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Ontario Health Curriculum

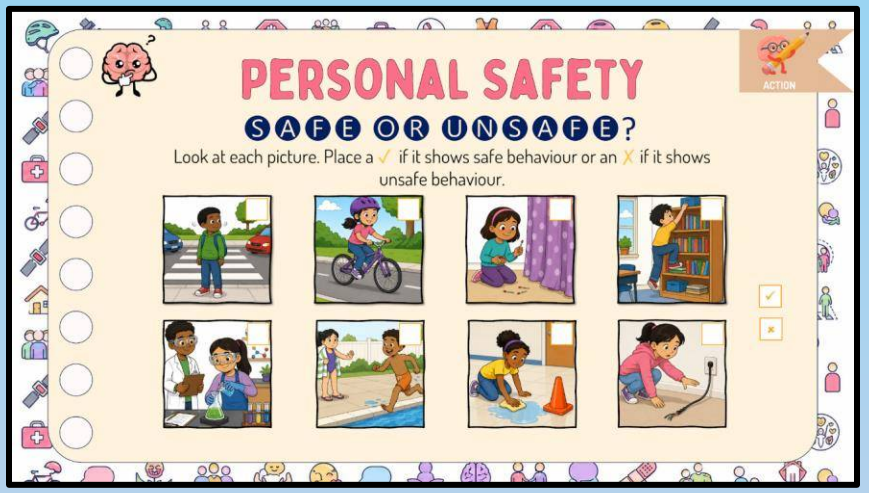
Personal safety & Injury Prevention– Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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





Part 2 – Action!

- Writing
- Matching
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- Drawing
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Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
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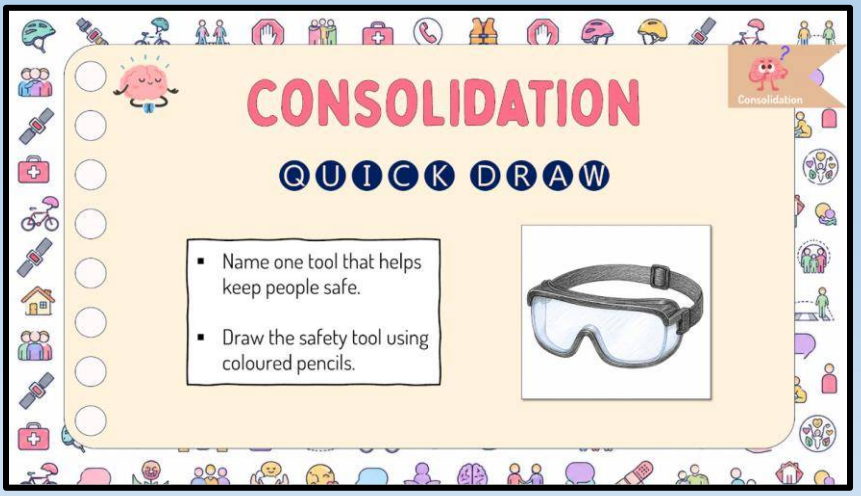

Ontario Health Curriculum

Personal safety & Injury Prevention– Grade 5



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Personal safety & Injury Prevention– Grade 5



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Grade 5 – Health

Personal Safety and Injury Prevention



	Curriculum Expectations	Pages That Cover the Expectations
D1.1	identify trusted people and support services that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations	65-76
D2.2	applying social emotional learning skills and safety strategies	16, 30-36, 55-64
D3.2	explain how a person's actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others' feelings, self concept, mental health and emotional well-being, and reputation	6-9, 11-29, 51-54, 77-83

Preview of 60 pages from this product that contains 125 pages total.

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Personal Safety and Injury Prevention



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Curriculum Connection
D3.2

Well-Being

What is Well-Being?

Well-being is the state of being healthy, safe, comfortable and happy. There are several things that contribute to our well-being, including:

1. Physical Health

Physical health is the condition of your body. Good physical health means you are free from disease, and you are physically fit. Your physical health includes your body composition, flexibility, strength and endurance. People who are free from diseases and can perform well in sports has good physical health.



2. Safety and Security

This means we live in an environment where we do not have accidents and injuries frequently, and where we feel secure. If we live in an environment where we could be injured or hurt, our well-being will suffer because we are not safe and have no security.

3. Mental Health, Self Esteem and Emotions

This means that even though we all have some problems, we have a positive attitude about our life. If we have self esteem, we believe in our abilities. We can also name our emotions and have control over them.



4. Relationships and Social Behaviour

This means your well-being is related to whether you have a good relationship with members of your family and friends. How well we handle disagreements is another factor in our well-being.



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Curriculum Connection
D3.2

True or False

Is the statement true or false?

1) Well-being is about more than just our physical health	True	False
2) Having positive self esteem contributes to our well-being	True	False
3) When we disagree it helps to yell louder	True	False
4) Getting along with family and friends makes us feel good	True	False
5) Staying [illegible] and resting is the best way to be physically healthy	True	False

Maki[illegible]

What some things you are good at doing?

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Questions

Answer the questions below.

1) How does eating healthy food contribute to your well-being?

2) Name 3 things you can do to feel better if you are upset.

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Curriculum Connection
D3.2

Activity - The Domino Effect: Well-Being in Motion

Objective What are we learning about?

Students will understand how the four areas of well-being (physical health, safety and security, mental health and emotions, and relationships) are connected. They will analyze how one problem can affect other areas and explore how positive actions can reverse negative outcomes.

Materials What will you need for the activity?

- Domino Chain sheet or blank paper
- Pencil / marker
- Scenario cards with different problems



Instructions How will you complete the activity?

1. Explain that well-being areas are connected like dominoes. When one falls, others can fall too.
2. Present a starting problem to the class (e.g., "[illegible] stee[illegible] properly.").
3. In small groups, students identify:
4. Which well-being area is affected first.
5. How this leads to problems in the other three areas.
6. Students create a "Domino Chain" showing the negative effects across all four areas. They should write short explanations for each step.
7. After completing the negative chain, groups must reverse it by:
   - Identifying the root cause.
   - Suggesting one realistic solution.
   - Creating a positive domino chain showing improvement.
8. Groups present their domino chains to the class and explain their reasoning.
9. Facilitate a short class discussion about how the four areas influence one another.

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D3.2

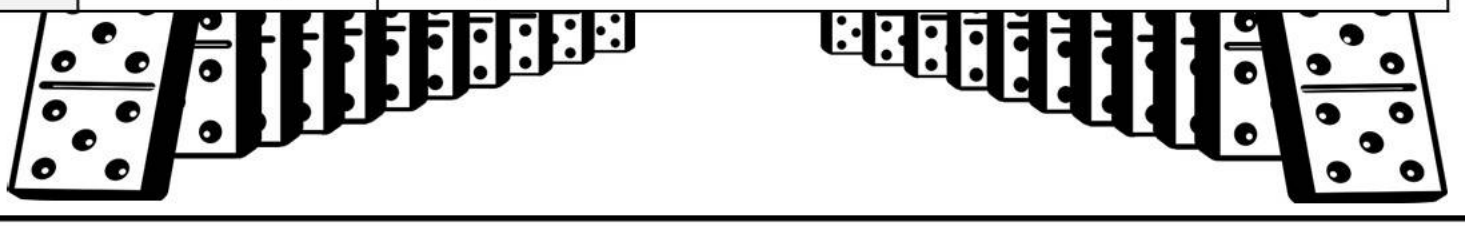
Handout Review this example for the activity.

Starting Problem	Jordan stops talking to his friends after an argument.

Step 1 – Identify the First Domino	
First Area Affected:	Jordan had a conflict and chose to avoid communication instead of solving the problem.
Relationships and Social Behaviour	

Negative Domino Chain		
1	Relationships	Jordan stops talking to his friends and eats alone at lunch.
2	Mental Health and Emotions	He feels lonely and upset. He thinks, "Maybe they don't like me anymore."
3	Physical Health	Jordan has trouble sleeping because he keeps thinking about the argument. He feels tired in the morning.
4	Safety and Security	Because he is distracted and tired, he forgets to bring his equipment for P.E. and almost gets hurt during a game.

