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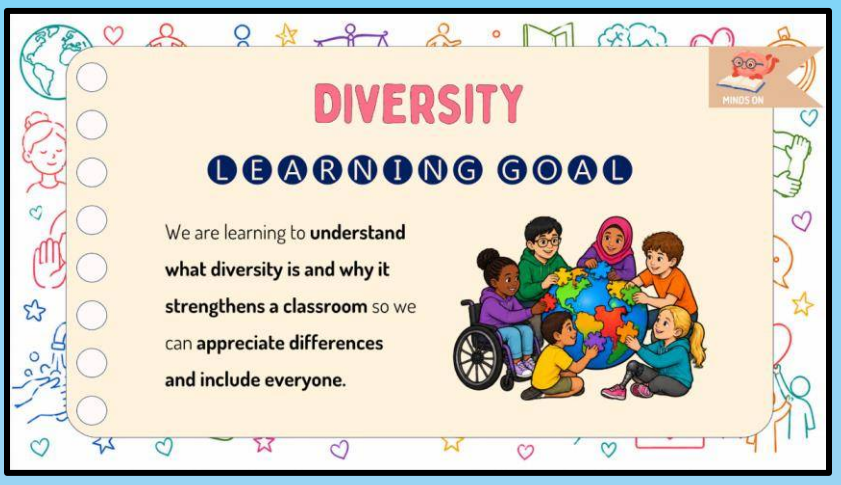
Ontario Health Curriculum

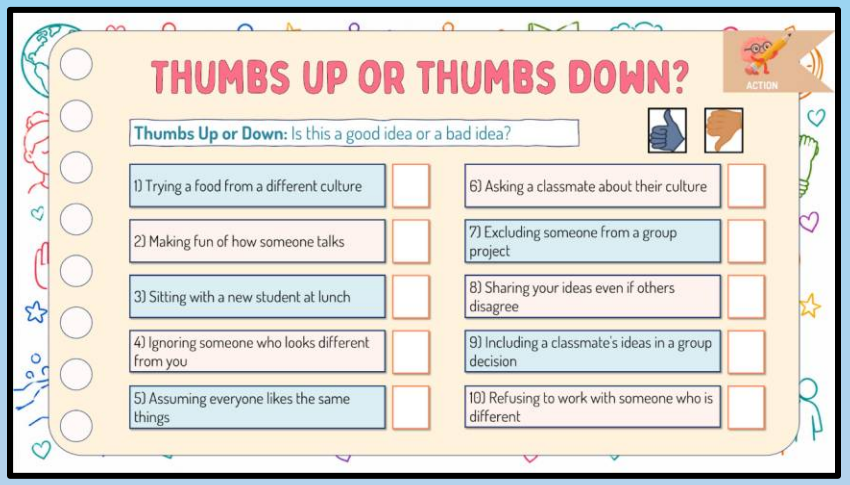
Personal Safety & Injury Prevention– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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



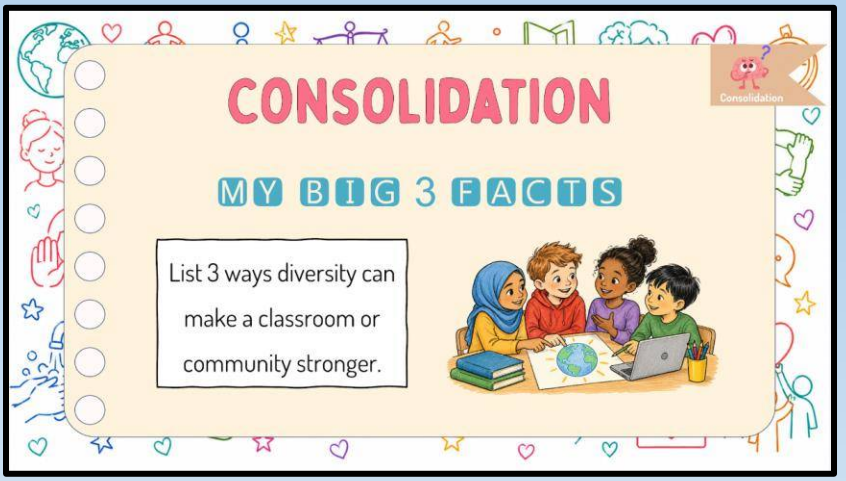


Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Ontario Health Curriculum

Personal Safety & Injury Prevention– Grade 6



Ontario Health Curriculum

Personal Safety & Injury Prevention– Grade 6



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Grade 6 – Health Unit

Personal Safety and Injury Prevention

	Curriculum Expectations	Pages
D1.1	Demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves	7 - 27
D2.3	social media sites, online games)	
D3.2	Recognize the responsibilities and risks associated with caring for themselves and others (e.g., while babysitting, staying home alone, running errands for a senior relative or neighbour, caring for pets, volunteering in the community, assisting someone with a disability, preparing meals, travelling to and from school and other locations), and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (e.g., safe practices for preparing food; responses to allergic reactions, fire, sports injuries, dental emergencies, hypothermia, bullying, abuse)	91 - 111

Preview of 70 pages from this product that contains 154 pages total.

NAME: _____

Personal Safety and Injury Prevention



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Name: _____ 7

Curriculum Connection
D1.1

Diversity

Diversity

Diversity is a group that has different qualities. Diversity in pets would include, dogs, cats, fish and lizards. We have diversity in plants in the park, because we have trees, shrubs, grass and flowers. When we talk about diversity in people, they could be different because of skin colour, age, abilities, religion, sexual orientation or their race.

Diversity makes our world interesting. Imagine if there was only one kind of dog and one kind of flower, it would get a bit boring. It is because of diversity that we have different kinds of food in the world without pizza, Because people are diverse, we have different ideas and perspectives. We are all individuals, not like identical paper cut outs.



PREVIEW

Why Is It Beneficial To Have Diversity In The Classroom?

- Students become more empathetic.- Having diverse cultures in the classroom can prevent students from developing prejudices later in life. It enables them to empathize with people different from themselves.
- Students become more open-minded.- Exposure to different cultural backgrounds and opinions encourages them to be more open-minded.
- Students feel more confident and safer, with cultural differences later in life.
- Students are better prepared for a diverse world and later a diverse workplace
- Students gain a more complete understanding of a subject when they explore it with different people, who bring different perspectives and ideas. Students learn to use their own strengths to contribute to discussions.

Name: _____ 8

Curriculum Connection
D1.1

True or False

Is the statement true or false?

1) Diversity means there is variety.	True	False
2) Being part of a diverse group can make you more empathetic.	True	False
3) Having diversity in school leads to more misunderstandings.	True	False
4) Being exposed to diversity helps us develop prejudice.	True	False
5) Diversity ...oduces new perspectives and ideas.	True	False

Draw

...ke these three identical objects different from each other?



PREVIEW

Questions

Answer the questions below using evi... ...m t... ...t.

1) Name 5 different types of restaurants that serve food from other ...

_____

_____

_____

2) Look at the person sitting nearest you and list five ways in which you are different from each other.

_____

_____

_____

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Curriculum Connection
D1.1

Three Words Game: Diversity

Objective What are we learning about?

Students will demonstrate understanding of diversity by orally giving examples related to differences, similarities, culture, and inclusion after randomly selecting and answering a question card.

PREVIEW

Materials What you need for the activity?

- Printed Three Words to Describe Diversity question cards
- Bowl / box / jar



Instructions How will you complete the activity?

1. Cut out the question cards from the Three Words Game worksheet.
2. Place all cards inside a bowl or container.
3. One student at a time picks a card from the bowl.
4. The student reads the prompt aloud and names three answers related to diversity.
5. Classmates may add more examples or give supportive feedback.
6. Continue until several students have participated or all cards are used.
7. End with a short discussion about what students learned about diversity.

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Curriculum Connection
D1.1

Three Words Game: Diversity

1. Name 3 things that make people different.	**7.** Name 3 ways people look different.	**13.** Name 3 things all people need.
2. Na… …now.	**8.** Name 3 abilities people may have.	**14.** Name 3 ways to respect diversity.
3. Name 3 languages people speak.	Na… …ies p… …njoy.	**15.** Name 3 things classmates can share.
4. Name 3 traditions celebrated around the world.	**10.** Name 3 countri… you know.	**16.** N… …s similarities …
5. Name 3 things that make you unique.	**11.** Name 3 festivals from different cultures.	**17.** Name 3 benefits of diversity.
6. Name 3 foods from different cultures.	**12.** Name 3 things you can learn from others.	**18.** Name 3 ways to be inclusive.

PREVIEW

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Curriculum Connection
D1.1

Inclusion

Definition of Inclusion

Inclusion is the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.



What Is Inc[illegible]n and Why Inclusion Is Important?

Inclusion i[illegible]e include everybody. It is respecting diversity and n[illegible]. I[illegible]lassroom it is about responding to the needs o[illegible]ery ind[illegible] making sure every student feels supported to a[illegible]l and p[illegible]te. When students feel welcome and included, they feel more self confi[illegible] they [illegible]t[illegible]hool, and they have better mental health.

