

# Grade 2 – Health Unit

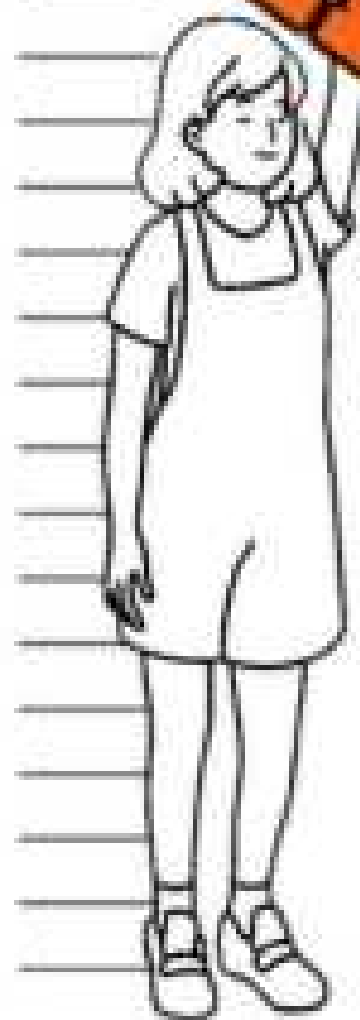
## Growth and Development

Organizing Idea		Decision making that optimizes personal health and well-being is informed by understanding growth and development.	
Guiding Question		How can growth change over time?	
Learn Outcome	<div>Preview of 70 pages from this product that contains 109 pages total.</div>		
GD2.1	Recognize how a variety of factors can affect healthy growth.	7-11, 18-21, 27-63, 68-84	
GD2.2	Acknowledge parts of the body may experience growth that is more visible.	7-26, 64-67	

NAME \_\_\_\_\_

# GROWTH AND DEVELOPMENT

**PREVIEW**



## Understanding Growth

### What is Growth?

Growth is when things get bigger or change over time. Just like you get taller each year, plants, animals, and people grow too! Every living thing grows in its own way. A tree starts as a tiny seed, but with water and sunlight, it grows into a big tree. Just like how you need food and rest to grow!

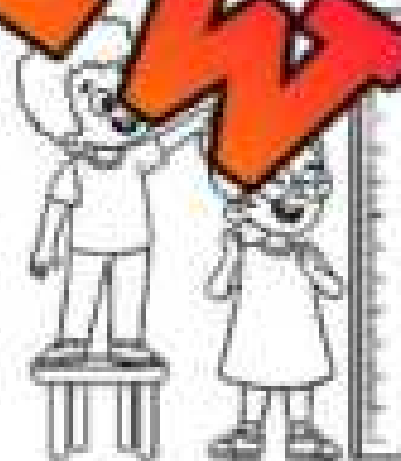
### How Do We Grow?

Your body grows in different ways. You might notice your clothes getting too small, or that you're getting taller. Some parts of your body, like your feet or hair, grow faster than others. It's important to eat healthy food and get lots of sleep to help your body grow strong.

### Fun Facts About Growth

Here are some cool facts about growing:

- You get most of your height from your parents!
- Bones grow the fastest when you're a kid.
- Sleep is super important for growing—kids need about 10 hours of sleep every night!



Name: \_\_\_\_\_

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Curriculum Connections  
Unit 1: Body

### True or False

Is the statement true or false?

1) Plants, animals, and people grow.	True	False
2) You grow faster when you don't eat healthy.	True	False
3) We need food and rest to grow.	True	False
4) Your clothes getting smaller shows you're growing.	True	False
5) Kids need about 12 hours of sleep every night.	True	False

### Draw

Draw three healthy foods you eat each day that help you grow.

### Questions

Answer the questions below using full sentences.

1) Why do we eat healthy foods?

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2) How does sleep help us?

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## Activity – My Growth Journey

**Objective**

What are we learning about?

To help students understand personal growth by reflecting on how they have changed over time.

**Materials**

What you will need for the activity

- 4 pictures of you at ages 1, 3, 5, and now
- Worksheet with space for your reflections
- Glue sticks, crayons, markers

**Instructions**

How you will complete the activity

1. **Paste Pictures:** Students paste their pictures in the boxes that are labelled.
2. **Reflection Page:** On a separate reflection page, students write about how something they learned or remember about each age (1, 3, 5, now).
3. **Decorate:** Let students decorate their worksheets with crayons and stickers.
4. **Share:** Students share their worksheets with a partner or the class.
5. **Display:** Display the worksheets in the classroom for everyone to see.

Name: \_\_\_\_\_

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Curriculum Connections  
Unit 1: 1844-7

**PREVIEW**

Name: \_\_\_\_\_

10

Emotions Dictionary  
Book 1 - Page 7

Reflection

Write something special you learned or did at each age.

Age 1

When I was 1, I liked to

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Age 3

At 3, I learned to

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Age 5

At 5, I started

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now, I

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PREVIEW**

# Exit Cards

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

Name: \_\_\_\_\_

Is the statement true or false?

1) Getting taller means growing.	T	F
2) Only animals grow, not plants or people.	T	F
3) Your feet grow at the same speed as other parts of your body.	T	F
4) Bones grow the fastest when you're an adult.	T	F

Name: \_\_\_\_\_

Is the statement true or false?

1) Getting taller means growing.	T	F
2) Only animals grow, not plants or people.	T	F
3) Your feet grow at the same speed as other parts of your body.	T	F
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Name: \_\_\_\_\_

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Name: \_\_\_\_\_

Is the statement true or false?

1) Getting taller means growing.	T	F
2) Only animals grow, not plants or people.	T	F
3) Your feet grow at the same speed as other parts of your body.	T	F
4) Bones grow the fastest when you're an adult.	T	F

## Story: Changes We Notice in Our Bodies

### Sandy's Growing Surprises

Sandy loved playing outside with her best friend, Jacob. One morning, she tried putting on her favourite shoes, but they felt too tight! "Mom, why don't my shoes fit anymore?" she asked.

Her mom smiled and said, "Because your feet are growing! Did you know that a boy's feet can grow 1 centimetre each year?"



Sandy was amazed. "That's a lot! My shoes don't fit." At school, Sandy asked her teacher, Ms. Chen, about growing. "Our bodies grow all the time," Ms. Chen said. "For example, kids grow about 5 to 6 centimetres taller each year. It's how your body adapts to the things you'll do as you get older."

Jacob, sitting nearby, said, "I noticed my pants are getting too short, too!" Ms. Chen nodded. "That's another sign of growing! You might notice changes in your height, hair getting longer, and clothes not fitting the same."

Sandy realized that all these changes meant she was growing healthy and strong. She couldn't wait to find out how tall she would be by her next birthday!

## True or False

Is the statement true or false?

1. Sandy's shoes became too tight because her feet were growing.	True	False
2. Kids usually grow about 7 to 8 centimetres each year.	True	False
3. Hair getting longer is a sign of growth.	True	False
4. Clothes becoming too small can be a sign of growth.	True	False
5. Children can grow 1 centimetre every few weeks.	True	False

## Grow Signs

All signs that show a person is growing!

Shoes don't fit anymore

Feet feeling itchy

Height stays the same

Clothes feel looser

Hair grows longer

Clothes become tighter

Outgrowing old toys

Pants getting longer

Nails grow longer

## Making Connections

How do the changes in your body make you feel?

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## Activity – New Vocabulary Snowman

### Objective

What are we learning about?

To enhance students' understanding and retention of vocabulary related to growth, body changes, and the natural process of development through a fun game of Snowman.

### Materials

What you will need for the activity

- Snowman game cards (blank snowman grids)
- Dry erase markers



### Instructions

How to complete the activity

1. Discuss Growth and Changes: Start by discussing with students about the topics they've learned regarding how the body changes, such as growing taller, outgrowing shoes, and hair getting longer.
2. Explain Snowman Game: Demonstrate how to play the game on a dry erase board. For every incorrect guess, a part of the snowman is drawn on the corresponding snowball to the head and face.
3. Set Up the Game: Distribute blank Snowman templates to each student and have them think of a word related to growth or body changes.
4. Play in Pairs: Pair up students. One student thinks of a body change-related word and draws blanks for each letter on the Snowman template. The other guesses letters.
5. Guessing Process: If the guessed letter is correct, it's added to the word. If incorrect, a part of the snowman is drawn.
6. Explore Together: After each round, discuss the word in the context of body growth and changes. Encourage students to share examples of how they are growing.
7. Rotate and Repeat: After a few rounds, switch partners to give students a fresh set of words and gameplay challenges.

## Vocab

Use the growth and development related words below

Growth	Healthy	Change
Bones	Muscles	Height
Hair	Skin	Teeth
Play	Exercise	Nutrition
Heart	Heart	Lungs
Strep	Vitamins	Sleep
Eating	Hydration	Walking
Running	Balance	Balance
Stretching	Jumping	Jumping
Coordination	Flexibility	Flexibility
Posture	Stamina	Listening
Balance	Growing	
Eyes	Hands	
Smiling	Speaking	Listening
Taste	Smell	Touch
Sight	Hearing	Senses
Bones	Joints	Muscles
Cells	Tissues	Organs
Brain	Nerves	Heartbeat



**Snowman**

With a partner, one person chooses a word. They count the number of letters in their word and write that many blanks. The other person guesses the letters until they figure out the word.

Draw Your Snowman

Cross off incorrect guesses:

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below:

Draw Your Snowman

Cross off incorrect

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below:

## Newspaper Article: Everyone Grows Differently

### Kids Growing at Their Own Pace

*Published on September 10, 2024*

A fun day at Blue Hills playground was a learning moment when children noticed that some of their friends were much taller than they were. Parents watched as the kids compared heights and talked about how much they had grown over the summer.

"I was surprised when my son, Jack, came over and asked why he wasn't as tall as his best friend, Liam," said Rachel Evans, a parent at the park. "They're both 7, but Liam shot up like a weed this year."

As the kids continued to play, many of them noticed that other parts of their

bodies had changed too. "I used to have the smallest feet, but now I need bigger shoes!"



said 8-year-old Mia. Parents agreed that along with height, changes in foot size and hair growth are part of growing up.

This sparked a conversation among the parents, who shared that growth happens at different times for everyone. "Some kids hit their growth spurts early, while others grow later," said Mr. Thompson, a local teacher who was also at the park. "It's normal for each child to develop at their own pace."

## Question

Why do some kids grow earlier than others?

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## True or False

State true or false?

1) Growth is the same for everyone.	True	False
2) Growth happens at different times for everyone.	True	False
3) Growth spurts only happen once a year.	True	False
4) Having bigger feet than your friend is not a sign of growing up.	True	False
5) Hair growth is part of growing up.	True	False

## Draw

Draw two parts of your body that change as you grow up.

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## Activity: Comparing Our Hands

### Objective

What are we learning about?

To help students understand that everyone grows at their own pace by comparing hand sizes with their classmates in a fun measurement and art activity.

### Materials

What you will need for the activity.

- Paper
- Ruler
- Coloured pencils
- Measuring tape
- Scissors (optional)



### Instructions

How you will complete the activity.

1. Each student gets a piece of paper and traces both hands using a pencil.
2. After tracing, students will use a ruler or measuring tape to measure the length of their hands from the wrist to the tip of the middle finger. Write the measurements next to the tracings.
3. Once measured, students can decorate their hand tracings with coloured pencils, or stickers to make them unique and fun.
4. After decorating, students will compare their hand sizes with a partner by placing their hand tracings side by side. Talk about how some hands are bigger, while others are smaller.
5. As a class, discuss how everyone's hands grow at different rates and how having different-sized hands is okay.
6. Optional: Cut out the hand tracings and create a class "hand wall" where students can display their decorated hand cut-outs side by side to show everyone's unique size.

**Reflection**

Answer the questions below

1) Look around at your classmate's work. Who has the biggest hand? The smallest hand?

Biggest

Smallest

2) Did you find your hands are smaller or bigger than others in the class?

3) Why do you think people have different sizes?

4) What other body parts do you think change as we grow?

5) How do you feel about having different-sized hands from your classmates?

## Measuring Our Growth

### How Do We Measure Our Growth?

We all grow in different ways, and it's important to know how we can measure that growth. One way to see if you're growing taller is to use a **height chart**. You stand against a wall and mark how tall you are. Every few months, check again—you'll be surprised by how much you've grown!

### Clothes Getting Small

Another way to know you're growing is when your clothes or shoes start to feel tight. If your favourite shirt or pair of shoes no longer fits anymore, it means your body is getting bigger. Did you know that most kids grow about 5 to 6 centimetres every year? That's why you might need new clothes or shoes often!

### Fun Ways to Measure

Here are some fun ways to keep track of how you're growing:

- Use a **ruler** or **tape measure** to check your height.
- Notice when your **shoes** feel tight.
- Compare a photo of you now with one from last year.



## True or False

Is the statement true or false?

1) A ruler helps you measure your height.	True	False
2) Tight shoes are a sign that your feet are shrinking.	True	False
3) Clothes stay the same size when you grow.	True	False
4) Kids gain the same amount every year.	True	False
5) You gain weight every month as you are growing.	True	False

## Fill in the blank

Write the missing word.

1)	A _____ track your fitness.	height	weight
2)	Most kids grow about _____ centimeters each year.	7-8	5 to 6
3)	Tight clothes are a sign of _____.	growing	shrinking
4)	Comparing _____ helps you see your growth.		foods
5)	Growth happens at _____ times for everyone.		different

## Question

How can comparing old photos help you see your growth?