Reverse the Domino 🔁 Positive Domino Chain		
1	Relationships	Jordan decides to talk calmly to his friends and shows how he felt.
2	Mental Health and Emotions	He feels relieved and less stressed after clearing up the misunderstanding.
3	Physical Health	He sleeps better and wakes up feeling rested.
4	Safety and Security	He feels focused and confident at school and participates safely in activities.



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D2.2

Scenario cards | Cut out the starting problems.

Liam stays up late every night playing video games.

Maya stops eating breakfast before school.

Noah [illegible]ring himself to others and feels like he's not good enough.

Ella keeps [illegible]rries [illegible]elf and doesn't talk to anyone about [illegible]m.

Ava has a fight with her be[illegible] ar[illegible]fuses to apologize.

Ethan feels left out when his fri[illegible] fo[illegible]up.

There is broken equipment on the playground, but stu[illegible]g it anyway.

Zoe shares her personal information with someone online.

Jacob joins too many after-school activities and feels overwhelmed.

Olivia gets very angry when she loses a game.

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Curriculum Connection
D3.2

Activity - The Domino Effect: Well-Being in Motion

Starting Problem	

Step 1 – Identify the First Domino	
First Area Affected:	

	Negative Domino Chain	
1		
2		
3		
4		

	Reverse the Domino 🔁 Positive Do[illegible]cha[illegible]	
1		
2		
3		
4		

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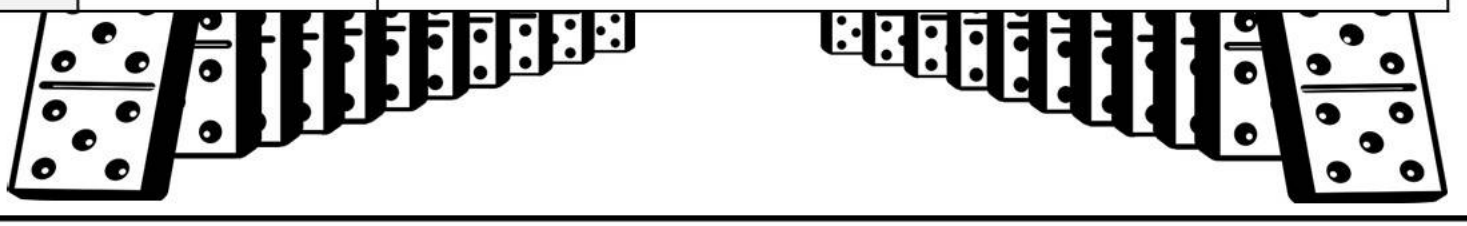

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Self-Concept

What Does Self-Concept Mean?

Our **Self-concept** is the description of how you see yourself. It is the statement of what we believe to be true about ourselves. Our self –concept includes our thoughts about our personality, our appearance, what we value, what we enjoy and what we are good at doing.



<u>An e[illegible]e [illegible] se[illegible]pt statement is:</u>

I am a 13-year [illegible]o is [illegible] good guitar player but a bad singer. I am [illegible]nd lov[illegible] I have a few good friends. I like lea[illegible]ings. [illegible]hort and chubby. I have wacky hair. I am not [illegible]as [illegible]

Who Influences Our Self-Concept?

Sometimes how we see ourselves is distorted [illegible]se of [illegible]ple say about us. Being compared to someone else may also cause [illegible]bo[illegible]lves in a certain way. When we are bullied by others who may sa[illegible] thi[illegible]can [illegible]ffect how we think about ourselves. This affects our self-concept.



The media may influence us to see ourselves in a certain way. On social media people can use filters and change pictures to create unrealistic perfectly smooth skin. This may make us be critical of our own appearance and be dissatisfied with the way we look. Our self-concept is how we believe we are even though that belief may not be accurate.

Each of us is unique. We should all celebrate and accept our uniqueness and be accepting of other people who are also all unique.

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D3.2

True or False

Is the statement true or false?

1) Our self-concept statement is an accurate description of ourselves.	True	False
2) Social media can affect our self-concept.	True	False
3) Bullying has no affect on our self-concept.	True	False
4) Our self-concept is always a positive statement.	True	False
5) Our self-concept is how the world sees us.	True	False

Reflection

Why is it important to understand that we are all unique?

Draw and Write

Draw something that influences how you see yourself. Describe how it affects your thoughts or feelings about yourself.

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Self-Concept



Directions Write your own self-concept statement

What Do I Enjoy Doing?	What Do I Do Just For Me?

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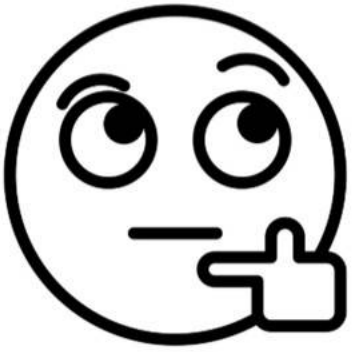

My Nam



What Do I Think I Am Good At?	What Do Others Say I Am Good At?

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Curriculum Connection
D3.2

Self-Esteem

Self-Esteem

Our self-esteem is the amount we value ourselves. Self-concept answers the question, "Who am I?" Self-esteem answers the question, "How much do I like and value myself?" Having good self-esteem means we feel confident and positive about ourself.

Having confidence means we believe in ourself and we know we have gifts and talents. When we are confident, we are more likely to try new things.

PREVIEW

You Are Unique

Having good self-esteem means accepting yourself just the way you are. Often people have low self-esteem because we compare ourselves to someone else who has different abilities. It is important to remember that we are all unique. Instead of trying to be like someone else, try to be the best version of yourself.



Everyone is good at something. When we try new things often the first time, we do not have the best results. Learning to do new things takes practice.



Negative Self Talk

Sometimes when we make a mistake, or we are disappointed with our results we start to think negative things about ourselves. Instead of filling your own head with negative thoughts, remind yourself of your successes. Remember what you are good at doing and focus on the things you like best about yourself.

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Curriculum Connection
D3.2

True or False

Is the statement true or false?

1) Our self concept never changes.	True	False
2) Our self-esteem is how much we like and value ourselves.	True	False
3) Having confidence is believing in yourself.	True	False
4) Comparing ourselves to others will build our self-esteem.	True	False
5) We can the things we tell ourselves.	True	False

Reflec

ee things that make you unique

1)	
2)	
3)	

PREVIEW

Questions

Answer the questions below

1) List 3 things that you have learned to do in the last 2 years.

_____

_____

_____

2) List 3 positive self talk statements that could boost confidence.

_____

_____

_____

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Self- Esteem Match-Up

Instruction Read each situation showing low self-esteem. Think about positive actions, habits, or support that can help improve confidence and write your ideas in the space provided.



Comparing Yourself to Others



Neg Self-Talk



Fear of Trying New Things

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Feeling Left Out



Being Afraid to Speak



Overthinking Mistakes

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Self-Esteem and Confidence

You Can Boost Your Self-Esteem



- Be your own best friend. Take care of yourself. Respect yourself. Be honest with yourself.
- Be selective with your friends. Stay away from people who treat you ba[illegible]nore people who put you down.
- Spend [illegible]g things you are good at and that you enjoy.
- R[illegible] achievements. Talk yourself up.
- Be t[illegible]to you[illegible] the right thing. Stand up for yourself and your beliefs. Do the right th[illegible]hen o[illegible] not.

PREVIEW

Confidence

Confidence builds when we [illegible]. H[illegible]nce turns thoughts into actions. When we are confident, we have more e[illegible] are [illegible]ier, and we are more willing to try new things. We can enjoy ourselves [illegible]e.

