Workbook Preview

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Grade 4 – Health Unit

Personal Safety and Injury Prevention

	Curriculum Expectations	Pages
D1.2	Identify risks associated with the use of communications technology, including Internet use, texting, and gaming (e.g., difficulty developing healthy interpersonal skills and relationships offline; spending too much time online and not enough with family and friends; exposure to online predators; experiencing social isolation, depressed mood,	6 - 50
D1.3	verbal), including cyberbullying (e.g., via social media, apps, e-mail, text messaging, chat rooms, websites), and identify the impacts they can have and appropriate ways of responding Teacher prompt: "What is an example of social bullying? Physical bullying? Verbal bullying? Is one type of bullying any more or less hurtful than another?"	51 - 78
D2.2	Apply a decision-making process (e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time) to assess risks and make safe decisions in a variety of situations (e.g., when using a wheelchair, cycling, preparing food, going online)	79 - 84

Preview of 70 pages from this product that contains 122 pages total.

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Personal Safety and Injury Prevention



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Curriculum Connection
D1.2

Risks Of Using Communications Technology

Risks of Using Communication Technology

When we use the internet, texting, or gaming, we can have a lot of fun and learn new things, but there are also some risks of which we should be aware. Here are a few examples:



1) Cyber[illegible]ing is when people use technology to say mean thing[illegible]d rumors.

2) S[illegible]er Dang[illegible]we use the internet, we can talk to people w[illegible]. So[illegible]eople might try to trick us into giving th[illegible]sonal [illegible]or meeting them.

3) Internet Addiction: W[illegible]o ca[illegible]playing games or using technology that we forget to do other i[illegible]rtan[illegible]g outside, doing our chores or homework.

4) Unhealthy Sleep: spending too much time [illegible]devic[illegible]e trouble sleeping.

5) Online Scams: There are people who try to trick u[illegible]ving the[illegible]ey through online scams. Be careful about clicking on links or dow[illegible]ing[illegible]sites.

6) Being Left Out: Spending too much time online leads to being a[illegible]e a[illegible]ou spend all your time online, you miss out on important face-to-face time wi[illegible]mily and friends, which is important for social development.

7) Anxiety and Depression: Studies have shown that excessive internet use can lead to symptoms of anxiety and depression in children. This may be due to the constant stimulation and exposure to negative content that can be found online.

Technology can be a great tool for learning and having fun. By being responsible and using technology in a smart way, we can enjoy all the benefits of technology without putting ourselves at risk.

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Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) Too much device time can make you feel alone.	True	False
2) Cyberbullying is not a serious problem because no one gets hurt.	True	False
3) There are predators on-line who will try to steal from you.	True	False
4) It is okay to give your name if someone says they know your parents.	True	False
5) Having too much screen time can lead to trouble sleeping.	True	False

Safe or Ur

Write Safe if the action is responsible and Unsafe if not.

You acce a frie from someone you do not know.	
You tell a truste when mean comment online.	
You share your passwo lose	
You log out of your account w usi mputer.	
You click a link from a stranger offer ree pr	

PREVIEW

Connecting

Answer the questions below

1) Yesterday, from after school until bedtime rate how m tim ing each activity from most time spent to least time spent.
Activities: playing in person with others, doing chores or homew k, me including TV, spending time with family not watching TV.

_____

_____

2) On average how much screentime do you have daily? Are you at risk for any of the risks associated with communication technology? Explain.

_____

_____

_____

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Curriculum Connection
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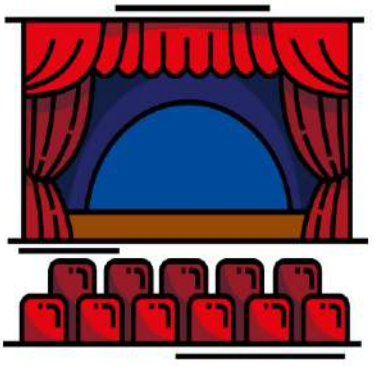
Communication Technology Role Play

Objective What are we learning about?

Students will identify common risks when using communication technologies and demonstrate safe, responsible digital behaviours through role play.



Materials What will you need for the activity?

- Printed scenario cards
- Pens or pencils
- Paper for planning the role play

Instructions How will you complete the activity?

1. Divide the class into small groups of 3–4 students.
2. Give each group one scenario card.
3. Allow groups 8–10 minutes to read their scenario and plan a short role play that shows what is happening, the possible risk, and the smart or safe choice.
4. Each group presents their role play to the class.
5. After each presentation, briefly discuss what the risk was and what the safe decision should be.
6. Conclude the activity by reminding students that making safe choices online helps protect their privacy, feelings, and overall well-being.

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Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Hurtful Messages	Chris shares their artwork in the class group chat, but classmates reply with laughing emojis and mean comments. Feeling embarrassed, Chris stays silent and wonders whether to respond or tell a trusted adult.
Friend Req	organ accepts a friend request from someone who claims tend the same school. Soon, the person starts asking erson tions like Morgan's grade, address, and daily ins to feel uncomfortable and wonders if a the as a mistake.
Oversharing Online	Taylor posts a irth itation that includes their home address and party . Aft ticing that strangers can see and react to st, T s that sharing too much personal informa e cou isky.
Password Problem	While gaming, Jordan meets a pla wh ins but asks for Jordan's username and pas the reward. Jordan feels tempted but pauses, rea g that sharing account details might lead to losing access or being hacked.
Too Much Screen Time	Avery stays up late watching videos and chatting with friends. The next day, Avery feels very tired, struggles to focus in class, and forgets homework. Avery starts to see how too much screen time can affect health and school performance.

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Curriculum Connection
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Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Free Prize Trap	Sky receives a message saying they won a brand-new smartphone and must click a link to claim it. Excited but unsure, Sky stops to think about why they would win something they never entered and whether the message could be a scam.
Posting Wi[illegible] Permission	[illegible]y takes a funny photo of Riley and posts it online withou[illegible]g. While some students laugh, Riley feels emb[illegible]upset. Drew begins to realize that posting ph[illegible]bout[illegible]n can hurt others.
The Unknown Link	Pat receives a [illegible]ssage f[illegible]an u[illegible]own number with a link that says, "Watch [illegible]unny [illegible] is curious and almost clicks but pauses, a[illegible]e link[illegible]e.
Online Dare	Friends challenge Lee to post an emba[illegible]r a trending online dare. Everyone says it will ge[illegible] of likes, but Lee feels nervous and wonders if it could cause regret later.
Fake Profile	Casey starts chatting with someone online who seems friendly and the same age. Later, Casey notices the profile has very few photos and almost no real followers, making Casey question if the account is real.

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D1.2

Activity – Communications Technology Role Play

Discussion After completing the role playing, answer the questions below

1) Which of the risks discussed today do you feel are most likely to happen to you?

2) How do you balance the time spent using communication technologies with other aspects of your life, such as schoolwork, hobbies, and face-to-face interactions?

3) What role do parents and guardians play in helping you navigate the risks of communication technologies, and how can you take an active role in your online safety?

4) What steps can you take to protect your personal information and privacy when using communication technologies?

5) Who can you go to for help with any of the risks you learned about today?

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Relationship

Interpersonal Relationships

Spending too much time online can make it difficult for you to develop the relationship skills you need to make friends in person. This is because you are missing out on practicing face-to-face meetings with others.

Nonverba

When online, we do not have the same nonverbal cues that we have when to person. These cues include:

- someone
- body language

Because we cannot see might stand if they are happy, sad, or angry.



Social Skills

When we communicate online, we cannot practice important soci

- making eye contact,
- reading body language,
- using appropriate tone of voice.

These skills are important for building relationships and communicating effectively.

Spending Time

Developing close relationships with others takes time and effort. Participating in activities like sports, clubs, and other hobbies can help you develop relationship skills and make good relationships offline.

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True or False

Is the statement true or false?

1) Relationship skills come naturally.	True	False
2) Relationship skills take practice.	True	False
3) Building a relationship takes time.	True	False
4) When we are online we do not get non-verbal cues.	True	False
5) Text me[illegible]es rarely cause misunderstandings.	True	False

Draw

[illegible] and an unhealthy relationship.

Healthy	Unhealthy

PREVIEW

Questions

Answer the questions below using evidence [illegible] the

1) What are non-verbal cues?

_____

_____

_____

2) What are some social skills?

_____

_____

_____

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Curriculum Connection
D1.2

Would You Rather: Relationship

Objective

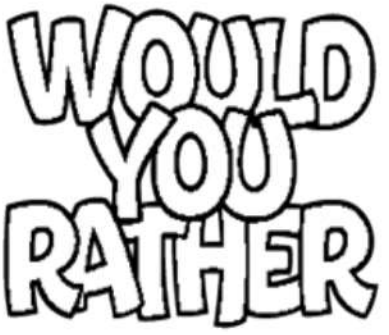
What are we learning about?

Students will practise communication and listening skills by explaining their choices, understanding different perspectives, and building positive relationships with clas es.

Materi

you need for the activity?