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## Activity: Our Growing Tree

### Objective

What are we learning about?

To help students reflect on how they have grown by contributing to a "Growing Tree" display in the classroom.

### Materials

What you will need for the activity

- Branches
- Template (4 per student)
- Markers or crayons
- Scissors (optional for cutting out leaves)
- Glue or tape



### Instructions

How you will complete the activity

1. The teacher will set up a pre-made tree trunk and branches on the board.
2. Each student will cut four leaves from the given template.
3. Students will write one way they've noticed their growth on each leaf (e.g., getting taller, learning new things).
4. After writing, students will decorate their leaves with colours or patterns.
5. Once decorated, students will add their leaves to the tree by gluing or taping them.
6. The class will review the tree together and discuss the different ways everyone has grown.



Instructions

Write your growth and cut them out.

**PREVIEW**

## Reflection

Answer the questions below.

1) Which growth leaf are you most proud of? Why?

2) How do you think your growth on the tree make you feel?

3) How do you think you will continue to grow in the future?

4) Draw a picture of a skill you want to learn this year.

**PREVIEW**

**Story: Understanding Body Images****Eli's Special Growth**

Eli looked around the playground and sighed. His friends seemed taller, faster, and stronger. Every day, it felt like they were growing so quickly, but he was the same size. "Why am I not growing like them?" Eli thought to himself.

At home, Eli sat at dinner, quietly picking at his food. His mom noticed. "What's wrong, Eli?"

"I don't feel like I'm growing. My friends are all taller than me," Eli said sadly.



His mom gave him a hug. "It's okay, Eli. Did you know that every body grows at its own pace? Some kids grow really fast, and some take a little longer."

At school the next day, Eli's teacher talked about body changes. "Our bodies are like plants," she said. "Some grow quickly, and some take a little more time, but they all grow. Your body is amazing, even if you don't notice changes right away. It's important to take care of your body by eating healthy, sleeping well, and staying active."

Eli smiled. He realized that growing takes time, and even though he wasn't the tallest yet, his body was doing something special—growing in its own way.

**Healthy?**

Does the person have a healthy body image?

1) Ethan is proud of his big smile.	Yes	No
2) Zoe wishes she could run faster like her brother.	Yes	No
3) Noah loves how strong his arms are.	Yes	No
4) Emma loves how tall she is getting.	Yes	No
5) Liam wishes his arms were longer to reach the shelf.	Yes	No

Question: Do people grow at different paces?

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**Word Scramble:**

Unscramble the words using the word

GROWTH	BODY	TALL	SPECIAL	SLEEP	FOOD
CHANGE	HEALTHY	SIZE	STRONG	EAT	ACTIVE

VAETIC		PEELS	
HTELHAY		OGWHRT	
OSNTGR		LATL	

## The Role of Food in Growth

### How Does Food Help Us Grow?

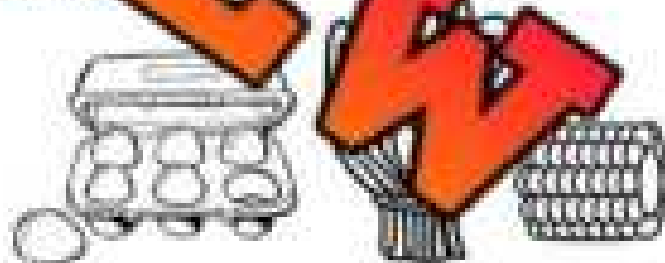
Did you know that the food we eat is like fuel for our bodies? Just like a car needs gas to run, our bodies need food to grow! Eating healthy foods helps us get taller, stronger, and feel full of energy.



### What Foods Help Us Grow?

There are different types of foods that help us in different ways:

- **Proteins:** Foods like meat, fish, and beans help our muscles grow.
- **Vitamins:** Foods like oranges and lemons give us Vitamin C, which helps keep our bodies healthy and strong.
- **Calcium:** Milk, cheese, and yogurt are full of calcium, which makes our bones strong.



### Why Is a Balanced Diet Important?

A balanced diet means eating lots of different foods, not just your favourites! We need all kinds of foods to stay healthy. Eating only one type of food, like candy or chips, won't help your body grow the right way. It's important to eat a variety of foods, like fruits, vegetables, and grains, so your body has everything it needs to grow and stay healthy!

**Matching**

Match the word that will complete each statement:

- |   |                                    |
|---|------------------------------------|
| 1. Food is like _____ for our bodies.               | <input type="checkbox"/> fruits    |
| 2. Eating _____ foods helps us get stronger.        | <input type="checkbox"/> vitamin C |
| 3. Calcium makes our _____ strong.                  | <input type="checkbox"/> fuel      |
| 4. A balanced diet includes _____ and vegetables.   | <input type="checkbox"/> bones     |
| 5. Food like apples and strawberries give us _____. | <input type="checkbox"/> healthy   |

**Draw**

Draw an example of each type of food:

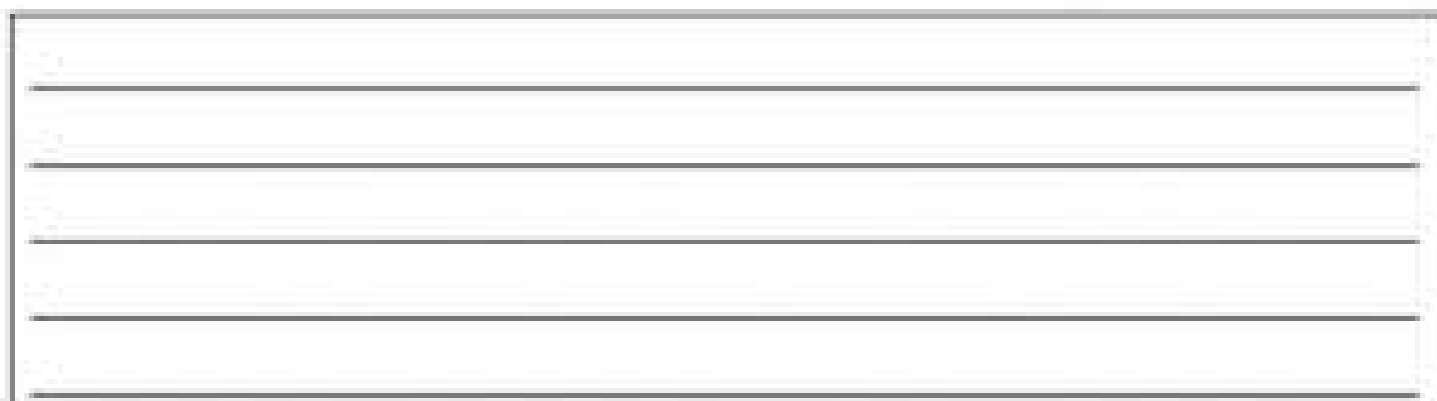
PROTEIN

VITAMIN

CALCIUM

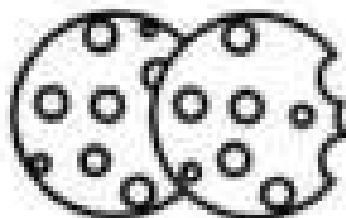
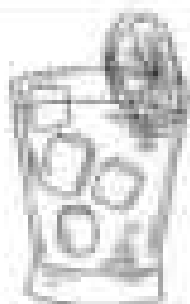
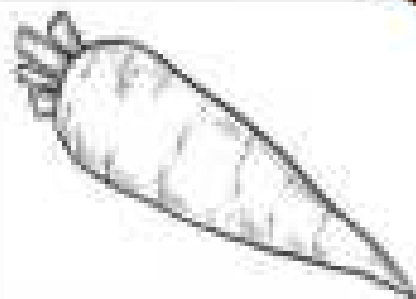
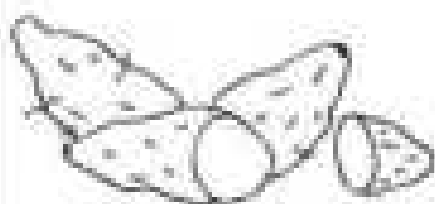
**Question**

Why is it important to eat a balanced diet?



Colour

Colour only the foods that help with growth.



## Activity – My Healthy Plate

Fill your plate with healthy foods that help you grow strong! Divide your plate into 3 parts:

1. **Fruits and Veggies:** Draw colourful fruits and vegetables in one half. These give you vitamins to stay healthy!
2. **Protein:** In one-quarter, draw proteins like chicken, eggs, or fish. Protein helps your muscles grow!
3. **Dairy:** In the last quarter, draw foods like milk or yogurt. Calcium helps your bones grow!





# Exit Cards

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

Name: \_\_\_\_\_

Draw four foods that are important for growth.


Name: \_\_\_\_\_

Draw four foods that are important for growth.


Name: \_\_\_\_\_

Draw four foods that are important for growth.


Name: \_\_\_\_\_

Draw four foods that are important for growth.


## Newspaper Article: Vitamins for Growth

### Vitamins as Game-Changers for Soccer Players

Published on September 11, 2024

During practice at Willow Park Soccer Club, the team learned a big lesson about vitamins

and their importance for growth.

After a tough practice, the players

were feeling tired, and Coach Jenna

noticed they weren't at their best.

Coach Jenna called for a quick break and asked the team, "What did everyone eat today?" Most players

mentioned snacks like chips and candy. "That's your problem," Coach Jenna said. "Your bodies need vitamins to stay strong, especially when you play sports!"

Coach Jenna explained how Vitamin C, found in oranges and strawberries,

helps the body fight off sickness and stay healthy. "And don't forget about calcium," she added, "which is found in milk and yogurt. It's what makes your bones strong, and that's important for soccer players."

Player Lucas was surprised. "I didn't

know vitamins could help us play

better," he said. After the match,

many players promised to eat more

fruits and dairy before the next

game.

It was a day to remember for

young athletes,

who now know

that good

nutrition

and vitamins

are just as

important as

practice!



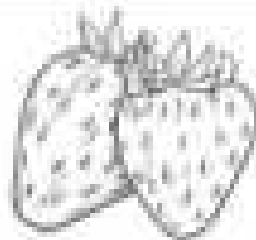
## Fill in the Blanks

## Circle the word that fits the sentence.

1)	Oranges and strawberries are full of _____.	vitamin C	calcium
2)	Vitamins help the body stay _____.	tired	healthy
3)	Good _____ is important for soccer players.	nutrition	sugar
4)	Calcium makes our _____ strong.	hair	bones
5)	_____ is important for growing and playing sports.	Chips	Vitamins

## Making

How would you feel after eating the foods below?



## Question

Why are vitamins important for athletes?

## Activity – Vitamins for Growth Pictionary

### Objective

What are we learning about?

To help students understand which foods contain important vitamins that help them grow strong and healthy.

Materials What you will need for the activity

- A list of foods that contain vitamins.
- Whiteboard or large drawing paper.
- Markers or pencils.



### Instructions

How you will complete the activity

1. Explain the rules of Pictionary. Students will come up to the front of the class to draw the object that is written on a card. The rest of the class will guess what the object is.
2. The teacher selects one volunteer to come up to the board.
3. The selected student picks a card with a word on it.
4. The student draws the object on the board without using any words or letters.
5. The rest of the class calls out guesses for what the drawing is.
6. Once a student correctly identifies the object, the class discusses how this food contributes to the growth of a person.

## Pictionary Cards

Cut out the Pictionary cards below:

## Pictionary Cards

Oranges

Spinach

Strawberries

Broccoli

Carrots

Almonds

Corn Cobs

Salmon

Milk

Eggs

Cheese

Yogurt

Chicken

Beef

Beans

Peas

Bananas

Avocado

Sweet Potatoes

Mangoes

Tomatoes

Bell Peppers

Kiwi

Papaya

Kale

Blueberries

Lentils

Pineapple

**PREVIEW**

**Pictionary  
Awards**

Write the name of a classmate you think deserves each Pictionary Award.

**Pictionary Awards****Best Artist***For the student with the most detailed  
realistic drawing.***Best Guesser***For the student who guessed the most  
things in the least time.***Most Imaginative Drawing***For the student who had the  
unique or imaginative drawing.***Funniest Drawing***For the student whose drawing made  
everyone laugh the most.***Most Detailed Drawing***For the student who added the most  
details to their picture.***Best Team Player***For the student who worked well with  
others and encouraged classmates.***Quickest Drawer***For the student who completed their  
drawings the fastest.***Hardest Drawing***For the drawing that was hardest to  
guess, but fun to try!***Best Effort***For the student who tried their best, even if  
their drawing wasn't guessed right away.*

## Sunlight and Its Role in Growth

### Why Sunlight is Super!

Did you know that sunlight is super important for helping our bodies grow? When we play outside, the sunlight gives us some- thing called Vitamin D. Vitamin D helps our bones grow strong.

Without enough Vitamin D, our bones can get weak, and that's no fun!



### How Sunlight Helps

When sunlight touches your skin, you make Vitamin D. But you can't get Vitamin D from sitting inside all day. That's why it's important to go outside and play, even if it's just for a little bit. Here are some ways it helps:

- **Stronger bones:** Vitamin D helps our bones grow strong.
- **Healthy teeth:** It helps keep our teeth strong too!
- **More energy:** Fresh air and sunlight can give us lots of energy for fun games!