You Can Train Your Brain to be More Confident

1. **Think about your goals** - Make sure they are reali[illegible]ea[illegible] big g[illegible]o smaller achievable steps. Celebrate yourself when you comple[illegible]n st[illegible]
2. **Do not give up** - When we try things, we often fail. That is okay [illegible]d makes mistakes. We can learn most from making mistakes. Keep on [illegible].
3. **Do not listen to your negative self talk** - Tune out negative thoughts, just listen to your positive thoughts. Train your brain to focus on the positive.
4. **Be constructive not destructive** - When people say things that are nasty and overly critical, reject these comments. Focus on suggestions that can help you improve.
5. **Believe in your ability to improve** - Skills and abilities are things that you can develop. Think of everything you have learned to do since birth. Practice doing new things and you will learn new strategies to improve. Be kind to yourself when you fail. You are learning.

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D3.2

True or False

Is the statement true or false?

1) Thinking negative thoughts about ourselves is not harmful.	True	False
2) Most people succeed on their first attempt at anything.	True	False
3) It builds confidence to have realistic goals.	True	False
4) If you keep trying something and cannot get it you should quit.	True	False
5) Avoiding people who are overly critical will help you be more confident.	True	False

Fill in t

e the missing word.

1)	Self-este you f ut _____.	yourself	others
2)	Positive friends	confidence	fear
3)	When you make a mista gain.	quit	learn
4)	Setting small goals can help you more	successful	hopeless
5)	Positive self-talk makes you more _____ fident		nervous

PREVIEW

Exercise

In the chart below fill in one goal and 3 s co it

Goal:
_____
_____
_____
3 steps to completing your goal:
1)_____
2)_____
3)_____

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Activity - My Awesome Me Strip

Objective What are we learning about?

Students will reflect on their strengths, feelings, and personal goals to develop positive self-esteem. They will express self-confidence by writing or drawing ideas that show [illegible]niqueness and abilities.

Materi[illegible] Wh[illegible]u need for the activity?

- Printed folda[illegible]mpla[illegible]
- Pencil or pen
- Crayons/markers
- Scissors (if needed)



Instructions How will you complete the a[illegible]?

1. Write your name on the first panel and decorate it [illegible]pre[illegible]re.
2. On the second panel, draw or write something that makes [illegible] proud of yourself.
3. On the third panel, write one thing you are good at or enjoy doing.
4. On the fourth panel, write a positive thought you can say to yourself when you feel unsure.
5. On the last panel, write one goal you want to achieve and a small step to reach it.
6. Fold the panels accordion-style and share your foldable with a partner or display it on the bulletin board.

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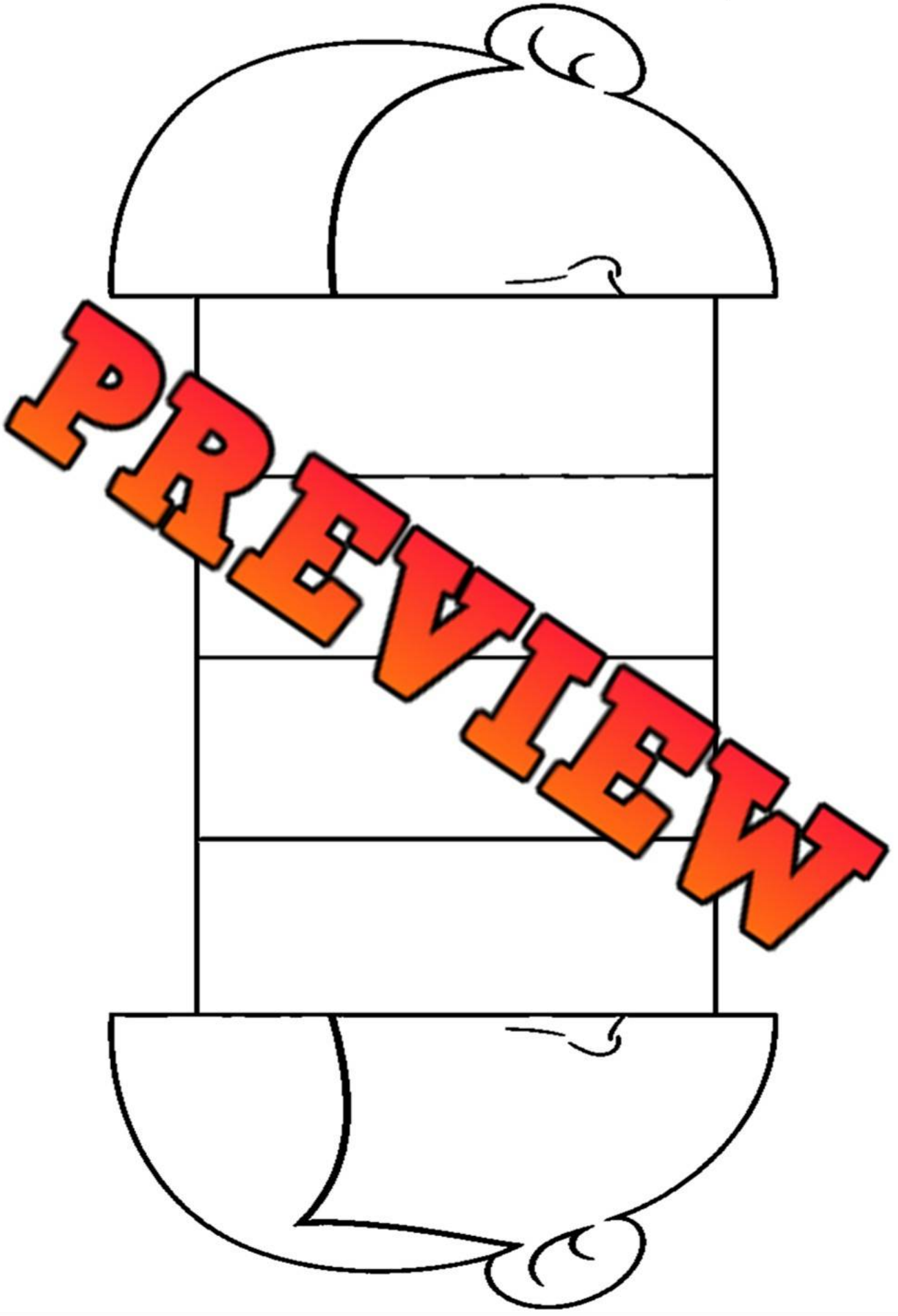

