Workbook Preview

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Grade 3 – Health Unit

Human Development and Sexual Health



	Curriculum Expectations	Pages
D1.4	identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other	7 – 56
D1.5	shape), social-emotional development (e.g., of self-awareness, adaptive skills, social skills), and the development of a healthy body image (e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do)	57 – 72, 77 – 84
D3.3	describe how visible differences (e.g., skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others	51 – 56, 73 – 76, 85 – 90

Preview of 75 pages from this product that contains 130 pages total.

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Healthy Relationship

Healthy Relationships

Healthy relationships are important for our happiness. They can be between friends, family members, or even classmates! These relationships have certain features t ke them strong and positive. Here are a few important ones:

- R y thoughts and feelings are important and should be respected.
- Trust: We should ab s iends to keep their promises and not tell our secrets to others.
- Honesty: Telling the truth, even wh it is ha elps uild trust and respect.
- Kindness: We should be nice to our friends, h n ed it, and use kind words.
- Communication: It is important to talk about o feelings and solve problems together.



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Why Healthy Relationships Matter

Having healthy relationships helps us feel happy, secure, and loved. It is important to treat others how we want to be treated. If a relationship makes us feel bad or uncomfortable, it is important to talk to a trusted adult, like a parent or teacher.

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True or False

Is the statement true or false?

1) Respect is not important in a healthy relationship.	True	False
2) Being kind helps build strong relationships.	True	False
3) Honesty is not necessary in a friendship.	True	False
4) You should treat others how you want to be treated.	True	False
5) It is oka[illegible]ay in a relationship that makes you feel bad.	True	False

Direct[illegible]

[illegible]rds that show a healthy relationship.

Good communication	[illegible]	Bullying	Kindness
Jealousy	Unde[illegible]din	[illegible]pport	Controlling behaviour
Honesty	Lying	[illegible]rust	Cooperation

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Questions

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

1) What are some characteristics of a healthy relationship?

_____

_____

_____

2) Why is it important to have healthy relationships?

_____

_____

_____

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Curriculum Connection
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Activity: Truth or Consequence Game

Objective What are we learning about?



Students will learn about honesty and healthy relationships by deciding whether statements are true or false a[illegible] reflecting on positive choices.

Materi[illegible] [illegible]l you need for the activity?

- List of Tr[illegible] state[illegible] about honesty and healthy relationships
- Small white[illegible]or pa[illegible]
- Markers or penc[illegible]
- Space in the classro[illegible]ht m[illegible]

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

1. Explain to the students that they will be le[illegible]ng [illegible]e[illegible]nd healthy relationships through a fun True or False gam[illegible]
2. Give each student a whiteboard or paper and a marke[illegible] or [illegible]
3. Read one statement aloud to the class.
4. Ask students to decide if the statement is True or False and write their answer.
5. Reveal the correct answer and briefly discuss why it is true or false.
6. Students who answered incorrectly complete a simple and safe consequence,
7. Continue until all statements are finished.
8. At the end of the activity, ask students to share one thing they learned about honesty or healthy relationships.

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True or False Read the statements to the class.

#	Statement	True or False
1	Healthy relationships are based on respect.	True
2	Being kind helps build good relationships.	True
3	It is [illegible] to ignore other people's feelings.	False
4	As[illegible] how they feel can prevent misunderstandings.	True
5	[illegible]thy rela[illegible] mean caring about others.	True
6	Yelling [illegible]ay to [illegible]problems.	False
7	Including eve[illegible] h[illegible]fe space.	True
8	Listening is not impo[illegible]rela[illegible]	False
9	Speaking your thoughts can he[illegible] prob[illegible]	True
10	Respecting boundaries shows care for ot[illegible]	True
11	It is okay to make assumptions about oth[illegible]	False
12	Honest communication helps relationships grow[illegible]	True
13	Healthy relationships only matter at school.	[illegible]e
14	Being honest helps build trust.	True
15	Helping others shows respect.	True
16	You should never say how you feel.	False
17	Listening carefully shows you care.	True
18	Healthy relationships make people feel safe.	True
19	It is okay to be mean if you are upset.	False
20	Respecting yourself is part of a healthy relationship.	True

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Consequence Cards

Cut out the consequences below.

Jumping Jacks	Do 5 jumping jacks.
Arm Stretch	Stretch your arms up to the sky for 10 seconds.
Kin[illegible]	Say one kind word to the class.
Clap Ha[illegible]	Clap your hands 5 times.
Touch Toes	[illegible]ch your toes 3 times.
Deep Breathing	[illegible] breaths.
Thumbs Up	Smil[illegible]give [illegible]
March in Place	March in place [illegible]
One-Foot Hop	Hop on one foot 3 times.
Slow Spin	Spin slowly one time.
Honesty Statement	Say, "I will be honest."
Tooth Brushing Act	Pretend to brush your teeth for 10 seconds.
Neck Stretch	Gently stretch your neck side to side.

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Activities for Building Friendships

Fun Activities for Building Friendships

There are activities we can do to build healthy relationships. Here are a few ideas:

- Play Together: Playing together is a great way to strengthen friendships. Choose games everyone enjoys. Some fun games could be tag or board games like
- Work on a project together can help build cooperation and teamwork. This could be working on a craft at home like a friendship bracelet or
- Sports and Exercise: Sports and exercise are great ways to spend time with friends. This could be playing a game of soccer, going for a bike ride, or even just walking
- Activities for a Rainy Day: You could watch a movie, play a board game, or bake cookies.
- Exploring the Great Outdoors: You could go for a hike or have a picnic.
- Eat Together: Share a meal or snack.
- Communicating: Talking and listening to each other.





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True or False

Is the statement true or false?

1) Playing together strengthens friendships.	True	False
2) It is okay to exclude someone in a game.	True	False
3) We can do fun things indoors on a rainy day.	True	False
4) A healthy relationship involves respect and honesty.	True	False
5) It is not necessary to listen to your friends.	True	False

Think

Put a ✓ by being a good friend and an ✕ if it does not.

1	Sharing your opinions with a classmate	
2	Waiting for your turn to speak	
3	Calling someone a mean name	
4	Helping a friend pick up dropped books	
5	Pushing someone in line	

Questions

Answer the questions below using evidence from

1) Why is it important to choose games that everyone enjoys?

2) What are some ways to show respect to your friends during activities?

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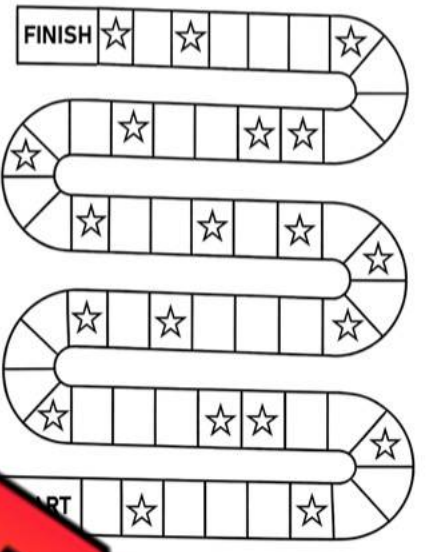
Activity – Good Friend Game

Objective What are we learning more about?

To explore different ways to build friendships, such as showing kindness, communicating clearly, listening to others, working together, and solving problems respectful

Materi we need for our activity?

1) Game bo gr
2) Player to e per
3) One die-per g
4) Question cards- o grou
5) Pencil or marker (op



Instructions How do we complete th xperim

1) Begin by discussing ways people can build e nd at home.
2) Divide the class into groups of 4 or 5 and distr me t group.
3) Place the game board in the centre of the group.
4) Shuffle the question cards and place them face down.
5) Each player chooses a token and places it on START.
6) Players take turns rolling the die and moving their token forwa
7) When a player lands on a star space, they pick a card and read it aloud.
8) The card asks about a way to build friendships, such as helping others, listening, sharing, or solving a problem.
9) The player answers the question or explains what they would do in that situation.
10) Other players listen respectfully and may share ideas if invited.
11) There are no wrong answers. The goal is to learn different ways to build friendships.
12) The game continues until a player reaches the final space.
13) At the end of the games, have students share one new way they can build friendships in real life.

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Question Cards Cut out the question cards below.