PREVIEW

Fairness

Some people are short. Some people ar[illegible]hat if [illegible]classroom, we decided, we did not want to include, tall people? The stud[illegible]ts who [illegible]tall [illegible]not do anything to change those characteristics. How would you fe[illegible]ou we[illegible]ecause of something you cannot change?

Who Are We Including?

When we talk about inclusion, we are talking about anyone who has [illegible]om most of the group. We could be talking about any of the following differe[illegible]

- **Gender**
- **Sexual Orientation** - To be inclusive, we need to remember, there are lots of different kinds of families, and read stories where different families are represented so everyone feels included.
- **Abilities** - Students with physical or learning disabilities are included.
- **Race and Ethnicity** - This could be someone who speaks a different language, has a different skin colour or different culture.
- **Religion** - Students with different religious beliefs, celebrate different holidays.

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Curriculum Connection
D1.1

True or False Is the statement true or false?

1) Inclusion is when we are welcoming to all differences.	True	False
2) Inclusion is about fairness.	True	False
3) Inclusion is just about race.	True	False
4) If we are inclusive everyone feels accepted.	True	False
5) Every st… …eels supported in an inclusive classroom.	True	False

Quest… …hat… …ing included feel like? Give an example.

_____

_____

_____

_____

_____

Direction Write what difference is being resp… …d in… …e… *(Age, Gender, Skin Colour, Disability, Religion)*

Scenario	…nce
1) A school installs a ramp so students using wheelchairs can enter easily.	
2) Boys and girls are both encouraged to join the basketball team.	
3) Students with different skin colours are treated fairly in class activities.	
4) A school celebrates holidays from different religions.	
5) A library provides books suitable for different age groups.	
6) Boys and girls can both be class leaders.	
7) A student is given extra time to complete a test when needed.	

PREVIEW

Name: _____ 13

Curriculum Connection
D1.1

Activity: My Inclusive World

Objective What are we learning about?

Students will demonstrate understanding of inclusion by illustrating how people can feel welcomed, valued, and accepted in their classroom and community.

Materials What you need for the activity?

- Inclusion drawing worksheet (child hugging circle image)
- Pencil / crayons / coloured pencils
- Eraser
- (Optional) word bank about inclusion



Instructions How will you complete the activity?

1. Review the Inclusion passage and discuss what it means to include everyone.
2. Look at the picture of the child hugging the circle (world/classroom).
3. Inside the circle, draw people, symbols, or actions that show inclusion.
4. Think about different abilities, cultures, genders, or interests being welcomed.
5. Colour your drawing and add small details that show kindness and fairness.
6. Share your drawing with a partner and explain how it represents inclusion.

PREVIEW

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Curriculum Connection
D1.1



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Curriculum Connection
D1.1

Privilege

Inclusion

For us to understand inclusion we need to understand the impact of being different in some way.



Privilege

What [illegible] when we talk about inclusion? **Privilege** means you will not experi[illegible] some t[illegible] use they do not affect you. There are some people in the world, who mu[illegible] half a[illegible] st to get the drinking water their family needs, each day. That is an exa[illegible] f pri[illegible] not be affected by not having drinking water, because you can turn you[illegible] nd hav[illegible]

Privilege, when we talk ab[illegible] clus[illegible] mean that you do not work for what you have. It simply means that you have [illegible] advant[illegible] at you did not need to earn. Most people are privileged in at least one way.

<u>Privilege is not earned. It is something you often ha[illegible] ur:</u>

- Gender
- How much money your family has
- Your race
- Your abilities, or absence of disability

<u>Some privilege are there because of our attitudes to difference. These could include:</u>

- Our sexual identity
- Our religion

If we belong to a religion that automatically gets holidays off, that is privilege.

When we understand privilege, it will help us think about inclusion in terms of fairness. Privilege can be hard to admit and even harder to talk about, but it is important to understand our own privilege so we can give a voice to those less privileged.

PREVIEW

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Curriculum Connection
D1.1

True or False

Is the statement true or false?

1) Privilege can help us think about fairness.	True	False
2) We earn our privilege by working hard.	True	False
3) We could have privilege because of our race or our religion.	True	False
4) Privilege can be the result of people's attitudes to difference.	True	False
5) There ar of types of privilege because people have lots of different characteris	True	False

PREVIEW

Makin nectio

What does this remind you of in your life?

Questions

Answer the questions below

1) What does privilege mean? Write an example of someone who has privi

2) What is gender privilege? Is gender privilege fair?

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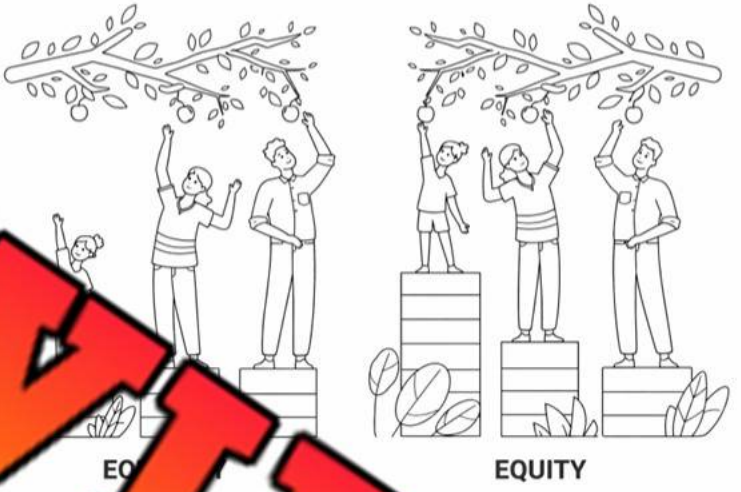
Curriculum Connection
D1.1

Equity vs. Equality

How Can we Be More Inclusive?

Equity vs Equality

In order to use your own privilege for good, you must be aware, listen and speak up, when you see someone is being excluded. Focus on equity instead of equality so that everyone is given what they need to be successful. We are all different, and our needs are different. To be fair, people don't have what they need to succeed in our classroom, that may mean some students need an education assistant, some may need a hearing device. Equity means everyone gets what they need to be successful, not everyone gets the same thing.



PREVIEW

Welcoming Classrooms

We can make our classrooms welcoming to everybody by:

- Making sure everyone learns everyone's name and how to pronounce it correctly. If we do not know how to say someone's name, we may leave them out because we are embarrassed that we do not know their name or how to say it.
- If you see someone who is alone, speak to them, ask them to join you.
- If someone asks if they can play with your group, say yes.
- Read books and use materials that have diversity in the people they represent, so that every student sees themselves in some material and does not feel excluded.
- Make classrooms accessible to all students. Remove physical barriers that make it harder for some students to get around. Keep the area around your seat tidy.
- Get to know all the students in the class, work in different groups so that you get to know each other.
- Be kind to each other.

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Curriculum Connection
D1.1

True or False

Is the statement true or false?

1) Equality is more fair than equity.	True	False
2) Providing what people need instead of providing the same thing to everyone is more fair.	True	False
3) Getting to know our classmates will help everyone feel included.	True	False
4) People with unusual names should get used to them being mispronoun[illegible]d.	True	False
5) If you ha[illegible]ple of best friends it is okay to exclude others.	True	False

Visualizi[illegible]

Make a [illegible]th a message that celebrates diversity and welcomes every stude[illegible]he [illegible]icture.

_____

_____

_____

_____

_____

PREVIEW

Questions

Answer the questions below using evidence fro[illegible]

1) Name a time when you were included. How did it make you feel?

_____

_____

_____

2) What is the difference between equity and equality?

_____

_____

_____

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Curriculum Connection
D1.1

Getting To Know You Bingo

Getting to Know You Bingo

Instructions:

1. Pass out Bingo sheets to each student and everyone will need a pen.
2. Students will have 10 minutes to find at least one student to write their name in each square.
3. Each p[illegible]only write their name on your sheet in one category.
4. St[illegible]d talk to each other to get your sheet completed.
5. When you have [illegible] filled in call BINGO.

PREVIEW

B	[illegible]	[illegible]	G	O
Plays a sport: _____	Favourite Colour is orange: _____	Lik[illegible] ar[illegible] _____	Likes to cook: _____	Likes pineapple on their pizza: _____
Likes vegetables: _____	Is born in July: _____	Likes Science class: _____	[illegible]ite ice c[illegible]at choc[illegible]ate: _____	[illegible]s gone on a [illegible] _____
Has blonde hair: _____	Likes to read: _____	Is an only child: _____	Likes to play games: _____	Is a good swimmer: _____
Has more than 3 pets: _____	First name starts with S: _____	Has visited another province: _____	Loves cats: _____	Has been out of Canada: _____

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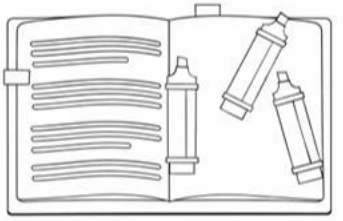
Curriculum Connection
D1.1

Welcome To Our School

Welcome to Our School Brochure

When new students come to your school, how could you make them feel welcome? Design a brochure you could give each new student to introduce them to your school.