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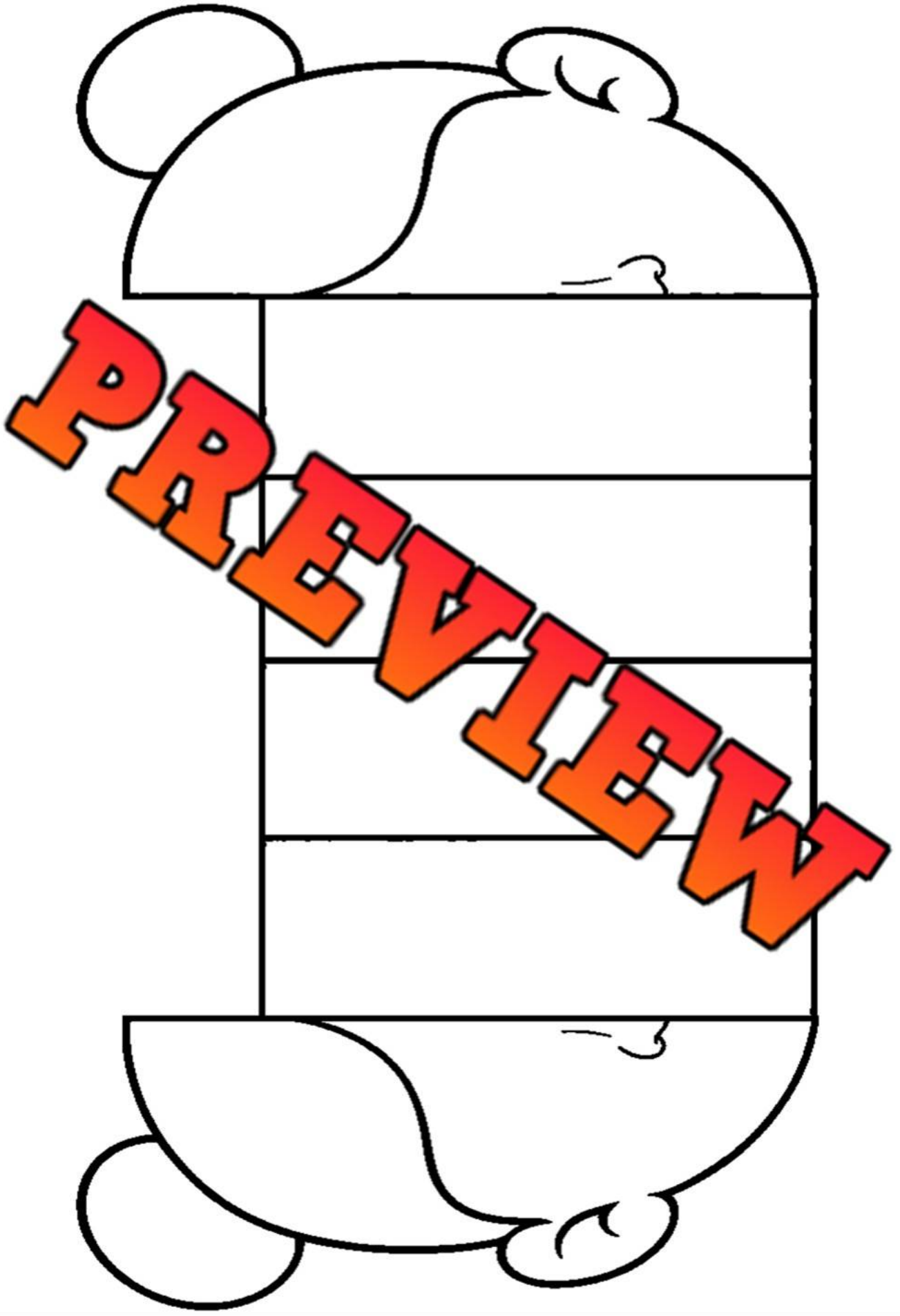

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D2.2

Is it Bullying?

Decide | Is it bullying – yes or no?

1. Two students argue over a project answer but resolve it by class end.	Yes	No
2. Mike laughs once when Tom trips over a chair but doesn't repeat or mention it again.	Yes	No
3. Jenny chooses not to invite Chloe to her birthday party but invites the rest of the class.	Yes	No
4. Alex takes a habit of hiding Sam's sports equipment, causing Sam to search for it before class.	Yes	No
5. Grace forgets to return Emily's book, even after being reminded several times.	Yes	No
6. Ben teases his sister Lily about her hair, but they both laugh about it.	Yes	No
7. Nick and Emma argue every time they have to work together on a school project.	Yes	No
8. Paul calls John names during a heated argument but apologizes later.	Yes	No
9. During recess, a group of students exclude Zoe from their game because they need even numbers to play.	Yes	No
10. Tom repeatedly criticizes Jerry's project ideas in front of the class, making Jerry feel embarrassed.	Yes	No
11. Sarah always picks Kate last for team activities, but it's random and not intentional.	Yes	No
12. Chris receives an upsetting text from a classmate but it's a one-time incident.	Yes	No
13. A group starts a board game without noticing a student wanting to join.	Yes	No
14. A student mistakenly uses an unliked nickname but promptly apologizes.	Yes	No
15. Students, deep in a book discussion, fail to notice a new student trying to join in.	Yes	No

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D2.2

Physical Bullying

Physical Bullying

Physical bullying is when someone intentionally and repeatedly hurts you physically or damages your property. It includes:



- Hitting, kicking, punching and pinching
- Pushing, tripping
- Spitting
- Taking [illegible] something that belongs to you
- Making rude or [illegible] tures

Where and Where [illegible] Physical [illegible] Happen?

Physical bullying can [illegible] pen [illegible] bus, or on the way to school. It can happen wherever and whenever a [illegible] ar th [illegible] they want to bully.

Physical bullying is easier [illegible] see [illegible] es the bully hitting the victim. We might also see a bully breaking the pos [illegible] ns of th [illegible] n

Effects of Bullying

There are many negative effects of bullying including:

- Physical injury to the victim
- Mental health issues for the victim and the bully such as, depres [illegible]
- Loss of sleep or loss of appetite
- Absences from school
- Social isolation because the bullied child avoids contact with other children
- Bullies often experience relationship problems and difficulty holding a job later in life.
- Bullies have more issues with drugs and alcohol and are more likely to have a criminal record later in life

What Can You Do?

- Tell a trusted adult, a parent, teacher, bus driver or friends.
- It is not recommended to fight back. Instead, get help from others.

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Curriculum Connection
D2.2

Questions

Answer the questions below using evidence from the text

1) What is physical bullying?

2) Where and when does physical bullying happen?

PREVIEW

Making Connections

Have you ever been a part of physical bullying? Explain

True or False

Is the statement true or false?

1) Sometimes our friends can bully us without meaning to hurt us.	True	False
2) Physical bullying usually happens when adults can see it.	True	False
3) Hitting, spitting and pinching are all examples of physical bullying.	True	False
4) The best way to deal with a bully is to tell a trusted adult.	True	False
5) Bullying only has a negative effect on the victim.	True	False

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D2.2

Activity - Hands That Hurt, Hands That Help

Objective What are we learning about?

Students will differentiate between bullying behaviours and supportive buddy behaviours. They will express their understanding by designing and describing what a bu hand and a buddy's hand might represent.

Materia ou need for the activity?

- Workshee
- Pencil
- Crayons / coloured mark
- Eraser



Instructions How will you complete the activit

1. Look at the two hand outlines on your works ted Ha a Bully and Hand of a Buddy.
2. Think about actions, words, and behaviours that describe a that describe a kind and supportive buddy.
3. Inside the Hand of a Bully, draw or write words that show hurtful actions (example: hitting, teasing, excluding, mean words).
4. Inside the Hand of a Buddy, draw or write words that show kind actions (example: helping, sharing, comforting, including others).
5. Add colours, symbols, or small drawings to make each hand clearly show the difference between hurtful and helpful behaviour.
6. Reflect on your work and share one positive action from the buddy hand that you will practise in school.

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D2.2

Hand of a Bully



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Hand of a Buddy



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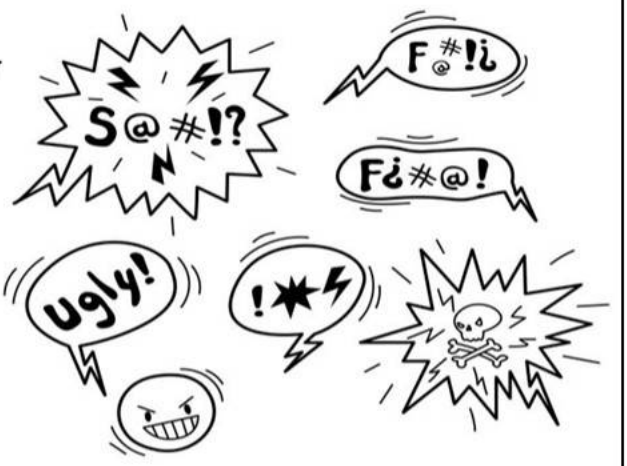
Verbal Bullying

What is Verbal Bullying?



Verbal bullying is when someone repeatedly says or writes something mean or hurtful. It can be:

- Teasing
- Name-calling
- Threat[illegible] hurt you
- Inap[illegible] comments

Hidde[illegible]ying

Verbal bullyin[illegible] see[illegible] physical bullying. It is most often done when adults are not present. Ve[illegible]ullyin[illegible]mful because it can affect the self-concept of the person being bullied. V[illegible]llying [illegible]se anxiety, depression and other issues for the person being bullied. [illegible]en [illegible]eing bullied, they avoid the social settings where bullying occurs which le[illegible]em b[illegible]ore socially isolated.