### Tips for Getting Sunlight

- Play outside for at least **20 minutes a day**.
- Make sure to wear sunscreen when the sun is very bright.
- Go for walks, ride your bike, or play sports to enjoy the sun!

Name: \_\_\_\_\_

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Curriculum Extension  
Unit 1

True or False

Is the statement true or false?

1. The sunlight gives us something called Vitamin D.	True	False
2. With enough Vitamin D, our bones can get weak.	True	False
3. Fresh air and sunlight can give us lots of energy.	True	False
4. We should play outside for at least 10 minutes a day.	True	False
5. Sunscreen is needed when the sun is very bright.	True	False

Question: What would happen if we stayed inside all day without sunlight?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rays of Health

Write three benefits of sunlight.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Activity – Sunshine Tracker

### Objective

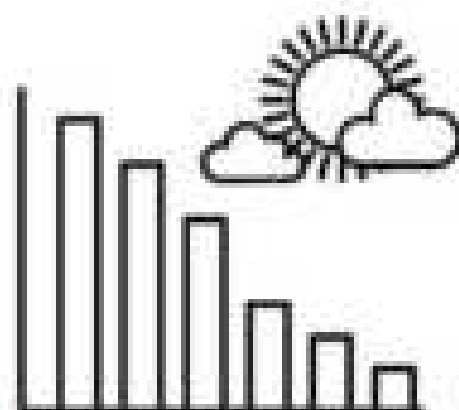
What are we learning about?

To teach students the importance of getting sunlight for their health and growth by tracking outdoor time and analyzing results through a graph.

### Material

What you will need for the activity

- Sunshine Tracker (pre-made tracking sheets with a line for the student's name)
- Pencils/Markers



### Instructions

How you will complete the activity

1. Hand out the Sunshine Tracker Chart to each student and explain that they will track how much time they spend outside each day of the week.
2. Each day, students will write down the number of minutes they spend in the sunshine on their tracking chart.
3. At the end of the week, have the students add up their total time spent outside.
4. Give students graph paper and instruct them to create a bar graph representing each day's outdoor time.
5. Use different colours for each bar to make the graph easy to read.
6. After completing the graph, students will compare their results with classmates.

Name: \_\_\_\_\_

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Sunshine Activities  
Page 1**Tracker**

Record the time you spent out in the sun and the activities you do, then graph them below.

Day	Minutes Spent Outside	Activities
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		



Name: \_\_\_\_\_

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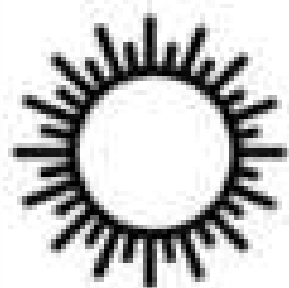
Curriculum Extension  
CCE 1

### Sunshine Stars and a Sunbeam

Think of two fun activities you did in the sun this week. Write them  
down on the first two suns below!

What's one new thing you'd love to try in the sunshine (sunbeam)?

PREVIEW



## Story: The Effects of Poor Nutrition

### Jacob's Tired Day

Jacob loved running around with his friends at recess, but lately, he felt too tired to keep up. One day, as Jacob sat on the bench watching his friends play, his teacher, Ms. Lee, sat beside him. "You seem a little tired today, Jacob. What did you have for breakfast?" she asked.



"I had some chips," Jacob said. Ms. Lee nodded. "You know, Jacob, our bodies need healthy food to grow and give us energy. When we don't eat enough healthy foods, we can feel tired and slow. That's because things like chips and candy don't have the right vitamins and minerals to help us grow."

Jacob was curious. "What should I eat, then?"

"Foods like fruits, vegetables, and whole grains give your body what it needs. For example, did you know that kids your age need to eat about 5 servings of fruits and vegetables every day to help them grow?" Ms. Lee explained. "Without healthy food, it's hard for your body to keep up with everything you want to do."

Jacob decided he would try eating more fruits and veggies. The next day, he felt much better and was able to play with his friends again!

## Fill in the Blanks

Circle the word that best fits the sentence.

1)	Jacob felt too _____ to keep up.	tired	excited
2)	Chips and candy don't have _____ to help us grow.	sugar	vitamins
3)	Kids need about _____ servings of fruits each day.	5	10
4)	With _____ food, our bodies can feel _____.	fast	slow
5)	_____ food makes us feel _____.	strong	tired

## Draw

Draw and label breakfast for Jacob to help him feel energized.

Fruits	Grains	Dairy

## Question

Why does someone like Jacob feel tired even if he eats lots of chips and candy?

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## Activity – Food Traffic Light

### Objective

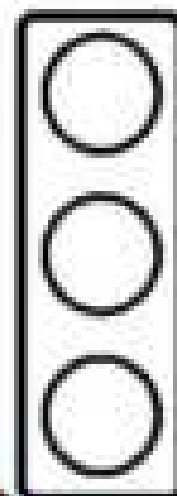
What are we learning about?

To teach students how to categorize foods into everyday (green), sometimes (yellow), and rarely (red) by colouring a pre-drawn traffic light with food choices on each.

### Materials

What you will need for the activity.

- Food pictures on cards (fruits, vegetables, snacks, sweets, etc.)
- Crayons or coloured pencils (red, yellow, green)

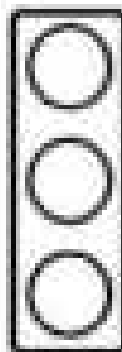
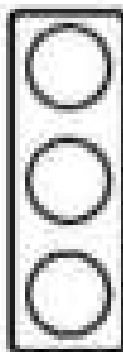
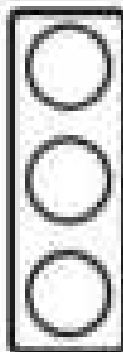
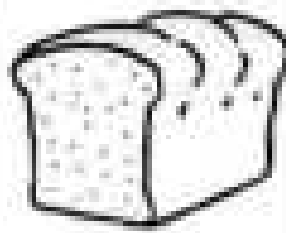
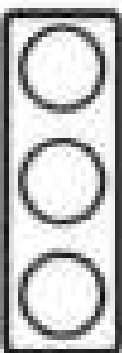
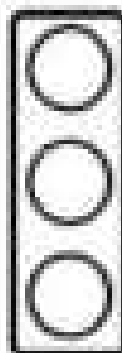
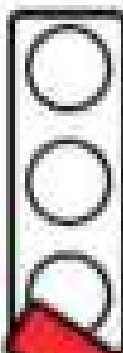
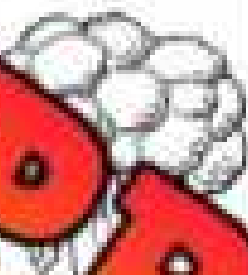
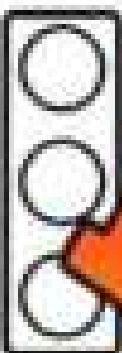
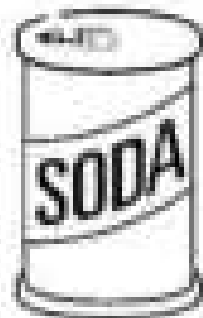
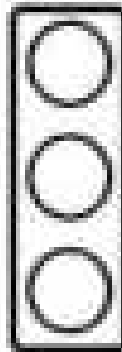
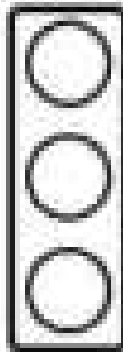
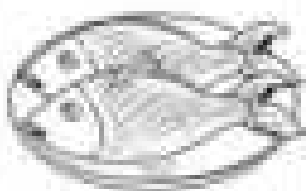
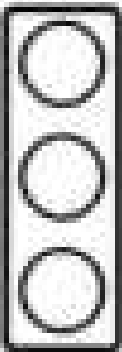


### Instructions

How you will complete the activity.

1. Distribute the traffic light worksheet to each student.
2. Explain that the green section of the light represents foods they eat daily, the yellow section is for foods they should eat sometimes, and the red section is for foods they rarely eat. Make them colour the foods as well.
3. Discuss examples of foods that belong in each category.
4. Have students colour the top circle of the traffic light red for rare foods, the middle yellow for sometimes foods, and the bottom green for everyday foods.
5. After colouring, discuss why certain foods go in each category.

PREVIEW



**Food Traffic  
Light Oath**

Write foods you will rarely, sometimes, and often eat, and explain why!



I will rarely eat foods like: \_\_\_\_\_  
\_\_\_\_\_ because \_\_\_\_\_



I will sometimes eat foods like: \_\_\_\_\_  
\_\_\_\_\_ because \_\_\_\_\_



I will often eat foods like: \_\_\_\_\_  
\_\_\_\_\_ because \_\_\_\_\_





## Importance of Sleep for Growth

### Why Sleep is So Important!

Did you know that when you sleep, your body is busy growing and healing? Sleep helps your brain rest, your muscles grow, and even makes you feel better when you're sick. When you don't get enough sleep, it can be harder to focus. So, getting plenty of sleep is super important!

### How Much Sleep Kids Need

Kids your age need about 9-11 hours of sleep every night! That might sound like a lot, but it helps your body feel ready for the day. While you're sleeping, your brain organizes everything you learned and your body gets stronger.

### How to Get a Good Night's Sleep

Here are some tips to help you get the best sleep:

- Go to bed at the same time each night.
- Don't use screens like TVs or tablets before bedtime.
- Keep your room cool, quiet, and dark.

When you get enough sleep, you'll wake up feeling full of energy, ready to learn, and grow even more! So, make sure to get plenty of rest every night!



Name: \_\_\_\_\_

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Curriculum Extension  
Unit 1

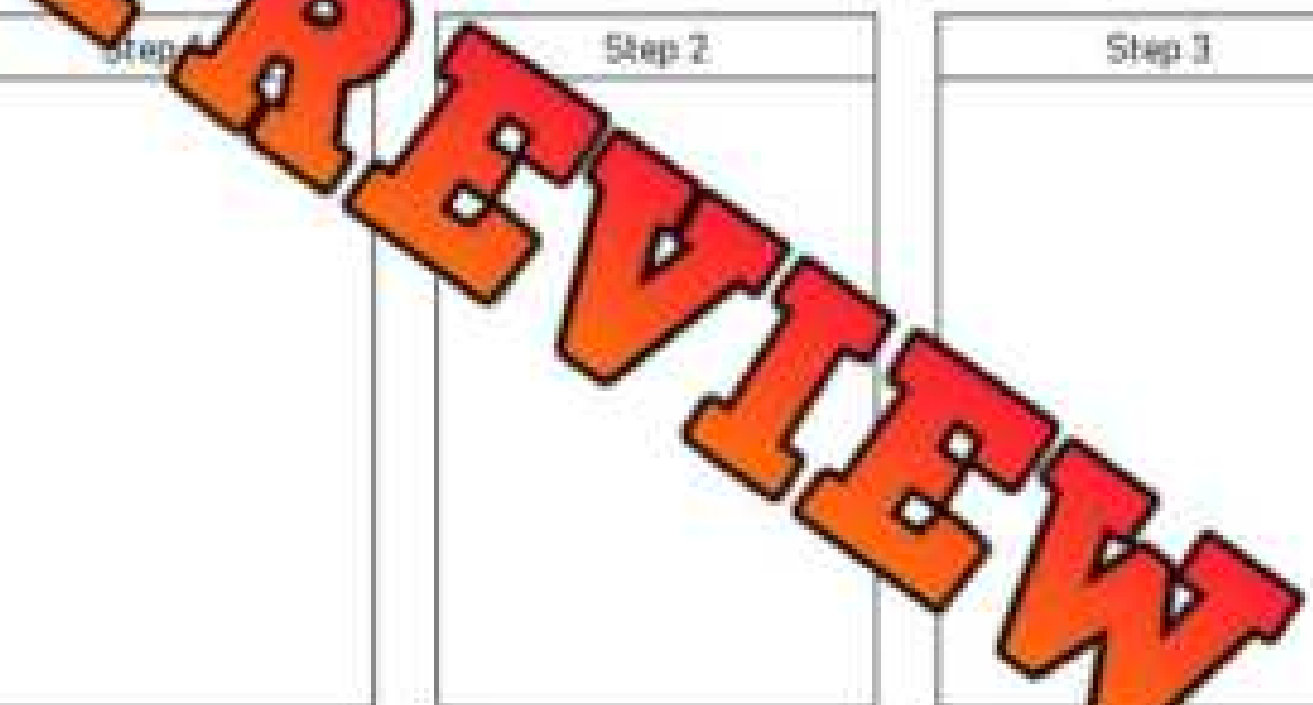
True or False

Is the statement true or false?

1. Kids need 9 to 11 hours of sleep each night.	True	False
2. Using screens before bed helps you sleep better.	True	False
3. A quiet and dark room helps with sleep.	True	False
4. Not getting enough sleep makes it easy to focus.	True	False
5. Going to bed at the same time helps with sleep.	True	False

Bedtime

Draw a three-step bedtime routine to help you get better sleep.

Step 1	Step 2	Step 3
		

Question

Why should you avoid screens before bedtime?

<hr/> <hr/> <hr/>
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**Sleep Habits  
Quiz**

Answer the following questions by circling Yes or No. Once you're finished, count how many Yes answers you have. Then, check the meaning of your score on the next page!