- Use the chart below to give information about your school.
- Some headings have been given. Add additional headings and information that would be useful to have about your school.
- Add a picture that would be helpful.



School Name	
School Address	
Principal	
Start Time	
Lunch	
Dismissal	
School Staff (If the staff speaks another language, put it in brackets after their name)	

PREVIEW

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Name: _____ 24

Curriculum Connection
D1.1

Welcome To Our School

Welcome Message	
School C...	
Special Events	
School Mascot	
School Colours	
School Motto or Slogan	
What Makes Our School Special	

PREVIEW

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Curriculum Connection
D1.1

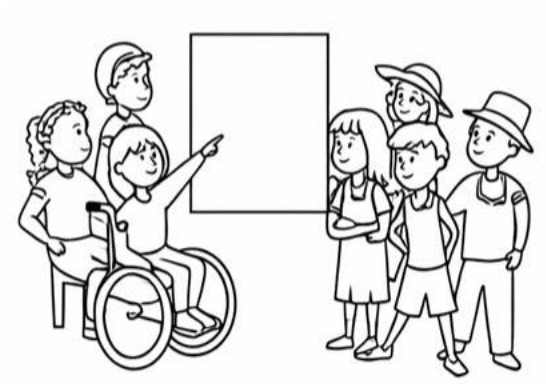
Why Be Inclusive?

Inclusion and Mental Health and Well-Being

When students feel included and welcome at school, they feel:

- More self confident
- They have higher self-esteem
- They e[illegible] school more and are motivated to do their best

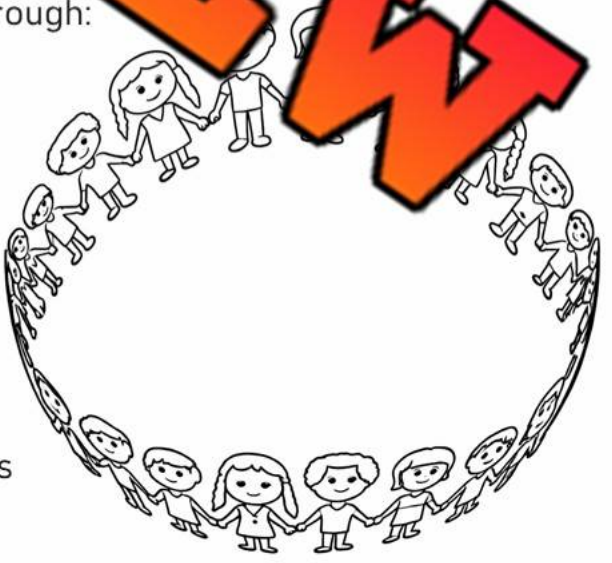
Whe[illegible]srooms are inclusive, classmates supp[illegible]er[illegible]l that everyone has somethi[illegible] valuab[illegible]



Students [illegible]e abou[illegible]ther and from each other, when ea[illegible]ud[illegible]nt to share their experiences. [illegible]re i[illegible]e recognize that what makes eac[illegible]f us [illegible]hat [illegible]have in common, and our different perspectives are valuable an[illegible]p us lea[illegible]h other.

Benefits of Inclusion

An inclusive classroom benefits **all** students through:



- Greater opportunity for friendships
- Increased social network
- More respect for others
- Shared learning opportunities
- Increased safety by reducing isolation
- Higher academic expectations
- Access to a wider range of school resources
- Increased collaboration and participation
- A more welcoming, positive school environment
- Readiness for inclusion outside of school

PREVIEW

Name: _____ 26

Curriculum Connection
D1.1

True or False

Is the statement true or false?

1) An inclusive classroom helps build self-esteem and self confidence.	True	False
2) Inclusive classrooms will lead to students having more prejudices.	True	False
3) An inclusive classroom is safer for everyone.	True	False
4) When people are different from us, we will not learn anything from them.	True	False
5) When st are included, they enjoy school more.	True	False

Fill in

the missing word.

1)	When studen y school more.	included	isolated
2)	Inclusive classrooms tudents b e _____.	conflicts	friendships
3)	When students feel welcome, they l _____.	self-esteem	stress
4)	Inclusion increases _____ for other	respect	competition
5)	An inclusive classroom benefits _____ stu		all

Questions

Answer the questions below using evidence th

1) How does being included benefit student learning?

_____

_____

_____

2) What do you think the most important benefit of inclusion is? Why?

_____

_____

_____

PREVIEW

Name: _____ 27

Curriculum Connection
D1.1

Is it Inclusive?



Decide | Is it inclusive (Yes or No)?

1. A student invites a new classmate to join their group activity.	Yes	No
2. Classmates help a student using a wheelchair participate in a game.	Yes	No
3. A group [illegible]s when someone struggles to read aloud.	Yes	No
4. Stude[illegible]ctfully when a classmate shares their culture.	Yes	No
5. A t[illegible]hooses [illegible]close friends for group work.	Yes	No
6. A teacher e[illegible]a[illegible]eryo[illegible]share ideas during discussion..	Yes	No
7. Students ignore [illegible]sma[illegible]o[illegible]a different language.	Yes	No
8. A class celebrates holid[illegible]diffe[illegible]es.	Yes	No
9. A group makes fun of someone[illegible]s acc[illegible]	Yes	No
10. Students help a shy classmate partici[illegible]ate in a [illegible]ntat[illegible]	Yes	No
11. A student excludes others because they look[illegible]gent[illegible]	Yes	No
12. Classmates take turns so everyone can play during [illegible]	Yes	No
13. A student refuses to work with someone because of differences.	[illegible]	No
14. Students encourage each other and celebrate achievements.	[illegible]es	No
15. A group welcomes a new student and shows them around the school.	Yes	No
16. Students patiently help a classmate who needs extra time to finish work.	Yes	No
17. A group refuses to let someone join because they think the student is “different.”	Yes	No
18. Classmates learn and use the correct pronunciation of a student’s name.	Yes	No
19. Students leave someone out of a game without explaining why.	Yes	No
20. A class creates rules that make sure everyone feels safe and respected.	Yes	No

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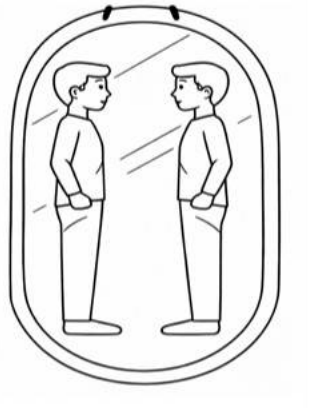
Curriculum Connection
D2.3

Developing Self-Awareness

Skills To Develop Self Awareness



Self-reflect - When something happens, think about it, see what you did right and what you need to improve, then, next time you will do better.

PREVIEW

Recognize [illegible]engths and where you need to improve - What are yo[illegible] are you not so good at. When you know your st[illegible]hs, yo[illegible]ed to be afraid to try something new, because you have the confidence yo[illegible]ceed[illegible]re is a skill needed that you do not have, you have the confidence to a[illegible] help[illegible]s[illegible]areness can help you be more successful.

Manage Your Emotions - Und[illegible]ng [illegible]e[illegible]s is very important for your well-being. Your emotions are your body's wa[illegible]mun[illegible]g with you about what is going on. Take notice of your feelings, because[illegible]ople wh[illegible]ce [illegible]they are feeling, and who can name their feelings, can calm themselves d[illegible]ou wi[illegible]le to communicate how you feel, so that others understand you. It feels go[illegible]unders[illegible]



Consider Others - When you are good at recognizing your own emotions, managing them and communicating them, you can help others do the same. When you develop self awareness, you will be able to recognize when the people around you are feeling off, and you will be able to respond in a way that is helpful.

Take Constructive Feedback - There will always be people who are critical of you. You cannot control what other people think and say, but, if someone offers you constructive feedback, you should consider it. Others can help you see things from a new perspective. When you are open to receiving feedback and learning from it, you have a chance to grow into a better self-aware person.

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Curriculum Connection
D2.3

True or False

Is the statement true or false?

1) Being able to name our emotions is part of learning self-awareness.	True	False
2) Looking in the mirror helps us develop self-awareness.	True	False
3) We can help others when we are self-aware.	True	False
4) We should listen to everyone who criticizes us.	True	False
5) Knowing [illegible] emotions we are feeling can help us manage our emotions.	True	False

PREVIEW

Connecting

Think a[illegible]hing in the past that upset you. How did you react? What cou[illegible]one [illegible]ferently so that you would have been calmer?

Draw and Write

Draw 3 situations that show self-awar[illegible] Draw wh[illegible]happening and write one sentence explaining how [illegible]scene [illegible]shown.

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Curriculum Connection
D2.3

Activity: Developing Self- Awareness Role Play

Objective What are we learning about?