- "Would You e enar ds
- A small contain bas
- Open space for stude sit in a c



Instructions

How will you compl activ

1. Have students sit together in a circle.
2. Place the "Would You Rather" cards in a container a ent
3. Ask one student to pick a card and read the two choices aloud.
4. The student tells the group which option they prefer and explains why.
5. Encourage the student to speak clearly, make eye contact, and use a friendly tone.
6. Invite one or two classmates to briefly share if they would choose differently.
7. Continue around the circle until several students have participated.

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D1.2

Would You Rather: Relationship

Would you rather help a new student feel welcome	or	Wait for them to talk to you first?
Would you rather play with friends outside	or	Spend recess alone on a device?
Would you rather listen carefully when a fr talks	or	Talk while they are still speaking?
Would y work with a partn	or	Do everything by yourself?
Would rathe l a friend how y	or	Stay upset and say nothing?
Would you rathe som join your game	or	Only play with your closest friends?
Would you rather solve a disagreement by talking calm	or	lk away without fixing the m?
Would you rather look at the person speaking	or	L the room while they
Would you rather use kind words when you disagree	or	so when you are ma
Would you rather join a club or team to meet new friends	or	avoid group acti
Would you rather notice a friend who looks sad and check on them	or	Ignore it because it is your problem?
Would you rather spend time talking with friends face-to-face	or	Only chat with them online?
Would you rather apologize when you make a mistake	or	Pretend nothing happened?
Would you rather encourage a teammate	or	Blame them for losing?
Would you rather take turns during a game	or	Always try to go first?

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Curriculum Connection
D1.2

Your Devices and Your Sleep

Unhealthy Sleep Patterns

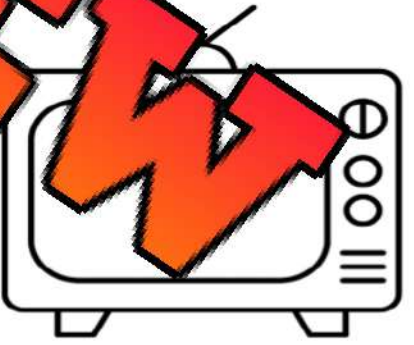
Spending too much time online can lead to unhealthy sleep patterns because the blue light that comes from your screens can disturb your body's natural sleep cycle.



Circadian

Our bo rnal clock called the circadian rhythm, which s regu we feel sleepy and when we feel alert. The cir m is nced by light, which is why we feel more awa cing it is bright outside, and sleepier at night when it is dark.

However, screens includi eley lot of blue light, which can trick our brains into thinking it is sti me ev is nighttime. This can make it difficult for you to fall asleep at nigh can a it harder to get restful, quality sleep. Watching TV before bed c al stimulating and exciting, which can make it harder to and wind down before bedtime. This can make it difficult to fall asleep and can lead to poor quality sleep.



PREVIEW

Sleep Affects Your Mood

When we do not get enough sleep or the sleep, we do get does not leave us rested, it can affect our mood, our ability to concentrate, and our overall health.

To prevent unhealthy sleep patterns, you should stop using screens for at least an hour before bedtime. This can help your body's natural sleep cycle kick in and make it easier to fall asleep. Reading a book, taking a bath, or listening to relaxing music can also help you wind down before bedtime, so you get a good night's sleep.

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Questions

Answer the questions below using evidence from the text.

1) Why is getting a good sleep important?

_____

_____

_____

2) How do looking at devices affect our sleep?

_____

_____

_____

PREVIEW

True or False

Is the statement true or false?

1. What we do before bed has no affect on our sleep.	True	False
2. We all have an internal clock.	True	False
3. Taking a relaxing bath before bed will help us get a better sleep.	True	False
4. Falling asleep in front of the TV can help us get a good sleep.	True	False
5. Getting a good sleep will improve our mood the next day.	True	False

Word Search

Find the words in the wordsearch

Sleep	Device
Rest	Concentrate
Screen	Circadian
Television	Tablet
Sunlight	Dark

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

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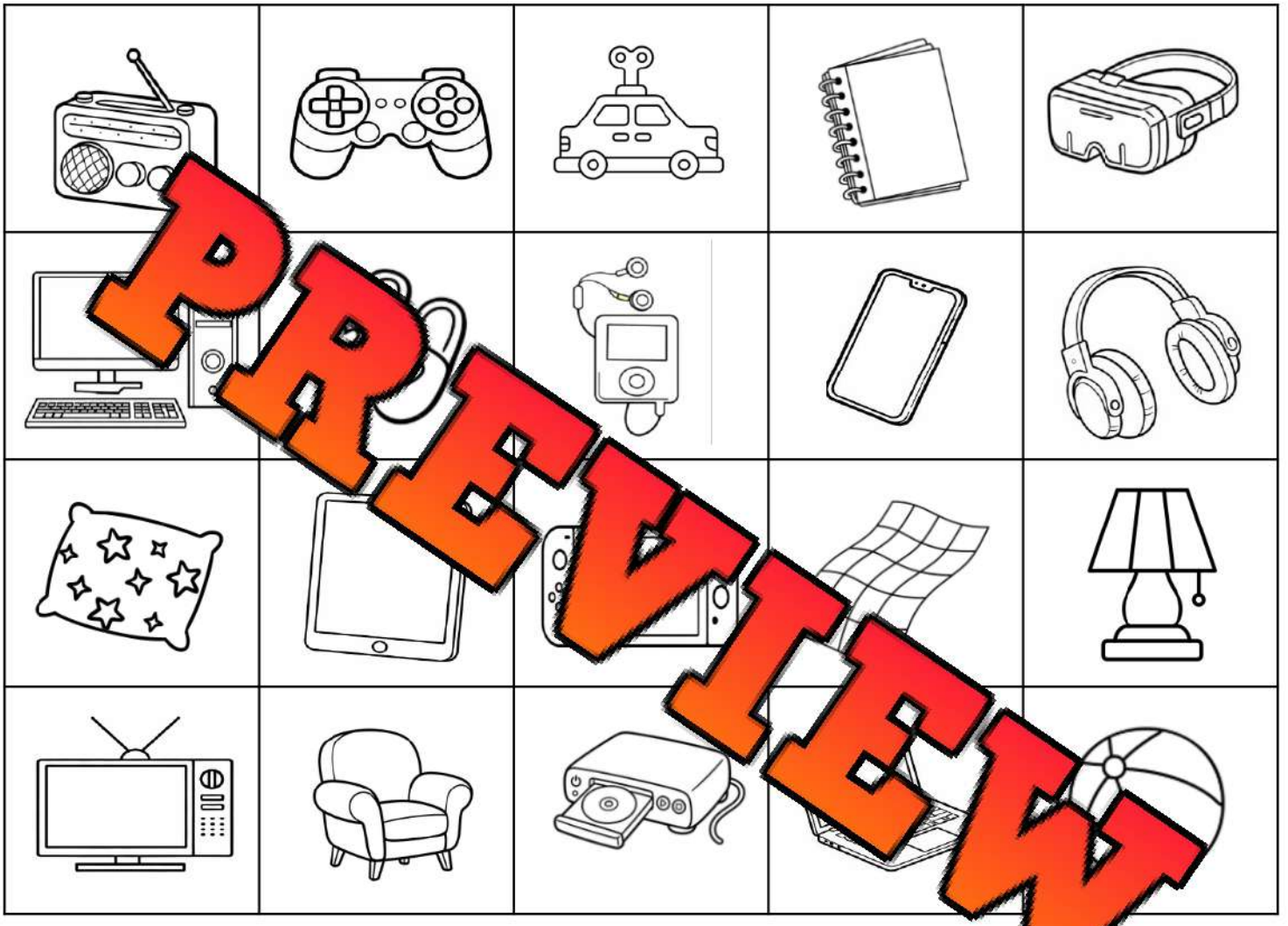
D1.2

Instructions	Look at each picture carefully and circle the devices that can keep you awake at night and be ready to share why avoiding these devices can improve your sleep.