	YES	NO
1) Do you go to bed at the same time every night?	YES	NO
2) Do you get at least 9 to 11 hours of sleep each night?	YES	NO
3) Do you watch TV or use a tablet right before bed?	YES	NO
4) Is your room dark and cool when you sleep?	YES	NO
5) Do you feel tired when you wake up in the morning?	YES	NO
6) Do you avoid drinks like caffeine before bed?	YES	NO
7) Do you follow a bedtime routine to relax?	YES	NO
8) Do you fall asleep within 20 minutes of getting into bed?	YES	NO
9) Do you avoid napping for more than 30 minutes during the day?	YES	NO
10) Is your bed comfortable for a good night's sleep?	YES	NO
11) Do you wake up without an alarm feeling refreshed?	YES	NO
12) Do you sleep through the night without waking up a lot?	YES	NO
13) Do you avoid watching scary or exciting shows before bed?	YES	NO
14) Do you sleep in a cool room, not too hot or too cold?	YES	NO
15) Do you wake up naturally, without hitting snooze multiple times?	YES	NO
16) Do you keep your room tidy and free from distractions at bedtime?	YES	NO
17) Do you avoid arguing or feeling upset right before bed?	YES	NO
18) Do you listen to calm or relaxing music before going to sleep?	YES	NO
19) Do you turn off all lights or close the curtains for darkness?	YES	NO
20) Do you avoid eating a big meal right before bed?	YES	NO

**Sleep Score  
Meaning**

See how well you're doing! Count your Yes answers and find out what your score means below. Let's see how great your sleep habits are!

16-20 Yes answers	You are a Sleep Superstar! Keep up the great work and you'll continue feeling rested and ready for the day.
10-15 Yes answers	You're doing a good job, but there's room for improvement. Try following a consistent bedtime routine and avoid screens before bed.
5-9 Yes answers	Your sleep habits need some help! Try to make changes, like going to bed earlier and turning off electronics before bedtime.
0-4 Yes answers	Your sleep habits look like you need to make big improvements to your sleep habits. Start by setting a regular bedtime and creating a consistent bedtime routine.

**My Good  
Sleep Oath**

Complete the Good Sleep Oath with the blanks with your own goals for better sleep!

I promise to \_\_\_\_\_ so I can  
have a good night's sleep. Every night, I will \_\_\_\_\_  
\_\_\_\_\_ and  
\_\_\_\_\_ to help my  
body grow and feel strong. When I wake up, I will feel \_\_\_\_\_  
\_\_\_\_\_ and ready to  
\_\_\_\_\_

Signed: \_\_\_\_\_

## Newspaper Article: Physical Activity and Growth

### The Power of Exercise

*Published on September 13, 2024*

Yesterday's events at Maple Elementary School participated in a special event to highlight the importance of physical activity in growing strong and healthy. The school organized a "Move & Grow" day, where kids tried out fun exercises like running, jumping, and stretching.

Ms. Davis, the gym teacher, explained why physical activity is so important. "When kids move and play, they're helping their muscles grow stronger. It's like giving your body a workout so it can get better at everything it does!" she said. "Plus, moving around helps your heart stay healthy, and that's super important!"

Eight-year-old Ella, who joined the jumping contest, was excited. "I love jumping rope! It's fun, and I didn't know it helps my muscles grow!" she said.



Physical activity not only helps kids grow up stronger, but it also keeps their hearts happy. Students learn to ride bikes, play soccer, and dancing can make learning fun. Experts say kids should aim for at least 60 minutes of active play every day to stay healthy and grow properly.

The event left students excited to move more and grow stronger, one fun activity at a time!

## True or False

Is the statement true or false?

1. Physical activity helps muscles grow stronger.	True	False
2. Kids should aim for 10 minutes of active play every day.	True	False
3. Ella joined a dancing contest during the event.	True	False
4. Moving around helps your body get better at everything.	True	False
5. Reading is a form of physical activity.	True	False

Visualize: \_\_\_\_\_ were picturing while you were reading. Explain the picture.


## Word Search

Find the words in the wordsearch.

Running	Biking
Jumping	Climbing
Skipping	Stretching
Dancing	Hiking
Swimming	Playing

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

## Activity – Physical Activities Challenge

### Objective

What are we learning about?

To encourage students to engage in different physical activities by drawing random challenges and performing the actions written on the paper.

### Material

What you will need for the activity.

- Strips of paper with simple physical activities written on them.
- A container to hold the strips.
- Open space for students to move safely.



### Instructions

How you will complete the activity.

1. Write simple physical activities on strips of paper. Examples: "Stand on one foot for 10 seconds," "Do 5 jumping jacks," "Spin in a circle 3 times," and "Touch your toes and stretch."
2. Place all the strips of paper in the container.
3. One by one, students come up to the front, close their eyes, and draw a strip from the container.
4. The student reads or has the teacher read the activity aloud.
5. The student performs the activity in front of the class. Optional: the rest of the class can perform the activity as well.
6. Repeat until all students have drawn and completed an activity.

**Challenge**

Cut out the activity strips below, draw one from the pile, and do the action on the strip!

No.	Activity Description
1	Hop on one foot for 10 seconds
2	Do 5 jumping jacks
3	Spin in a circle 3 times
4	Touch toes and stretch
5	Run in place for 15 seconds
6	Do 10 skips
7	Balance on one foot for 15 seconds
8	Pretend to swim for 10 seconds
9	March like a soldier for 10 seconds
10	Flap your arms like a bird for 10 seconds
11	Stretch and reach for the sky 5 seconds
12	Crawl like a bear for 5 seconds
13	Do a silly dance for 15 seconds
14	Jump as high as you can 3 times
15	Walk backwards for 10 steps
16	Do the crab walk for 10 seconds
17	Shake your hands in the air for 10 seconds
18	Tiptoe quietly for 10 seconds
19	Roll your arms 5 times
20	Wiggle like a worm for 5 seconds



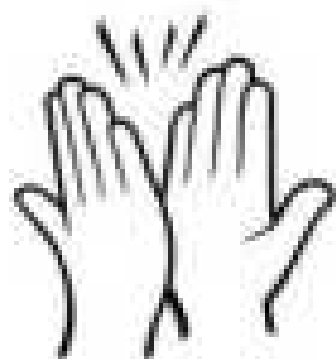
**High Five a  
Friend**Choose 4 classmates who did well in today's activity and give them  
a high five card!

I give you a high five because you

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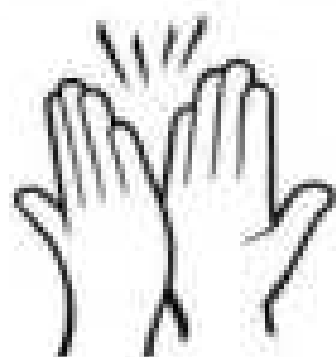


I give you a high five because you

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I give you a high five because you

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## Exercise and Heart Health

### The Heart is a Super Muscle!

Did you know that your heart is one of the most important muscles in your body? It works hard every day to pump blood, which helps you stay healthy. But just like any other muscle, the heart needs to stay strong!



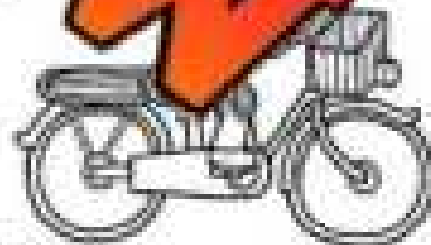
### How Does Exercise Help the Heart?

When you move around, your heart has to work faster to send blood to your muscles. This helps the heart get stronger and work even better! Running, jumping, and playing games are great ways to keep your heart happy and healthy.

### Fun Ways to Help Your Heart

Here are some fun ways to keep your heart strong:

- **Run and play tag:** This gets your heart pumping!
- **Ride your bike:** A fun way to make your heart work.
- **Jump rope:** This helps your heart grow strong, and it's lots of fun!



Remember, staying active for at least 60 minutes every day is a great way to take care of your heart. So, keep moving, and your heart will thank you!

**Matching**

Match the word that will complete each statement.

- |  |                                   |
|--|-----------------------------------|
| 1. The heart pumps _____ through your body.  | <input type="checkbox"/> muscle   |
| 2. The heart is a _____ in the body.         | <input type="checkbox"/> strong   |
| 3. Your heart needs _____ to stay strong.    | <input type="checkbox"/> exercise |
| 4. Jumping rope helps your heart grow _____. | <input type="checkbox"/> alive    |
| 5. The heart _____ to keep you _____.        | <input type="checkbox"/> blood    |

**Maze** Use a \_\_\_\_\_ to track your bike path for a healthy heart!**Question**

Why is the heart called a super muscle?

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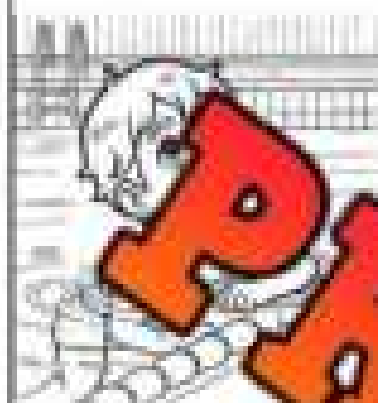
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## Story: Internal Growth We Cannot See

### Nate's Secret Strength



Nate loved swimming, but lately, he had been getting tired after just a few laps. "Why am I getting tired so quickly?" Nate wondered. After practice, he went to his coach and asked, "Coach, why can't I swim as long as I used to?"

Coach smiled and said, "Your body is growing and working hard, even though you can't see it. When you swim, your heart has to pump more blood to keep your muscles going, and it's making it stronger."

"How does swimming help my heart get stronger?" Nate asked. "Every time you swim, your heart beats faster. The more you swim, the stronger your heart gets at pumping blood. Did you know that your heart beats about 100 times a day? That's a lot of work for one muscle!" Coach replied.

Nate's eyes widened. "I had no idea!"

"And don't forget your bones," Coach added. "Swimming helps, but you also need calcium from foods like milk and yogurt to make your bones stronger, even though you can't see it."

The next time Nate got in the pool, he felt proud knowing his heart and bones were getting stronger, even if he couldn't see it happening!

## True or False

Is the statement true or false?

1. Swimming makes Nate's heart beat faster.	True	False
2. The heart pumps blood around the body.	True	False
3. Swimming makes Nate's bones weaker.	True	False
4. Nate's heart beats around 200,000 times a day.	True	False
5. The more you swim, the better your heart gets at pumping blood.	True	False

Colour your hearts with the things you should do to keep your body stronger.

Drink plenty  
of water

Get sunshine

Sleep late

Avoid junk  
foodsStretch  
regularly

Stay active / Play sports

## Question

What does swimming/other sports do for a person's heart?


## Activity – Growing Strong Inside and Out

### Objective

What are we learning about?

To help students understand how their favourite activities strengthen their bones and heart, and support their wellness.

### Materials

What do we need for our activity?

- Drawing paper
- Crayons, markers, or colored pencils
- Magazines and newspapers (for cutting out images)
- Scissors and glue (if using magazines and newspapers)



### Method

How do we complete this activity?

1. Ask the students to draw a picture of themselves doing their favourite activities that helps their body grow strong inside (play, running, swimming, dancing, or biking).
2. Encourage them to think about and include how the activity helps them feel healthy and happy, like how it makes their heart beat faster or their muscles strong.
3. If using magazines and newspapers, students can cut out and stick images of activities they enjoy that help keep their heart, lungs, and bones strong and healthy.
4. After they've completed their drawing, ask each student to share what they love about their chosen activity and how they think it helps their wellness and internal growth.
5. Facilitate a discussion where students reflect on how doing activities they enjoy can make them stronger, both inside and out, and how it makes them feel overall.

## Story: Family Traits and Growth

**Draw**

Draw pictures that show the story.

### Emma's Special Family Connection

Emma sat by the window one afternoon, flipping through an old family photo album. The pictures were a mix of black-and-white and colourful snapshots of her grandparents, parents, and even great-grandparents. She stopped at a photo of her grandpa as a young man. She looked closely and realised something. "Hmm, why does Grandpa have the same eyes as me?" she thought, leaning in with curiosity. She had never noticed this before.

Her mom came over and sat beside her, smiling. "Because you inherited your brown eyes from Grandpa! It's one of those things that get passed down from parents, grandparents, and even great-grandparents," her mom explained.

**PREVIEW**

"Wow," Emma said, still looking at the page. "How could I have inherited?" she wondered, turning the page to see more photos.

"Well," her mom said, "You might inherit more than just your eyes. It could be your hair texture, height, or even your smile." Emma turned to her mom, listening closely. "For example, did you know that if both parents are tall, there's a good chance their child will be tall too? It's not always the case, but it happens a lot," her mom continued.

Emma started to think about her own family, curious about what else she might have gotten from them. She looked at a photo of her dad and touched her curly hair, wondering where it came from.



Then her mom pointed at a picture of her dad. "Your curly hair comes from your dad's side of the family," she said. Emma grinned, touching her curls. She hadn't realized that her curly hair was something that was passed down through generations.

"Did you know that you might also inherit fun traits like dimples or even freckles?" her mom added with a laugh.

**PREVIEW**

**PREVIEW**

Emma loved discovering how she was connected to her family. She loved seeing how traits passed down over generations. The more she learned about her family, the more special she felt. She looked at another picture of her grandparents and realized how many traits she shared with her family.