Strategies If You Or Someone You Know Is Being B[illegible]

- Look confident when you are walking; hold y[illegible]lf er[illegible]d[illegible]. Bullies are looking for someone weaker to bully.
- Bullying is when someone who is stronger either becaus[illegible]y ar[illegible]ally stronger or socially more powerful repeatedly insults or threat[illegible]eaker. Because there is a power imbalance between the person who is the b[illegible]nd the person being bullied the best thing to do is tell an adult you trust so that they can help make the bullying stop. If the first adult you tell can not or will not help, tell another adult until you find someone who will help.
- In order not to escalate a bully's behaviour, try not to respond to the bully with tears or fearful actions. Ignore the bully if possible. When bullies do not get the response, they are after, they often lose interest. This does not mean you should handle being bullied by yourself. Ask a trusted adult for help. The bully is not behaving well and needs to take responsibility for their actions.

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Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) Verbal bullying is not very harmful because words cannot hurt us.	True	False
2) It is a good idea to avoid everybody if we are being bullied.	True	False
3) If we tell an adult about bullying they will not be able to help us.	True	False
4) Bullies have a good reason for bullying others.	True	False
5) It is our [illegible] we are being bullied.	True	False

Identify

Put [illegible] if it is verbal bullying.

❑ Name-calling	❑ Sp[illegible]	❑ Encouraging a friend	❑ Hurtful jokes
❑ Giving a compliment	❑ Sp[illegible] rumours	❑ [illegible]an [illegible]nes	❑ Clapping for a classmate
❑ Saying "Good job!"	❑ Mocking someone's voice	❑ [illegible]ing s[illegible]	❑ Saying "No one likes you"
❑ Teasing about looks	❑ Threatening words	❑ Yelling t[illegible]e	❑ Enco[illegible]aging

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Question

Why do you think telling an adult is the best strategy to h[illegible] when you are being bullied?

_____

_____

_____

_____

_____

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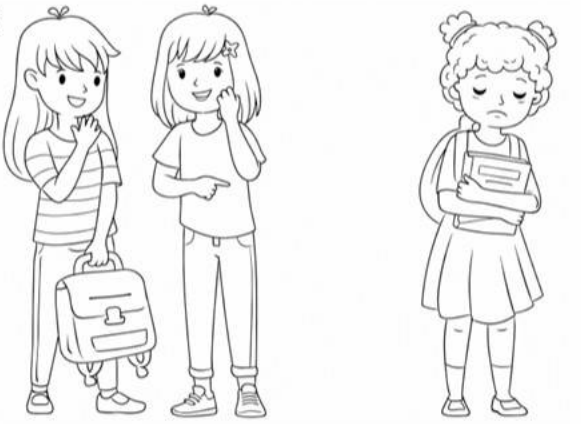
Curriculum Connection
D2.2

Social Bullying

Social Bullying

Social bullying is also called relational bullying. Social bullying damages someone's reputation or relationships. Social bullying includes:



- Leaving someone out on purpose
- Spread[illegible]umours about someone
- Telli[illegible]ildren not to be friends with s[illegible]
- Emb[illegible]assing [illegible] public

PREVIEW

Bystanders

Most bullying happens [illegible]. [illegible]means there are bystanders who allow the bullying to happen. If you se[illegible]e b[illegible], there are 4 things you can do.

1. You could **Be a Buddy** to the perso[illegible] them know you care and that you are a friend.
2. You could **Interrupt** and say, "let's go" and w[illegible]ay wi[illegible]on being bullied.
3. You could **Speak Out.** Say, "that's mean, don't d[illegible]"
4. You could **Tell Someone.** When you tell an adult abou[illegible] it i[illegible]t tattli[illegible], it is trying to keep someone safe.

Be Able to Name Bullying

Bullying is repetitive. It is done with the intention to cause harm. The victim is less powerful than the bully. Within our peer groups we have disagreements and conflicts. This is a normal part of relationships. It is not bullying.

A friend may say, "I liked your hair when it was longer." This may hurt your feelings because you may think it means your friend does not like your hair now. This is also not bullying because it is not repetitive, your friend is not more powerful, and they did not mean to hurt your feelings. Knowing what bullying is and what it is not, can help us speak up against bullying.

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D2.2

True or False

Is the statement true or false?

1) Spreading rumours about someone is called verbal bullying.	True	False
2) If someone excludes you from their game, it is social bullying.	True	False
3) If you see someone being bullied just mind your own business.	True	False
4) People who disagree with us are bullies.	True	False
5) When you tell someone who is a bully you are a tattletale.	True	False

PREVIEW

Question

What should we do if we see someone being bullied?

Draw

Draw a scene that shows an example of social bullying.

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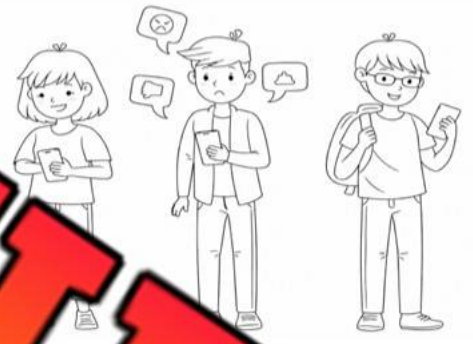
Cyberbullying

Cyberbullying

Cyberbullying is bullying that takes place on our devices like our cellphones, tablets and computers. Cyberbullying is when a bully sends, posts or shares negative, mean, harmful or false content about someone else. It can also be sharing personal or private informatio[illegible]ictures about someone which are intended to cause embarrassment or humiliatio[illegible]ictim. Some cyberbullying is criminal.

Cybe[illegible]o[illegible]:

- Soci[illegible]edia i[illegible]cebook, Instagram, Snapchat and Tik Tok
- Text messa[illegible]a[illegible]essag[illegible]
- On-line chats
- Email
- Gaming communities



Why is Cyberbullying Harmful?

- Cyberbullying is persistent. The websites ar[illegible]d op[illegible]ours a day, so it is hard to get away from the source of the bullying.
- Cyberbullying is permanent. Once someone has made [illegible]nd [illegible]ers can share it and even if the original post is taken down the post may [illegible] locations.
- Because teachers and parents are often not on the same applications as kids, they may not notice that cyberbullying is happening. Kids may not want to tell because their parent may decide to take away their device.

What Can You Do To Prevent Cyberbullying?

- Use passwords for all your devices and accounts and do not share them with anyone.
- Use only the highest privacy settings so no one can tag you or share your photos
- Do not give out personal information about yourself or anyone you know to someone you met online.

PREVIEW

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Curriculum Connection
D2.2

True or False Is the statement true or false?

1) Cyberbullying is not serious.	True	False
2) Some forms of cyberbullying are a crime.	True	False
3) It is okay to give your password to your best friend.	True	False
4) Losing your device is worse than cyberbullying.	True	False
5) Private [illegible] are always protected online.	True	False

Questioning [illegible] three questions you have after reading the text

1)	
2)	
3)	

Questions Answer the questions below using evi[illegible]ro[illegible]s.

1) Which do you think is the most harmful type of bullying.

_____

_____

_____

2) Why is telling a trusted adult a strategy for dealing with every type of bullying?

_____

_____

_____

PREVIEW

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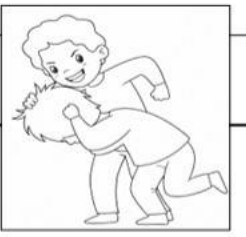
Curriculum Connection
D2.2

Dealing With A Bully



When dealing with a bully, you have some options.

1) Avoid the bully – stay away from the bully as much as you can.
2) Stand up to the bully – sometimes telling the bully to stop in an assertive voice is enough to make it stop. If not, do not escalate the bullying by being physical.
3) Get a buddy to help – ask a friend to help you approach the bully. Better yet, get tw[illegible]iends. Grouping up and telling a bully to stop is an effective way to stop [illegible]ying because the bully will see that you have power, and the imb[illegible] gone. In addition, be a buddy! If a buddy is being bullied, help t[illegible]
4) Ign[illegible] the b[illegible]u can, ignore the bully because they will often stop if they do n[illegible]pons[illegible] of you.
5) Tell an adult [illegible]u are [illegible]ied, you should always tell an adult. Tell an adult you trust, a[illegible] [illegible]elp y[illegible] one deserves to be bullied! Adults understand this and [illegible] you [illegible] bullying problem. This is not tattling as bullying is not [illegible]all

PREVIEW

Scenarios

How would you deal with the bully? [illegible]emb[illegible] shouldn't bully back!