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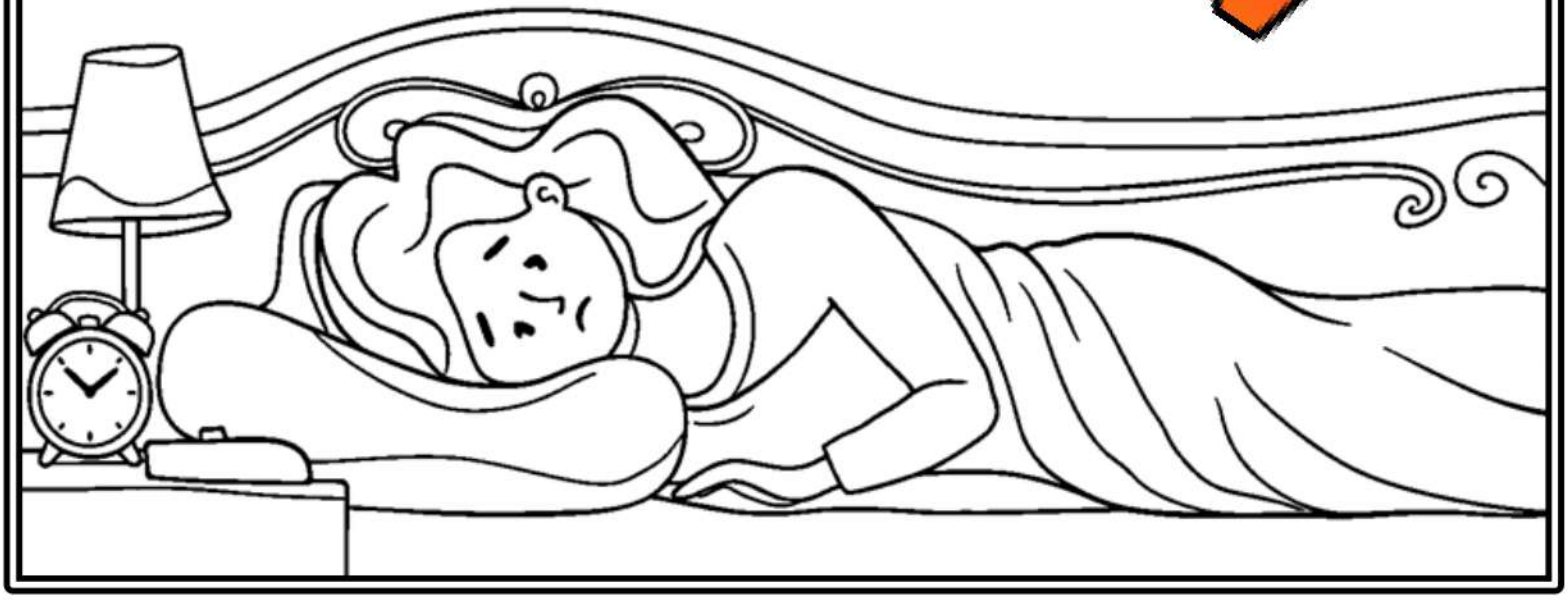

Curriculum Connection
D1.2

Exit Cards

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

Name: _____

Does this show a healthy bedtime habit?

1) Using a tablet or phone right before going to sleep.	Yes	No
2) Turning off screens one hour before sleep.	Yes	No
3) Watching TV late at night.	Yes	No
4) Reading a book before bed.	Yes	No
5) Keeping devices away while sleeping.	Yes	No

Name: _____

Does this show a healthy bedtime habit?

1) Using a tablet or phone right before going to sleep.	Yes	No
2) Turning off screens one hour before sleep.	Yes	No
3) Watching TV late at night.	Yes	No
4) Reading a book before bed.	Yes	No
5) Keeping devices away while sleeping.	Yes	No

Name: _____

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3) Watching TV late at night.	Yes	No
4) Reading a book before bed.	Yes	No
5) Keeping devices away while sleeping.	Yes	No

Name: _____

Does this show a healthy bedtime habit?

1) Using a tablet or phone right before going to sleep.	Yes	No
2) Turning off screens one hour before sleep.	Yes	No
3) Watching TV late at night.	Yes	No
4) Reading a book before bed.	Yes	No
5) Keeping devices away while sleeping.	Yes	No

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D1.2

Social Isolation

The Risks of Too Much Screen Time

Spending time online can be fun and interesting. You can play games, learn things, and talk to people. But spending too much time online can make you feel sad and alone. You might start to feel like you do not have many friends in the real world or that you a[illegible]ing out on things happening around you.

Soci[illegible]

Social is[illegible]ation [illegible]ers[illegible] spends a lot of time alone and does not have much interacti[illegible]iends[illegible]r others. It can happen for various reasons, like moving to a new [illegible]eing left out by others.

It can also happen as [illegible] Yo[illegible]ome so addicted to video games or social media that you choose to sp[illegible]your [illegible]time on communication technology.

Consequences of Social Isolation

It is important for kids to have a good balance of time [illegible]nd [illegible]ers to stay healthy and happy. Social isolation can make you:

- feel lonely and sad
- have trouble making friends
- feel more stressed or anxious.
- it might lead to problems like feeling unhappy at school



It is important to limit screen time and to do other social activities, such as playing outside, participating in sports or clubs, or spending time with family and friends. Balancing screen time with other activities can help you develop social skills, maintain healthy relationships, and avoid social isolation.

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True or False

Is the statement true or false?

1) If you enjoy video games it is okay to play as long as you want.	True	False
2) Being on devices can have a negative effect on your mood.	True	False
3) Social isolation is when a person spends a lot of time alone.	True	False
4) Spending time on-line with friends is the same as being in person.	True	False
5) Spendi[illegible] much time on-line can leave you feeling lonely.	True	False

Conn[illegible]

[illegible]ch time do you think you could spend on screens everyday [illegible]ve healthy in person relationships? Explain.

_____

_____

_____

_____

PREVIEW

Identify

Put ✓ to prevent social isolation[illegible] if it [illegible]o social isolation.

Scenarios	☑	☒
1) Liam plays video games all weekend and avoids others.		
2) Maya joins a school club to meet new friends.		
3) Noah stays on his tablet instead of playing outside.		
4) Sofia calls a friend to talk after school.		
5) Ethan chooses screen time over family dinner every night.		
6) Ava participates in team sports.		
7) Lucas avoids conversations and keeps to himself most of the time		
8) Chloe balances screen time with friends.		

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Curriculum Connection
D1.2

Activity: Social Isolation Role Play

Objective

What are we learning about?

Help students understand the effects of social isolation and practise making choices that build healthy f[illegible]ships and balanced screen habits.



Mater[illegible]

[illegible]ill you need for the activity?

- Scenario [illegible] Iso[illegible]situations
- Simple props
- Open space in the c[illegible]or for r[illegible]ing

Instructions

How will you compl[illegible]activi[illegible]

1. Explain to the class that they will learn [illegible] soci[illegible]ut [illegible] and how too much screen time can affect friendships a[illegible]e[illegible].
2. Briefly discuss why it is important to balance scre[illegible] wi[illegible] interactions such as playing outside, joining activities, and [illegible]ith family and friends.
3. Divide the class into small groups. Give each group one social isolation scenario card.
4. Allow groups a few minutes to read their scenario and talk about what a healthy choice should look like.
5. One group at a time, have students act out their scenario, showing the problem first and then the better choice that helps avoid social isolation.
6. End the activity by reminding students that balancing screen time with social activities helps them stay happy, connected, and emotionally healthy.

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Curriculum Connection
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Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Always on the Tablet	A student spends every afternoon playing games on their tablet instead of talking or playing with friends. Soon, their classmates stop inviting them to join activities. The student must decide how to balance screen time and friendships.
Ignoring Frien[illegible] Recess	[illegible]ng [illegible]cess, a student sits alone watching videos while [illegible]heir c[illegible]s play nearby. The situation shows the [illegible] others and building social co[illegible]
Late-Night Gaming	A student play[illegible]deo ga[illegible]ate [illegible] the night and feels too tired to talk or partic[illegible]n cla[illegible]day. The student needs to choose a healthie[illegible]o stay [illegible]ized and connected.
Group Project Trouble	While working on a group project, one studen[illegible]ses only on their phone and does not help the team. The group feels frustrated. The student must decide how to cooperate and communicate better.
Choosing Screens Over Family Time	A child is invited to play a board game with family but chooses to scroll on a device instead. This situation highlights the importance of spending quality time with loved ones.

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Curriculum Connection
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Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Feeling Left Out	A student notices pictures online of friends playing together and feels lonely because they stayed home using devices all weekend. The student should think about ways to stay socially active.
No Eye Contact	When classmates talk to a student, the student keeps looking at their phone and does not respond. Others begin to feel ignored. The student needs to practise respectful communication.
Missing Out on a Team	A student wants friends but refuses to join clubs or sports because they prefer staying online. This situation shows how participating in activities can help build friendships.
Texting Instead of Talking	Two friends have a misunderstanding through text messages. When they finally talk face-to-face, they realize it was just a mix-up. This highlights the value of in-person communication.
Weekend Without Screens	A student decides to limit screen time for the weekend and goes outside to play. They discover it is easier to make friends and feel happier.

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Curriculum Connection
D1.2

Internet Addiction

Internet Addiction

Internet addiction is when someone spends too much time using the internet or electronic devices, and it starts to affect their daily life. It is when you love playing video games or watching YouTube videos so much that you stop doing other important things like homework, chores, or hanging out with friends and family.

How can you tell if someone has an Internet Addiction?

If you are worried that you or someone you know may be addicted to their devices, there are a few signs to look for. These include:

1) Spending a lot of time on the internet or on electronic devices, even when it interferes with other activities or responsibilities like schoolwork, chores, or socializing.
2) Feeling anxious, irritable, or upset when you cannot use your devices.
3) Using devices to escape from negative emotions or real-life problems.
4) Neglecting personal hygiene or self-care routines offline.
5) Having trouble sleeping or feeling tired during the day because of device use.

PREVIEW



What Can You Do To Avoid An Internet Addiction?