Card #	Questions
1	How can playing together help build friendships?
2	What is one game you enjoy playing with friends?
3	w can you include everyone when playing a game?
4	at u do if friends want to play different games?
5	king s help friendships during games?
6	How doe g on ect help friends work together?
7	What is one way o be group work?
8	How can you share ideas kin hen project?
9	What can you do if you and a frie ree a project?
10	How does teamwork help build friendships?
11	How can playing sports with friends build friendships?
12	What does good sportsmanship look like?
13	How can you be kind when playing sports or exercising?
14	What can you do if someone makes a mistake during a game?
15	How can you encourage a friend during sports or play?

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Question Cards Cut out the question cards below.

Card #	Questions
16	What is a fun activity you can do together on a rainy day?
17	How can sharing activities indoors help friendships?
18	What can you do to make sure everyone feels included rs?
19	watching a movie or playing a board game build friend
20	W d c s to make during indoor activities?
21	How can sp time oors help friendships grow?
22	What can you do toget sid have fun?
23	How can you take care of each r d outdoor activities?
24	What does sharing food or snacks nds ?
25	How can eating together help friends talk an
26	What are polite ways to talk during snack or meal me?
27	Why is talking and listening important for friendships?
28	How can you show you are listening to a friend?
29	What can you do if a friend wants to talk about their feelings?
30	What is one activity you want to do more to build friendships?

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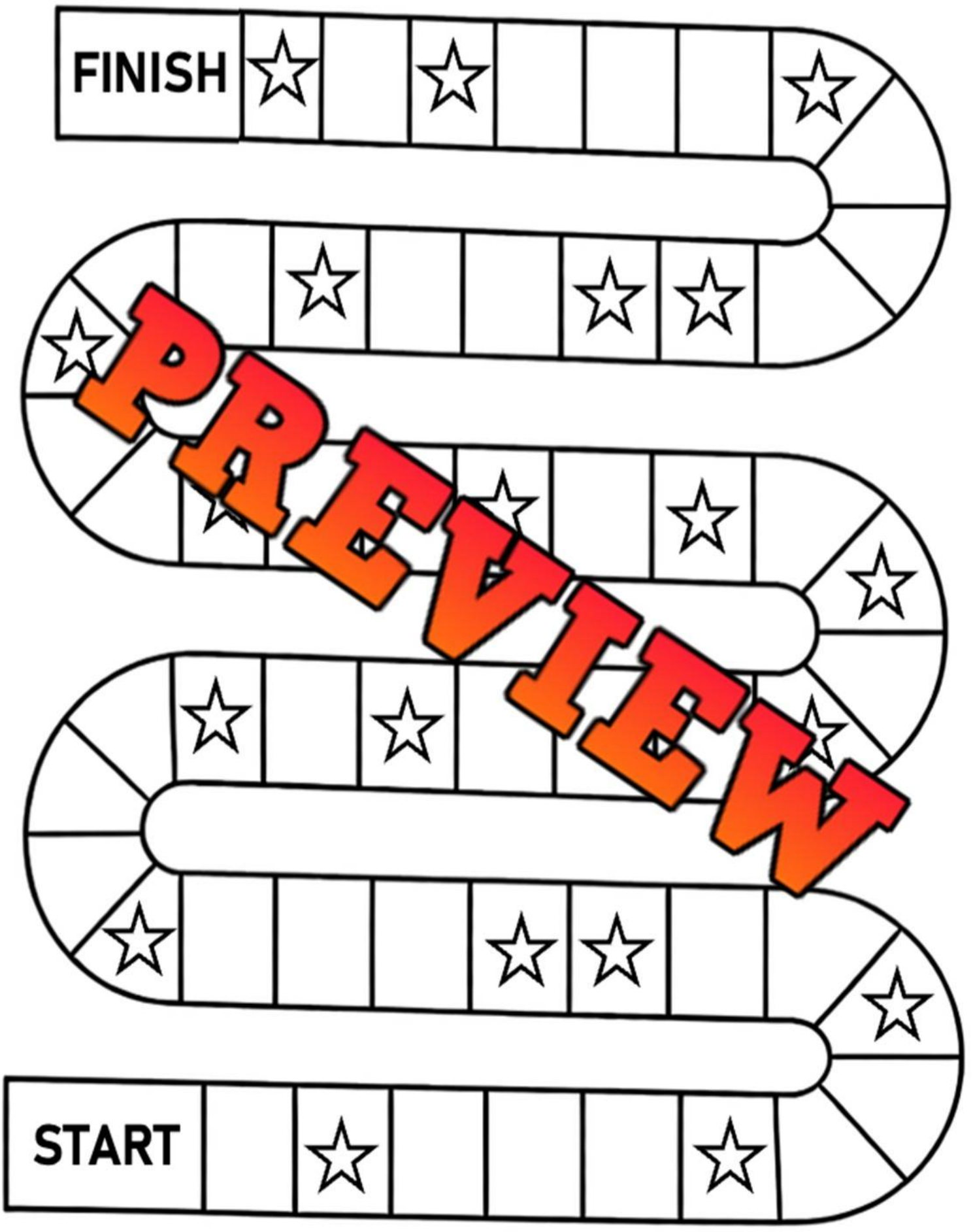

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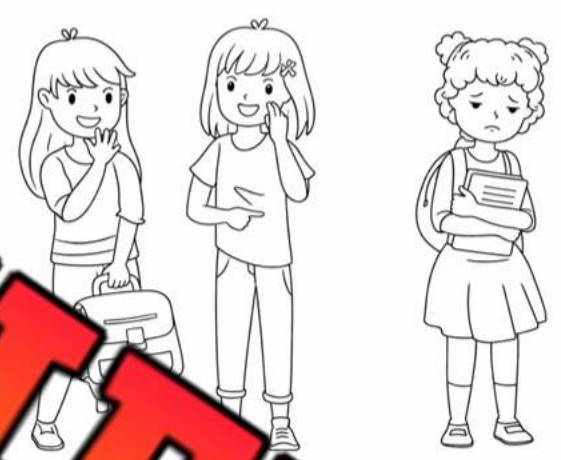
Peer Pressure

What is Peer Pressure?

Peer pressure is when your friends or other kids your age try to get you to do something. This can be good, like when they encourage you to try a new sport, or bad, like when they want you to do something you know is wrong or unhealthy.

Examples of Peer Pressure

Here are some examples of peer pressure:



- Friends trying to get you to skip school
- A group pushing you to try something
- Classmates encouraging you to cheat on a test

Handling Peer Pressure

It is not always easy to stand up to peer pressure. Here are some tips:

- Trust Your Feelings: If something feels wrong, it probably is.
- Say No: It is okay to say "No" if someone asks you to do something wrong.
- Talk to an Adult: If you are not sure what to do, talk to a parent or teacher.

Peer pressure can make us do things we do not want to do. But it is important to remember we always have a choice. Being a good friend means respecting each other's choices, even if they are different from our own.

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Making Connections

When have you ever felt peer pressure to do something?

True or False

Is t tement true or false?

1) Peer pressure is only	True	False
2) Your friends can be a source f pe re.	True	False
3) It is wrong to say "No" to your peers.	True	False
4) Talking to an adult can help you handle peer es	True	False
5) Cheating on a test is an example of good peer press		False

PREVIEW

Word Search

Find the words in the wordsearch.

Peer	Choice
Pressure	Encourage
Friends	Handle
Help	Talking
Tease	Respect

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

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Activity – Peer Pressure Strategies Wheel

Objective What are we learning more about?

Students will identify and write different strategies that can help them handle or overcome[illegible]er pressure and understand that they have choices.

Materi[illegible]**need for our activity?**

- Peer Pres[illegible]ncept [illegible]ksheet
- Pencil
- Eraser
- Crayons or Coloured Pencils



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Method How do we complete the activity?

1) Look at the circle in the middle of the page that says "Peer[illegible] Strategies."
2) Think about times when friends or others might try to pressure y[illegible] to do something you do not want to do.
3) In each section of the circle, write one strategy that can help you deal with peer pressure.
4) You may write words or short sentences.
5) After writing your ideas, colour each section of the circle any way you like.
6) When you are finished, review your strategies and think about which ones you can use in real life.