Now, every time she looked in the mirror, she smiled, thinking about all the little things that made her unique but also connected to her family. She realized that her brown eyes, curly hair, and even her laugh were part of something bigger—her family's story.

**My Traits**

Check where each trait comes from by marking the correct family member or "Not Applicable."

Traits	Mom	Dad	Grand- parents	Other Relatives	Not Applicable
1. Eye Colour					
2. Hair colour					
3. Height					
4. Skin tone					
5. Face shape					
6. Freckles					
7. Height					
8. Funny					
9. Good at music					
10. Good at sports					
11. Likes to draw					
12. Solves puzzles					
13. Has fun hobbies					
14. Loves reading					
15. Being friendly					

# Exit Cards

Cut Out

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

Name: \_\_\_\_\_

Check if the traits can be passed down.

1) Eye Colour	
2) Language Spoken	
3) Natural Talents	
4) Height	
5) Social Manners	
6) Skin Tone	
7) Preference in food	
8) Shape of Nose	

Name: \_\_\_\_\_

Check if the traits can be passed down.

1) Eye Colour	
2) Language Spoken	
3) Natural Talents	
4) Height	
5) Social Manners	
6) Skin Tone	
7) Preference in food	
8) Shape of Nose	

Name: \_\_\_\_\_

Check if the traits can be passed down.

1) Eye Colour	
2) Language Spoken	
3) Natural Talents	
4) Height	
5) Social Manners	
6) Skin Tone	
7) Preference in food	
8) Shape of Nose	

Name: \_\_\_\_\_

Check if the traits can be passed down.

1) Eye Colour	
2) Language Spoken	
3) Natural Talents	
4) Height	
5) Social Manners	
6) Skin Tone	
7) Preference in food	
8) Shape of Nose	

## Newspaper Article: Continued Growth Throughout Life

### Growing for Life

*Published on September 15, 2024*

Students at Greenfield Elementary

learned a lesson

yesterday during school.

"Growing for Life" event. The

taught kids that grow

when you become an adult

continues throughout your entire life.

Ms. Harper, one of the organizers,

explained to the kids how making

healthy choices helps them keep

growing. "We don't just stop growing

when we get taller," she said. "Our

minds and skills keep growing too!

Learning new things, eating healthy,

and staying active are important at

every age."

One of the guest speakers, 75-year-old Mr. Lawson, shared his story. "I'm still learning new things every day! I

just learned how

to paint last year,"

he said. "It's

never too late

to grow."



The students were excited to know

that their bright minds would

keep growing for many years.

They made

healthy choices and kept learning and growing.

8-year-old Lucas. "I want to learn how

to cook someday!"

Experts agree that learning new things and staying active help people grow and stay healthy, no matter their age.

**Question**

Why is it important to learn new things as you grow older?

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Fill in the blank with the missing word.

1)	Growth doesn't stop when you become _____.	adult	child
2)	Healthy choices help keep us from _____.	shrinking	growing
3)	Trying new things helps both our bodies and our _____.	mind	legs
4)	_____ choices are important for growth.	Healthy	Unhealthy
5)	Growth happens at every _____.	stage	age

**Draw**

Draw a picture of something you want to learn as you grow older.

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## Activity: My Future Skills Timeline

### Objective

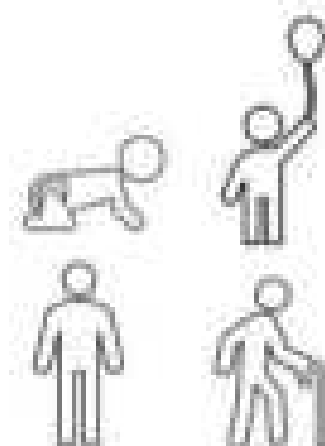
What are we learning about?

To help students visualize their personal growth and imagine the skills they want to learn at different ages in life.

### Materials

What you will need for the activity

- Timeline template (see page 83)
- Markers, crayons, or colored pencils



### Instructions

How you will complete the activity

1. Start with a simple discussion about growth and learning new things over time. Ask students what new skills they think they will learn as they grow older.
2. Give each student a timeline template that has five points for ages 10, 15, 20, 30, and 50.
3. Ask the students to think about what skills they want to learn at each age. For example, they may want to learn to ride a bike at age 10 or learn to cook at age 20.
4. Encourage them to fill in each point on the timeline with a skill they hope to learn. They can write it down and decorate it with drawings or symbols.
5. Once everyone has finished, ask students to reflect on what skill they are most excited about learning.
6. Allow students who feel comfortable to share their timelines with the class and talk about what they want to learn at each age.

Name: \_\_\_\_\_

83

Curriculum Extension  
Unit 1

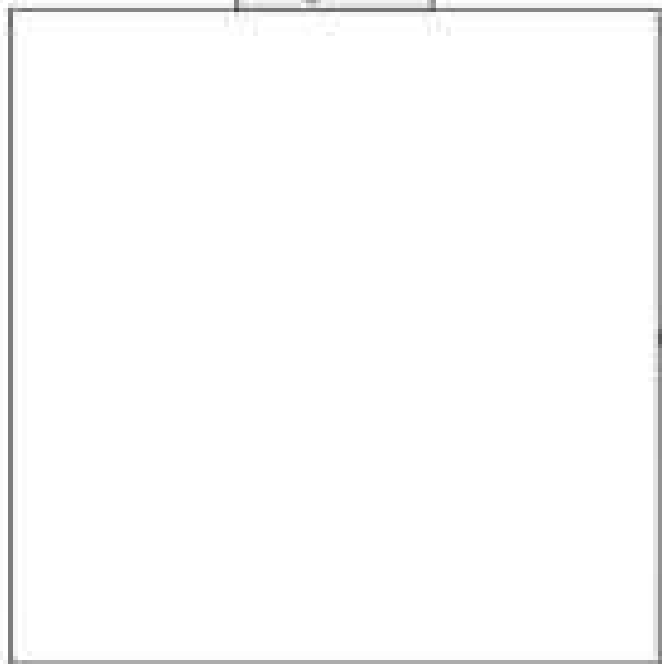
Timeline

Draw/write the skills you want to learn at each age.

Age 15



Age 30



Age 10



Age 20



Age 50



**PREVIEW**



## Unit Test – Growth and Development

### Multiple Choice

/10

1) Which does not grow? a) People b) Plants c) Pencils d) Animals	2) What unit of measurement do we use to measure our height? a) Kilograms b) Centimetres c) Kilometres d) Litres
3) What does exercise do for you? a) For stronger bones b) For health c) For energy d) All of the above	4) Chicken belongs to which food group? a) Protein b) Grains c) Vegetables
5) Which should you avoid before sleeping? a) Brushing your teeth b) Listen to relaxing music c) Watch TV d) A bedtime routine	6) Which is great for heart health? a) Red meat b) A bit of fat c) Meds d) All of the above
7) Which food is an everyday food? a) Brownies b) Broccoli c) Cupcakes d) Soda	8) Which is a growth thing? a) Getting taller b) Longer hair c) Stronger bones d) Bigger muscles
9) The sun gives off a) Vitamin A b) Vitamin B c) Vitamin C d) Vitamin D	10) When do bones grow faster? a) When you are a baby b) When you are a toddler c) When you are a teen d) When you are an adult

## Growing Healthy?

Does the person do something that will help them grow?

1) Emma eats fruits and vegetables every day.	Yes	No
2) Jack plays video games all day and rarely goes outside.	Yes	No
3) Ben skips breakfast because he's in a rush.	Yes	No
4) Olivia drinks plenty of water and exercises.	Yes	No
5) Tom loves playing outside and riding his bike.	Yes	No
6) Anna eats candy for lunch instead of a healthy meal.	Yes	No
7) Lily goes to bed and wakes up every night.	Yes	No
8) Oliver brushes his teeth before bed.	Yes	No

## Short Answer

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

1) Why is it important to be healthy and strong?

2) What traits are passed along from your parents? List 3 traits that you have from your parents.

3) List three things you can do to help your body and mind grow healthy and strong.



# Alberta Health and Wellness

## Growth & Development Unit – Grade 2

### 3-Part Lesson Format

#### Part 1 – Minds On!

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



#### Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

#### Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary





[illegible]

# Grade 2 – Health Unit

## Healthy Relationships

### Organizing Idea

Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.

**Preview of 75 pages from this product that contains 140 pages total.**

	Skill and Procedures	Pages
HR2.1	Reflect on how personal relationships are maintained or strengthened.	6-14, 26-38, 43-53, 77-95, 112-115
HR2.2	Identify sources of support within the community to enhance well-being and relationships.  Practise sharing and listening to ideas of others.	15-25, 39-42, 54-81, 96-111

NAME \_\_\_\_\_

# HEALTHY RELATIONSHIPS



## Healthy Relationships

### What is a Healthy Relationship?

A healthy relationship is when people treat each other with kindness and respect. This means being nice to others, listening when they talk, and making sure everyone feels cared for. You can have a healthy relationship with your friends, family, and even classmates. People who have healthy relationships feel happy and safe because they know they can trust each other.

### How Do We Build Healthy Relationships?

To build a healthy relationship, it's important to spend time together and talk to each other. Doing fun activities, like playing games or having conversations, helps people get closer. You also need to show that you care by helping others and asking how they feel.



### Key Things to Remember

- **Respect:** Always listen to what others say, and don't interrupt.
- **Kindness:** Being nice helps people feel good and want to be your friend.
- **Helping:** Helping others when they need it shows that you care about them.
- **Sharing:** Share your time and ideas to make friends feel included.

By doing these things, you can have strong and healthy relationships!



Name: \_\_\_\_\_

7

Curriculum Domains  
FHS 1.3

True or False

Is the statement true or false?

1. A healthy relationship involves trust.	True	False
2. Kindness makes people feel unwanted.	True	False
3. Helping others does not show care.	True	False
4. Conversations help strengthen relationships.	True	False
5. Respect is part of a healthy relationship.	True	False

Question

How do you show respect to someone?

PREVIEW

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Checklist

Check the box if it shows a quality in a healthy relationship.

	Respect		
	Trust		Not saying hurtful things
	Dishonesty		Honesty
	Lies		Selfishness
	Support		Sharing
	Helping		Empathy
	Enjoyment		Kindness

## Activity: Compliment Balloons

### Objective

What are we learning about?

To enhance social skills and promote positive communication among students, fostering a supportive and respectful classroom environment.

### Materials

What you will need for the activity.

- Balloons (one per student)
- Small pieces of paper
- Pens or pencils
- String or ribbon for the balloons
- Pin or needle for popping balloons



### Instructions

How you will complete the activity.

1. Give each student a small piece of paper (one per student).
2. Ask each student to write a genuine compliment for another student in the class on their piece of paper. This could be about their academic achievement, a kind they've done, or a talent they have.
3. Once they have written their compliment, each student should fold their paper and place it inside a balloon.
4. Students then inflate their balloons and tie them with a string or ribbon.
5. Collect all the balloons in a part of the classroom.
6. At the end of the class, each student picks a balloon (not the one they filled).
7. Students pop their balloons and read the compliment inside aloud to the class.

Name: \_\_\_\_\_

9

Compliment Worksheet  
Page 1

Reflection

Follow the instructions below.

**Compliment Received:** Write down the compliment you received from the balloon. How did you feel when you read it? Describe your emotions and thoughts.

**PREVIEW**



**Self-Compliment:** Think about something you really like or appreciate about yourself. If you gave yourself a compliment, what would it be?

## Story: Strengthening Family Connections

### The Magic of Family Time

In a cozy little house lived a family of four: Mom, Dad, Jake, and her little sister, Kelly. One chilly Saturday, Jake noticed that everyone seemed busy and a bit grumpy. He had an idea.

"Let's play together!" Jake suggested. Dad smiled, and Mom nodded, but Kelly looked unimpressed. "We can take turns picking the game!" Jake promised.

After much laughter and a small argument about board games, the family felt joy bubbling inside. Jake realized that the family who play together are happier! In fact, studies show that spending time with family can make you feel less stressed and more loved.



Next, Jake said, "Let's cook!" They all helped: Mom measured the flour, Dad rolled the dough, and Kelly sprinkled the chips. Together, they made a big mess, but it was so much fun! Sharing chores made Jake realize that teamwork brings them closer.

Finally, they gathered around the table to eat their cookies. "I love family time!" Kelly shouted. "Me too!" Jake replied with a big smile. They learned that talking openly, helping each other, and sharing fun moments is the magic glue that keeps families strong and happy!

**True or False**

Is the statement true or false?

1. Team activities can make families feel closer.	True	False
2. Baking together can be a fun family activity.	True	False
3. Chores cannot be fun even with family.	True	False
4. Family time can add feelings of stress.	True	False
5. Family time can make members feel isolated.	True	False

**List** Write a family could do together that would make everyone laugh.

1)	
2)	
3)	

**Question**

How can playing games together impact a family's relationship?

<hr/> <hr/> <hr/> <hr/>
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## Newspaper Article: Building Friendships

### Friendship Day at Maple Elementary

*Published on September 26, 2024*

Maple Elementary buzzed with excitement as students planned a special Friendship Day. After meeting with friends who listened and shared, we decided to make a day that helps everyone connect better. On Wednesday, the gym filled with colourful decorations and smiles.

The highlight of the day was a friendship circle where students shared their favourite hobbies and listened to each other. Second grader Lily said, "I love to paint! I learned that Jason likes painting too. Now we're going to paint together!"