Help students understand how self-reflection, recognizing strengths, managing emotions, considering others, and accepting feedback can improve self-awareness and decision-making.



Materials What will you need for the activity?

- Scenario cards describing self-awareness situations (emotions, feedback, strengths, helping others)
- Simple props (optional: notebook, school bag, etc.)
- Open space for role-play

Instructions How will you implement the activity?

1. Prepare scenario cards showing situations where students can practise self-awareness (e.g., receiving feedback, feeling nervous before a friend, managing anger).
2. Begin with a short discussion about self-awareness and how understanding emotions and strengths helps personal growth.
3. Divide students into small groups and give each group one self-awareness scenario card.
4. Allow groups time to read their scenario and plan a short role play showing the problem and a self-aware response.
5. Students perform their role play while classmates observe how characters show self-awareness.
6. After each performance, discuss which self-awareness skill was demonstrated (reflection, emotion control, empathy, feedback).
7. Conclude with a reflection on how students can use self-awareness skills in real-life situations.

PREVIEW

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Curriculum Connection
D2.3

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Self-Reflection During Group Work	During group work, you notice you keep interrupting teammates and talking over their ideas. A classmate looks frustrated and the discussion slows down. You suddenly realize your behaviour may be affecting the group. You feel embarrassed and unsure how to respond. What do you do?
Recognizing Emotions	receive your test results and feel disappointed with your e. start thinking negative thoughts about yourself nd los ivation to participate in class. Later, you realize your affecting your focus and confidence. You ge these feelings and improve next do y
Accepting Constructive Feedback	Your teacher g feedb n y project and suggests areas to improve. At fi u fee ive and think your work was good enoug er re realize the feedback could help you g arn ne lls. You feel unsure how to respond positi t do o?
Recognizing Your Strengths	A classmate struggles with an assignment yo erstand well. You hesitate to offer help because you doubt your own ability. Then you remember this topic is one of your strengths. You begin to think about how sharing your skills might help both of you learn. What do you do?
Considering Others' Feelings	You notice a friend seems quiet and distracted during class activities. They say they are fine, but their behaviour suggests something is wrong. You feel concerned and wonder whether to ask or give them space. You want to respond in a way that shows empathy and understanding. What do you do?

PREVIEW

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Curriculum Connection
D2.3

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Managing Nervous Feelings	You are about to present in front of the class and notice your hands shaking and your heart beating fast. You start thinking you might forget your lines or make mistakes. You realize your nervousness is affecting your confidence and focus. You pause and consider how to calm yourself before presenting. What do you do?
Learning From a Mistake	accidentally give incorrect information during a class uss and later realize your mistake. You feel mbar and worry others may judge you. After efle derstand mistakes are part of learning and u inking about how to respond in a m sel ay. What do you do?
Balancing Emotions and Decisions	A friend invite to ski ng and play games after school. You feel excited b so d because an important test is com u re t your emotions are pulling you in diffe dir your decision may affect your goals. You f reflect hat matters most. What do you do?
Understanding Your Challenges	You notice that completing homework on time een difficult for you lately. You often feel distracte d frustrated, which affects your confidence. After thinking about your habits, you realize there may be specific challenges causing this difficulty. You start considering what changes could help you improve. What do you do?
Practicing Self-Confidence	You hesitate to join a class activity because you worry you are not good enough. However, you remember past situations where you succeeded after trying. You begin reflecting on your strengths and how they can help you participate. You feel unsure but motivated to challenge your self-doubt. What do you do?

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D2.3

Self Management Skills

Self Management Skills

Self-management is your ability to regulate your feelings, thoughts, and actions. Self-management is also being able to set and work toward goals, both personal and academic. This requires that you motivate yourself to achieve your goals.

There are many self management skills including:

1. Relationship skills which include:
   - Peer Pressure
   - Communication Clearly
     - Active Listening
     - Dealing With Conflict
     - Asking For Help When Needed
2. Time Management
3. Self-Motivation
4. Stress Management



PREVIEW

You Are A Work In Progress

Self-management skills are skills we continue to develop over many years. Self management skills are skills we use in school, in our relationships, and in our jobs. Self management skills start with self-awareness. First, we must understand our emotions and why we feel what we do. Then, we can start to control our emotions and because our emotions are under our control, we will be able to control our actions..

Being able to control our thoughts, feelings and actions helps in our relationships because we can say how we are feeling and, what we want to happen, instead of getting angry, and yelling at someone who has upset us. Self-management means we can talk through our differences instead of resorting to physical fighting.

Self-management means we are in control of ourselves. We can think, plan, and motivate ourselves to complete tasks that will lead towards us reaching our goals.

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True or False

Is the statement true or false?

1) Self-management is learning to control your emotions.	True	False
2) Self-management means you can motivate yourself.	True	False
3) Self-management is something you learn at one time.	True	False
4) Asking for help is a self-management skill.	True	False
5) Time travel is a self-management skill.	True	False

Visualizing

and explain one of your future goals



PREVIEW

Questions

Answer the questions below using evide fr

1) Why are self-management skills important?

2) What strategies do you use when you feel overwhelmed?

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Activity: My Self-Management Skills Action Plan

Objective

What are we learning about?

Students will develop self-management by identifying skills they want to improve, habits they want to build, and personal goals, while creating simple action plans to regulate their thoughts, emotions, and behaviour.

Materials

What will you need for the activity?

- S anagen s worksheet
- Penc / pen
- Crayons o penc tional)
- Eraser



Instructions

How will y ple ity?

1. Read the Self-Management Ski ssage a cu how managing thoughts, feelings, and actions helps achi oals.
2. Think about self-management skills you wa t e suc communication, time management, self-motiva stre ntrol
3. Write these skills in the first box and reflect on why they a your growth.
4. In the second box, list habits you want to develop that will help you stay organized, focused, and responsible.
5. In the third box, identify things you want to be better at, including managing emotions, making decisions, or completing tasks.
6. For each section, complete the Action Plan by writing steps you will take to practice and improve.
7. Share your ideas with a partner or class and reflect on how self-management can help you succeed in school and life.

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Self Management Skills



Think about skills you want to improve, habits you want to build, and goals that will help you manage your thoughts, feelings, and actions. List them below and plan how you will achieve them.

Self-Management skills I want to improve		Action Plan
		

Habits I want to develop		Action Plan
		

Things I want to be better at		Action Plan
		

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Controlling Your Emotions

Self Management

Self-management is **the ability to control emotions and behaviors sparked by those emotions**. For example, a person showing self-management can calm down, not yell or act out, in moments of anger or frustration.

Controlling Your Emotions

There are times when stress can overwhelm us. In a busy classroom with many people and lots to get done, it is understandable that sometimes we get frustrated, discouraged, or even angry. When we are having these feelings, there are strategies, we can use to calm ourselves down. These strategies include:

- Taking a few deep breaths
- Drop your shoulders
- Counting to ten before we react to a situation
- Use a fidget spinner or stress ball

When you are not at school there are times when you need to keep your emotions under control. You can try:

- Listening to calming music
- Getting out in nature
- Doing some physical activity
- Playing with a pet
- Writing in your journal
- Talking to a trusted friend or adult
- Have something to eat or drink
- Chew gum
- Watch funny videos



Remembering what makes us feel calmer and doing this, when we are overwhelmed by our emotions, is part of self-management.

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True or False

Is the statement true or false?

1) Self management skills help us control our emotions.	True	False
2) It is unusual to feel overwhelmed by emotions.	True	False
3) Distracting ourselves by doing something else helps us calm down.	True	False
4) When we are upset it is best to just yell or cry to get our emotions out.	True	False
5) Taking s[illegible]eep breaths can help us feel calmer.	True	False

Conne[illegible]

[illegible]me you felt upset and overwhelmed how did you handle it?

Problem Solving

If this situation happened, how [illegible] you [illegible] look for strategies you could use [illegible]

1	You studied hard for a test but received a lower mark th[illegible]ou
2	You are chosen last for a team during gym class.
3	Someone says something unkind about you online or in a group chat.
4	You make a mistake in front of the class and feel embarrassed.

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Controlling Your Emotions

Direction Draw a line between the columns to match the feeling with the appropriate situation. Then, write one appropriate way to express that feeling in the given space.















Your friend tells you that they are going on a vacation this summer, but your family is not.

Your teacher gave you an assignment, and you are not sure what you need to do first.

...rd thunder ...ng and ...king ...t sto...

You and y... ...bling have b... ...aying laughing ... cannot st... laughing.

You see something that reminds you of a loved one who has passed away.

Your parent has told you that you will get to go out for ice cream after dinner.

You ask to go outside and play but your parent tells you that you have to stay home today.

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Time Management Skills

Responsibilities



We all have responsibilities at home and at school. Being responsible means, you complete those tasks without someone having to remind you. If you do not complete your tasks there are consequences.

Time Mana[illegible]t Skills

It seems t[illegible]ve get the busier we get. We have after school clubs and sports, as well [illegible]of being a contributing member of your family. Tasks take time to c[illegible]plete[illegible] to learn time-management skills, in order to be able to complete every[illegible]re req[illegible]do. There are ways to get organized so that you can always get your [illegible]do[illegible] for yourself.