To avoid internet addiction, you can try to:

1) Set limits on your device use and stick to them.
2) Take breaks to do something else, without devices.
3) Spend time with friends and family in person.
4) Find things you enjoy doing that do not involve screens.

It is important to find a balance between using devices for fun and taking care of other important things in your life.

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Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) An internet addiction gets in the way of your daily life.	True	False
2) Internet addiction can hurt your relationship with friends.	True	False
3) An internet addiction is not noticeable to your family.	True	False
4) An internet addiction is not a serious problem.	True	False
5) It is a g[illegible]ea to limit your time on screens.	True	False

Connec[illegible]

[illegible]ou do if you have a friend who is addicted to their devices?



_____

_____

_____

_____

_____

Questions

Answer the questions below using [illegible]x[illegible]and y[illegible]wn ideas.

1) How can you tell if someone has an internet addiction?

_____

_____

_____

2) How much time each day do think is a healthy amount of time to spend on the internet? Explain why.

_____

_____

_____

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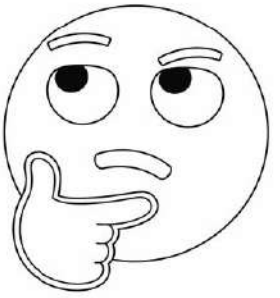
Is It Addiction?

Addiction is a strong uncontrollable urge to do or consume something even when you know it is not good for you.
Examples: alcohol, smoking, drugs, gambling, internet



Decide	Is it addiction – yes or no?

1) Julia an[illegible] friends decide to make a video for their class project instead o[illegible] a poster.	Yes	No
2) Cl[illegible] he[illegible] media pages everyday.	Yes	No
3) Mason thro[illegible] aft[illegible] school because he can't play video games like he [illegible]es.	Yes	No
4) Rob has a meltdow[illegible] he[illegible] down.	Yes	No
5) Sam turns down an invita[illegible] spe[illegible] at his best friend's house because they will not be allow[illegible] or [illegible]es while he is there.	Yes	No
6) Sometimes Tom would rather play a video [illegible] than [illegible] with friends.	Yes	No
7) Ashley has reduced her screen time by stopping h[illegible] 2[illegible] hours before bedtime.	[illegible]	No
8) Aria plays video games when her parents allow her to play.	[illegible]	No
9) Mia quit sports because she needs more time to play video games.	Yes	No
10) Daniel is too busy watching videos to see his family and friends.	Yes	No
11) Leo feels upset when he cannot check his phone.	Yes	No
12) Chloe finishes her homework before using her tablet.	Yes	No
13) Ethan sneaks his device at night to keep playing games.	Yes	No
14) Mia enjoys screen time but still spends time outdoors.	Yes	No
15) Noah gets angry when asked to stop using his device.	Yes	No

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D1.2

Internet Safety – Online Predators

Internet Safety

Online predators are people who use the internet to harm others. They may use social media, chat rooms, or other communication tools to contact kids and make them feel comfortable enough to share personal information or meet in person.

Here are s[illegible]ays to help you stay safe from online predators:

- ☑ Neve[illegible]al information including, your full name, home address, phone n[illegible] or sch[illegible] Never share your passwords with anyone.
- ☑ If someone [illegible]ho[illegible]s to talk to you online, ignore them. Tell a trusted adult about t[illegible]on an[illegible]m the messages you received. Some of these messages could be c[illegible]d sho[illegible] reported to the police.
  People are not always w[illegible] say[illegible]
  Predators may pretend to be child[illegible]
  teenagers to talk to kids online. They may use a fake profile picture.
- ☑ Never arrange to meet someone you met online, even if the person seems nice.
- ☑ Avoid using suggestive screen names or photos. These can re[illegible]d attention from online predators.
- ☑ Set your account to private so only people you approve can see your posts.
- ☑ Never share pictures of yourself or your home with people you do not know.
- ☑ If you ever feel uncomfortable or scared about something that happened online, it's important to talk to a trusted adult, such as a parent or teacher.



Stay safe online by being careful with what you share and who you talk to. If you follow these strategies, you can protect yourself from online predators and enjoy using technology safely.

PREVIEW

Name: _____ 29

Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) Always be polite and respond to anyone who messages you online.	True	False
2) Adults do not scam children online.	True	False
3) Chat rooms about kids games are a safe place to meet new friends.	True	False
4) Having your account set to private helps keep you safe.	True	False
5) You sho ways tell your parents which sites you are visiting.	True	False

Que ng

three questions you have after reading the text.

1)	
2)	
3)	

Questions

Answer the questions below using ev ro e ext

1) Why is it important to ignore online messages from strangers?

_____

_____

_____

2) What should you do if you get a message from a stranger on your social media?

_____

_____

_____

PREVIEW

Name: _____ 30

Curriculum Connection
D1.2

Cyber Safety Shield: Spot the Tricks!

Objective What are we learning about?

Students will identify common tricks cyber predators use to lure people online and learn how to stay safe when communicating on the internet.

Materials will you need for the activity?

- Cy Safety rksheet
- Pencil
- Crayons o (opti



Instructions How will yo te th ?

1. Carefully look at the picture in t nter of This picture reminds us that people we meet online may not alw hon who they really are.
2. The shield is divided into sections. In each section, on her predator might use to lure kids online.
3. As you write, think about ways strangers might try to gain your trust, such as pretending to be your age, offering gifts, asking personal questions, or telling you to keep secrets.
4. When all sections are complete, choose one trick you wrote and explain how you can stay safe from it. Write what you should do, such as ignoring the message, blocking the person, or telling a trusted adult right away.
5. Be prepared to share one of your answers with the class if your teacher asks.

PREVIEW

Name: _____ 31

Curriculum Connection
D1.2

Cyber Safety Shield: Spot the Tricks!



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Curriculum Connection
D1.2

Exit Cards

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

Name: _____

Check the actions that help you stay safe online.

1) Sharing your password	
2) Telling a trusted adult	
3) Keeping information private	
4) Meeting someone online	
5) Blocking or reporting a user	
6) Accepting messages from strangers	

Name: _____

Check the actions that help you stay safe online.

1) Sharing your password	
2) Telling a trusted adult	
3) Keeping information private	
4) Meeting someone online	
5) Blocking or reporting a user	
6) Accepting messages from strangers	

Name: _____

Check the actions that help you stay safe online.

1) Sharing your password	
2) Telling a trusted adult	
3) Keeping information private	
4) Meeting someone online	
5) Blocking or reporting a user	
6) Accepting messages from strangers	

Name: _____

Check the actions that help you stay safe online.

1) Sharing your password	
2) Telling a trusted adult	
3) Keeping information private	
4) Meeting someone online	
5) Blocking or reporting a user	
6) Accepting messages from strangers	

PREVIEW

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D1.2

Internet – Self-Esteem

Your Online Posts



Sometimes you post a picture or a message on social media and you really want people to like it. Maybe you even feel happy when you get a lot of likes, and maybe you feel sad or disappointed when you don't get as many likes.

Some people start to care too much about their likes online. They might start comparing themselves to other people and feel bad about themselves, if they see that someone else has more followers than they do.

PREVIEW

Your Self-Esteem

Being disappointed in the reactions to your online posts can start to make you feel sad or anxious, and it can make you start to think you are not as good as other people. You might feel like you need to change yourself or try to be more like other people, in order to get more likes and followers.

But the truth is, the number of likes and followers you have online does not really say anything about who you are as a person. It is just a number, and it is not worth feeling bad about yourself because of it.

Focus On The Positives

Remember that while social media can be fun and a good way to connect with friends, it is not everything. It is important to focus on the things that make you happy and feel good about yourself, and not to worry too much about how many likes you get or how you compare to other people.

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Name: _____ 40

Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) Tracking likes compared to friends is a good idea.	True	False
2) Comparing yourself to others can make you feel bad.	True	False
3) You should change yourself to get more likes.	True	False
4) Social media is not always real.	True	False
5) Take a b[illegible]if social media makes you anxious.	True	False

Smart Cl[illegible]

[illegible] next to the choices that protect self-esteem online.

❑ Limiting yo[illegible] time	❑ [illegible]ke breaks from social	❑ Focus on your strengths
❑ Comparing yourself[illegible] others	❑ [illegible]ost t[illegible]ess [illegible]urs[illegible]	❑ Follow positive accounts
❑ Read negative comments repeatedly	❑ Talk[illegible]sted a[illegible]	❑ Believe that others have perfect lives
❑ Block hurtful users	❑ Compare yo[illegible]o influencers	❑ [illegible]ember photos can [illegible]d

Questions

Answer the questions below.

1) When you use your device are there any times when you feel sad a[illegible]ious? Explain.

_____

_____

_____

2) Besides being on screens, name 3 things you enjoy doing most.

_____

_____

_____

PREVIEW

Name: _____ 41

Curriculum Connection
D1.2

Activity – Post What Makes You Proud

Objective What are we learning about?

Help students understand that their self-esteem comes from their strengths, interests, and positive experiences rather than online approval. Students will express w[illegible]makes them happy and confident through drawing and class sharing.