The event was filled with laughter and new friendships. Teachers noticed how sharing thoughts made the kids happier.

"Friendship Day showed us how important it is to listen and share,"

said Ms. Brown, the art teacher.

"When we communicate, we grow closer."



By the end of the day, the students created friendship bracelets, each design representing their new connections.

Parents were amazed at how many new friendships had been made. Friendship Day was a success, reminding us of the importance of communication and building strong friendships, even at a young age.

Many kids agreed they want to have Friendship Day every year. "We should do this more often!" said Liam, a third grader, beaming with joy. "Listening and sharing helped me find new friends that I didn't know before!"

Name: \_\_\_\_\_

14

Guided Reading  
Page 14

True or False

Is the statement true or false?

1. Friendship Day helps build stronger connections.	True	False
2. Communicating well can lead to misunderstandings.	True	False
3. Sharing hobbies is a way to make new friends.	True	False
4. Friendship Day promotes competition among students.	True	False
5. Sharing hobbies helps students meet new friends.	True	False

Friendship Goal: Write three friendship goals you would like to achieve this year.

1)	
2)	
3)	

Making  
Connections

Can you tell about a time when sharing something with a friend?


## Activity: Friendship Bingo

### Objective

What are we learning about?

Students will engage in a fun activity to learn about their classmates' interests and common activities, which will help them find connections and build friendships.

### Materials

What you will need for the activity

- Pre-made bingo cards with friendship-related prompts (see below)
- Pen or marker
- Timer (optional)



### Instructions

How to run the activity

1. Hand out a bingo card and a pen or marker to each student. Each bingo card should contain various prompts in each square, such as "Find someone who loves pizza," "Find someone who has a pet," "Find someone who likes to read," etc. The goal is for students to fill their entire card with answers from different classmates.
2. Each prompt on their bingo card represents a topic they want to find out about their classmates. They should walk around the room and ask their peers questions to find someone who matches each prompt.
3. Students must ask questions politely and listen carefully to the answers. Once they find a classmate who fits a prompt, they can write that person's name in the corresponding bingo square.
4. To make the game more interactive, set a time limit (e.g., 10-15 minutes). The goal is for students to fill in as many squares as possible during the time.
5. When the time is up, gather the students and ask if anyone managed to complete their entire bingo card. Allow those students to share interesting facts they learned about their classmates.
6. After the game, facilitate a discussion about how learning about each other's interests helps form connections and build friendships.



**FIND SOMEONE WHO...**

Loves pizza	Has a pet	Can speak another language	Plays a sport	Likes reading books
Has the same favourite colour	Has visited another country	Enjoys playing video games	Has a brother	Likes ice cream
Loves drawing or art	Has the same birth month as you	Enjoys hiking	Likes superheroes	
Has green eyes	Loves to dance	Has more than two siblings	Likes animals	
Has travelled on an airplane	Likes to sing	Has curly hair	Has lived in more than one city	Is left-handed

## Qualities of a Good Friend

### What Makes a Great Friend?

Friends are super important in our lives! A good friend is someone who makes us feel happy and safe. But what makes a friend really special? Let's find out!

#### Kindness

Being kind means being nice to others. Friends share toys, help each other, and say nice things. Did you know that studying how kind people are often happy? Kindness can make us feel good too!



#### Support and Understanding

Good friends support one another. This means when someone is sad or feeling down, when a friend listens carefully, and when a friend helps build a strong friendship!

#### Top 5 Qualities of a Good Friend:

- **Honest** - They tell the truth, even if it's hard.
- **Respectful** - They treat you and others nicely!
- **Fun** - They make you laugh and enjoy good times!
- **Trustworthy** - You can count on them to keep secrets!
- **Caring** - They check on you when you're not feeling well.



## Question

What should you do if a friend is feeling sad?

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Fill in the blanks with the word that best completes each sentence.

1)	Friends should be _____.	caring	respectful	mean
2)	Good friends are always _____.	sneaky	honest	
3)	People feel _____ when friends _____.	happy	sad	
4)	Friends help each other by _____.		ignoring	
5)	_____ friends can keep secrets.		trustworthy	

## Word Search

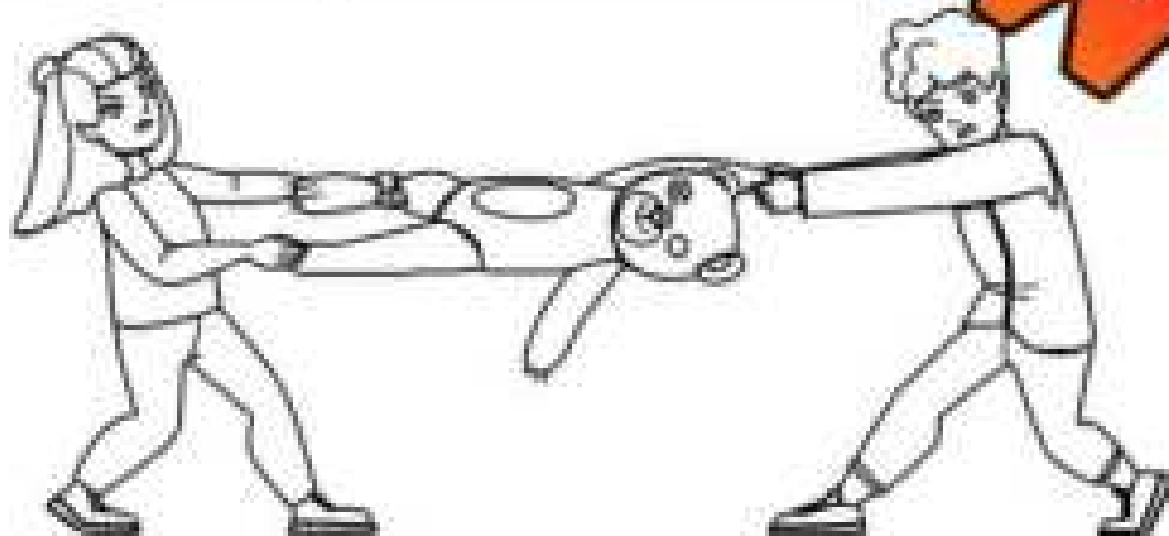
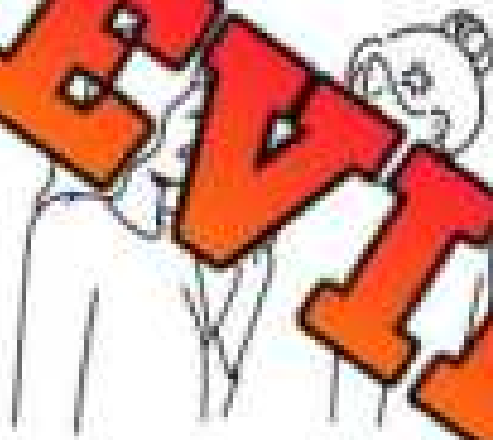
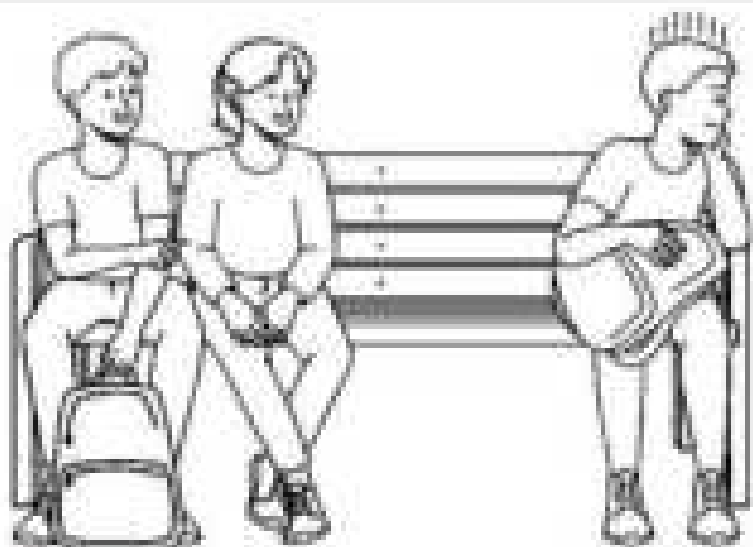
Find the words in the wordsearch

Kind	Helpful
Honest	Loyal
Respectful	Forgiving
Caring	Supportive
Trustworthy	Fun

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

Colour

Colour the picture(s) that show a healthy friendship.



## Activity: The Friend Ship

### Objective

What are we learning about?

To help students identify and articulate the qualities they value in friendships and visually express these through a creative and engaging craft project.

### Materials

What you will need for the activity

- Ship template (provided by the teacher)
- Cardboard
- Scissors, glue, markers, crayons and coloured pencils
- Decorative materials (optional)
- Paper for flags

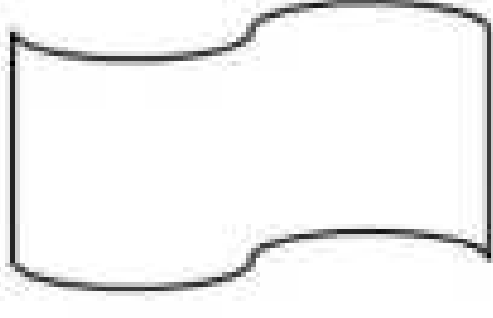
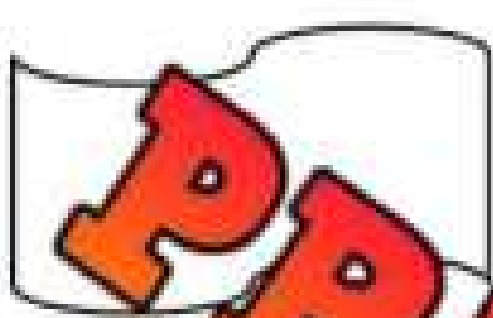
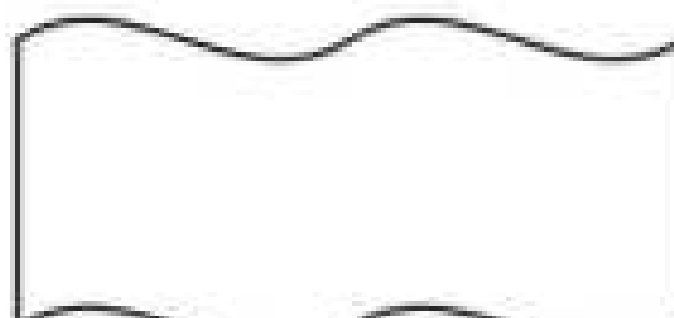
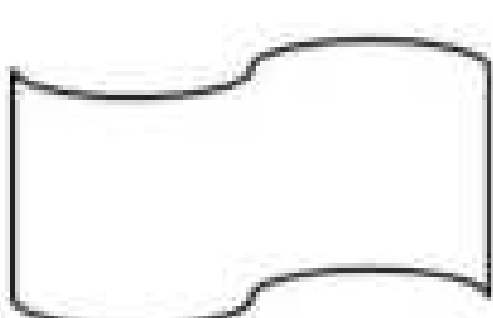


### Instructions

How you will complete the activity

1. Provide each student with a ship template.
2. Instruct students to cut out the ship template using scissors.
3. Have students glue the cut-out ship onto the cardboard for a sturdy base.
4. Encourage students to colour and decorate their ship using markers, crayons, and any other decorative materials provided.
5. Ask students to write different qualities they look for in a friend on separate pieces of paper, these will be their flags.
6. Instruct students to attach each flag to their ship, making them visible.
7. Once completed, allow students to present their Friend Ships to the class, explaining the qualities they chose and why.





**PREVIEW**

## Story: The Role of Nature in Well-Being

**Draw**

Draw pictures that illustrate the story.

### A Day In Nature

One sunny Saturday, Fin and his friend Cassy decided to explore the big park near their home. The park was filled with tall trees, colourful flowers, and chirping birds. Fin knew that being outside could make them feel happy and healthy. He had read that spending time in nature can improve our mood and help us feel relaxed.

As they walked along the path, they noticed the pretty blue butterflies dancing through the air. "Look, Cassy! Isn't that spending time in nature can help us feel better?" he said. Cassy smiled widely. She remembered hearing that nature could help with sadness and stress. "Yes, but don't forget the fun things we can do here!" she exclaimed.



**PREVIEW**

They found a perfect spot under an old oak tree. "Perfect!" said, laying out their sandwiches and apple slices. While they ate, they listened to the gentle rustling of leaves and the lovely songs of the birds. Fin and Cassy were so relaxed and happy. Research shows that being around nature can reduce stress and make people feel happier. Fin and Cassy were really starting to feel it!

After their picnic, they noticed a grassy hill nearby. "Let's climb that hill and roll down!" Cassy suggested. They raced each other to the top, giggling all the way. When they reached the top, they lay down on the soft grass, feeling the warm sun on their faces. "I can see the whole park from here!" shouted Fin, pointing at the sparkling pond below.

Next, they spotted a small path leading to the pond. "Let's go check it out!" Cassy said. They ran over and saw ducks swimming in the water. Cassy giggled as one duck waddled over to them, quacking happily. "Look, he wants to be our friend!" she laughed.