Here are some ways to ma[illegible] time[illegible]

- Make a list of the things you [illegible]e to[illegible]g a[illegible] will guarantee that you will not forget to do something important, l[illegible]dy for [illegible]Ma[illegible]ng a list and crossing the things off that you have completed will give [illegible]ense[illegible]plishment.
- Prioritize tasks by considering which tasks are [illegible]st i[illegible]t.[illegible]i[illegible] like feeding your pets have serious consequences if you forget.
- Do tasks that are most urgent first.
- Schedule your tasks, thinking about which have to be done ever[illegible]y, a[illegible]n tasks, like taking out the garbage have to be done once a week.
- Do you have tasks that you need to do with someone else?

PREVIEW

<u>If so you will need to consider when they can do the work.</u>

- It is a good idea to do the tasks you do not like doing first, to get them out of the way. Much like eating your vegetables before you eat your dessert.
- As you are making your list and building your schedule always add time for yourself. You need time to relax, socialize with friends and enjoy yourself. Without time for yourself you will feel frustrated and overwhelmed.

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Organizing What are some of the things you are responsible for doing? List the tasks in the boxes below.

Daily	2-6 times per week	Weekly

PREVIEW

Questions ze th entered above in order of importance

True or False Is the statement true or false?

1) Making a list takes time and will not help us get our work finished.	True	False
2) It is okay if I don't write things down because my Mom will remind me.	True	False
3) It is a good idea to do the things we don't like doing first.	True	False
4) You do not need to schedule time for yourself because you get all left over time.	True	False
5) Completing your to do list gives you a sense of accomplishment.	True	False

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Activity: How Much Time Do You Have?

Objective What are we learning about?

Students will analyze how they spend their time in a 24-hour day and reflect on their time management habits to identify areas for improvement and balance.

Materials What will you need for the activity?

- H[illegible]u Have?" worksheet
- Colo[illegible]ed ma[illegible]on
- Pencil
- Eraser



Instructions How will you [illegible]mple[illegible]

1. Distribute the worksheet to each student.
2. Ask students to think about a typical weekday and [illegible] activities they usually do each hour.
3. Assign a different colour to represent each activity (e.g., r[illegible] = sleep, yellow = eating, green = clubs, orange = homework, [illegible]ow[illegible] time).
4. Write the meaning of each colour in the color key box at the bottom of the worksheet.
5. For every hour on the clock, colour the section to represent what activity they are doing during that hour.
6. Once the clock is completed, have students observe which activities take the most time and which take the least.
7. Facilitate a reflection discussion about whether their time use is balanced and what changes they might make to improve their time management.

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How Much Time Do You Have?



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Red		Blue	
Yellow		Green	
Orange		Brown	

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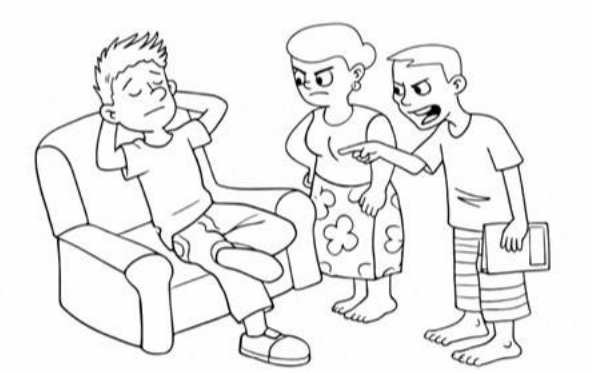
Relationship Skills

Relationship Skills

Relationship skills give the ability to establish and maintain healthy and supportive relationships, with diverse individuals and groups. Relationship skills include:

- Avoiding peer pressure
- Communicating clearly
- Active
- Deal peacefully
- for help need it



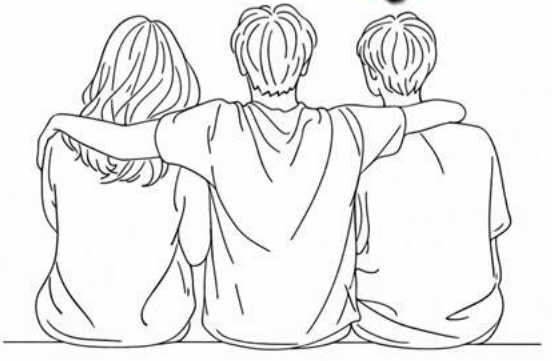
Why Are Relat Imp

We interact with lo ur lives. Some of our relationships are close, like with our family mem relat are important because we see the people involved almost everyd classmates. We have close relationships with our friends, and whe en our feelings are hurt. By learning relationship skills, we can learn how to m hat will always come up, when we interact with other people. Think ab to have less fights with your siblings and friends.

What Are the Characteristics of Friendship

We meet lots of people in our life and hopefully some of these peop friends. Think about what you want in a friend. That list could include:

- You enjoy spending time together.
- You are happy when you are together.
- You look after each other.
- You forgive each other.
- You talk to and listen to each other.
- You respect each others' differences.



When we work on our relationship skills, we learn to be a better friend, and have more positive and healthy relationships.

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D2.3

True or False

Is the statement true or false?

1) When you cannot resolve a problem asking for help is a good solution.	True	False
2) Relationship skills can help us have less conflict with our friends.	True	False
3) When you disagree with a friend, it is best to keep repeating your point of view because they will eventually give in.	True	False
4) Telling s[illegible]one how you feel can help resolve a conflict.	True	False
5) Listenin[illegible]eone else's point of view is a waste of time.	True	False

PREVIEW

Making C[illegible]ections

[illegible]description of the relationship you have with your best friend

Questions

Answer the questions below using evid[illegible] fro[illegible]

1) What are the strengthens of your friendship with your best friend?

2) What do you disagree about most often? How do the settle the disagreement?

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Green Flag or Red Flag: Relationship Skills

Objective

What are we learning about?

Students will learn to differentiate between signs of healthy relationships (Green Flags) and signs of unhealthy relationships (Red Flags), such as manipulation, control, or disrespect.

Materials

What will you need for the activity?

- A[illegible] scenarios
- "H[illegible]y Skil[illegible]ds Improvement" cards (or thumbs u[illegible]wn)
- Chart pape[illegible]d



Instructions

How w[illegible]mple[illegible]tivity?

1. Explain to students that they wil[illegible]e re[illegible]ing positive relationship skills and behaviours that may l[illegible] relatio[illegible]ps.
2. Give each student two response cards l[illegible]d "He[illegible]" for positive behaviours and "Needs Improvement" for be[illegible]at ma[illegible]se conflict or hurt feelings.
3. Read one relationship scenario at a time, including examp[illegible]ting peer pressure, solving conflict, or listening to a friend.
4. After each scenario is read, students raise the card that best describes the behaviour shown.
5. Discuss each answer as a class by asking what relationship skill is being used, whether it shows active listening, respect, or peaceful conflict resolution, and how the behaviour could be improved.
6. Continue the process until all scenarios have been discussed.
7. Conclude the activity by asking students to write one relationship skill they want to strengthen and how they will practise it during the week.

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Green or Red Flag

Read the statements to the class.

#	Statement	Green Flag	Red Flag
1	A friend listens carefully without interrupting.	✓	
2	A friend spreads rumours about you.		✓
3	Someone apologizes sincerely after making a mistake.	✓	
4	Someone pressures you to break rules.		✓
5	A classmate wants to talk through a disagreement.	✓	
6	A classmate ignores you when you try to speak.		✓
7	A student asks for help when confused.	✓	
8	A friend makes fun of your interests.		✓
9	A friend respects your opinion even when you disagree.	✓	
10	Someone gets angry and refuses to listen.		✓
11	Someone encourages you to do your best in school.		
12	A student blames others for their own mistakes.		✓
13	A classmate keeps your personal story private.		
14	A friend constantly interrupts you.		✓
15	A friend gives you space when you need time alone.	✓	
16	Someone tries to control who you talk to.		✓
17	Someone accepts “no” as an answer without arguing.	✓	
18	A friend refuses to apologize after hurting you.		✓
19	A friend forgives you after a misunderstanding.	✓	
20	A student shares your secrets without permission.		✓

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Peer Pressure Refusal Skills

What is Peer Pressure

Peer pressure is the feeling that you must do the same thing as people who are your peers, so they will like, and include you in their group. Peer pressure can be negative or positive. An example of positive peer pressure is when you have friends who want to do well in school who always study for tests and have their homework done.