Mater[illegible] [illegible]ou need for the activity?

- Instagram[illegible]late
- Pencil
- Crayons, coloured pencil[illegible]ark
- Eraser



PREVIEW

Instructions How will you complete the acti[illegible]

1. Think about the things that make you feel confident, p[illegible]d, a[illegible]t who you are. Remember, your self-esteem is not based on [illegible]er's.
2. Inside the large post box, draw yourself or draw something that makes you feel happy and good about yourself. This could be a hobby, a talent, spending time with family or friends, helping others, or something you are proud of.
3. Take your time to add details and colour your drawing neatly.
4. When finished, be ready to share your drawing with the class and explain why it makes you feel happy and confident.

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D1.2



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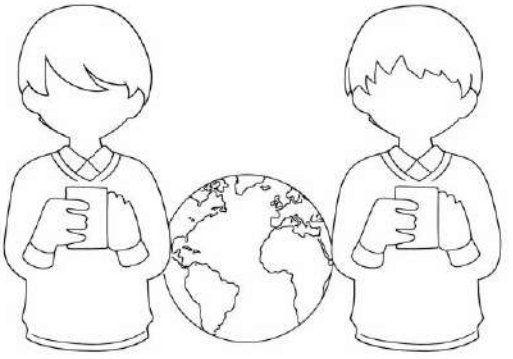
Curriculum Connection
D1.2

Healthy Ways to Use Communication Technology

Healthy Ways to Use Communication Technology

If we use our devices too much there are many negative effects, but communication technology can be used in many ways to support your mental health. Here are a few examples:



1) Conne[illegible]ith friends and family: Communication techn[illegible] help you stay in touch with loved o[illegible]ot see them in person. You ca[illegible] video[illegible]ssaging apps to talk to friends a[illegible]are u[illegible] and show each other what you [illegible]doing.

2) Learn new things: The[illegible]bsite[illegible]d videos that can teach you new skills or help you learn about topi[illegible] that [illegible]ning new things can help you feel more confident and capable.

3) Relax and unwind: There are apps and we[illegible]hat [illegible]relax and reduce stress. You can try meditation or listen to calmin[illegible].

4) Express yourself: Communication technology can be a g[illegible]t w[illegible]rself creatively. You can use social media to share your artwork, w[illegible] with others.

5) Seek help if needed: If you are feeling sad, anxious, or overwhelmed, reach out for help. There are many resources like Kids Help Phone, where you can get support and advice from trained professionals.

It is important to use communication technology in a balanced way. Take breaks, get outside, move your body, and spend time with friends and family in person. If you feel sad, worried, or upset, talk to a trusted adult. They can help you feel better and find ways to cope with problems you are having.

PREVIEW

Name: _____ 44

Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) It is important to balance screen time with friends.	True	False
2) You can learn new hobbies from watching videos.	True	False
3) Watching videos is never a waste of time.	True	False
4) Watching nature videos is a good substitute for being outside.	True	False
5) Devices can help you relax with music.	True	False

Connect

3 things you have learned to do from watching videos on the internet.

1)	
2)	
3)	

Questions

Answer the questions below using complete sentences.

1) Do you use your device to stay in touch with someone you do not live with? Explain.

_____

_____

_____

2) What skill would you like to learn that you could learn from watching on-line instruction videos?

_____

_____

_____

PREVIEW

Name: _____ 45

Curriculum Connection
D1.2

Activity – Power of Positive Technology Use

Observations	How are you using communication technology in a healthy way?

	How I Used Technology in a Healthy Way	How It Helped Me Feel
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

PREVIEW

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Name: _____ 51

Curriculum Connection
D1.3

Bullying

Bullying

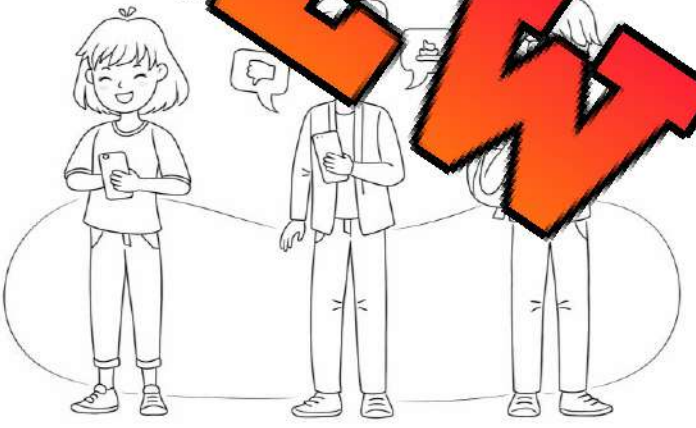
Bullying is when someone repeatedly does or says things that are mean or hurtful to another person on purpose. This could be spreading rumors or saying mean things, making fun of someone or calling them names, or physically hurting them.

What Is The Difference Between Bullying and Having a Disagreement?

There are times when we all have disagreements with our friends. We may say something mean to a friend because we are upset. In the heat of the moment, we might even push a friend. Is this bullying?

For a behaviour to be bullying, it has to have 3 things including:

1) It must be repetitive. One incident is not bullying.
2) A bully has more power either because they are older, stronger, more popular or have more influence for some reason.
3) The bully must want to cause harm to the person they are bullying.



Types of Bullying

There are four types of bullying:

- Verbal Bullying
- Physical Bullying
- Social Bullying
- Cyberbullying

All forms of bullying are wrong and can cause harm to the person who is being bullied. If you or someone you know is being bullied, tell a trusted adult, so they can help. It is important to stand up for yourself and others who are getting bullied. Remember, everyone deserves to be treated with kindness and respect.

PREVIEW

Name: _____ 52

Curriculum Connection
D1.3

True or False

Is the statement true or false?

1) If your best friend disagrees with you they are bullying you.	True	False
2) If someone accidentally trips you, that is physical bullying.	True	False
3) Bullying happens repeatedly.	True	False
4) Bullies [illegible]rying to harm the person they are bullying.	True	False
5) Bullie[illegible] than their victims in some way.	True	False

Buddy or Bully

[illegible] 👍 if it shows a buddy and 👎 if it shows a bully.

1	Listens when oth[illegible]eaki[illegible]espects their ideas.	👍	👎
2	Laughs at someone whe[illegible]ey m[illegible]	👍	👎
3	Shares materials and lets every[illegible] take t[illegible]	👍	👎
4	Leaves others out on purpose during ga[illegible]	👍	👎
5	Uses kind words to encourage classmates.	👍	👎
6	Makes fun of someone to get others to laugh.	👍	👎
7	Offers help when a classmate is struggling.	👍	👎

PREVIEW

Question

What is bullying? Give an example.

_____

_____

_____

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Curriculum Connection
D1.3

Am I A Bully?

Put a ✓ in the YES or NO column to show if you have done the behaviour. After finishing, think about one behaviour you can improve to help create a safer and more respectful classroom.

Do You Do This?	Yes	No
Do you keep saying or writing mean things after being asked to stop?		
Do you hurt someone by hitting, pushing, or kicking?		
Do you leave someone out on purpose?		
Do you [illegible] to get people to laugh?		
Do you spread or tell secrets that are not yours to share?		
Do you send unkind messages?		
Do you take or damage someone else's [illegible]?		
Do you threaten someone, so they will [illegible]?		
Do you encourage others to stop being friends with someone?		
Do you ignore someone who needs help?		
Do you tease someone about how they look, talk, or [illegible]		
Do you blame others when you know something was your fault?		
Do you roll your eyes, laugh, or make faces when someone makes a mistake?		
Do you interrupt others or refuse to listen when they are speaking?		
Do you copy what someone says or does to make fun of them?		
Do you exclude someone from games or group work on purpose?		
Do you pressure someone to do something they do not want to do?		
Do you post or share pictures of someone without their permission?		
Do you use a mean nickname for someone after they asked you to stop?		

PREVIEW

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Curriculum Connection
D1.3

Physical Bullying

Physical Bullying



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

- Hitting, kicking, punching and pinching
- Pushing, tripping, spitting
- Taking or breaking something that belongs to you
- Mean words or gestures.

PREVIEW

Where and When Does Physical Bullying Happen?

Physical bullying can happen on the bus, or on the way to school. It can happen wherever and whenever a bully finds the person they want to bully.

Physical bullying is easy to see. It involves the bully hitting the victim. Physical bullying usually happens when adults are around.

Effects of Bullying

There are many negative effects of bullying including:

- It hurts the victim
- The victim and the bully often get, depression and anxiety
- Loss of sleep or loss of appetite and absences from school
- The bullied child often avoids other children and gets lonely
- Bullies often have relationship problems and difficulty holding a job later in life.
- Bullies have more drug and alcohol issues, and trouble with the law later in life.

What Can You Do?

- Tell a trusted adult, a parent, teacher, bus driver or friends.
- Because bullies are more powerful, it is not recommended to fight back. Instead, get help from an adult.

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Curriculum Connection
D1.3

Questions

Answer the questions below using evidence from the text

1) What is physical bullying?

