is.

1. You must pl solo are so nervous your stomach is upset ur h	Good Stress	Harmful Stress
2. You are going on your leppove iend's house. You are feeling excited and ner	Good Stress	Harmful Stress
3. Your family is moving to a new tow ou m ange schools and you will lose your friend	Good Stress	Harmful Stress
4. You are overwhelmed because you are in hool track and soccer. You need to practice but have tim	ess	Harmful Stress
5. Your school track meet is tomorrow, and you are r the 100 meters and are stressed out about getting a goo art.	od	Harmful ess

Visualizing Draw what you were picturing while you were reading. Ex the picture

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Am I Stressed? – Stress Test

Are you stressed? Answer the questions below by rating each statement on a scale of 1-4.



1	Never or Seldom	3	Often
2	Sometimes	4	Always



Your Plan Rate the statements below 1-4 based on the scale above

PREVIEW

#	Statement	Rating
1	Are yo[illegible]out [illegible]?	
2	Do you hav[illegible]dach[illegible]st[illegible]aches?	
3	Is it hard for you t[illegible]p?	
4	Do you have trouble staying as[illegible]you [illegible]p in the night?	
5	Do you have any problems paying attentio[illegible]	
6	Do you feel tired during the day?	
7	Are you uptight and unable to relax?	
8	Do you get angry easily?	
9	Do you have a hard time finding fun things to do?	
10	Do you laugh less than you used to?	
11	Do you feel sad or disappointed often?	
12	Are you worried about all the things you have to do in the time you have?	
13	Do you clench your fists, crack your knuckles, twirl your hair or tap your fingers?	
	(The lower the number, the less stress you have) - **Total**	

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Strategies to Manage Stress

Managing Stress When You Do Not Control What is Happening

Sometimes, things happen in our lives that we have no control over, and they can make us feel stressed. Here are some strategies that may help you manage your stress when you feel like you have no control:



1) Talk to someone you trust: Talking about what is going on can help you feel better. It could be a family member, friend, teacher, or a counselor.

2) Practice deep breathing: Deep breathing is a way to calm yourself down when you're feeling stressed. You can do this by taking slow, deep breaths through your nose and out through your mouth.

3) Do something you enjoy: Doing an activity you enjoy, like drawing, playing sports, or listening to music, can help take your mind off what is stressing you.

4) Get some exercise: Exercise is a great way to relieve stress. You can try going for a walk or bike ride, dancing, or doing yoga.

5) Practice mindfulness: Mindfulness is a technique that involves being fully present in the moment and aware of your thoughts and feelings. Try paying attention to your breath, focusing on your senses, or doing a body scan.

Managing stress is important for your overall health and wellbeing.

PREVIEW

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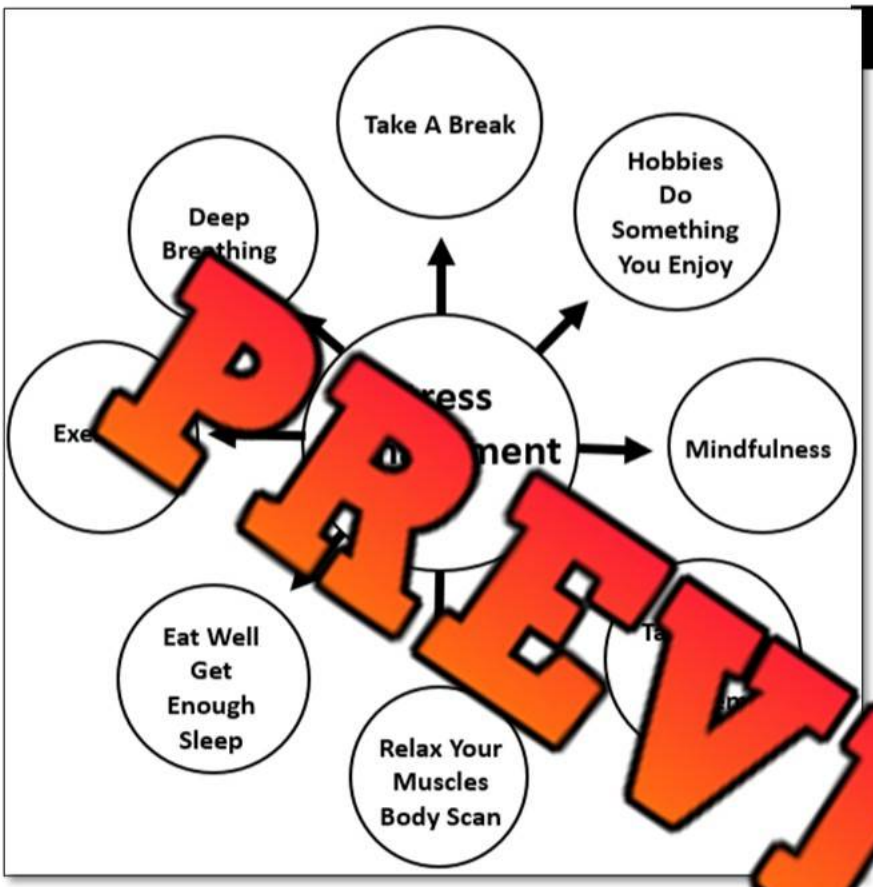
Curriculum Connection
D3.3