Fin pulled out his sketchbook. "Let's draw the ducks," he suggested. They sat on the edge of the pond, drawing the quacking ducks and the tall reeds swaying in the breeze. Do you know that drawing in nature can also help us feel good? Cassy finished her picture, feeling calm and creative.

**PREVIEW**

**PREVIEW**

At the end of the day, they lay on the soft grass and looked up at the clouds drifting by. "I feel so relaxed," said Fin, closing his eyes. "This is the best!"

Cassy nodded in agreement. "Let's promise to come back every month! There's so much to explore!" They talked about all the fun things they could do next time, like hiking and finding cool bugs. Being in nature felt wonderful, and they knew it would always be good for their hearts and minds!

## Activity: Nature Sensory Exploration

### Objective

What are we learning about?

Students will use their senses (sight, sound, touch, and smell) to explore the natural environment and reflect on how these experiences contribute to feelings of calm and happiness.

### Materials

What you will need for the activity

- Outdoor space (schoolyard, park, or garden)
- Notebooks or paper and pencils



### Instructions

How you will do the activity

1. Take the students outside to a safe area such as the schoolyard or a nearby park. Explain that they will explore nature using their senses to observe how it makes them feel.
2. Ask students to find a comfortable spot to sit or stand. Begin with a focus on sight. Tell them to look around and notice things they see, such as trees, flowers, insects, and the sky. After a few minutes, ask them to write or draw one thing they found interesting with their eyes.
3. Next, focus on sound. Ask students to close their eyes and listen around them, like the wind, birds chirping, or leaves rustling. Ask them to describe or draw what they heard.
4. Move on to touch. Encourage students to gently touch natural objects like grass, rocks, tree bark, or leaves. Ask them to write or draw how these things feel (soft, rough, cool, etc.) Lastly, focus on smell. Guide students to smell flowers, leaves, or the air around them. Ask them to describe or draw what smells they noticed and how it made them feel.
5. After completing all the sensory explorations, gather the students for a group discussion about how the experience made them feel overall. Encourage them to share what they saw, heard, touched, and smelled, and reflect on whether it helped them feel calm or happy.

**Objective**

Use your senses to explore the world around you in nature. Write or draw your answers for each part of the activity.

**What Did You See?**

Look around you and write or draw something interesting you saw in nature today.

**PREVIEW**

**What Did You Hear?**

Close your eyes and listen. What sounds did you hear? Write them.

**What Did You Touch?**

Feel different things in nature. What did you touch? How did it feel? Write or draw what you touched.

**PREVIEW**

**What Did You Smell?**

Take a deep breath. What smells did you notice? Write or draw what you smelled.

## Exploring Emotional Well-Being

### Feelings Matter!

Hey there, friends! Did you know that understanding your feelings is super important for being happy? Let's dive into the world of emotional well-being!



### What Are Emotions?

Emotions are feelings we have every day. Sometimes we feel happy, sad, angry, or even surprised. It's normal to have lots of different feelings. In fact, there are over 100 different emotions! But don't worry, you don't have to remember them all!

### Why Share Your Feelings?

Talking about our feelings helps us connect with our friends and family. When we share how we feel, it can make us feel better, just like taking a big backpack and then putting it down! Studies show that people who talk about their feelings often have better friendships.

### Top 4 Tips to Understand Your Emotions:

1. **Use "I" Statements:** Try saying, "I feel sad when..." This helps others understand you better!
2. **Draw It Out:** If you're feeling something strong, draw a picture of it!
3. **Talk to Someone:** Find a trusted adult or friend to share how you feel.
4. **Take Deep Breaths:** When emotions are big, take a few deep breaths to calm down!

**True or False**

Is the statement true or false?

1) There are more than 100 emotions.	True	False
2) Talking about feelings helps us make friends.	True	False
3) Feeling happy is the only good emotion.	True	False
4) "I" statements help others understand our feelings.	True	False
5) You should always keep emotions inside.	True	False

**Draw**

Draw three emotions that you often feel using emojis.

**Matching**

Match the feeling to the scenario that causes it.

1	You won a prize in a class competition.	
2	Your best friend is moving to another city.	
3	You have to speak in front of the whole class.	<input type="checkbox"/> Shy
4	You lost your favourite toy and can't find it anywhere.	<input type="checkbox"/> Excited
5	You did something by accident that upset your friend.	<input type="checkbox"/> Happy
6	Someone in your family is feeling very sick.	<input type="checkbox"/> Scared
7	You're starting at a new school and don't know anyone.	<input type="checkbox"/> Worried
8	You're playing your favourite game with your friends.	<input type="checkbox"/> Frustrated



## Activity: Feelings Web

### Objective

What are we learning about?

Students will learn how different emotions are connected by colour-coding and connecting related emotions, improving their understanding of emotional relationships.

### Materials

What you will need for the activity

- Worksheet with emotion circles
- Pencils or pens (all students will need at least 5 different colours)



### Instructions

How you will apply the activity

1. Hand out the pre-filled worksheet to each student. Explain that each large circle represents a major emotion, and the smaller circles around it represent emotions connected to that main feeling.
2. Assign one colour to each major emotion. For example, Happy emotions yellow, Sad emotions blue, Angry emotions red, Fearful emotions purple, and Excited emotions orange.
3. Students will begin by colouring the major emotion in the large circle using the assigned colour. Then, they will colour the smaller emotions around it with the same colour. For instance, "joyful" and "grateful" might both be coloured yellow because they are related to "happy."
4. Next, students will draw lines or arrows connecting the related emotions to the major emotion in the middle of the web.
5. After colouring and connecting emotions, ask students to review their webs and reflect on how the related emotions influence one another.

## Instructions

Colour the circles and connect each smaller emotion to the main emotion it belongs to.

**Excited**

Furious

Annoyed

Lonely

Joyful

**Happy**

Afraid

Hopeless

Energetic

**Scared**

Proud

Thrilled

**Angry**

Frustrated

Worried

**Sad**

Content

Eager

Gloomy

Enthusiastic

## Newspaper Article: Community Resources

### A Park Full of Smiles

*Published on September 28, 2024*

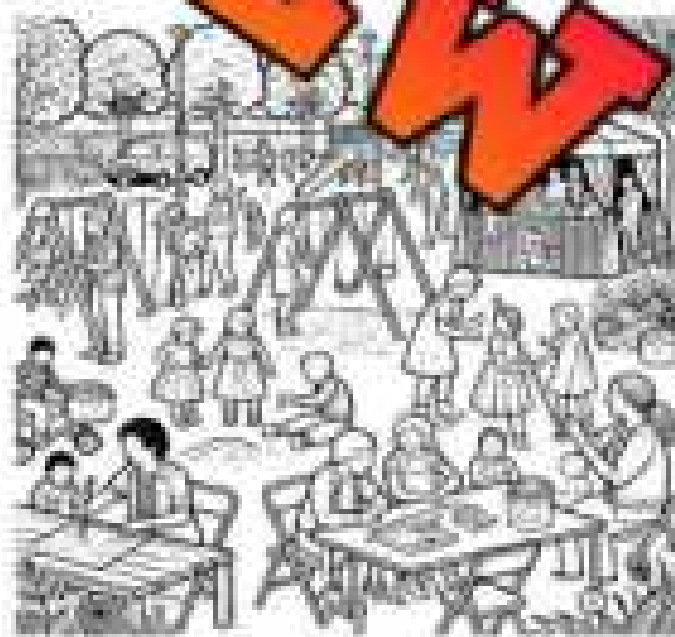
On September 28, 2024, a big event at the local park brought everyone together, showing just how special our community is. The day started with a sunny day and a lot of smiles as families gathered at Elmwood Park. Children were excited to enjoy the new playground and join in the games organized by the community centre.

Sarah Nguyen, a mother of two, shared, "This park is like our big backyard where we all can play and make new friends. It's wonderful to see all the kids laughing together!"

The park had everything from swings to a sandbox, and there was even a puppet show by the library team. The recreational centre set up a crafts table, where children made colourful hats and played team games that taught them about teamwork.

Local firefighter, Mr. Davis, who helped at the event, said, "It's important for everyone to have places like this park. They help us meet new people and look out for each other."

Today's event wasn't just fun. It showed how parks, libraries, and community centres help us all feel like a big, happy family. It was a day of playing, learning, and making memories, proving that these places are important for everyone in the town.



**True or False**

Is the statement true or false?

1. Parks can help build stronger communities.	True	False
2. The community centre helps bring people together.	True	False
3. People attend community events to be alone.	True	False
4. Public parks can help people feel part of a larger family.	True	False
5. Communities make people feel distant.	True	False

Fill in the Blank: Circle the word that best completes each sentence.

1)	Public events teach us _____.	teamwork	competition
2)	People gather at parks to _____.	be alone	socialize
3)	Public spaces make people feel _____.	connected	isolated
4)	Children learn to _____ at community events.	share	lead
5)	Parks offer both fun and _____.	learning	exercise

**Question**

What does a good community look like?


## Story: Understanding Emotional Triggers

### Thea's Day of Discoveries

Thea was having a tough morning. Usually, she loved playing with her blocks, but today, every time they toppled over, she felt a storm of frustration bubble up inside her.



"Why do I feel so grumpy?" she wondered, staring at the scattered blocks.

Her big brother, Roy, walked into the room and noticed her frown. "What's up, Thea?" he asked.

"I don't know. Everything is making me mad," Thea

said. "It's been like this all day. I can't figure it out," Roy replied. They decided to think about what might be causing her different emotions.

First, they talked about the blocks. "They fall every time, and it's so annoying!" Thea explained.

"Sounds like that's a trigger for your anger," Roy said. "Let's try to notice the way you planned."

They then remembered this morning. Thea had skipped breakfast, busy building a castle. "Maybe you're super hungry? Sometimes I get cranky," Roy guessed.

Thea nodded, and they made a yummy snack together. After eating, she felt better and went back to play. This time, when the blocks fell, Thea took a deep breath and just rebuilt her castle.

"Looks like being hungry was a trigger too," Thea realized, happy to solve part of the mystery.

From that day, Thea got better at noticing what made her happy, sad, or mad. Knowing her triggers helped her handle her feelings like a champ, and she was proud of her newfound detective skills!

**Situations**

Write two scenarios when you feel happy and mad.

**Sequence**

Put the events from the story in the correct order by writing 1-8.

Roy and Thea decided they be detectives to solve the problem.

Thea and Roy made a castle together and Thea felt better after eating.

Thea's blocks were falling and making her feel frustrated.

Thea realized that her anger was triggers for her feelings, and she felt proud of her detective skills.

Thea wondered why she was feeling angry.

Roy thought maybe Thea was crying because she didn't eat breakfast.

When the blocks fell again, Thea took a break and went to build her castle.

Thea told Roy that the falling blocks were annoying.

**Emotion**

If you could discover a new emotion, what would it be and how would it feel? Draw it.


## Four Corners Activity: Emotional Triggers

**Objective** What are we learning about?

To help students recognize and understand different emotional triggers through various situational examples, encouraging thoughtful reflection and discussion.

**Materials** You will need for the activity:

- A list of questions
- Labels for each corner (A, B, C, D)



**Instructions** How you will complete the activity:

1. Prepare the classroom by labelling each corner with A, B, C, and D.
2. Inform students that you will read out statements or questions about emotional triggers. Each statement or question will have four possible options.
3. When you read a question, students will move to the corner that corresponds to the answer they think is correct. Some of these will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
4. Repeat with different questions to reinforce their understanding of concepts.

Question	A	B	C	D
1) What might trigger frustration in class?	Losing a game	Not understanding a lesson	Friends teasing	Waiting too long
2) What would you feel if someone breaks your toy?	Sad	Angry	Calm	Confused
3) What could make you feel impatient?	Waiting in line	Getting extra homework	Waiting for a turn	Being last to finish
4) What might make you feel nervous?	Speaking in front of a crowd	Taking a test	Trying something new	Asking a question
5) What might make you feel calm?	Listening to music	Playing with friends	Doing art	Sitting in nature
6) What could trigger anger at recess?	Losing a game	Someone taking something	Being hurt	Arguing with a friend
7) What could make you feel excited?	Hearing about a surprise	Going on a field trip	Learning something new	Seeing a friend
8) What makes you feel proud?	Helping a friend	Finishing your work	Learning something new	Solving a problem
9) What can make you feel tired?	Not enough sleep	Running around a lot	A busy school day	Playing a sport
10) What helps you manage anger?	Taking deep breaths	Talking to someone	Going for a walk	Taking a break



## Active Listening

### Why Listen Well?

Active listening is like using your ears, eyes, and heart all at once! When we really listen to our friends and family, we show them that we care about their feelings and what they have to say.

### Super Listening Skills

1. **Eye Contact:** Look at the person who is talking. It shows you are interested!
2. **Quiet as a Mouse:** Don't interrupt while someone else is speaking.
3. **Nod and Smile:** Nodding and smiling shows you understand what the person is saying.



### What Happens When We Listen?

When you listen well, your friends and family feel important and heard. This helps everyone get along better and feel happier!

### Try These Listening Tips!

- Next time you chat with a friend, try to remember one thing they tell you and mention it later. It will make them super happy!
- When someone is talking, imagine their words are like your favourite story. This makes listening fun!

Listening isn't just using your ears; it's showing with your whole body that you think the other person is special!

## True or False

Is the statement true or false?