2) Where [illegible]hen does physical bullying happen?

PREVIEW

Making Connections

Dr[illegible]example[illegible]ical bullying you have seen. How did it make y[illegible]?

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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Curriculum Connection
D2.2

Activity - Hands Against Bullying

Objective

What are we learning about?

Help students understand their role in preventing physical bullying and all forms of bullying by making personal pledges that promote kindness, respect, and safety in the cla om.

Materia

you need for the activity?

- Hand ple et
- Pencil
- Crayons, coloured mar
- Scissors (if students wil ut
- Glue or tape for posting on the b board or wall



PREVIEW

Instructions

How will you complete the activity?

1. Think about how you can help stop physical bullying and a ng at school.
2. Inside each hand, write one promise you will make to help create a safer and kinder environment for everyone.
3. Your pledges may include actions such as using kind words, respecting others, standing up for someone who needs help, refusing to hurt others, and telling a trusted adult if you see bullying.
4. Take your time to write meaningful promises that you will truly try to follow.
5. When finished, cut out your hand pledges if needed and paste them on the classroom bulletin board or wall as a reminder of your commitment to stop bullying and choose kindness every day.

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Curriculum Connection
D1.3

Activity - Hands Against Bullying



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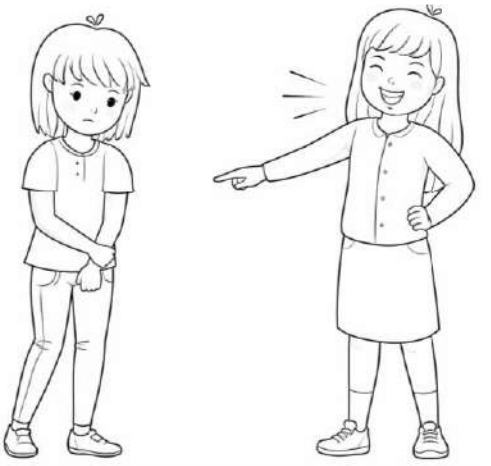
D1.3

Verbal Bullying

What is Verbal Bullying?

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

- Teasing or name-calling
- Threa[illegible] to hurt you
- Inap[illegible] sexual comments



Hidden [illegible]lying

Verbal bullying [illegible]r to s[illegible]hysical bullying. It is most often done when adults are not pres[illegible]

Effects of Verbal Bullying

Verbal bullying is very harmful beca[illegible] can af[illegible]w the person being bullied feels about themselves. Verbal bullying can [illegible]anxie[illegible]pression for the person being bullied. Often when someone is b[illegible]g b[illegible]n[illegible] the social settings where bullying occurs which leads to them b[illegible]re s[illegible]y is[illegible]ated.

Strategies If You Or Someone You Know Is Being Bullied

- ❑ Look confident and smile. Bullies are looking for someone weake[illegible] bully.
- ❑ Because the bully is stronger in some way, than the victim the best thing to do is tell an adult. If the first adult you tell cannot or will not help, tell another adult until you find someone who will help.
- ❑ Ignore the bully if possible. Try not to respond to the bully with tears or fearful actions. When bullies do not get a response, they often lose interest. This does not mean you should handle being bullied by yourself. Ask a trusted adult for help. The bully needs to take responsibility for their bad behaviour.

PREVIEW

Name: _____ 60

Curriculum Connection
D1.3

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 [illegible] good reason for bullying others.	True	False
5) It is [illegible] being bullied.	True	False

PREVIEW

Connecting

[illegible] and stones may break my bones, but names will [illegible] hurt [illegible] think this is true? Why or why not?

Stop A Bully

What could you say to a verbal bully to stop [illegible]



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Curriculum Connection
D1.3

Activity: My Voice, My Shield!

Objective

What are we learning about?

Help students identify positive strategies that can protect them from verbal bullying and build confidence when responding to unkind words.

Material

you need for the activity?

- Verbal Bu... nee...
- Pencil
- Crayons, coloured p... mar...



Instructions

How will you complete... ...vity?

1. Look carefully at the circles on the pag... ...h cir... ...nts a piece of your personal protection shield that can h... ...se... ...verbal bullying.

2. Inside each circle, write, draw, or colour something that ca... ...ou from hurtful or unkind words. Think about positive actions ... ..., people you can trust, and strategies that help you stay strong and con... ... You may include ideas such as telling a trusted adult, staying close to supportive friends, walking away from the situation, speaking up respectfully, ignoring the bully, or reminding yourself that you are important and valued.

3. Take your time to add details and colour your work neatly. Your shield should show the many ways you can protect yourself and maintain a positive sense of self even when others say unkind things.

4. When you finish, be ready to share one strategy from your shield with the class and explain how it can help you handle verbal bullying safely and confidently. Remember, asking for help is always a strong and smart choice.

PREVIEW

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Curriculum Connection
D1.3

Verbal Bullying



PREVIEW



Name: _____ 63

Curriculum Connection
D1.3



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Name: _____ 64

Curriculum Connection
D1.3

Cyberbullying

Cyberbullying

Cyberbullying is when someone uses the internet or phone to be mean or hurtful to someone else. This can include things like:

- Sending mean or threatening messages to someone.
- Posting hurtful comments or pictures online.
- Spreading rumors or lies about someone online.
- Excluding someone from online groups or activities.
- Pretending to be someone online in order to trick or hurt someone.



How Is Cyberbullying Harmful?

Cyberbullying can be very upsetting and can make someone feel embarrassed, scared or sad. Cyberbullying is harmful even when there is no physical contact for a few reasons:

- It happens 24/7: Unlike bullying, which happens in person, cyberbullying is there every time you use your device and continues day and night.
- It can be anonymous: This makes it harder to identify who is behind them. More people can see the messages online, making the victim feel more embarrassed.
- It can affect mental health: Cyberbullying can have serious effects on a person's mental health, including anxiety, depression, and even suicidal thoughts. This is because cyberbullying can make a person feel isolated, helpless, and worthless.

What Can You Do?

Even though cyberbullying happens online, it can hurt the victim. Talk to a trusted adult if you or someone you know is being affected by cyberbullying. It can happen to anyone, and it can be hard to know how to stop it without help.

Remember, no one deserves to be bullied, and it is always okay to ask for help.

PREVIEW

Name: _____ 65

Curriculum Connection
D1.3

True or False

Is the statement true or false?

1) Cyberbullying is not serious if people don't know you.	True	False
2) Cyberbullying can affect your mental health.	True	False
3) It is okay to give your password to your best friend.	True	False
4) You should not tell about cyberbullying because your parent may take your device.	True	False
5) I do not [illegible] about posting private pictures because Facebook will protect [illegible]	True	False

Questioning

[illegible] things cyberbullies will do.

1)	
2)	
3)	
4)	
5)	

PREVIEW

Questions

Answer the questions below using evidence from the [illegible]adings

1) Why is cyberbullying so harmful?

_____

_____

2) What is a strategy for dealing with cyberbullying?

_____

_____

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Name: _____ 66

Curriculum Connection
D1.3

Fact or Fiction – Understanding Cyberbullying

Objective

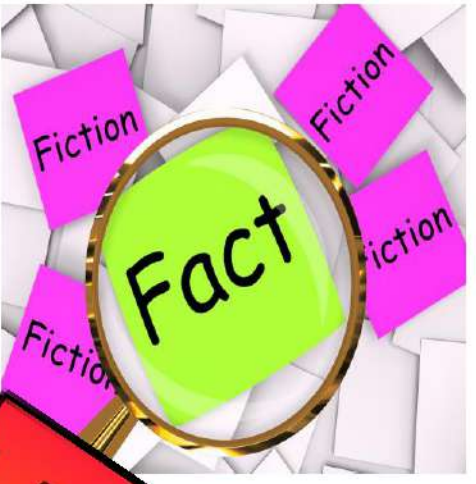
What are we learning about?

To help students recognize what cyberbullying is, understand how it can harm others, and learn safe and responsible online behaviours.

Materials

What will you need for the activity?

- A list of cyberbullying statements Fact or Fiction
- "Fact" and "Fiction" signs
- Open space in the classroom or hallway
- Tape or markers to label each side of the room



PREVIEW

Instructions

How will you complete the activity?

1. Your teacher will read different statements about cyberbullying carefully to each one.
2. Think about whether the statement is true (Fact) or false (Fiction).
3. If you believe the statement is true, walk to the Fact side of the room.
4. If you believe the statement is false, move to the Fiction side.
5. Stay on your chosen side and be ready to explain your thinking if asked.
6. Your teacher will reveal the correct answer and briefly explain why it is fact or fiction.
7. Return to your seat and get ready for the next statement.