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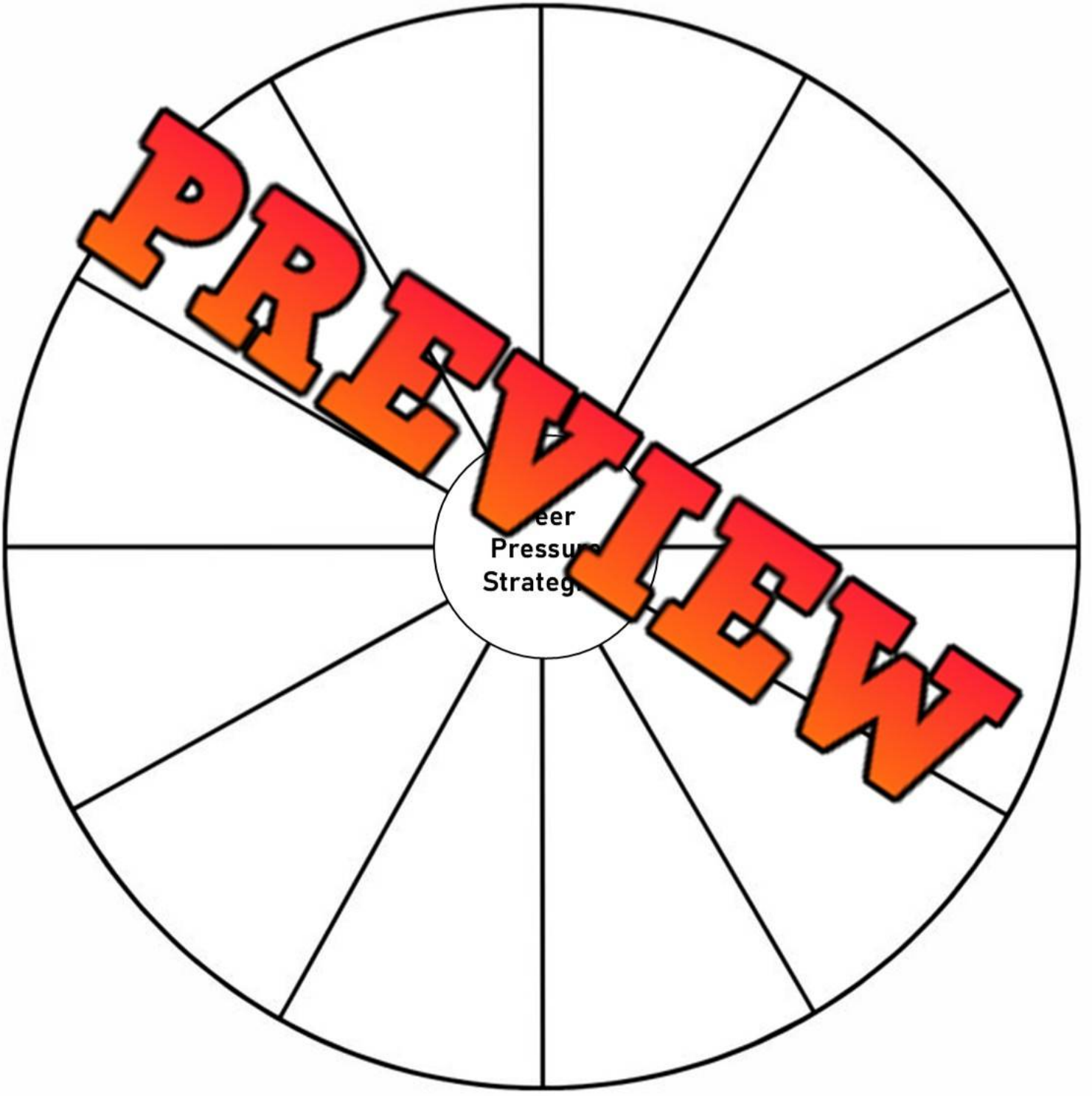
Peer Pressure Strategies Wheel



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Exit Cards

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

Name: _____

Circle YES or NO based on the situation.

1) Friends should respect your choices.	Yes	No
2) You should do something wrong to fit in.	Yes	No
3) Trust your feelings if something feels wrong.	Yes	No
4) Good friends make you feel safe.	Yes	No

Name: _____

Circle YES or NO based on the situation.

1) Friends should respect your choices.	Yes	No
2) You should do something wrong to fit in.	Yes	No
3) Trust your feelings if something feels wrong.	Yes	No
4) Good friends make you feel safe.	Yes	No

Name: _____

Circle YES or NO based on the situation.

1) Friends should respect your choices.	Yes	No
2) You should do something wrong to fit in.	Yes	No
3) Trust your feelings if something feels wrong.	Yes	No
4) Good friends make you feel safe.	Yes	No

Name: _____

Circle YES or NO based on the situation.

1) Friends should respect your choices.	Yes	No
2) You should do something wrong to fit in.	Yes	No
3) Trust your feelings if something feels wrong.	Yes	No
4) Good friends make you feel safe.	Yes	No

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Bullying

What Is Bullying?

Bullying is when a person or group repeatedly tries to harm someone who is weaker or feels less powerful. It can be in words, actions or even by ignoring someone. There are four types of bullying: physical, verbal, social and cyberbullying.

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Types of Bullying

- Physical Bullying: This type involves physical actions such as hitting, kicking or damaging someone's things.
- Verbal Bullying: In verbal bullying, words are used to hurt someone. This can include name calling, threats or making fun of someone.
- Social Bullying: Social bullying means leaving someone out on purpose, or making someone feel left out or embarrassed on purpose.
- Cyberbullying: Cyberbullying is when someone uses the internet or phone to be mean or hurtful to someone else. This could be sending mean texts.

Effects of Bullying

Bullying can hurt a person's feelings, and make them feel lonely, unhappy, and scared. It can also lead to problems such as difficulty concentrating on schoolwork and not wanting to go to school.

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True or False

Is the statement true or false?

1) Bullying can only be physical.	True	False
2) Social bullying involves leaving someone out on purpose.	True	False
3) If someone bullies you, you should always tell an adult.	True	False
4) It is oka[illegible] a bystander when someone is being bullied.	True	False
5) Treati[illegible]y we want to be treated can help stop bullying.	True	False

Questioning

[illegible] t[illegible]estions you have after reading the text

1)	
2)	

Questions

Answer the questions below using ev[illegible]ro[illegible]

1) Can you name the four types of bullying?

_____

_____

_____

2) What can be some of the effects of bullying on a person?

_____

_____

_____

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Activity – Bullying : Think, Feel, Act

Objective

What are we learning about?

To identify different types of bullying and learn safe and respectful ways to respond to bullying situations.

Materials

we need for our activity?

- Bullying sce
- Bullying resp rksh d)
- Pencil
- Small group seating



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Method

How do we complete the tivity?

1. Begin by reviewing the four types of bullying: y ba s and cyberbullying.
2. Divide the students into small groups.
3. Give each group one bullying scenario card.
4. Groups read their scenario together and decide what type of bullyi shows.
5. Using the worksheet provided, groups work together to fill in the following sections:
   - Ways the bullying happens
   - How the person being bullied might feel
   - How the person being bullied might act
   - What could help stop the bullying or make the situation safer
6. Encourage groups to discuss their ideas and agree on answers before writing.
7. Once finished, groups may share their scenario and responses with the class.
8. End the activity with a class discussion about safe choices, helping others, and who to talk to if bullying happens.

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Physical Bullying

Cut the bullying scenario cards.

During recess, one student keeps pushing another student out of line while waiting for the swings. It happens almost every day.	A student keeps blocking another child from entering the classroom and laughs when they struggle to get through.
A student hides another child's backpack and laughs while the child looks for it.	One student grabs a classmate's hat and throws it across the playground.
Someone kicks a classmate's chair from behind du group work to annoy them.	A student keeps tripping another child on purpose during gym class.

Verbal F

ut the bullying scenario cards.

A grou of stud hot r child mean nam ch e y.	A student makes fun of a classmate's accent when they speak in class.
Someone laughs ys h t when a classmate giv nswe	A student keeps teasing another child about their clothes.
A classmate makes jokes ab den height and encourages others augh	tudent tells another child they are whenever they make a mistake.

Social Bullying

Cut the bullying scenario

A group of friends tells one student they cannot sit with them at lunch anymore.	Stu ll others not to in articu assmate.
A group spreads rumours about a student so others will stop talking to them.	Friends stop kind nd pretend the
A student is told he is not allowed to join a group project, even though everyone else is.	A group laughs and whis nenever a certain student w s by.

Cyber Bullying

Cut the bullying scenario cards.

Students send mean messages about a classmate in a group chat.	Someone posts an unkind comment under a classmate's photo online.
A student is left out of an online game group on purpose, and others talk about them behind their back.	Someone sends repeated mean messages to a classmate after school.
A group shares an embarrassing photo of a student without permission.	Students use emojis and jokes online to make fun of a classmate.