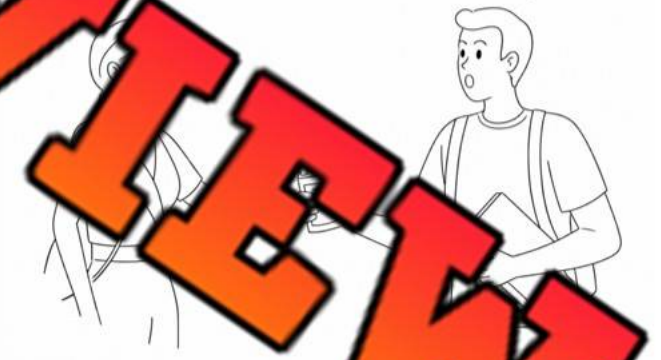
In ord in, you may feel you have to study harder and make sure you have your homewo y will fit in with your friends. You can create positive peer pressure by al oing wh w is right.

PREVIEW

Negative Peer Pr

Negative peer pressur fe re to do something you know does not feel right, either because it is da r is a yourself or others. Examples of negative peer pressure are pressure to:

- Bully others
- Try cigarettes, vaping, or alcohol
- Skip school
- Steal



Refusal Skills How to Avoid Peer Pressure

1) Know what is right. Respect your family values and do the right g ention to what your gut is telling you and trust your feelings by saying no and l ling it.
2) Be selective about your friendships. Choose friends with shared values.
3) Plan ahead. Think about what you will say and do if you are being pressured.
4) Get support from a trusted adult.
5) Avoid going to places at times when you know there will be peer pressure.
6) Change the subject. You can say, "let's go get a snack I'm hungry."
7) Walk away. You do not need to stay and listen to someone trying to convince you to do something that is not right for you. Say no and walk away.
8) Ignore. Turn away and talk to someone else as if you have not heard the suggestion.

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True or False

Is the statement true or false?

1) If you are being pressured by peers there is nothing you can do.	True	False
2) If you want to keep your friends you should give in to peer pressure.	True	False
3) When a situation is making you uncomfortable you should walk away.	True	False
4) You should practice refusal skills to avoid giving in to peer pressure.	True	False
5) The best [illegible] to avoid peer pressure is to choose friends who share your values.	True	False

Ques[illegible]

[illegible]ee peer pressure situations

1)	
2)	
3)	

Questions

For each of the 3 situations above us[illegible]ent [illegible]l skill.

1)	
2)	
3)	

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How Long Would You Give In?

1	2	3	4	5	6	7	8	9	10
Say no quickly		Hesitate a little		Struggle to say no		Might give in		Probably give in	

	1) A friend dares you to skip one class “just for fun.”
	2) Your friends pressure you to try vaping “just once.”
	3) A [illegible] laughs at someone and encourages you to join in.
	[illegible] you won’t be invited if you don’t break a [illegible].
	5) Some[illegible] you a[illegible] at a party.
	6) A friend pr[illegible] [illegible]nework.
	7) Your classmates [illegible] for[illegible] to something risky.
	8) A friend tells you to lie to yo[illegible]nts.
	9) A group pushes you to post something [illegible] onli[illegible]
	10) Someone pressures you to steal a sm[illegible]em “because no one will notice.”
	11) A friend insists you keep a harmful secret.
	12) Your group pressures you to bully someone to “fit in.”
	13) Friends mock you for wanting to study instead of hang out.
	14) Someone pressures you to sneak out at night.
	15) A friend says you’re “boring” if you don’t join them.
	16) Someone tells you to ignore a student who is being bullied.
	17) A friend pushes you to break your own values to avoid being called “soft.”
	18) A group says you won’t be part of their team unless you follow their rules.

This is not a test — there are no right or wrong answers. Be honest. Read each scenario and choose a number from 1–10 that shows how likely you would give in.





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Communication Skills

Communication Skills

Communication skills, include talking and listening. They also include, body language when we are speaking, for instance, making eye contact. Communication skills are important in our relationships, our schoolwork and later in our employment.

Assertiven

Assertiv[illegible]e [illegible] the communication skills. Being assertive means, you can stand up for y[illegible] oth[illegible]'s rights in a calm and positive way without being aggressive or becoming u[illegible]ho [illegible] assertive always respect the thoughts, feelings and beliefs of other p[illegible] orde[illegible]ertive, the speaker must be self-confident.

Passive

Some people's speaking style is to be pa[illegible]ey [illegible] say, "I don't know", when you ask them what they would like to do. Th[illegible]peak qui[illegible]nd [illegible]t express many opinions. Often people who are passive feel res[illegible]nside[illegible]hey feel others take advantage of their passive nature. They often wond[illegible] w[illegible]riends [illegible]t give them more of a chance to speak.



Aggressive

Other people speak up very boldly. They often dominate the conversation and leave others feeling left out or disrespected. People who are aggressive often have difficulty keeping friends because the people they interact with feel dominated and realize the aggressive person always gets their way.

Assertiveness is "Just Right" Communication

When we are assertive, we are not too shy and not too pushy. We show that we are confident and have respect for ourselves and others. You can learn to be assertive.

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Questions

Answer the questions below using evidence from the text

1) What are the negative consequences of having a passive communication style?

2) What ar[illegible]egative consequences of having an aggressive communication style?

PREVIEW

Role Play

It is a friend's birthd[illegible]u wan[illegible]a cake to celebrate. Three of you are making the choice. On[illegible]ggr[illegible]munication style, one has an assertive style, and one has a passiv[illegible]yle.[illegible]w write what each person might say as they are deciding what kind[illegible]to bu[illegible]

Aggressive	Assertive	Passive

True or False

Is the statement true or false?

1) Communication skills are your style of talking.	True	False
2) Assertive people stand up for themselves and others.	True	False
3) Aggressive people have great leadership qualities.	True	False
4) Passive people do not have any opinions.	True	False
5) Assertiveness is "just right" communication.	True	False

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Listening Skills

Listening Skills

Listening is one of the most important parts of communicating. Have you ever been waiting to get some help or instructions on how to start something, you got bored and suddenly realized the person was talking and you had missed the first part of what they said? You t[illegible]ut. Then, you have to ask the person to repeat themselves. The person who mus[illegible] they said, may feel disrespected because you have wasted their time[illegible] can all develop.

PREVIEW

Why Is Being A[illegible]ener In[illegible]t?

Being a good listene[illegible]

- Shows the person spe[illegible] you [illegible] point view because you are taking [illegible] time[illegible]
- Helps build relationships.
- When we listen well to instructions, we make f[illegible] mistakes, we get our work done more quickly.
- We have fewer misunderstandings.



Body Language

As much as 65% of a person's communication is unspoken communication[illegible]mples of non-verbal communication are:

- Smiling if someone is talking to you about pleasant things and looking concerned, when they are talking about a problem.
- Having your arms folded across your chest, indicates you are not agreeing with what the other person is saying.
- Leaning toward the person talking indicates you interested in what they are saying.
- Making eye contact says you are paying attention.



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Questions

Answer the questions below using evidence from the text

1) What can you do to show a speaker you are interested and listening?

2) Is listen important as talking when we are communicating? Why or why not?

PREVIEW

Connecting

Draw 3 ex body that show the speaker you do not agree or are not inte h saying

True or False

Is the statement true or false?

1) Listening attentively is a way to show respect for the speaker.	True	False
2) Body language is not a part of listening skills.	True	False
3) We have less misunderstandings if we listen attentively.	True	False
4) If you have good hearing you are a good listener.	True	False
5) Being a good listener helps us do more accurate work.	True	False

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Activity: Listen and Draw

Objective What are we learning about?

To strengthen active listening, comprehension, and attention to detail by accurately following ulti-step spoken directions to create a detailed drawing.

Materi you need for the activity?

- Blank she
- Pencil
- Coloured pencils or opti



Instructions How will you complet activit

1. Each student should have a blank sheet o pe dy. Students must sit where they cannot see anyone else's p
2. The teacher will read the drawing instructions one time on not ask for repetition or clarification.
3. Students must carefully listen and draw exactly what they hear, paying attention to size, placement, spacing, and details.
4. When all directions have been given, students will have 5 additional minutes to finalize and colour their drawings.
5. Once finished, students will hold up their drawings. The class will compare similarities and differences.
6. End with a short discussion about which directions were easy or difficult to follow and why listening carefully matters.

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Drawing Instructions

1. Draw a large rectangle in the center of your paper, leaving about one inch of space around all four sides. This will be the frame of your scene.

2. Inside the rectangle, draw a straight horizontal line about one-third of the way up from the bottom. This line will separate the ground from the sky.

3. Start[illegible] the bottom center of the rectangle, draw a curved pathway that moves slight[illegible] left and ends near the middle of the page. The path should be abo[illegible] wide.

4. [illegible] right [illegible] path, draw a wooden park bench. The bench should have four legs [illegible] backrest. It should face forward.

5. Behind the be[illegible] draw [illegible] tree closer to the right edge should be taller than the oth[illegible] a visible trunk and a rounded canopy.

6. On the left side of the pat[illegible] toward the bench. The student should be wearing a backpack an[illegible] ke the backpack clearly visible.

7. In the sky, draw the sun in the upper left [illegible]. The [illegible] have at least ten rays.

8. Add three clouds in the upper right area of the sky. [illegible] each [illegible] nt size.

9. Draw a trash can near the bench and a small sign beside the path. [illegible] sign should be a rectangle on top of a thin post.