1) A bully keeps kicking, tripping, punching, and sho[illegible]n the t[illegible]r isn't looking.

2) A bully always invites everyone to play hide and seek but they never invite you.

3) A bully always calls you a nickname you don't like.

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Curriculum Connection
D3.2

Empathy

What Is Empathy?

Empathy is when you can understand how someone else is thinking or feeling. Empathy is putting yourself in the other person's place and seeing things from their perspective. Empathy is not only about figuring out how someone i ling. It is also about caring enough to do something about it. T not being a bystander. It means connecting with the p to solve the person's problem, but being with the nd sh are will help.



Why Is Empathy Imp t?

Using empathy helps you best d to other people, so that you can be helpful. When you show empat u s

How Can We Become More Empathetic?

You can start practicing having empathy by:

1. Pay Attention to Other People's Feelings - watch and nguage to get an idea of how they are feeling. You can listen to their w an ask how they are feeling.
2. Think Before You Speak or Act - Put yourself in the other person's pl nd imagine what they might feel about what you are going to say.
3. Realize that Everyone is Different - You may know how you feel about something that happens, but not everyone has the same experiences or perspective that you have. Try to understand what the event or words mean for the other person, without bringing negative judgements.
4. Stand up for Others - When you see that someone is being bullied or has hurt feelings because of something someone else has said or done, imagine how they are feeling and try to help.

PREVIEW

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Curriculum Connection
D3.2

True or False

Is the statement true or false?

1) People can have different reactions to the same event.	True	False
2) Empathy means putting yourself in another person's shoes.	True	False
3) To have empathy you need to be good at solving other's problems	True	False
4) If you don't know how someone feels, ask them.	True	False
5) When w… …mpathetic, we understand others' perspectives.	True	False

Think

…practiced at home. What would you do in the situation?



…our b… …ll asleep while studying. The room is very …old

Questions

Answer the questions below.

1) Give an example of when someone showed empathy to you.

2) Give an example of when you showed empathy to someone.

PREVIEW

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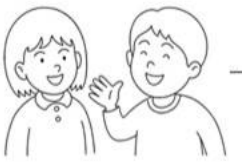
Curriculum Connection
D3.2

Bullying – Having Empathy



Empathy is the ability to understand and share the feelings of someone else. It is putting yourself in someone else's shoes so that you can understand how they feel and why they may be acting the way they are acting.

Being empathetic for others means the world would be a better place as we would treat everyone the way we want to be treated. A **bully** is not empathetic because they treat others poorly, with no regard for how their actions will affect the person being bullied.

Think A[illegible]e questions below to show empathy for the individual in the scenario

1) Mas[illegible]d Owe[illegible]k Henry's email and send rude emails to Henry's friends.	
a) How do you think Henry feels?	
b) What type of bullying is this? Explain.	
c) Were Mason and Owen being empathetic? Explain.	

2) Chase constantly pokes Alex at school. Alex tells him to stop but [illegible]'s funny.	
a) How do you think Alex feels?	
b) Is Chase being empathetic towards Alex?	
c) Is it okay for Chase to keep poking Alex if it is just a joke? Explain.	

PREVIEW

Name: _____ 55

Curriculum Connection
D2.2

Activity – Reading Facial Expressions

Describe Describe the facial expressions of the people below. Ex – Happy, Sad, Upset



PREVIEW

Questions Answer the question below

1) Why is it important that we read a person's facial expression before we communicate with them? Give an example.

_____

_____

2) Why is it important that we read a person's facial expression while we communicate with them? Give an example.

_____

_____

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Curriculum Connection
D2.2

Activity – Reading Body Language

Describe Describe the body language of the kids below



1) What is Ryan's body language telling you about his mood?

2) How do you know? What is he doing with his body?

3) If you had to tell Ryan some bad news, could you tell him now? Explain.



1) What is Ryan's body language telling you about his mood?

2) How do you know? What is he doing with his body?

3) If you had to tell Ryan some bad news, could you tell him now? Explain.



1) What is Anna's body language telling you about her mood?

2) How do you know? What is she doing with her body?

3) If you had to tell Anna some bad news, could you tell her now? Explain.

PREVIEW

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Curriculum Connection
D2.2

Activity – Reading Tone of Voice

The tone of voice we use to communicate verbally tells a story about how we are feeling. A sentence spoken with two different tones can be interpreted in different ways. For example, try saying the sentence, "I am feeling good" with an angry tone and a happy tone.

Activity Say the sentences to a friend, but use different tones to communicate your mood

Tone	Sentence
Hap	Are you finished with the pencil sharpener?
	e you finished with the pencil sharpener?
ed	want to play soccer with us?
Annoyed	lay soccer with us?
Politely	ning your pencil?
Angry	Can stop our pencil?
Sincere	Thank you for lend pen
Joking	Thank you for lend me a pe
Sarcastic	You are awesome at drawi
Sincere	You are awesome at drawing!

PREVIEW

Questions Answer the questions below

1) Could a person's tone of voice tell us something different than their w

2) Do you think bullies sometime use different tones?

3) Why is it important to read a person's tone of voice?

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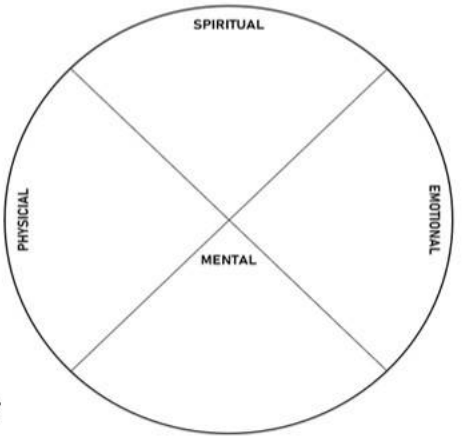
Curriculum Connection
D2.2

Anishinaabe Medicine Wheel

Anishinaabe

The Anishinaabe are a group of several First Nations who live in the Great Lakes region of Canada and the United States. Well-being in First Nations cultures is about balance and harmony. It focuses on a connection with family, community and nature. Your health is about you as a whole person including your body, mind, emotions and spirit.

The Medicine Wheel



The Medicine Wheel is a circle divided into 4 quarters that are each different colours. The colours used may be yellow for the East quarter, red for the south quarter, black for the west quarter and white for the north quarter, but these can vary.

The Medicine Wheel is used as a teaching tool to pass on knowledge. The wheel shows us that life is a cycle and each part of the cycle flows from the other. The 4 quarters can represent many different things. For example: the seasons, the directions, the time of life from baby to youth to adult to elder, the wheel can be a way to show that everything is interconnected from people to environment and we need to keep everything in balance.

The Medicine Wheel and our Balance

The quarters can also represent your **spiritual** health, your **physical** health, your **mental** health and your **emotional** health. The Medicine Wheel teaches the importance of keeping all the aspects of yourself in balance.

If you are eating healthy and exercising but you feel angry or sad all the time, you do not have well-being. One part of your health is related to another. Sometimes, if we are upset or stressed, we get physical symptoms such as headache or skin breakouts. This is because stress releases extra hormones in our bodies. Indigenous healing methods use a whole person approach, including body, mind, emotion and spirit that focuses on connection to family, community, spirituality and nature.