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Ways the bullying happens

How the person being bullied might feel



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What could help stop the bullying or make the situation safer?

How the person being bullied might act

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How To Stop Bullying

Stopping Bullying

When you see bullying, it can be stopped. Remember, you have the power to make a difference. Here are four steps you can take:

1) **Stand[illegible]g:** Do not join in with the bullying, and do not laugh along. This tells the[illegible] they are doing is not fun or okay.

2) **Speak Ou[illegible]** saf[illegible]ll the bully to stop. Sometimes hearing it from a peer can ma[illegible]ffere[illegible]

3) **Support the Person Be[illegible]ied[illegible]** now they are not alone. You can do this by talking with them or e[illegible]king [illegible]em to class.

4) **Seek Help:** Tell a trusted adult about wh[illegible]happ[illegible]n give advice and take steps to stop the bullying.

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The Power of Kindness

Kindness can be a powerful tool against bullying. Here are a few ways to show **kindness** every day:

- Include everyone in play, especially those who are often left out.
- Say something nice to someone. A compliment can brighten their day!
- Help someone who is in need.
- Listen when someone is talking. Show them that their words matter.



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Stopping Bullies

What 4 things can you do to stop a bully?

1)	
2)	
3)	
4)	

True or False

...true or false?

1) Laughing at a bully's actions ...ncou...	True	False
2) You should ignore the person being ...llied.	True	False
3) You should join the bully to fit in.	True	False
4) Kindness can be a powerful tool against bullying	...ue	False
5) Everyone deserves to be treated with respect.		...alse

Word Search

Find the words in the wordsearch.

Kindness	Tell
Bullying	Stop
Help	Power
Ignore	Strong
Speak	Respect

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

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Activity – Bullying Role Play

Objective

What are we learning about?

To understand the harmful effects of bullying, to learn effective strategies to prevent bullying, and to develop empathy towards others.

Material

What do we need for our activity?

- Chart paper
- Markers
- Bully scenario cards



Method

How do we con[illegible]?

1. Divide the students into small groups and [illegible] each [illegible] with a scenario card.
2. Each group will read their scenario and discuss it. [illegible] should include instances of bullying and should provoke discussion on why it [illegible] it can be stopped.
3. Each group will then create a short skit to act out their scenario, showing both the bullying behavior and a way it can be stopped.
4. Allow each group some time to prepare and then perform their skits for the class.
5. After each skit, have a class discussion about what the bullying behavior was and how it was resolved.

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Scenarios | Cut out the scenarios below

John keeps poking Emma with his pencil while she's trying to focus on her work.

Sarah w[illegible]et Jamie sit with her and her friends at lunch, saying Jamie's [illegible]mells funny.

During art c[illegible] la[illegible]t Mia's drawing and tells her it's ugly.

In the library, Lisa makes [illegible]of [illegible]s, he likes to read picture books instead of chapter books.

On the school bus, Chloe teases Jack about [illegible]backp[illegible]

In the science lab, Sophia tells Noah his project idea is dum[illegible] won't work.

At recess, Ben refuses to let Lily join in the soccer game, saying girls can't play.

During music class, Daniel makes fun of Ava because she can't play an instrument yet.

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Discussion

After completing the role playing, answer the questions below

1) How can you stop a bully?

2) Have ... e ...llying like this? What did you do about it?

3) Why is it important to stop a bully?

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Word Scramble

Unscramble the words using the word list

BULLY	STOP	KIND	SPEAK	HELP	JOIN	VERBAL	SOCIAL

AKPES		NKID	
ERVLBA		LBULY	
LHEP		ONJI	
ERVLBA		OSPT	

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Being Inclusive

What Is Inclusion?

Inclusion means welcoming and accepting all people, no matter their differences. Differences can be in how we look, think, learn, or behave. Everyone is different and spec[illegible]ir own way. Inclusion is about cele[illegible]ces.



Why is Inclusion i[illegible]ant?

Inclusion is important for [illegible]aso

- Learning about others: When we [illegible]ever[illegible]e learn more by learning about how other people live.
- Being kind: When we include everyone, we a[illegible]d
- Making friends: When we include everyone, we make [illegible]nds[illegible]nt people, not just people we have a lot in common with.
- Being fair: Everyone should be included and treated fairly.

Inclusion in Our Everyday Lives

Inclusion should be a part of our everyday lives. We can practice it in school by being friendly to everyone and inviting others to join our games. At home, we can include our siblings in our activities, even if they are younger.

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True or False

Is the statement true or false?

1) Inclusion means excluding people who are different.	True	False
2) We can learn about different cultures through inclusion.	True	False
3) Inclusion does not promote kindness.	True	False
4) Everyone deserves to be treated fairly.	True	False
5) It is not [illegible]sary to include our siblings in our activities.	True	False

Fill in the Blanks

Write the missing word

1)	Inclusion s[illegible] ___ a[illegible]le.	kindness	unfairness
2)	Our _____ make us [illegible]t.	differences	similarities
3)	Through _____, we can le[illegible] abo[illegible] p[illegible]le.	exercise	inclusion
4)	Inclusion is important in our _____ves.	future	everyday
5)	_____ should be included.	[illegible]yone	friends

Questions

Answer the questions below using evi[illegible]ro[illegible]e[illegible]xt

1) What is inclusion?

_____

_____

_____

2) Why is inclusion important?

_____

_____

_____

PREVIEW

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Curriculum Connection
D1.4

Find a Friend BINGO – Being Inclusive

Objective What are we learning about?

Students will practise being inclusive by recognizing positive behaviours and interests [illegible] classmates, interacting respectfully, and appreciating differences.

Mater[illegible] W[illegible] need for our activity?

- Find a Friend Bi[illegible] works
- Pencil or pen
- Open classroom space for s[illegible]ts t[illegible]



Method How do we complete the acti[illegible]

1. Walk around the classroom quietly and respectfully.
2. Read the description in each BINGO box.
3. Find a classmate who you think matches the description.
4. Ask the classmate politely if the description fits them.
5. If they agree, ask them to sign their name below the box.
6. Each classmate may sign only one box on your BINGO card.
7. Continue until you complete a row, column, or diagonal.
8. When you complete one, raise your hand and say "BINGO!"

PREVIEW

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Curriculum Connection
D1.4

Find a Friend BINGO – Being Inclusive

B	I	N	G	O
Someone who loves the colour bl_	Someone who enjoys learning about others	Someone who likes working with a partner	Someone who uses polite words all the time	Someone who likes pizza
Someone who is kind to classmates	Someone who _s the _our r_	Someone who sits with _hers at _	Someone who likes playing board games	Someone who likes learning new things
Someone who enjoys reading books	Someone who stands up for others		_ne who enj_ _up	Someone who likes singing
Someone who is friendly to everyone	Someone who likes volunteering	Someone who makes others feel safe	Someone _ likes Vanilla Ice Cream	_ne who _ays with everyone
Someone who enjoys sports	Someone who enjoys drawing	Someone who likes listening to music	Someone who enjoys listening to stories	Someone who loves animals

PREVIEW

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Curriculum Connection
D1.4

Personal Boundaries

What are Personal Boundaries?

Personal boundaries are rules we set within relationships. They protect us and define what we find is acceptable from others.



Types of Personal Boundaries

There are different types of personal boundaries we can set, for example:

- Physical Boundaries: This allows you control how close people come to you or whether you are comfortable with them giving you a hug.
- Emotional Boundaries: We can set boundaries about what behaviours we accept from friends. We might accept fun teasing from some friends but not others.
- Intellectual Boundaries: These boundaries respect your thoughts, ideas, and curiosity. Others should not make fun of your ideas or curiosity.

PREVIEW

The Importance of Personal Boundaries

Personal boundaries are important for many reasons.

- Self-Respect: Setting boundaries teaches others how we expect to be treated.
- Safety and Comfort: Boundaries help us feel comfortable and safe.
- Healthy Relationships: Boundaries allow respect in our relationships.
- Mental Wellbeing: Respecting our boundaries helps reduce stress.

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D1.4

True or False

Is the statement true or false?

1) Personal boundaries are visible lines.	True	False
2) Physical boundaries involve personal space and touch.	True	False
3) Setting personal boundaries means you do not respect others.	True	False
4) Personal boundaries can help you feel safe and comfortable.	True	False
5) Clear bo[illegible]es allow for misunderstanding in our relationships.	True	False

Mak[illegible]

Describe your boundaries

Physical Bou[illegible]s Do you like people touch[illegible] you? Are you okay with hugs? Explain.	
Emotional Boundaries What behaviours do you accept from your friends – nice, teasing, respect, caring, trust, generous, forgiving.	
Intellectual Boundaries Are you okay with others disagreeing with you? Can you have a healthy debate?	