Stress Management



Question

Which strategy do you think works the best for you to manage your stress? Explain.

Think

Which strategy could you use for the situa... below. Ex... your choice

1) Lucy's struggling with tough math homework and feels overwhel...

2) Jack is being bullied at school. He feels sad and scared to speak up about it.

3) Noah's busy schedule makes him feel super tired.

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Strategies to Manage Stress

Making A Plan To Deal With Stress
In the chart below fill in your plan to use each strategy for managing your stress.

Strategy	What Is It?	How, When and Where Will You Do It?
Do A Fe Chec	• Identify Your Feelings • Say or Write Your gs In a Journal " statements. e: I sad use m is ng.	
Use Mindfulness Strategies	• Body Sca • Deep Breathing • Do Colouring Pages	
Make Healthy Choices For My Body	• Eat Healthy Food • Get Enough Sleep	
Get Exercise	• Get Your Body Moving to Release Endorphins	

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Strategies to Manage Stress

Strategy	What Is It?	How, When and Where Will You Do It?
Volunteer	• Volunteer Your Time To Help In Your Community Or School	
Do A Hobby	• Some… E… • Learn N… Skills	
Enjoy Nature	• Spend time Outside In Nature	
Talk To A Trusted Adult	• Talk To A Trusted Adult About Any Problems or Worries You Have	

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D3.3

Maintaining Life Balance

Maintaining Life Balance

Maintaining life balance means making sure you have enough time for different things in your life, like school, friends, family, hobbies, and relaxing. It is important because it helps you stay happy and healthy.

PREVIEW

Here ar ies to help you keep a balanced life:

1) Pri ize: M f things you need to do. Put them in order of importan

2) Plan ahead: Use a ca r pla chedule your activities, homework, and playtime. Knowing wh is co p you feel more in control.

3) Set boundaries: It's okay to say "no" som s if you are too busy or need a break. It is impo t make time for yourself.



4) Take breaks: Give yourself short breaks between tasks or activities. This helps you recharge and avoid getting too tired or stressed.

5) Stay organized: Keep your schoolwork, toys, and clothes neat and tidy. It is easier to focus and find things when you are organized.

6) Make time for fun: Do not forget to include fun activities and hobbies in your schedule. It is important to have a good time and enjoy life!

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D3.3

Questions

Answer the questions below using evidence from the text.

1) What is your life balance?

2) What ar things you can do to maintain your life balance?

PREVIEW

True or False

or false?

1. It takes too long to organize m oom time.	True	False
2. Planning your week helps you feel yo e contr you e.	True	False
3. It is rude to say no if someone asks you to do hing.	True	False
4. Making a list of things you have to do in order of imp e elps.	True	False
5. When you have a big task to do, taking a break helps keep y rom getting tired and stressed.	r	alse

Word Search

Find the words in the wordsearch

Balance	Calendar
Prioritize	Planner
Time	Boundaries
Plan	Tasks
Organize	Breaks

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

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Curriculum Connection
D3.3

Maintaining Life Balance

Activity: Use the planner below to organize your week. Be sure to schedule time for yourself.

WEEKLY PLAN	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

NOTES	PRIORITIES

PREVIEW

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Curriculum Connection
D3.3

Priorities

Priorities

A priority is something that is more important than other things and that needs to be done or dealt with first. For example, spending time with family and friends might be a priority because it helps you feel happy and connected. Going to school and doing [illegible] work might be a priority because it helps you learn and grow.