PREVIEW

Name: _____ 60

Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) The Anishinaabe Medicine Wheel is an assortment of healing herbs.	True	False
2) The Medicine Wheel is a symbol used to teach.	True	False
3) The main idea explained by the circle is that life is interconnected in many ways.	True	False
4) The point of the 4 equal sections of the wheel is to show balance.	True	False
5) There is one version of the Medicine Wheel.	True	False

Quest

three questions you have after reading the text

1)	
2)	
3)	

Questions

Answer the questions below

1) Why do you think your physical health is related to your emo

2) What are the 4 components of our health that need to be in balance for us to have well-being?

PREVIEW

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Curriculum Connection
D2.2

Anishinaabe Medicine Wheel

The Anishinaabe use a medicine wheel to show that everything is connected. It could be used to show the connection between seasons, directions, life cycles, or health. In today's exercise, you will explore how our mind, heart, body, and feelings contribute to overall health.

Categories - Explanation	
Mind (Mental)	How can you keep your mind sharp? What you can do for good mental health?
Heart (Spiritual)	How can you be a better person? What can you do to help others?
Body (Physical)	How can you keep your body healthy
Feelings (Emotional)	What positive things help you be healthy?

PREVIEW

Activity Write which category each statement fits into?

1)	Eating healthy	
2)	Believing in yourself	
3)	Loving others	
4)	Having a positive attitude	
5)	Helping others	
6)	Learning new things	
7)	Deep breathing	
8)	Exercising	
9)	Giving compliments or gifts	
10)	Reading books	
11)	Never giving up	
12)	Staying hydrated	



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Curriculum Connection
D2.2

Activity – Creating a Medicine Wheel

Activity	Write your own medicine wheel. Use statements that can help your health in each category



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Curriculum Connection
D2.2

Activity – Creating a Medicine Wheel

Reflect | Answer the questions below

1) a) Rebecca is a great athlete. She runs fast and jumps high. She is also very considerate of others. She helps others with their work and holds the door open for them. However, Rebecca is sad. She doesn't show it, but she feels down. Which categories is Rebecca struggling with?

b) Is Rebecca healthy? Explain.

c) What does Rebecca need to work on? How can she

2) Why do you need to be healthy in all four categories in order to be

3) How do you feel about your overall health? Which categories could you improve on?

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Curriculum Connection
D1.1

Who to Call For Help

Who To Call for Help

Children, youth and families often struggle with emergencies and challenges and need help. Knowing who to call for help could be lifesaving.

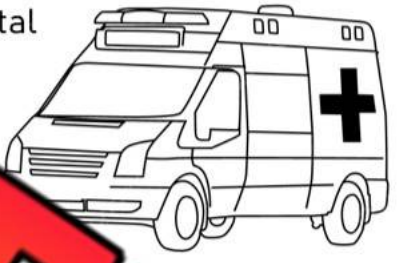


911

Call 911 wh[illegible] there is an emergency where getting help quickly is important.

811 He[illegible]io (Formerly Telehealth)

Call He[illegible] Connec[illegible] at 811 or check them out online. On their website, you can chat online with a r[illegible]se a[illegible]ymptoms you have. This will help you know whether you should see you[illegible]r or or[illegible]ency. The live chat can be used for illness or injury, nutrition and healt[illegible]teen h[illegible]nd issues, mental health concerns, and many oth[illegible]th-[illegible]s. The service is free and operates 24 hours a [illegible]ys a w[illegible]



Public Health Units

Public Health Units offer healthy living and disease [illegible]ev[illegible]o[illegible]a[illegible]and programs. They can help with quitting smoking and getting vaccinat[illegible]

Kids Help Phone 1-800-668-6868

You can call Kids Help Phone 24 hours a day, 7 days a week to get mental[illegible]upport for free. The counsellors who answer the phones are trained to support kids. Counselling is just a conversation between 2 people. The counsellor will help you work through your problem. The service is confidential and non-judgmental. Even if you are having a small problem but it is bothering you it is okay to call. You can use their chat feature as well on their website.

Children's Mental Health

Provides free mental health services to children, youth and their families. There are 85 centres in Ontario.

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Curriculum Connection
D1.1

True or False

Is the statement true or false?

1) If your Dad is having chest pain he should drive himself to the hospital.	True	False
2) You should only call Kid's Help Phone if you have a huge problem.	True	False
3) Talking about how we feel is not helpful.	True	False
4) Health Connect Ontario can help us figure out if we need to see a doctor.	True	False
5) Children's Mental Health gives free counselling services.	True	False

Summary

What is the main idea of the reading and supporting details

Questions

Fill in who you would call from the list below the reading

You want to get a Covid vaccination.	
You are being bullied at school but do not want to tell your parents.	
You have felt upset and depressed for a while and want to talk to a counsellor.	
You smell smoke in your house.	
Someone is trying to get into your backdoor.	
Your Mom fainted.	
You have a rash and do not know what it is.	

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Curriculum Connection
D1.1

Activity - Call for Help

Objective What are we learning about?

Students will identify trusted people and helpers they can contact when they need support o el unsafe. This activity helps learners understand the importance of seeking h building a personal safety network.

Materia W need for the activity?

- Printed worksh wit
- Pencil, crayons, or ma



Instructions How will you complete activity

1. Look at the phone screen and notice the en nat re nt contacts you can call for help.
2. Think about trusted people in your life such as family mem friends, or community helpers.
3. In each box, draw a picture or write the name of one person you can call when you need help, feel scared, or have a problem.
4. Add small details like symbols, colours, or labels to help you remember who each helper is.
5. Choose at least one adult helper at home and one helper from school or the community.
6. After finishing, share with a partner or the class (if comfortable) and explain why these people are safe helpers.

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Curriculum Connection
D1.1

Activity - Call for Help



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Curriculum Connection
D1.1

911

What is 911?

911 is a number you can call on any phone free of charge when you have an emergency that requires police, fire or ambulance services.

What Happens When You Call 911?

A dispatcher will answer and ask if you need police, fire or an ambulance. If you are calling fro dline the dispatcher will know where you are. If you call from a cell phone, t w a general area you are calling from so you will need to be ready e your a you are in an apartment building that has an entry code, you will need to pr vel

If you pock 11, do p. Explain to the dispatcher that the call was accidental, otherwise t wil u back to make sure you are alright.

PREVIEW

When Should You Call 911?

- A home or building is on fire, or you see
- A person's life is in danger
- You hear gunshots
- Someone is breaking into a house
- You are in or see a car accident
- Electrical wires are down
- Someone is choking
- Someone has chest pain
- Someone has trouble speaking or has tingling in their face, arm or leg



Tips for Calling 911



- Stay calm
- Identify your emergency
- Tell your exact location
- Stay on the line
- If you cannot speak, tap on the phone to respond to the dispatcher

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Name: _____ 70

Curriculum Connection
D1.1

Questions

Answer the questions below using evidence from the text

1) Give 3 examples of a medical emergency that you would call 911.

2) Using yo[illegible] example from the question above, what would you say to the dispatcher?

PREVIEW

Diagram

Draw an [illegible] of 3 e[illegible]ncies that require a 911 call

True or False

Is the statement true or false?

1) When you call 911 you do not need to give your location	True	False
2) If you pocket dial 911 it is best to hang up quickly	True	False
3) There is a charge every time you call 911 so you should not call unless you are affected	True	False
4) When you see a car accident you should not call 911 because someone else probably has called already	True	False
5) Staying calm and speaking clearly to the dispatcher will send help faster	True	False

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Curriculum Connection
D3.2

Consent

What is Consent?

Consent is permission for something to happen or an agreement to do something. Consent requires respect. This means the person who is being asked to do something, has the right and ability to say no. If someone is peer pressured to say yes, consent has not been given.

Consent also requires communication. The person needs to be clearly asked for what the other person wants, and they need to answer yes or no.

Example 1: You are in the living room and your brother asks to use your bike. You don't answer and he takes your bike because he knows if you did not want him to take it, you would have told him no. Was consent shown? Was there communication? Has consent been given?

Example 2: A friend wants you to try smoking. You say no. Then the friend says, "I don't want to be your friend anymore unless you try smoking." You say, "Yes okay I will." Has consent been given?



PREVIEW

Why Is Consent Important?