PREVIEW

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Curriculum Connection
D1.4

Activity - Personal Boundaries

Yes/No	Are the person's boundaries being crossed?

1) Ben listened to Lisa talk about her bad day without laughing.	Yes	No
2) Emily asked before she borrowed her brother's bike.	Yes	No
3) Sam to ster's toy without asking.	Yes	No
4) Sa dy to be scared of spiders.	Yes	No
5) Mark let th n ta fore he shared his idea.	Yes	No
6) John said Lily's id as king about it.	Yes	No
7) Mia asked if it was okay t hug	Yes	No
8) Anna laughed at her friend's fear o	Yes	No
9) When his friend was upset, Jack let them ta ut th	Yes	No
10) Ethan sat too close to Olivia and she felt uncomf	Yes	No
11) Matt teased Carla about her pants, even when she asked him t	Yes	No
12) Laura only talked about her ideas and ignored others'.	Yes	No

PREVIEW

Connect	When has someone crossed your boundaries? Explain without using names.

_____

_____

_____

_____

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Curriculum Connection
D1.4

Exit Cards

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

Name: _____

Colour the qualities that respect personal boundaries.

K	Pushy
ing	tening
Hurtful	R
Honest	
Supportive	Patient

Name: _____

Colour the qualities that respect personal boundaries.

Kind	Pushy
Caring	Listening
Hurtful	Rude
Honest	Controlling
tive	Patient

Name: _____

Colour the qualities that respect personal boundaries.

Kind	Pushy
Caring	Listening
Hurtful	Rude
Honest	Controlling
Supportive	Patient

Name: _____

Colour the qualities that respect personal boundaries.

Kind	Pushy
Caring	Listening
Hurtful	Rude
Honest	Controlling
Supportive	Patient

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Name: _____ 43

Curriculum Connection
D1.4

Understanding Consent

What is Consent?

Consent is when you give someone permission to do something. It means you have clearly said "yes" to an action. Consent is important when interacting with others.

Why is C[illegible]ant?

Here ar[illegible] few r[illegible]y consent is important:

- Respect: As[illegible] cons[illegible] that you respect the other person's feelings.
- Communication: It e[illegible]ges ope[illegible]rsation about our feelings.
- Control: It means you have [illegible]say i[illegible]app[illegible]to you.

PREVIEW

How to Ask for Consent

When you want to do something that involves anot[illegible]erson, lik[illegible]g a hug, ask for their permission first. Say, "Can I give you a hug?" It is [illegible]onse[illegible]s".

What if They Say No?

If the person says "no," then you should respect their decision and not do the action. Everyone has the right to say "no" at any time, even if they said "yes" before. Consent should be clear. It is okay to say "no." Respecting others' boundaries is a way to show that you care about their feelings. It helps build strong friendships.



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D1.4

True or False

Is the statement true or false?

1) Consent means you have said "yes" to something.	True	False
2) If someone says "no," you can still do the action.	True	False
3) Everyone has the right to say "no" at any time.	True	False
4) If they said "yes" before, they cannot say "no" later.	True	False
5) Respecting others' decisions is a part of consent.	True	False

Consent

Is consent given?

1) At lunch, Anna asked some of her friends which without asking him.	Yes	No
2) Jack wanted to use Emma's pencil and asked if she said it was okay.	Yes	No
3) Ethan wanted Lisa to go to the slide with him, but she didn't want to.	Yes	No
4) Emily gave Sophia a hug. Sophia was uncomfortable with it.	Yes	No
5) Tom wanted to share Mia's paints during craft time. Mia agreed.	Yes	No

Questions

Answer the questions below using evidence from the text.

1) What does "consent" mean?

_____

_____

_____

2) How can you ask for consent?

_____

_____

_____

PREVIEW

Name: _____ 47

Curriculum Connection
D1.4

Listening

Why is Listening Important?

Listening is like a superpower! When we listen to others, we show them that we care about what they are saying. It is an important part of all relationships – whether with friends, family, or teachers. Listening helps us understand others better, solve problems, and show respect.

PREVIEW

What Happens When We Listen

- Understanding: When we listen, we learn new things about others.
- Respect: Listening shows others that we value their feelings and their opinions.
- Solving Problems: Listening helps us solve problems.
  When we listen, we can understand what the problem is and find ways to solve it together.
- Building Trust: When we listen to others, they trust us more.



How Can We Be Good Listeners?

Being a good listener takes practice. Here are a few tips:

- Be Quiet: Wait for the other person to finish talking before you speak.
- Show Interest: Show that you are interested by nodding or say "mmm-hmm".
- Ask Questions: If you do not understand something, ask.

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Curriculum Connection
D1.4

Making Connections

Who is the best listener that you know? Explain why they are good.

True or False

Is t ment true or false?

1) Listening is not importa tion	True	False
2) Listening does not help us understa s be	True	False
3) Listening can help solve problems.	True	False
4) When we listen, we show respect.	True	False
5) Asking questions means we are not listening.	Tru	False

PREVIEW

Word Search

Find the words in the wordsearch.

Listen	Solve
Respect	Important
Understand	Helps
Problems	Friends
Trust	Family

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

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Curriculum Connection
D1.4

Activity – Broken Telephone

Introduction

What are we learning more about?

How important is communication in a relationship? How can bad communication lead to messages being misunderstood?

Here[illegible]n activity for students to learn about the importance of commu[illegible]elationship: "Broken Telephone."

PREVIEW

Method

do[illegible]complete the activity?

1. Divide the class i[illegible]r 4 [illegible]dents.
2. Have the first person in e[illegible]grou[illegible] sentence about why listening is s[illegible]tant for good communication. You can[illegible]tch the topic to something different afterwards.
3. The second person whispers what they heard to the third person, and so on, until the message reaches the last person in the group.
4. The last person says the message out loud, and the group compares it to the original sentence.
5. Discuss as a group how the message changed as it was passed along and how miscommunication can impact relationships.
6. Try the activity again and change the order of the students. Have them make up their own sayings about things they have learned in health class.





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Curriculum Connection
D1.4

Discussion

After completing the role playing, answer the questions below

1) What happened when the message was passed along to all the people in the group? Did it change? Explain.

2) How could this lead to miscommunication that could upset someone?

3) Why is it important to listen carefully to your friends?

PREVIEW

Word Search

Find the words in the wordsearch.

Listen	Good
Communication	Upset
Misunderstanding	Friends
Active	Gossip
Rumor	Truth

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

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Curriculum Connection
D1.4, D3.3

Discrimination

What is Discrimination?

Discrimination is when a person is treated unfairly because of their race, age, religion, g[illegible]der, or disability. It is like choosing not to play with someone because they wea[illegible], which is not fair or kind.

PREVIEW

How Does Dis[illegible] Affe[illegible]eople?

Here is how discri[illegible]ion

- Hurt Feelings: It makes [illegible] fee[illegible] upset, scared and left out.
- Lower Self-esteem: When people are tre[illegible] unfairly, they might start to believe they are le[illegible]ortant th[illegible]ers.
- Reduced Opportunities: It can stop people from doing [illegible]ings [illegible] sports team or making new friends.



Steps to Fight Against Discrimination

We can all do something to stop discrimination.

- Respect Everyone: Treat all people with kindness and respect.
- Speak Up: If you see someone being treated unfairly, tell an adult.
- Learn About Others: Understand and appreciate the differences in others.

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Curriculum Connection
D1.4, D3.3

Questions

Answer the questions below using evidence from the text.

1) What is discrimination?

2) What ar ways we can fight against discrimination?

PREVIEW

True or False

te false?

1. Discrimination is treating everyone e lly.	True	False
2. Discrimination can be based on someone's r	True	False
3. Discrimination cannot make people feel upset.	True	False
4. Discrimination can lower someone's self-esteem.		alse
5. You should speak up if you see discrimination.	ue	False

Word Search

Find the words in the wordsearch.

Discrimination	Esteem
Opportunity	Equal
Respect	Emotions
Difference	Unfair
Upset	Speak

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

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Name: _____ 53

Curriculum Connection
D1.4, D3.3

Activity - Discrimination Role Play

Objective What are we learning about?

Help students understand what discrimination is, how it can hurt people's feelings, and what positive actions they can take to treat everyone fairly and kindly.