10. Add at least five small details to make the park realistic. Examples include birds in the sky, grass texture, flowers along the path, shadows under objects, or distant buildings.

11. If colouring is allowed, colour the sky light blue, the path light brown or gray, the trees green and brown, and the bench a natural wood color.

12. At the bottom of your paper, outside the frame, write a 3–4 sentence paragraph describing what is happening in your scene.

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Active Listening

Active Listening

Active listening is a communication skill. When we communicate, we talk, and we listen. Most of us, would rather be talking than listening. Have you ever been talking to your friend, about what they did on the weekend? They start to tell you and almost immediately, your mind wanders because you are thinking about what you did on the weekend. You cannot wait to tell them. When they stop talking, you realize you have only heard half of what they said, but that is okay, because now you can tell your story.

The problem with not listening to your friend, is that your friend could tell you were not listening and upset, because you did not ask about the disagreement they had with their parents.

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Hearing and Listening

Hearing is a passive sense. Sound comes and you hear. Listening is an active process. Listening is when you pay attention to sound you are hearing, and you try to understand it. Active listening is focusing on what a speaker is saying so that you understand what the speaker is telling you and what they mean.



Active Listening and Body Language

When you are active listening, it is important that the person speaking can see that you are listening. You can show you are listening through body language. You can:

- Maintain eye contact
- Attentive listeners tend to lean slightly forward and to the side.
- Smile as a way of agreeing with the message
- Mirroring of the speaker's expression shows sympathy or empathy in emotional situations
- Do not fidget, look at the clock or your phone or doodle.
- Crossing your arms indicates you are not open to what is being said.



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True or False

Is the statement true or false?

1) When communicating, talking is more important than listening.	True	False
2) Hearing is an active process of sound coming into your ears.	True	False
3) Listening is a passive process.	True	False
4) Body language is an important part of listening.	True	False
5) Misunde dings happen when we do not listen.	True	False

Directi

hows active listening and an ✗ if it does not.

Look at the spe		hout your reply		Repeat what you heard.	
Interrupt the speaker.		s your nd		Laugh at mistakes.	
Ask questions.		Nod whi ng.		Walk away.	
Lean forward to show interest.		Check your pho		tion.	

PREVIEW

Questions

Answer the questions below using evidenc n t

1) What can you do to show your friend you are listening to them?

_____

_____

_____

2) What is active listening?

_____

_____

_____

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Components of Active Listening

Active Listening

You can learn to be an active listener. Learning to be an active listener takes practice but has many benefits. Students who are active listeners tend to be good communicators and problem solvers, they work quickly and have fewer misunderstandings. Active listeners also make better friends.



Componen ive Listening

There active listening including:

1) Es shing R Demonstrating Concern

When you are g port versation, you need to have rapport with the other person. Rapport is e and relationship, in which people concerned understand each other's f ideas mmunicate well. When you have rapport with someone you have empat the tablish rapport with someone by:

- Focusing on the person who is spea en, d ink about your response
- Showing by tone of voice, facial expression an y lan that you want to be helpful

2) Asking Open Ended Questions to Make the Conver Clearer

Asking open ended questions encourages the speaker to te mor know you are listening. For example. "How do you feel about that?"

3) Repeating Back to the Speaker What Was Said-Paraphrasing

In your own words repeat back what you heard the speaker say. Reflect the feelings that the speaker is expressing. For example, "So it sounds like you are sad because things are changing." Use minimal responses like uh-huh to let the person know you are listening.

4) Do Not Show Judgment

Do not judge what the speaker is saying. Do not offer advice or dismiss what the speaker is saying. When we contradict the speaker, they will not feel understood.

5) Explore Options if The Conversation is About a Problem

Help the speaker explore what options they have to solve their problem.

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True or False

Is the statement true or false?

1) Listening attentively is a way to show respect for the speaker.	True	False
2) Body language is part of listening skills.	True	False
3) We have less misunderstandings if we listen attentively.	True	False
4) Paraphrasing what the speaker said and repeating it back to them shows you are list g.	True	False
5) Ask op questions to let the speaker expand the conversation.	True	False

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Connecting

Writ ne en having someone listen to you made you feel better

Questions

Answer the questions below using evi fro

1) How can you establish rapport with someone?

2) Why is it important not to contradict someone when they tell you how they are feeling?

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True or False Decide whether the statement is True or False.

#	Statement	T or F
1	Active listening helps reduce misunderstandings.	True
2	Establishing rapport helps people feel understood and comfortable.	True
3	When actively listening, you should focus only on what you want to say next.	False
4	Sho ful body language is part of active listening.	True
5	epeating exactly the same words the speaker	False
6	Open-en ons en longer and clearer responses.	True
7	Giving advice in of active listening.	False
8	Interrupting the speake yo ed.	False
9	Active listeners avoid judging the whil re talking.	True
10	You should dismiss a speaker's feelings if y agree m.	False
11	Maintaining eye contact can show that you a	True
12	Nodding or saying "uh-huh" can show you are listen	True
13	Crossing your arms and looking away shows strong listening se	False
14	Active listening requires practice and effort.	True
15	Active listening only involves hearing sounds clearly.	False
16	It is okay to judge the speaker while they are talking.	False
17	Paraphrasing helps clarify what the speaker meant.	True
18	Active listening means solving the problem for the speaker right away.	False
19	Good active listeners are often better problem solvers.	True
20	Asking yes-or-no questions is always better than open-ended questions in active listening.	False

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Preparing Food Safely

Preparing Food Safely

There are a few rules to keep in mind to make sure you do not have an accident or contaminate the food you are eating.

Safety Rules in the Kitchen

- Always ask for permission before you start and ask for help if you are using the stove.
- Pull long hair into a ponytail. This keeps hair out of your food and prevents it from getting caught in mixer blades.
- Roll up loose sleeves to prevent them catching fire near the stove.
- Wash your hands and arms in warm soapy water for 20 seconds or for as long as it takes for you to sing Happy Birthday twice.
- Wash the counters you will be cutting food on, so you are sure they are clean.
- Be careful with sharp knives and tools. Always pick sharp tools up by the handle.
- Wash your hands after handling food that usually raw meat.
- Cover your mouth and nose when you cough or sneeze, wash your hands afterwards.
- Use potholders when you touch hot pans, baking dishes and cooking tools.
- Use microwave safe cookware in the microwave. Never put anything metal including tinfoil into the microwave.
- Turn pot handles towards the back of the stove so you will not bump them.
- When you are done cooking turn off the stove and any other appliances.
- Clean countertops and any dishes you have used.



Safe Food Handling

- Wash fruits and vegetables before you eat them.
- Store raw meat on a plate tightly wrapped at the bottom of the fridge so no meat drippings can fall through the shelf and contaminate food stored under the raw meat.
- Use a food thermometer to test if meats are cooked to a temperature that kills bacteria.
- Cold food should be refrigerated within 2 hours of shopping or cooking.

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True or False

Is the statement true or false?

1) Use a dish towel to get a pan out of the oven.	True	False
2) Ask an adult for help when using the stove.	True	False
3) There is a risk of getting a cut or a burn when preparing food.	True	False
4) Leftovers covered with tinfoil can be heated in the microwave.	True	False
5) Wash yo ds before and after preparing food.	True	False

Visuali

u enjoy and can prepare and write the steps for preparing it beside



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Questions

Answer the question below using evidence from the text

Since bacteria cannot be seen without a microscope, what can you do to make sure bacteria does not get onto your food?

_____

_____

_____

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Food Safety Tutorial Planning

Objective What are we learning about?

To understand and apply proper food safety and hygiene practices by planning a step-by-step tutorial that demonstrates safe food preparation in the kitchen.

Materials What will you need for the activity?

- F[illegible] Planning worksheet
- P[illegible] pencil
- Food safe[illegible] material (optional)
- Example [illegible] ls list [illegible] al for support)



Instructions How wi[illegible] complet[illegible] ivity?

1. Read the worksheet carefully a[illegible] w the [illegible] of preparing food safely. Think about why kitchen safety a[illegible] hygiene [illegible] imp[illegible] nt.
2. Complete the Introduction Ideas sectio[illegible] xplai[illegible] w[illegible] d safety means, why it prevents accidents and contamination, [illegible] viewe[illegible] ll learn from your tutorial.
3. In the Safety Rules to Highlight section, list at least five im[illegible] safety rules you will demonstrate in your video.
4. Fill in the Equipment and Materials section by listing the tools, appliances, and safety items needed to show proper food preparation.
5. Complete the Preparation Before Filming section by listing five things you should do before starting your demonstration to ensure safety and cleanliness.
6. Review your plan to make sure it clearly explains safe food handling and proper kitchen behaviour.
7. Be prepared to share your tutorial plan with a partner or small group and explain why each safety step is important.

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Food Safety Tutorial Planning

Use the template below to help you plan a short tutorial about preparing food safely. You should plan a video that explains step by step how to prepare food while following proper kitchen safety and hygiene rules.