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Curriculum Connection
D1.3

Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Cyberbullying only happens on social media.	Fiction
2	Sending hurtful messages online can be cyberbullying.	Fact
3	Posting mean comments online can hurt someone's feelings.	Fact
4	Cyb lying stops once you turn off your device.	Fiction
5	C an happen any time of the day or night.	Fact
6	kay to hours online if many people are doing it.	Fiction
7	Cyberb ake eone feel sad, scared, or embarra	Fact
8	Cyberbullying f e ental health.	Fact
9	Only strangers can bull	Fiction
10	Blocking someone online an h ct om cyberbullying.	Fact
11	Saving messages or screenshots can h en re cyberbullying.	Fact
12	Liking or sharing a mean post does not coun cyberbullying.	Fiction
13	Making fun of someone in a group chat is not cyberbully	n
14	Ignoring cyberbullying will always make it go away.	Fiction
15	Everyone deserves to feel safe and respected online.	Fact
16	Sharing private information about someone online is harmless.	Fiction
17	Telling a trusted adult can help stop cyberbullying.	Fact
18	Pretending to be someone else online can be used to trick people.	Fact
19	Cyberbullying only happens once or twice.	Fiction
20	Cyberbullying is less serious than face-to-face bullying.	Fiction

PREVIEW

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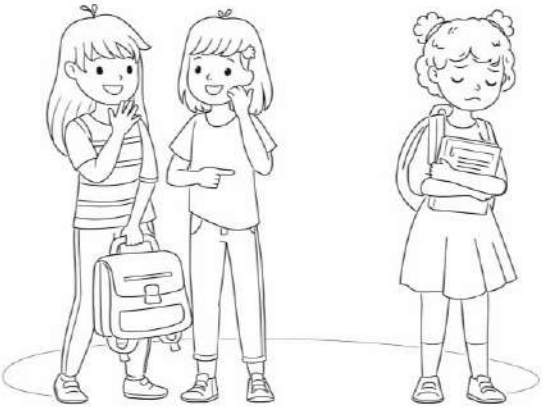
Social Bullying

Social Bullying

Social bullying involves excluding someone from a group or spreading rumors or gossip about them. Social bullying damages someone's reputation or relationships.

Social bullying includes:



- Leavi[illegible]eone out on purpose
- Spre[illegible]s about someone
- E[illegible]assing[illegible] in public
- Telling oth[illegible] fri[illegible]s with someone

PREVIEW

Bystanders

Most bullying happens in [illegible]othe[illegible]eans there are bystanders who allow the bullying to happen. If you s[illegible]g bullied, you can:

1) **Be a Buddy**. Let the person being [illegible]tied kn[illegible]and you are a friend.
2) **Interrupt.** Say, "let's go" and walk away[illegible]e pe[illegible]bullied.
3) **Speak Out.** Say, "that's mean, don't do that"
4) **Tell Someone.** When you tell, about bullying it is [illegible]ng[illegible] 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, but this is 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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D1.3

True or False

Is the statement true or false?

1) Spreading rumours about someone is called verbal bullying.	True	False
2) Being excluded once is social bullying.	True	False
3) We shouldn't Ignore bullying when we see it.	True	False
4) People who disagree with us are bullies.	True	False
5) When y[illegible]t someone who is a bully you are a tattletale.	True	False

Connecting

Have [illegible]been a bystander when someone was being bullied? What di[illegible] Wh[illegible]did you do? What would you do now that you know m[illegible]

_____

_____

_____

_____

Feelings

List or draw the emotions you might feel wh[illegible]ou[illegible]d treated kindly versus when you are left out or bull[illegible]

Included		

Bullied		

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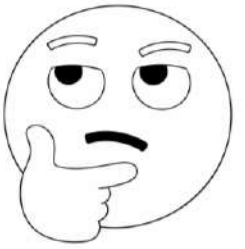
Curriculum Connection
D1.3

Is It Bullying?



Definition	Bullying is behavior that happens several times, is one-sided, mean, and done on purpose to hurt someone.

Decide	Is it bullying – yes or no?

1) Julia and her friends decide not to include Sofia in their group, so they ignore her when she asks to join their game.	Yes	No
2) Claire [illegible] with Emma. Emma got a new black winter coat. Claire [illegible] old pink one better. Emma's feelings are hurt.	Yes	No
3) Jason and good [illegible]tt has trouble finishing assignments on time. They sit next to [illegible] When Matt gets a chance he breaks the points off of Jason's [illegible] and [illegible]ons.	Yes	No
4) Blake is the goalie [illegible] they lose a game his team members send him mean [illegible] He is [illegible] tell his parents or coach.	Yes	No
5) Everyday when they get off the bus C[illegible]eps o[illegible]eet.	Yes	No
6) Meg and 3 classmates are doing a dance for a cl[illegible]roject[illegible]are practicing at recess. Alice who usually plays wit[illegible] girls [illegible] another class asks to join. Meg says no, she can wa[illegible]e suggestions but she can't be in the dance.	Yes	No
7) Paul pushes Will every time he sees him in the hall. Will [illegible] not door to come in so he can avoid Paul.	Yes	No
8) James is upset with Michael. He finds it hard to tell Michael what is bothering him so he sends him a text telling Michael that he is very angry with him.	Yes	No
9) Becky and Melissa get into an argument and call each other names.	Yes	No
10) Ann, Jill, Beth and Carrie are good friends. Ann, Jill and Beth all like a new song best. Carrie disagrees and still likes their favourite song from a few months ago, best. Carrie won't say she likes the new song best even though her friends try repeatedly to convince her.	Yes	No
11) John and Cam are good friends. One day they are playing and John trips. Cam starts to laugh. John gets mad and shoves Cam.	Yes	No
12) Kayla is upset because almost everyday, when she is at school someone puts garbage into her backpack. She does not know who is doing this.	Yes	No

PREVIEW

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Curriculum Connection
D1.3

Types of Bullying

Scenarios

Read the scenario and circle which type of bullying it is

1) Jason pulls Jen's hair whenever he gets near her.	Verbal	Physical	Social	Cyber
2) Paul takes embarrassing pictures of Peter and posts them online with rude comments.	Verbal	Physical	Social	Cyber
3) Jack alw[illegible]vites everyone but Nick to play tag.	Verbal	Physical	Social	Cyber
4) Kelly p[illegible]m in the shoulder every time he gets c[illegible]	Verbal	Physical	Social	Cyber
5) Lucas [illegible]otosho[illegible] Noah and posts them.	Verbal	Physical	Social	Cyber
6) Ava always t[illegible]a for [illegible]ast in races.	Verbal	Physical	Social	Cyber
7) Mike kicks Sam's b[illegible]ack[illegible]s it on the floor.	Verbal	Physical	Social	Cyber
8) Avery and her grade 4 friends[illegible]ays the yard together but they never invite t[illegible]al classmate, Sarah.		Physical	Social	Cyber
9) Max writes insults about Zoe on a wall at sch[illegible]	Verb[illegible]al		Social	Cyber
10) Levi spreads rumours about Logan to his friends through text messages.	[illegible]	Physi[illegible]	ocial	Cyber

PREVIEW

Your Turn

Write an example of each type of bully[illegible]

Verbal	
Physical	
Social	
Cyber	

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D1.3

Exit Cards

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

Name: _____

Does this show a kind and fair action?

1) Including someone who is left out of a group	Yes	No
2) Spreading rumors about a classmate	Yes	No
3) Telling others not to be friends with someone	Yes	No
4) Standing up for someone being embarrassed	Yes	No
5) Leaving someone out on purpose	Yes	No

Name: _____

Does this show a kind and fair action?

1) Including someone who is left out of a group	Yes	No
2) Spreading rumors about a classmate	Yes	No
3) Telling others not to be friends with someone	Yes	No
4) Standing up for someone being embarrassed	Yes	No
5) Leaving someone out on purpose	Yes	No

Name: _____

Does this show a kind and fair action?

1) Including someone who is left out of a group	Yes	No
2) Spreading rumors about a classmate	Yes	No
3) Telling others not to be friends with someone	Yes	No
4) Standing up for someone being embarrassed	Yes	No
5) Leaving someone out on purpose	Yes	No

Name: _____

Does this show a kind and fair action?

1) Including someone who is left out of a group	Yes	No
2) Spreading rumors about a classmate	Yes	No
3) Telling others not to be friends with someone	Yes	No
4) Standing up for someone being embarrassed	Yes	No
5) Leaving someone out on purpose	Yes	No

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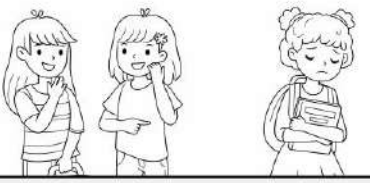
D1.3

Bystanders



Reflect How does it feel to be a Bullying Bystander?

1) Write about how it feels to watch someone else being bullied. Choose at least 5 different feeling words. Explain what causes the feeling.

_____

_____

_____

_____

_____

2) List 3 reasons why you [illegible].

1	
2	
3	

3) What could you have done? What will you do next time?

_____

_____

_____

4) Write an anti-bullying slogan.

_____

_____

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D1.3

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 two friend[illegible]uping up and telling a bully to stop is an effective way to stop the bullying becau[illegible]lly will see that you have power, and the imbalance will be gone. In addi[illegible] If a buddy is being bullied, help them out.