Materi[illegible]ia[illegible]ou need for the activity?

- Scenario [illegible]wing d[illegible]t discrimination situations
- Pencil and pape[illegible]
- Simple props (optio[illegible]s na[illegible]r paper signs)
- Space in the classroom for [illegible]ole-[illegible]

Instructions How will you complete the ac[illegible]

1. Explain to the students that discrimination mea[illegible]g s[illegible]e unfairly because they are different.
2. Read and discuss a few examples of discrimination using s[illegible]ple[illegible]age.
3. Divide the class into small groups. Give each group a scenario card that shows a situation where someone is being treated unfairly.
4. Ask each group to discuss what is happening in the situation, how the person might feel and what a kind and fair choice would be.
5. Allow each group to act out their scenario and show a positive way to handle the situation.
6. After each role play, talk as a class about why the action was unfair, what helped stop discrimination and how students can act kindly in real life.

PREVIEW

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Curriculum Connection
D1.4, D3.3

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Left Out of a Game	You are on the playground playing a game with classmates when another student asks to join. Some students say the student can't play because they are "not good enough." The student steps back and looks disappointed. You notice what is happening and think about what choices you have in this moment.
Teased for Appearance	You hear a student being teased because they wear glasses and look different from others. Some students laugh, and the student becomes quiet and looks uncomfortable. You see how this affects them and consider what your role could be in this situation.
Ignored in Group Work	During a group activity, students are sharing ideas. One student tries to speak, but others talk over them or ignore their ideas. The student slowly stops trying to join in. You notice what is happening and think about what could change in the group.
Different Language or Accent	A student speaks with an accent during class or recess. Some students laugh or avoid talking to them. The student looks unsure and left out. You notice the reactions around you and think about how people should be treated.
Not Chosen Because of a Disability	Teams are being chosen for an activity. One student is not picked because they move or learn differently. The student waits quietly on the side. You see this happen and think about fairness and what choices you can make.

PREVIEW

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Name: _____ 55

Curriculum Connection
D1.4, D3.3

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Not Sitting Together at Lunch	You are sitting at a lunch table with classmates when another student asks to sit with you. Some students say no and whisper that the student is "different." The student stands there quietly, not sure what to do next. You notice what is happening and have a choice to make.
Left Out Be of Clothing	ng recess, a student is laughed at because their clothes di ent from what most students are wearing. The tuden uncomfortable and moves away from the grou is happen and think about what your role c n this ion.
Not Picked to Share	During class s time, ts take turns talking. You notice that one tudent k get kipped and has not had a turn for several The oks disappointed but does not say anyth ou rn and wonder what could be done
Told They Can't Join Because of Gender	A group of students is playing a game. A nt asks to join, but someone says the game is "only fo s" or "only for girls." The student steps back and watches from the side. You hear the comment and see how it affects the student.
Excluded for Liking Different Things	A student talks about liking different games, music, or hobbies than the rest of the group. After this, they are not invited to play. The student stays nearby, watching others have fun. You notice what is happening and think about what choices you have.

PREVIEW

Name: _____ 57

Curriculum Connection
D1.5

Healthy Body Image

Understanding Body Image



Body image is what we think about our body. It is how we feel about our weight, height, and shape, and how we believe others see us.

Why Body Image Matters

Having a healthy body image is important because it helps us feel happier and have more self-confidence. Here are some reasons why healthy body image matters:

- Self-Esteem: When you have a healthy body image, you value yourself. You know that your worth is not defined by your appearance.
- Health: People with a healthy body image are more likely to take care of their health, eating nutritious food, exercising regularly, and getting enough sleep.
- Happiness: A healthy body image leads to happiness. You can focus more on the things you love to do and less on how you look while doing them.

PREVIEW

Fostering Healthy Body Image



Your body is a great tool that lets you explore. Foster healthy body image by:

- Celebrating what your body can do.
- Surrounding yourself with positive influences.
- Speaking kindly about your own body and others'.

Name: _____ 58

Curriculum Connection
D1.5

Healthy?

Does the person have a healthy body image?

1) Lily enjoys how fast she can run.	Yes	No
2) Jack is upset because he's shorter than his friends.	Yes	No
3) Anna loves her curly hair.	Yes	No
4) Emma wishes her hair was straight like her friend's.	Yes	No
5) Sarah a[illegible]es her body for letting her dance.	Yes	No
6) Be[illegible]kles.	Yes	No
7) Sam enjoys hi[illegible]whe[illegible]limbing trees.	Yes	No
8) James won't go [illegible] park [illegible] wears glasses.	Yes	No

PREVIEW

Fill in the Blanks

[illegible]le [illegible]word.

1)	Body image is how we _____ about our bodi[illegible]	relax	think
2)	Healthy body image means accepting our __ the[illegible]ies		clothes
3)	We should not tie our _____ to our body shape.	[illegible]	worth
4)	Regular _____ can help maintain a healthy body image.		xercise
5)	Saying __ things about our bodies can improve body image.	me[illegible]	kind

Question

What is body image? How do we make sure we have a healthy body image?

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Curriculum Connection
D1.5

Activity - Healthy Body Image Picture

Objective

What are we learning about?

To teach students about healthy body image, how to appreciate their bodies, and understand that each body is unique and special in its own way.

Materials

What do we need for our activity?



- Dr[illegible] pages (p[illegible]
- Crayons, mar[illegible]lou[illegible] pencils
- Magazines an[illegible]apers[illegible]
- Scissors and glue ([illegible]s[illegible]zines[illegible]ewspapers)

Method

How do we con[illegible]?

1. Hand out a large sheet of paper to each st[illegible]
2. Ask the students to draw a picture of themselves [illegible]s[illegible]methi[illegible] enjoy (such as playing soccer, reading a book, painting, etc.)
3. Encourage them to focus on the ability of their body to do thes[illegible]act[illegible]ather than how their bodies look.
4. If using magazines and newspapers, students can cut out and stick images that resonate with the activity they enjoy.
5. Once everyone has finished, if they are comfortable, they can share their drawing with the class and explain why they chose the activity.
6. Facilitate a group discussion about how our bodies allow us to do these wonderful things and why it's important to appreciate them.

PREVIEW

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Curriculum Connection
D1.5

Draw Draw a picture of you doing something you enjoy



Reflection How does your drawing make you feel about your body?

_____

_____

_____

_____

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Name: _____ 61

Curriculum Connection
D1.5

The Magic of Sleep

Sleep and Your Body

Sleep is like a magic potion for your body. When you go to sleep, your body gets busy repairing and growing. Here is what happens:

- Healthy Hair: Your body uses sleep time to repair your hair. With good sleep, your hair [illegible] shiny, and healthy.
- Glowing Skin: [illegible] of beauty sleep? It is real! Your skin makes new cells faster when you're asleep. [illegible] helps your skin stay smooth and glowing.
- Strong Teeth: Just like [illegible] your teeth also need sleep. Your body fights off bacteria that can [illegible] sleep.
- Body Size and Shape: Sleep helps you grow. It releases a hormone that helps your body grow and repair muscles.

PREVIEW



Dreams and Social Skills

Sleep not only affects your physical development but also, your social development. Here is how:

- Better Moods: A good night's sleep can make you feel happy and refreshed.
- Concentration and Memory: Sleep helps your brain work better. This means you can pay attention, remember things, and learn new skills.
- Handling Emotions: When you are well-rested, it is easier to understand and control your feelings.

Name: _____ 62

Curriculum Connection
D1.5

Question

Why is sleeping so important?

True or False

Is the statement true or false?

1) Sleep repairs your [illegible]	True	False
2) Sleep does not influence yo[illegible]dy s[illegible]	True	False
3) A good night's sleep can make you fe[illegible]appy a[illegible]res[illegible]	True	False
4) Sleep does not help with concentration and m[illegible]ry.	True	False
5) Sleep does not help you interact better with friends a[illegible]ers	Tr[illegible]	False

PREVIEW

Word Search

Find the words in the wordsearch.

Sleep	Night
Grow	Body
Memory	Rested
Concentrate	Understand
Friendship	Control

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

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Curriculum Connection
D1.5

The Magic of Sleep

Identify Colour the pictures that show things you should do to help you sleep better.