Introduction Ideas (How will you introduce food safety and explain why it is important?)	
Explain what food safety mea[illegible]	
Describe [illegible] followin[illegible] preve[illegible] ciuents and food contamination	
State what viewers will learn in your tutorial.	
Safety Rules to Highligh[illegible] ich[illegible] les will you demonstrate?)	
List the safety rules you will show in your video	1) 2) 3) 4) 5)
Equipment and Materials (What tools or items will you need to demo[illegible] preparation?)	

Preparation Before Filming (What should you do before starting your demonstration?)	1) 2) 3) 4) 5)

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Food Poisoning

Health Risks In The Kitchen

Being able to prepare your own snacks and simple meals is fun. There are a few rules to keep in mind to make sure you do not have an accident or contaminate the food you are eating.



There are 2 types of health and safety risks you could have in the kitchen.

1. You co[illegible]e an accident such as a burn or a cut.
2. You [illegible] food that is contaminated with bacteria.

Food Po[illegible]ning

Food poisoning [illegible] eat[illegible] that contains germs such as bad bacteria. The symptoms of food p[illegible]ing [illegible]



- Nausea
- Stomach cramps
- Diarrhea and fever.

Bacteria are all around us so mild cases of food p[illegible]ng ar[illegible]on. Foods from animals including, meat, poultry, eggs, milk and s[illegible]sh a[illegible]se of food poisoning. Raw foods and unwashed vegetables also ca[illegible] germ[illegible] cause food poisoning. Romaine lettuce and spinach are grown in soil and[illegible]gate[illegible]t can become contaminated with animal feces from farms. This leads to E[illegible]tion. That is why it is very important to wash raw vegetables very well before e[illegible]g them.

When we are preparing food in the kitchen it is important to avoid cross contamination. Cross contamination occurs when we set a package of raw meat down on the counter. Some liquid from the meat drips out of the packaging onto the counter. We move the meat out of the way and put a head of lettuce on the counter. It picks up the liquid from the meat. This results in bacteria from the meat getting onto the lettuce.

Cooking kills most bacteria in foods, if you cook the food to the correct inside temperature. When you eat vegetables raw you do not destroy the bacteria, that is why washing your food is so important.

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True or False

Is the statement true or false?

1) It is okay to eat chicken that is pink inside.	True	False
2) Bacteria in our food can cause food poisoning.	True	False
3) Vegetables do not have bacteria on them.	True	False
4) Food poisoning symptoms are upset stomach, joint pain and anemia.	True	False
5) If food d touch the floor for more than 5 seconds it is safe to eat.	True	False

Mak Connecti

Shar f the ways you participate in meal and snack preparation. Do t groceries away for instance?

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Multiple Choice

Circle the letter of the correct a

1) Food poisoning is caused by:	A. Eating food with harmful bacteria	B. Eatin much candy
2) Which is a symptom of food poisoning?	A. Stomach cramps	B. Broken arm
3) Cross contamination happens when:	A. Food cools	B. Germs spread
4) Raw meat should be stored:	A. At the bottom of the fridge	B. On the top shelf without cover
5) Cooking food properly:	A. Makes bacteria grow	B. Kills most bacteria

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Think Circle if the item is a safe or unsafe food practice.

Safe food practices help prevent food poisoning by stopping germs from spreading. Washing hands, cooking food properly, and storing food in the refrigerator keep food safe to eat.
Unsafe food practices allow bacteria to grow and spread. Not washing hands, eating undercooked food, or leaving food out too long can make people sick.

Touching raw chicken, then making a sandwich without washing hands.	Food left outside in the sun for hours.	Using the same knife for raw meat and salad without washing it
Safe / Unsafe	Safe / Unsafe	Safe / Unsafe
Storing raw meat on the bottom shelf of the refrigerator	Leaving milk out of the fridge for several hours	Washing fruits and vegetables before eating them
Safe / unsafe	Safe / Unsafe	Safe / Unsafe
Cooking meat until it reaches the proper internal temperature	Touching raw meat then scratching body without washing hands	Cleaning kitchen counters before preparing food
Safe / unsafe	Safe / Unsafe	Safe / Unsafe
Eating expired yogurt.	Using a dented, leaking can.	Coughing on food
Safe / unsafe	Safe / Unsafe	Safe / Unsafe
Throwing away mouldy food.	Not reheating leftovers properly.	Keeping hair tied back while cooking.
Safe / unsafe	Safe / Unsafe	Safe / Unsafe
Refreezing melted ice cream.	Tasting food that smells bad.	Reheating food until steaming hot.
Safe / unsafe	Safe / Unsafe	Safe / Unsafe

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Staying Home Alone

Staying Home Alone

At some point there will be a time when your parents believe it is safe to have you stay home alone for a short period of time. It may be that you are playing a game or watching your favourite show and they have to run out to do an errand. You do not want to go. Are you ready to stay home alone?

Ontari[illegible]d and Family Services Act states that a child under the age of 16 may not be left u[illegible]ut making provision for his or her supervision and care that is reaso[illegible]in the ci[illegible]ces."



What are The Ci[illegible]ces th[illegible]Considered?

There are several thing[illegible]red including:

- Do you feel comfortable[illegible]home alone?
- Are you ready for the respons[illegible]urself?
- Have you demonstrated that you ca[illegible] will fol[illegible]
- Do you understand the risks in your home?
- Have you made a safety plan and rules with you[illegible]derstand them?

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Are You Ready?

There are several things you need to know before you should stay h[illegible]

- Do you know how to use the phone.
- Do you know when to call 911 and your address to give the dispatcher?
- Do you know how to reach your parents
- Do you know what to do if:
  - ✓ The smoke alarm goes off
  - ✓ There is a power outage
  - ✓ Someone comes to the door.
  - ✓ Someone calls for your parents.
  - ✓ There is a tornado or other severe weather.



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True or False

Is the statement true or false?

1) It is okay to stay home alone as long as the doors are locked.	True	False
2) There are laws related to children staying home alone.	True	False
3) Knowing the risks in your home before being left alone is important.	True	False
4) If you are usually tempted to break rules it is not a good idea to stay home alone.	True	False
5) If your n[illegible]r rings your doorbell while you are home alone call 911.	True	False

Ques[illegible]g

[illegible]hree questions you have after reading the text

1)	
2)	
3)	

PREVIEW

Questions

Answer the questions below using evi[illegible] fro[illegible]

1) What kind of safety risks are in your home?

_____

_____

_____

2) What are 3 things you need to know before staying home alone?

_____

_____

_____

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Risk Assessment

Think What hazards are in your house? Answer the questions below. Why is it a risk? What could happen?

	Does your house have locks on every exterior door? Is there a security system? If so do you know how to use it?	
	have pets that can be sive you h be at try to get out is op	
	Do you ha cell If not do you have line at home? Do you know when and why call 911?	
	Do you have a trampoline? Would you use it if you were alone?	
	Do you have a swimming pool, or do you live on the water?	
	Are medications kept in a secure location?	

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Risk Assessment

	Are sharp tools and power tools stored securely.	
	Is alcohol kept stored rely?	
	s yo an ope	
	Do you have smol ms in your house? Do they work?	
	Are chemicals stored safely?	
	Are there weapons in the house? Are they locked up?	

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Think	Are there any other hazards in your home, not mentioned above?

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Unit Test – Personal Safety

Multiple Choice /10

1. Equity is a) The same as equality. b) When everyone gets what they need. c) When you're able to get into a building. d) All of the	2. Our behaviours come from: a) Our values b) Our attitudes c) Our beliefs d) All of the above
3. Self ... can help us: a) Tell when you ... hirs b) Calm our emot... c) Lash out when we a... d) All of the above	4. Negative Peer Pressure is when someone, your age, tries to get you to: a) Vape b) Smoke c) Drink alcohol ...f the above
5. Which communication style is "just rig... a) Passive b) Assertive c) Aggressive d) All of the above	...cation skills are: a) Im... ...ilding relationships. ... talk... ...ening. c) He... ...andings. d) All of the
7. Refusal skills are: a) A way to avoid peer pressure. b) A way to say no when you do not want to do something. c) Are something you can practice. d) All of the above	8. When you are prep... ...uld a)Wash your hands b) Wash the floor in case you drop something. c) Remember the 5 second rule. d) All of the above.
9. Symptoms of food poisoning include: a) Nerve pain and headache. b) Nausea, diarrhea. c) Nausea, cramps and joint pain. d) All of the above.	10. Before you babysit you should: a) Get emergency contact numbers. b) Take a babysitting course c) Find out if the children have allergies. d) All of the above

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Define What do the terms below mean?

Term	Definition – What does it mean?
Self-awareness	
Self-Manager	
Asse ess	

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

1) What are 3 refusal skills?

2)What is the difference between equity and equality.?

3) What are 6 potential risks in the home, that need to be considered before someone stays home alone.?

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

1) List 5 things you can do to calm yourself.

2) What is active listening? What do y be tive listener?

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