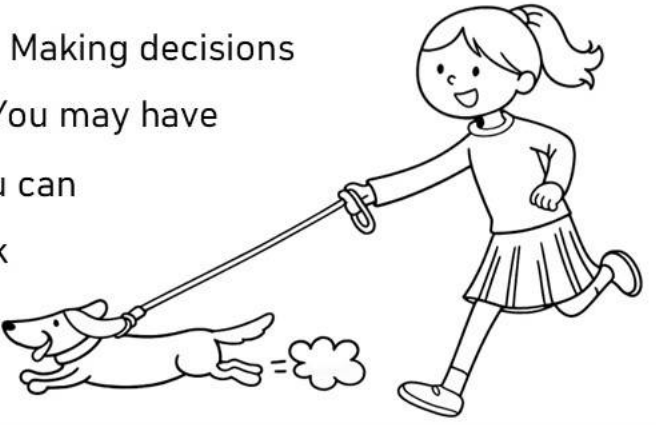
How Do You Set [illegible]

When you hav[illegible] things [illegible] you have to decide which ones to do first. To [illegible] do [illegible] important, think about what will help you achiev[illegible] goals [illegible] make you happy, and consequences of not gett[illegible] [illegible]ne. For example, if you have a big test comin[illegible]p, study [illegible] high[illegible] the most important thing to do because one [illegible]ur go[illegible] doing well in school.



Making Decisions About How To Spend Your Time

Priorities are the things that are most important to us, and prioritiz[illegible]s about making decisions about what is more important based on our goals, responsibilities, happiness, and needs. Making decisions about how to spend your time can be tricky. You may have to decide what you can do now and what you can do later. When deciding what to do first, think about what is most important and what will have the biggest impact on your life.



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D3.3

True or False

Is the statement true or false?

1) Priorities help you make decisions about what is most important.	True	False
2) Some goals are so far in the future we can ignore them now.	True	False
3) Knowing your priorities can help you manage your time.	True	False
4) Having t many things to do can cause stress.	True	False
5) You do to think about priorities because your parents make	True	False

Connecting

a tim n you had so much to do that you were feeling st hat d

List

List your top five priorities in life.

1	
2	
3	
4	
5	

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Urgent, Important…it Can Wait!

Direction	What are some things you need to get done? What's urgent, what's important, and what can wait? Use this worksheet to help you prioritize what you need to do!



What are some things that need to get done as soon as possible?

Urgent

What are some things that need to get done, but not right away?

Important

W[illegible] your list that a[illegible]ant o[illegible]ortant and ca[illegible] a [illegible]

It Can W[illegible]

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Unit Test – Mental Health

Multiple Choice /10

1. Understanding your feelings helps you : a) communicate better. b) make better decisions. c) cope with difficult emotions. d) All of the	2. A feelings check-in is: a) when you tell yourself what you are feeling. b) when you ask your friend how they feel. c) when you tell your parents how you feel about them. d) All of the above
3. Which s… y… write down your thoug… a) Body … b) Deep Breathi… c) Journalling d) Colouring	4. Getting enough sleep is important because: a) there is nothing else to do at night. b) it is the fuel your body needs to work properly c) you would be bored if you were not …eping. d) …f the above
5. Being physically active is good for your mental health because: a) It helps you get rid of negative thoughts. b) It helps you get a better sleep at night. c) It releases endorphins that help reduce stress. d) All of the above	6. Mind… …is: a) …aware… …nstead of the past. b) … to f… …ur… …more focused. c) paying … …to th… …ent moment. d) All of the abov…
7. Volunteering is good because, a) you can learn new skills. b) it helps the community. c) you can meet new people. d) All of the above	8. Stress is: a) a feeling you have when y… …e worried. b) always a negative thing. c) your body telling you to work harder. d) All of the above.
9. What is released after exercise? a) Prodorphins b) Endorphins c) Cells d) Cortisol	10. Connections to caring adults are important because: a) It gives you a team of people who care for you. b) they can give advice when you need it. c) they can listen to you when you are upset. d) All of the above

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Define What do the terms below mean?

Term	Definition – What does it mean?
Life Balance	
Mindfuln	
Relationships	

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Short Answer Answe[illegible]estion[illegible] – Each question is worth 3 marks.

1) What are 3 mindfulness strategies?

2) What are 3 strategies to have strong peer relationships?

3) List 4 steps in doing a body scan.

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

1) What are 5 ways to maintain life balance?

2) What are 5 strategies for managing stress?

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