Brushing teeth before bed	Turn off the light	Eat chocolate before bedtime
		
Washing your fa d hands	Pl ideo games b bed	Taking a warm bath
		
Using a phone in bed	Reading a book quietly	Jum on the bed
		
Wearing pajamas	Going to bed on time	Watching before bedtime
		

PREVIEW

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Curriculum Connection
D1.5

Social Skills

Understanding Social Skills

Social skills are the abilities we use to interact and communicate with others. They include behaviours like speaking politely, taking turns, listening closely, and understan[illegible]ther people's feelings. We use social skills everyday, like when we play [illegible], t[illegible]our family, or work with others in school.



Types of Soci[illegible]l

Let's take a closer l[illegible]at [illegible]ey[illegible]skills:

- Communication: Saying y[illegible]dea[illegible] listening to others.
- Empathy: Understanding and sharing the [illegible]gs o[illegible]e
- Cooperation: Working together to reach a goal.
- Problem-solving: Solving a problem, like when we argue w[illegible]
- Respect: Treating others kindly even if they are different.

Why Are Social Skills Important?

Social skills help us make friends. When we use good social skills, we get along better with our family and teachers, and feel happier. When we cooperate with our classmates and listen to our teachers, we can learn better. Problem-solving skills help us handle any problems that come our way.

PREVIEW

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Curriculum Connection
D1.5

True or False Is the statement true or false?

1) Social skills help us communicate with others.	True	False
2) Empathy is not a social skill.	True	False
3) Cooperation is not important in social skills.	True	False
4) Problem-solving is a type of social skill.	True	False
5) Practicing social skills can make relationships stronger.	True	False

Question Answer the questions below using evidence from the text.

Do you have good social skills? Explain why or why not.

Direction Draw a line to match the social skill to the correct example.

1. Being kind to everyone	❑	❑	Communication
2. Saying your ideas clearly	❑	❑	Empathy
3. Understanding how a friend feels	❑	❑	Cooperation
4. Fixing a disagreement	❑	❑	Respect
5. Working with others on a task	❑	❑	Problem-solving

PREVIEW

Name: _____ 72

Curriculum Connection
D1.5

Making Good Social Choices

Cards Draw a ☺ happy face if the action shows good social skills and draw a ☹ sad face if the action shows poor social skills.

	Sharing your snack with a friend
	cr for neone w
	Keeping a nd item without trying to find the owner
	Apologizing after making a mistake
	Telling a lie to avoid getting in trouble
	Ignoring homework to play video games

	Helping a classmate understand a difficult topic
	Telling the truth about a mistake
	Refusing to include someone in a group activity
	to on
	Standing up for a friend who is being bullied
	Yelling at someone in anger

PREVIEW

Visible or Invisible Differences

Seeing Our Differences

Our differences make us special. Here is how we can see this:

- **Skin, Hair, and Eyes:** We have different colours of skin, hair, and eyes.
- **Facia[illegible]ures:** We have different noses, mouths, and eyes.
- **Bo[illegible]** We all have different body shapes and sizes.
- **Phy[illegible]cal Abi[illegible]** Some people use things like glasses or wheelchairs.
- **Clothing:** Th[illegible]es we [illegible] the things we have show what we like.

PREVIEW



Understanding Our Differences

We also have differences that we cannot see. T[illegible] incl[illegible]

- **Learning Abilities:** We all learn in differen[illegible]y.
- **Skills and Talents:** Each of us has special skills or t[illegible].
- **Values and Beliefs:** We have our own beliefs and traditions.
- **Family Background:** Our families and their stories are different.
- **Preferences:** We all like and dislike different things.
- **Allergies:** Some of us have allergies or sensitivities.
- **Mental Health:** Our mental health is different, just like our physical health.

In the end, our differences make us unique. Let us celebrate and respect everyone's uniqueness!

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D3.3

True or False

Is the statement true or false?

1) Our skin, hair, and eyes can have different colors.	True	False
2) All faces look exactly the same.	True	False
3) Some people might use glasses or wheelchairs.	True	False
4) Our cloth[illegible] can show what we like.	True	False
5) Our fam[illegible] their stories are all the same.	True	False

PREVIEW

Draw and Write

D[illegible]e from your family. Draw their differences and write one [illegible]bout [illegible] they are different. Ex. My dad is tall.

Question

What are two differences we can see between people?

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D3.3

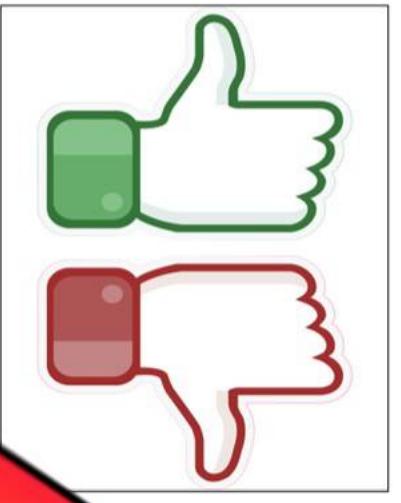
Activity: Visible or Invisible Differences

Objective What are we learning about?

Students will learn to identify visible and invisible differences and understand that all differences should be respected. They will practice thinking about whether actions a[illegible]deas show understanding and kindness.

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

- Visible o[illegible]orksheet
- Pencil
- Crayons or coloure[illegible]



Instructions How will you complete[illegible]ctivity?

1. Read each statement on the worksheet [illegible]
2. Think about what the statement is saying and [illegible]vis[illegible]le or invisible differences.
3. Ask yourself:
   - Does this show respect for differences?
   - Does this help others feel included?
4) Draw a 👍 Thumbs Up if the statement shows visible differences.
5) Draw a 👎 Thumbs Down if the statement shows Invisible differences..
6) Draw your thumbs clearly inside the box next to each statement.
7) When you finish, review your answers and be ready to explain one choice to the class.

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Thumbs Up and Down Read the statements to the class.

#	Statement	Visible	Invisible
1	A person has a different hair colour than others.		
2	A person learns best by listening, reading, or doing activities.		
3	A per has a different skin colour.		
4	A pe s different foods than others.		
5	usic, sports, art, or other skills.		
6	A person' bra different traditions or holidays.		
7	A person wears ee better.		
8	A person believes in val		
9	A person has allergies that othe not k bout.		
10	A person has likes and dislikes that make unic		
11	A person uses a wheelchair to help them e a		
12	A person feels happy, sad, nervous, or excited		
13	A person wears clothes that show what they like or where they are from.		
14	A person's mental health affects how they feel and think.		
15	A person speaks a different language at home.		
16	A person enjoys hobbies or interests that others may not see.		
17	A person thinks about problems in their own special way.		
18	A person shows kindness in how they treat others.		
19	A person's body is a different size or shape.		
20	A person shows respect by caring about others' feelings.		

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D1.5

Physical Development

Eating Healthy

Food choices affect our physical development. Here is how:

- Healthy Hair: Eating foods rich in protein, keeps our hair strong and shiny.
- Glowing Skin: Fruits and vegetables help our skin stay smooth and vibrant.
- Strong Teeth: [illegible]ducts, leafy greens, and fish, strengthen our teeth.
- Healthy Body: A [illegible]elps us keep a healthy body size and shape.

PREVIEW

Physical Activity and Growth

Physical activity is just as important [illegible]eating ri[illegible] development:

- Strength: Running, jumping, and climbing [illegible] bui[illegible]s[illegible]d bones.
- Coordination and Balance: Sports and dance ca[illegible] our body coordination and balance.



The Social Side of Food and Fitness

Food and physical activity also influence our social development:

- Shared Meals: Eating meals together helps us bond with family and friends.
- Team Sports: Playing sports teaches us teamwork, cooperation, and fair play.
- Building Confidence: Learning new physical skills can boost our self-esteem.

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Curriculum Connection
D1.5

True or False

Is the statement true or false?

1) Protein-rich foods keep our hair strong.	True	False
2) Fruits and vegetables help our skin.	True	False
3) Dairy products can weaken our teeth.	True	False
4) Team sports teach us cooperation.	True	False
5) Eating alone is a good way to bond with family.	True	False

Making Connection

What does this remind you of in your life?

Direction

Put a ✓ on the habits that are healthy.

❑ I eat fruits or vegetables every day.	❑ I run, jump, or play outside.	❑ I eat meals with family
❑ I eat sweets and junk food all day.	❑ I use gadgets all day	❑ I cheer for my friends.
❑ I eat different healthy foods.	❑ I move my body every day.	❑ I refuse to share food with others.
❑ I drink 8-10 glasses of water every day.	❑ I sit all day and do not move.	❑ I follow the rules.
❑ I choose healthy snacks.	❑ I rest when I feel tired.	❑ I cheat when playing games.