4) Ign[illegible]the bul[illegible]can, ignore the bully because they will often stop if they do not get a r[illegible]f y[illegible]

5) Tell an adult – [illegible]are b[illegible], you should always tell an adult. Tell an adult you trust, as they [illegible]serves to be bullied! Adults understand this and will help you wit[illegible]bullying [illegible]. This is not tattling as bullying is not a small problem!

PREVIEW

Scenarios Role Play

How would you deal with t[illegible]ully? R[illegible]mbe[illegible]ou should not bully back! Write your answers below. P[illegible]ay yo[illegible]nse with a group.

1) A bully keeps kicking, tripping, punching and shoving [illegible] the te[illegible]s not 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 do not like.

_____

_____

_____

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D1.3

Identity-Based Bullying

Identity-Based Bullying

Identity-based bullying is when someone is mean or hurtful to another person because of something that makes them different from the bully. For example, someone might be bullied because of their race, religion, gender, ability, appearance, weight, size, how much money their family has, or sexual orientation.

Identity-based bullying is wrong and hurtful because it targets someone for something that they cannot control, like the color of their skin or where they were born.



PREVIEW

What Can You Do About Identity-Based Bullying?

There are ways to stop identity-based bullying, including:

1) Speak up: tell a trusted adult. Let the person being bullied know you support them, and that bullying is not okay.
2) Be an ally: to the person being bullied and encourage them to do the same.
3) Education: Learn about different identities so you understand and value diversity.
4) Practice kindness and inclusion: Be kind to everyone and include others. Everyone deserves to be treated with respect and kindness. Remember that our differences are what make us unique and special.

What Can You Do If You Are Being Bullied?

1) Talk to someone: It's important to talk to a trusted adult.
2) Stand up for yourself: let the bully know their behavior is not okay.
3) Surround yourself with positive people who accept you for who you are.
4) Take care of yourself physically and emotionally. Make sure you get enough sleep, eat healthy foods, and do things that make you happy.

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D1.3

Questions

Answer the questions below using evidence from the text.

1) What is identity-based bullying?

_____

_____

_____

2) What ca[illegible]do about identity-based bullying?

_____

_____

_____

PREVIEW

True or False

Is the[illegible]nt tru[illegible]e?

1. Identity-based bullying is when you [illegible]ied b[illegible]of something about yourself that you cannot change.	True	False
2. Identity-based bullies do not respect diversi[illegible]	True	False
3. We should all try to be more alike so there would [illegible]dentity-based bullies.	True	False
4. Our differences make us each special.	[illegible]	False
5. If someone else is being bullied you should mind your own business.	[illegible]ue	False

Word Search

Find the words in the wordsearch

Identity	Appearance
Race	Diversity
Gender	Ability
Religion	Ally
Culture	Respect

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

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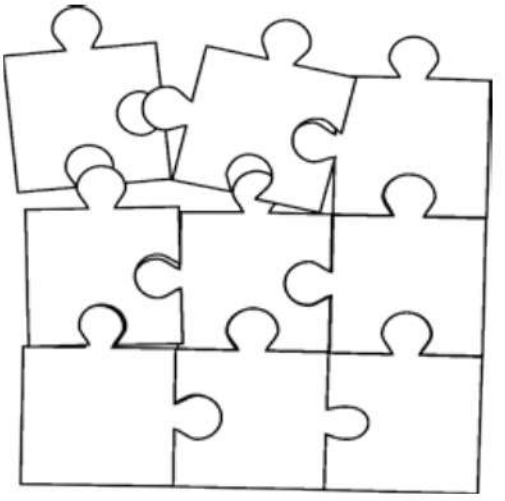
D1.3

Activity – Identity Puzzle

Materials

What do we need for our activity?



- Blank puzzle pieces – the template for a puzzle is on the next page. It can be enlarged. Only one puzzle is needed with pieces to be cut out and distribu[illegible]ne to each student.
- Marker[illegible] – Index cards or small slips of paper

PREVIEW

Method

co[illegible]te the activity?

1) Give each child [illegible] some markers or pens.

2) On the index cards or s[illegible]ps [illegible] different identities (e.g. race, religion, gender, sexual or[illegible]tatio[illegible] [illegible]ld the slips of paper and put them in a bowl or hat.

3) Have each child choose an identity from [illegible]wl/ha[illegible] showing anyone else.

4) Ask the children to draw or write on their puzzle p[illegible] th[illegible]ab[illegible]t their identity and what it means to them. Encourage them t[illegible]e cr[illegible]s themselves freely.

5) Once they have finished decorating their puzzle pieces, have them [illegible]are with the group what identity they chose and what they drew or wrote on their puzzle piece.

6) As a group, discuss how people can be bullied because of their identities and how it feels to be bullied. You can also talk about ways to stand up to bullying and promote kindness and respect for all identities.

7) Finally, have the children fit their puzzle pieces together to form a larger puzzle. This activity can emphasize how all of our different identities come together to make us unique and special, and that we should celebrate and respect each other's differences.

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Curriculum Connection
D2.2

Decision Making Process

Decision Making Process

As you get older you can make some decisions for yourself. Here are the steps in a decision-making process that will help you consider your own safety and well-being when you decide about whether to do something:

1. Ident[illegible]ecision: Are any safety considerations involved? For example, "[illegible]ke to the park?"

2. Gather in[illegible]out the decision and any safety conc[illegible]or ex[illegible] much traffic is on the route to the pa[illegible]ere bi[illegible]s or sidewalks? Does your helmet fit pr[illegible]



3. List your options: For example, [illegible]ld ride[illegible] the park, or I could ask my parents to d[illegible] ther[illegible]."

4. Weigh the pros and cons: Think about the adva[illegible]nd dis[illegible]ntages of each option, with a focus on safety. For example, rid[illegible] you[illegible] fun and good exercise, but it could also be dangerous. On the [illegible]sking your parents to drive you might be less physically active, but it [illegible]ld be safer.

5. Make a decision: Based on the information you have gathered and the options you have considered, choose the option that seems safest to you.

6. Evaluate the outcome: After you have acted, reflect on how things turned out. Did you make a safe decision? What could you have done differently to be even safer? This can help you learn and make even better decisions in the future.

Remember, safety should always be a top priority when making decisions!

PREVIEW

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Curriculum Connection
D2.2

Decision Making Process - 1

Activity – Decision Making Process: When you make a decision, there is a process you go through. Safety should always be a consideration. Read the scenario below and work through the decision process making notes beside each step.

Scenario: You want to meet your friends at a park 10 blocks from your house. How will you get there?		
Identify the decision		
Gather information Consider risks		
List your options		
Weigh the pros and cons	**Pros**	
Make a decision		
Evaluate the outcome		

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Curriculum Connection
D2.2

Decision Making Process - 5

Make up a scenario or use a decision you made recently to complete the form.		
Scenario		
Identify t decisio		
Gat information Consider risks		
List your options		
Weigh the pros and cons	**Pros**	**s**
Make a decision		
Evaluate the outcome		

PREVIEW

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Unit Test – Personal Safety

Multiple Choice /10

1. Overuse of communication technology can cause unhealthy sleep because: a) you get over tired from watching screens. b) of the blue light coming from the screens. c) Your frien[illegible]end texts all night.- d) All of th[illegible]	2. What social skills do we use in person that we do not use online? a) making eye contact. b) reading body language. c) using appropriate tone of voice. d) All of the above
3. To aw[illegible]cts of using comm[illegible]on techn[illegible]should, a) only use facetim[illegible] b) take one day o[illegible]eens c) balance on-line and [illegible] communication. d) All of the above	4. Communication technology can be used to: a) Connect with friends and family b) Find help if you need it.) Learn new things [illegible]f the above
5. Using can communication technology c[illegible] a) addicting. b) a negative effect on your self-esteem. c) A negative effect on your relationships. d) All of the above	. You [illegible]be aware of the risks of overuse of co[illegible]echnology because, a[illegible]are p[illegible]line. b) p[illegible]say they are. c) there a[illegible]nlin[illegible]s. d) All of the abo[illegible]
7. Bullying is when someone a) repeatedly calls you names. b) more powerful than you repeatedly hits you. c) repeatedly intends to harm you in some way. d) All of the above	8. Social bullying is w[illegible] a) you exclude someone. b) you like one person better than another. c) always choose the same partner. d) All of the above.
9. Bystanders a) who tell adults about bullying are tattling. b) should keep safe by not speaking up. c) allow bullying to happen. d) All of the above	10. Identity-based bullying is when someone is a) pretending to be someone else. b) bullied because they are different. c) You will not say who you are online. d) All of the above

PREVIEW

Define What do the terms below mean?

Term	Definition – What does it mean?
Internet Addiction	
Cyberbul	
Bul g	

PREVIEW

Short Answer Answ e questio w – Each question is worth 3 marks.

1) What are 3 types of bullying and gi xampl ch

2) What are 3 things you can do if you witness bullying?

3) What are 3 things you can do if you are being bullied?

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

1) What are 5 risks of overuse of communications technology?

2) What are 5 internet safety rules?

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