When we are born, our parents care for us and make decisions for us. As we get older, we begin to be able to make some decisions ourselves. Everyone wants to have control over themselves. Understanding the importance of consent will lead to better relationships because when consent is asked for and freely given, we will feel respected.

Non-Consensual Behaviour

It is important to remember that your body belongs only to you. You should establish your own boundaries about your body depending on what feels comfortable to you. You can decide if you are comfortable with hugs or kisses from relatives and friends.

Pay attention to your own inner voice that tells you if you feel safe, uncomfortable or unsafe. You can always tell a trusted adult if someone is doing something that makes you feel uncomfortable or unsafe.

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Curriculum Connection
D3.2

True or False

Is the statement true or false?

1) For consent to be given it has to be clearly stated.	True	False
2) If you do not say no it is the same as saying yes.	True	False
3) When someone threatens you to make you do something it is not consent.	True	False
4) Consent can be assumed in most situations.	True	False
5) Consent [illegible]eeing to do something.	True	False

Sum[illegible]

[illegible]is the main idea of the reading and supporting details

Questions

Answer the questions below using [illegible]e from [illegible]ext

1) Why should you ask for permission to give someone a hug?

2) What would you do if someone asks you to do something that makes you feel uncomfortable?

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Curriculum Connection
D3.2

Activity: Consent Scenarios Role Play

Objective

What are we learning about?

Help students understand the meaning of consent and practise respectful communication by identifying situations where consent is given, not given, or unclear.

Materials

What will you need for the activity?

- S[illegible]consent situations (e.g., bo[illegible]ing it[illegible]nal space, peer pressure)
- Simple pr[illegible]o[illegible]nal: ba[illegible]ks, chairs, etc.)
- Open classroo[illegible]ace [illegible]ng



Instructions

How will yo[illegible]ple[illegible]e[illegible]y?

1. Prepare scenario cards that sho[illegible]eryday [illegible]atio[illegible]nvolving consent, for example asking to borrow something, hu[illegible]a frie[illegible]eer pressure to try something.
2. Begin with a short discussion about what conse[illegible]e[illegible]zing permission, respect, and clear communication.
3. Divide students into small groups and give each group one [illegible]ceri[illegible]rd. Allow time for them to read and discuss whether consent is pre[illegible]t in the situation.
4. Ask each group to role play their scenario showing what happened, whether consent was given or not, and a better way to respond if needed.
5. After each role play, invite classmates to share observations about whether consent was clearly asked, freely given, and how the situation could be improved.
6. Conclude the activity with a reflection discussion highlighting that consent involves respect, clear communication, and the right to say yes or no.

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Curriculum Connection
D3.2

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Borrowing a Classmate's Pencil	Situation: You want to borrow a classmate's pencil during a test and reach for it without asking. Objective: Ask politely for permission first and respect your classmate's answer.
Taking a Photo with a Friend	Situation: You want to post a selfie with your friend on social media, but they look unsure. Objective: Ask if they are comfortable being in the photo and review their choice before posting.
Hugging a Friend	Situation: You see your friend upset and move in for a hug. Objective: Ask if they would like a hug or another form of comfort and respect their preference.
Borrowing a Phone	Situation: Your classmate leaves their phone on the desk and you want to check the time. Objective: Wait and ask permission before touching or using someone else's belongings.
Group Game Participation	Situation: A group invites a classmate to play, but the student says they want to sit out. Objective: Respect their decision and avoid pressuring them to join.

PREVIEW

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Curriculum Connection
D3.2

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Sharing Personal Information	Situation: A friend tells you a secret and another classmate asks you to share it. Objective: Respect your friend's privacy and ask permission before sharing personal information.
Peer Pressure to Try Something	Situation: Friends encourage you to try something you feel uncomfortable with, like skipping class or vaping. Objective: Practice saying no clearly and respect others' boundaries when they refuse.
Playing a Physical Game	Situation: During a game, a player says "stop" but others continue playing roughly. Objective: Recognize verbal and nonverbal signals and stop immediately when someone wants to stop.
Borrowing Clothes or Materials	Situation: You like a classmate's jacket and want to borrow it without asking. Objective: Ask first and accept their answer respectfully, even if they say no.
Online Chat or Messages	Situation: Someone keeps messaging a classmate after they said they want to stop chatting. Objective: Respect digital boundaries and understand that consent also applies online.

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Non-Consensual Behavior

On-line Relationships

Many of the relationships we form and maintain are online relationships. Children and youth should only communicate online with people they know.

You should behave the same in your online relationships as you do in person. Be kind and sh respect for yourself and others. Maintain the same boundaries on-line as you have i Remember that devices can be lost, stolen or hacked, giving others access t n.

Photo Sh ng

Today, when so ur rela s take place on-line, it is im nt ur privacy. Never assume tha you messages, pictures or videos wh main private. They can be shared, copied or k the device.



Non-consensual photo sharing is when an intimate photo or video is taken or shared without the voluntary consent of the person in the photo.

Photo Sharing and the Law

In Canada it is illegal to:

- create explicit photos or videos of anyone younger than 18, including images the person creates of themselves. This is child sexual abuse material
- Save child sexual abuse material on a phone or other device
- Distribute this material, including showing it to people, forwarding it or posting it.

What to Do if a Private Picture is Shared

- Ask the person who shared it to take it down
- Tell your parent and ask for help contacting the site to have the image removed

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True or False

Is the statement true or false?

1) It is okay to communicate with strangers online because you will not meet them.	True	False
2) It is safe to say things online that you would be too embarrassed to say in person.	True	False
3) We should have the same boundaries online as we have in person.	True	False
4) Sharing some types of images on line is against the law.	True	False
5) Once something is posted online it is hard to get rid of it because it may have been shared many times.	True	False

Questioning

Write two questions you have after reading the text

1)	
2)	

Questions

Answer the questions below using evidence from the text

1) Why is it important to think carefully about what we post on-line?

_____

_____

_____

2) Why is it important to keep personal information and private images off of your devices?

_____

_____

_____

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Unit Test – Safety and Injury Prevention

Multiple Choice | Circle the best answer. Only choose 1 answer!

1) Our well-being is the state of being: a) fit, strong and trust-worthy b) friendly and empathetic. c) healthy, s… comfortable and happy. d) fit, smart… py.	2. What are the 4 types of bullying? a) Pushing, tripping, hitting, pinching b) Name calling, hitting, ghosting, cyberbullying c) Social, verbal, cyberbullying, physical d) Cyberbullying, in person, verbal, empathy
3. Our se… s: a) Ho… s see us b) How we see o… c) How much we t… lue o… d) How much other like…	4. Negative self-talk is when: a) Others say negative things about us. b) When we are being verbally bullied. c) Our parents talk us out of doing risky things. d) We think negative things about ourselves.
5. Writing graffiti on a school … ays something bad about someone el… a) Physical bullying b) Verbal bullying c) Social bullying d) Cyber bullying	…sent can be given after someone is peer-… to say yes a) True b) Fa…
7. Call 911 when you have: a) An emergency that needs police, fire department or ambulance. b) a rash and are not sure if you need a doctor. c) Been pressured to try vaping d) Been bullied.	8. The Medicine … el: a) Is a symbol that is t… Nations. b) Is a tool for giving medicine. c) Always uses the same colours. d) Is a symbol that is a circle divided in quarters.
9. Our Community of Support is made up of: a)Everyone we know, pets and hobbies. b) People and activities that make us feel better. c) Kids help Phone and 911. d) The United Way.	10. What are 3 things required for consent? a) asking, respect, communication b) communication, agreement, must be voluntary c) coaxing, threatening, negotiating d) Saying please, agreeing, telling your parent.

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Define What do the terms below mean?

Term	Definition – What does it mean?
Well-being	
Empathy	
Consent	

Short Answer Answer the questions below - Each question is worth 3 marks

1) What is the difference between self-esteem and self-concept?

2) What resources are available in our community that can help us with our well being?

3) Why is it important to read a person's body language and tone of voice when communicating with them?

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