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Curriculum Connection
D1.5

Physical Development

Instruction Draw one healthy food and one physical activity you enjoy. Write one sentence about each.

Healthy Food	Physical Activity
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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D1.5

Your Genes

The Role of Genes in Physical Development

Genes are tiny parts of the cells in your body that carry information that determine what you look like and how you think and feel. Your genes are passed to you from your parents. Y es are a blueprint for your physical development, influencing many aspe y bod is how:

- **Hair**: The c Kne f your hair are influenced by y enes
- **Skin**: Genes also deter sk
- **Teeth**: The size and shape of your t determined by genes.
- **Body Size and Shape**: Genes influence your hei and o body shape.



PREVIEW

Influence of Genes on Social Development

Genes also have a role in your social development, including:

- **Personality Traits**: personality traits, like being shy, can be affected by your genes.
- **Learning Abilities**: Genes can impact how you learn, like being good at math.
- **Emotions**: your genes can affect how you show your feelings.

While genes play a big role, they are not the only factor in your development. Your environment and experiences are equally important in shaping who you are.

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D1.5

Making Connections What traits do you have that are passed down from your family? Do people tell you that you look like someone in your family? Who is it?

True or False Is the statement true or false?

1) Genes influence your [illegible]our.	True	False
2) Genes do not affect the sha[illegible]of y	True	False
3) Your height is determined by your g[illegible]es.	True	False
4) Genes do not influence personality traits.	True	False
5) Learning abilities are impacted by genes.	[illegible]ue	False

PREVIEW

Word Search Find the words in the wordsearch.

Genes	Personality
Traits	Emotions
Height	Teeth
Hair	Emotions
Learning	Abilities

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

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D1.5

Activity – Family Traits Tree

Objective

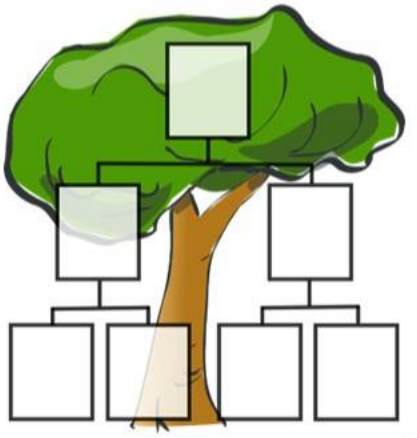
What are we learning about?

To teach students how genetics influence their physical characteristics, promoting an understanding of why they look the way they do and fostering an appreciation for their unique traits.

Materials

What do we need for our activity?

- Dr[illegible] page –
- Crayo[illegible], mark[illegible] [illegible]ou[illegible]d pencils
- Family phot[illegible]



Method

How do w[illegible]te th[illegible]ity?

1. Hand out the drawing page to each
2. Ask the students to draw a tree, with each [illegible]h rep[illegible] member of their family (like parents, grandparents, siblings, etc.)
3. On each branch, they should draw or write a physical trait the family member (like curly hair, blue eyes, tall height, etc.).
4. Encourage students to ask family members about traits if they aren't sure.
5. Once everyone has finished, if they are comfortable, they can share their "Family Traits Tree" with the class and explain the traits they discovered.
6. Facilitate a group discussion about how our genetics influence our physical characteristics and make us unique.

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D1.5

Activity – Family Traits Tree

Draw | Draw the family traits tree below



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Curriculum Connection
D3.3

Celebrating Differences

Families

Families come in all shapes and sizes. Some families have one parent, some have two, and others may be led by grandparents or other caregivers. Some families have lots of children, while others might have only one child or even none. There are famili[illegible]re the parents or children come from different parts of the world. All thes[illegible]s of families make our world exciting and diverse!

PREVIEW

A World of Fa[illegible]

Just like families, [illegible]ons [illegible]dely across the globe. People [illegible]follow Christianity, Islam, Hinduism, [illegible]dhis Judaism, or other religions, or they not follow a religion. Each religion has its own traditions.



Embracing Differences: What You Can Do

We have so much diversity around us. Here is what you can do to be [illegible]nclusive:

- Learn: Be curious about others. Ask your friends about their family traditions.
- Share: Talk about your family and beliefs. Sharing builds mutual understanding.
- Respect: It is important to respect other people's ways of life.
- Be Open: Include everyone in your activities. Do not leave someone out just because they are different from you. Different can mean fun!

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Curriculum Connection
D3.3

True or False

Is the statement true or false?

1) Some families may be led by grandparents.	True	False
2) All people follow a religion.	True	False
3) Asking friends about their traditions is a good idea.	True	False
4) We should exclude others who are different from us.	True	False
5) Every re has its own customs and traditions.	True	False

Fill in the Blanks

Circle the missing word.

1)	A _____ led by mother.	school	family
2)	It is good to ask your about _____.	traditions	homework
3)	We should _____people and us.	include	exclude
4)	Different does not mean _____ means de.	bad	good
5)	Buddhism is a type of _____.	d	religion

Questions

Answer the questions below using evi fro

1) What are some types of families mentioned in the text?

_____

_____

_____

2) What can you do to be more inclusive?

_____

_____

_____

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Curriculum Connection
D3.3

Activity – "Celebrating Our Differences" Interview

Objective What are we learning about?

Help students understand, appreciate, and respect differences in families, beliefs, cultures, and traditions by listening to and learning from their classmates' experiences.

Materials What will you need for the activity?

- Not[illegible]heet for writing or drawing
- [illegible]
- Que[illegible]on ca[illegible]milies, traditions, and beliefs (p[illegible]e[illegible]ne t[illegible])



Instructions How w[illegible]tivity?

1. Begin by discussing wha[illegible]ere[illegible]plain that families, cultures, languages, and beliefs can be di[illegible]—and [illegible]ese differences make our community special.

2. Pair students with a classmate or assig[illegible]ers[illegible]veryone has a partner.

3. Give each pair simple interview questions about fa[illegible]s, tr[illegible]efs (for example: special celebrations, languages spoken at h[illegible] customs).

4. Students take turns asking and answering questions. Each student listens carefully and shows respect while their partner shares.

5. Students write or draw one thing they learned about their partner that is different from their own experience.

6. Invite volunteers to share what they learned with the class. Emphasize that learning about others helps us become kind, respectful, and inclusive.

7. End with a short reflection by asking: How can we show respect for people who are different from us every day?

PREVIEW

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Curriculum Connection
D3.3

Interview Questions

Introduction Questions:
▪ What is one thing that makes you or your family special or different? ▪ Can you tell me about it (for example: a tradition, language, celebration, or belief)?
About Your Differences
▪ Why i adition, belief, or family practice important to you? ▪ Who lly share this with (family, friends, community)? ▪ or experience this (holidays, daily life, special events)?
Feeling nd Va
• How do y en yo bout or take part in this tradition or practice? • What does th h yo family or who you are?
Respect and Inclusion:
• How would you like othe trea n, belief, or family practice? • What can classmates do to show for nces like yours?

Reflection	What did you learn about celebra iffere listening to your classmate?

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Unit Test – Human Development

True or False /10

1) Peer pressure is only bad. a) True b) False	2) It is wrong to say "No" to your peers. a) True b) False
3) Bu[illegible] can o[illegible]sical. a) True b) False	4) Discrimination is treating everyone equally. a) True b) [illegible]alse
5) Sleep repairs your hair. a) True b) False	6) Dai[illegible]ucts can weaken our teeth. a[illegible] b) False
7) Your height is determined by your genes. a) True b) False	8) Friends cannot h[illegible] hairstyles. a) True b) False
9) Asking friends about their traditions is a good idea. a) True b) False	10) We should exclude others who are different from us. a) True b) False

PREVIEW

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Healthy? Does the person have a healthy body image?

1) Emma loves how fast she can run in gym class.	Yes	No
2) Ben wishes he was taller to play basketball better.	Yes	No
3) Olivia doesn't like her freckles	Yes	No
4) Jack appreciates his height because it lets him reach high places.	Yes	No
5) Lily feels happy that her strong arms can help her climb trees.	Yes	No
6) Anna thinks she is too tall compared to her friends.	Yes	No
7) Tom likes his body because it lets him play soccer.	Yes	No
8) Olivia compares her appearance with her favourite TV character.	Yes	No

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

1) Why is it important to get enough sleep?

2) What genes are passed along from your parents? List three ways you are like your parents.

3) How are people different? List three differences.

PREVIEW