1. Active listening uses eyes, ears, and heart.	True	False
2. It's okay to interrupt while someone speaks.	True	False
3. Nodding and smiling shows you don't care.	True	False
4. Listening makes people feel loved.	True	False
5. Quiet like a mouse means speaking loudly.	True	False

Identify the emotion that someone might feel during these scenarios.

1) Your friend tells an interesting story, but you're looking away.	happy	angry	excited
2) During class, the teacher asks a question and you're playing with your pencil.	proud	confused	frustrated
3) A family member is sharing how their day went, but you're not paying attention.	bored	joyful	angry
4) Your friend is asking for help, but you keep talking about your favorite show.	sad	excited	lonely

## Listening Tips

What are three ways to show someone you are listening?

1)	
2)	
3)	

## Activity: Listening and Following Directions

### Objective

What are we learning about?

Students will practice their active listening skills by following a series of verbal instructions to complete a colouring task.

### Materials

What you will need for the activity

- Black and white colouring page (provided)
- Crayons, colored pencils, or markers



### Instructions

How you will do the activity

1. Prepare the classroom: Give each student a black and white colouring page to each student and make sure they have colored pencils, crayons, or markers.
2. Explain the activity: Tell the students that they will be practicing active listening. You will read each instruction out loud only once, and they must listen carefully and follow the directions to complete the colouring page.
3. Read the instructions aloud: Start with the first instruction, giving enough time to complete each step before moving on. Remind the students not to ask for the instruction again but to rely on their listening skills.
4. Observe the students: As the students follow the instructions, walk around the classroom and observe their progress. Take note of how well they are listening and following directions.
5. Review as a class: Once all instructions have been completed, hold up a sample of a correctly coloured page and go over each step with the class. Discuss how important it was to listen carefully to complete the activity correctly.

**Instructions:**

Listen carefully, follow directions, and have fun with colours. The teacher should pause between each step, ensuring students have enough time to follow along and complete each part.

- ✓ Begin by colouring the sun bright yellow.
- ✓ Next, colour the sailboat's sail red and the boat brown.
- ✓ Make the sky light blue but leave the clouds white.
- ✓ Colour the water ocean blue, leaving some waves white.
- ✓ Colour the palm tree trunk brown and the leaves green.
- ✓ The coconuts on the palm tree should be brown.
- ✓ Colour the beach ball with red, yellow, and blue.
- ✓ Use two of your favourite colours to colour the sandcastle.
- ✓ The sandcastle should be light brown or tan.
- ✓ Choose any colour you like for the flag on top of the sandcastle.
- ✓ Colour the bucket blue and the sand inside yellow.
- ✓ The starfish on the sand should be orange.
- ✓ Colour the grass green.
- ✓ Finally, colour the mountain brown and the trees on the mountain green.

## Following Directions

Follow the instructions to complete the activity.



**Self-Assessment**

Assess your performance after the activity.

**Self-Assessment: Listening and Following Directions**

1. How well did I listen to the instructions?

- ☐ I listened carefully to every instruction and didn't need any reminders.
- ☐ I needed to hear some instructions twice.
- ☐ I found it difficult to listen to all the instructions.

2. How well did I follow the directions?

- ☐ I followed all the directions correctly.
- ☐ I followed most of the directions, but I missed one or two steps.
- ☐ I had trouble following some of the directions.

3. Did I ask for help or reminders?

- ☐ I didn't ask for any help or reminders.
- ☐ I asked for a reminder once or twice.
- ☐ I needed help or reminders for most of the steps.

4. How did I feel about this activity?



5. What did I learn about listening and following directions?

- ☐ Listening carefully helps me complete tasks.
- ☐ I need to focus more on listening to directions.
- ☐ Following instructions helps me finish my work correctly.

6. What is one way I can improve my listening skills next time?

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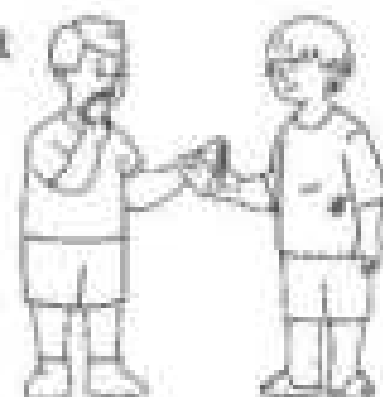
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## The Power of Sharing Ideas

### Let's Share Ideas!

Sharing ideas is like planting little seeds in a garden. When we share, our thoughts can grow into big, beautiful plants, just like friendships!



### Magic of Sharing

You let others know what you're thinking and feeling when you share. It's like opening a treasure chest and showing your gems inside!

### How to Share

1. **Speak Kindly:** Use words to talk about your ideas.
2. **Take Turns:** Let others share. Listening is as important as talking!
3. **Ask Questions:** Show you're interested by asking about others' ideas.

### Sharing Makes Us Happy!

Did you know when we share ideas and listen, it makes everyone feel good? It's like sharing a box of crayons—everyone gets to color and have fun together!

### Great Ways to Share

- During show and tell, share something you love and tell your friends why it's special.
- At home, share a story or a drawing with your family and talk about what you made.

Sharing ideas helps us make friends and learn new things. It's fun to see what everyone thinks and feels!

Name: \_\_\_\_\_

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Curriculum Connections  
PEL 2.2

### True or False

Is the statement true or false?

1. When we share, ideas grow into big things.	True	False
2. Taking turns is an important part of sharing.	True	False
3. Speaking kindly is not necessary when sharing ideas.	True	False
4. Listening is just as important as talking.	True	False
5. Asking questions shows you're not interested in ideas.	True	False

### Write

the sentences below.

When I listen to \_\_\_\_\_

Sharing ideas with my friends helps me \_\_\_\_\_

### Word Scramble

Unscramble the words using the word list

SHARING	LISTENING	IDEAS	KINDLY	ASKING	LEARNING
GAISNK			ILNINSTGE		
NILEGANR			SIRHNGA		



## Story: Emotional Support

### Danny's Brave Day

Danny felt like a small leaf swirling alone in the wind. Some kids at school had been unkind, teasing him because he was new. Each word felt like a raindrop making his day darker and colder.



At lunch, he sat quietly, his head down, trying to disappear into his sandwich. That's when Nora, who sat next to him, noticed his sad eyes. "Are you okay, Danny?" she asked with a gentle voice.

Danny took a deep breath, feeling the words bubble up. He told Nora about the teasing, and she listened, her face showing she understood. "That's really tough, Danny, but you're not alone, okay? I'm here for you," she said, squeezing his hand.

Nora walked with Danny to Mrs. Molly, their teacher. She stayed by his side while he talked to her. Mrs. Molly was kind and understanding. "I'm sorry for telling me, Danny. We'll solve this together," she assured him, her words as warm like a cozy blanket.

Mrs. Molly talked to the class about kindness and respect. She didn't name names, but the message was clear. Slowly, the teasing stopped. Danny felt safer and stronger, knowing he had friends and adults who would help him.

From that brave day, Danny learned that sharing his troubles could turn a stormy sky into a rainbow. With friends like Nora and supportive teachers, he was never really alone.

Name: \_\_\_\_\_

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Emotional Scenarios  
Page 2**Identify**

Circle the actions that show helping someone with their emotions.

Listening	Ignoring	Supporting	Shouting
Teasing	Holding	Hugging	Asking
Sharing	Caring	Pushing	Smiling

**Fill in**

Circle the word that best completes each sentence.

1)	Danny felt _____ at school.	teasing	sharing
2)	Nora showed _____ to Danny.	listening	bullying
3)	When someone feels _____ help.	mean	kind
4)	Sharing feelings helps us feel less _____.	alone	quiet
5)	Friends who listen can help us feel _____.	scared	brave

**Emotional  
Scenario**Write about what you would do if you \_\_\_\_\_ and felt \_\_\_\_\_, like  
Danny.

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## Newspaper Article: Helping Others in Need

### Big Hearts in Little City: Kids Show Kindness Counts

*Published on September 30, 2024*

It was a rainy Saturday afternoon in Little City when a rainstorm turned everything upside down. But even as the rain poured down, Little City's young heroes showed up brightly. At Pine Street Park, a group of kids quickly sprang into action, turning a tough situation into a show of teamwork and kindness.

Eight-year-old Zoe noticed her friend Jay's new book getting wet and offered her own umbrella to cover both of them. "It's better when we help each other," Zoe said, her smile as warm as a sunny day.

Nearby, ten-year-old Sam saw that the local kittens from Mrs. Fig's House were shivering under a bench. With the help of his friends, they built a small

shelter using nearby branches and leaves.

"Everyone needs a dry place,"

Sam explained.

As the kittens purred their thanks,

These simple acts of kindness didn't just keep books dry and kittens warm; they brought everyone closer together, proving that even the smallest hands can make a big difference. Through rain and sun, Little City showed that helping others is truly what makes their community shine.

As the rain cleared and the sun peeked out, the park brightened, the park buzzed with laughter and chatter, reflecting the warmth of the community spirit. Parents joined in, bringing towels and hot cocoa, turning the afternoon into an impromptu gathering.



## True or False

Is the statement true or false?

1. Sam's actions show how kids can solve problems.	True	False
2. Helping others can strengthen community bonds.	True	False
3. Kindness is only shown when big problems happen.	True	False
4. Zoe's actions reflect empathy for others.	True	False
5. This article explains how adults should always lead.	True	False

## Write

How you can be kind in different places:

Home	
School	
Community	

Making  
Connections

Explain this: "Kindness is a simple act with an end."

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## Activity: Helping Scenarios Role Play

### Objective

What are we learning about?

Students will explore different ways to help others by role-playing various scenarios where someone is in need.

### Materials

What you will need for the activity

- Scenario cards (each card will have a situation where someone needs help)
- Space for role-play (classroom area or open space)



### Instructions

How you will complete the activity

1. Begin by discussing with students why helping others is important and ask them to think of times when they might have needed help or needed help themselves.
2. Explain that they will be given different scenarios to act out in small groups to act out how they could help in those situations.
3. Divide the students into small groups (3-4 students per group). Give each group one scenario card. Each card will describe a situation where someone is in need of help.
4. Give the groups a few minutes to discuss the situation and devise a solution for how they would help. Encourage them to consider how they would feel in both roles: as the person in need and as the helper.
5. Once the group discussion is complete, each group will act out their scenario for the class.
6. After all groups have performed, gather the class together to discuss how each scenario was handled, reinforcing that there are many ways to help someone.

Scenario	Key Moments/Descriptions
<b>Help a Classmate with Homework</b>	Act out helping a classmate who is struggling with their homework. Offer to explain the steps for solving a problem and encourage them to ask for help when needed. Talk about how it's important to support others when learning.
<b>Volunteer at a Community Garden</b>	Pretend to pull weeds, water plants, or plant flowers at a community garden. Act out meeting others who are also volunteering and talk about how working together can improve the environment for everyone.
<b>Donate Old Clothes to a Shelter</b>	Pretend to pack boxes of gently used clothes and donate them to a shelter. Explain how the clothes will help people who need them and why it's important to give to those in need.
<b>Help Clean a Park</b>	Pretend to pick up litter in a local park or park properly. Discuss with your group how keeping a park clean helps both the environment and the community.
<b>Bake Cookies for a Charity Sale</b>	Mime baking cookies and selling them at a charity sale. As you "sell" the cookies, explain how the money raised will go to a good cause, such as helping families in need or supporting animal shelters.

Scenario	Key Moments/Descriptions
Help a New Student Find Their Way	Act out meeting a new student at school who doesn't know where to go. Show them around and explain how helping someone new can make them feel welcome and less nervous.
Help a Neighbor Shovel Snow	Pretend to shovel snow from a neighbour's driveway or sidewalk. After helping, discuss how doing small tasks like this can be a big help, especially for people who can't help themselves.
Visit a Senior Home	Pretend to visit a senior home and talking with the residents. Read a book or play a game with them and discuss how spending time with elderly people can brighten their day.
Help a Lost Pet	Pretend to find a lost dog or cat. Look for the animal by reading its tag and calling the owner. Take it to a nearby animal shelter. Talk about how finding lost pets can reunite them with their families.
Raise Money for a School Trip	Act out organizing a fundraiser to help raise money for a school trip. Act out selling items or asking for donations and explain how working together to raise money helps everyone participate in the trip.

Scenario	Key Moments/Descriptions
Help Set Up for a School Event	Act out setting up chairs and decorations for a school event. Discuss with your group how helping to organize events makes them more fun for everyone and shows responsibility.
Help a Friend Who is Sad	Act out noticing a friend who is sad or upset. Ask them what's wrong and listen to them. Offer to cheer them up by playing together or talking and discuss how supporting friends emotionally is just as important as helping physically.
Donate School Supplies to a Child in Need	Act out gathering school supplies, such as pencils, notebooks, and donating them to a child who doesn't have them. Explain why it's important for everyone to have supplies to succeed in school.
Help a Teacher Organize the Classroom	Pretend to help a teacher organize books or clean the classroom. Discuss how helping with small tasks shows appreciation and makes the classroom a better place to learn.
Help Someone Carry Heavy Bags	Act out helping someone, like a parent or neighbour, carry heavy grocery bags. Talk about how offering help with simple tasks can make life easier for others and show kindness.



## Cultural Diversity

### What is Cultural Diversity?

Cultural diversity means having many different kinds of people in our community. Imagine a box of crayons with lots of different colours. Just like each crayon is special, each person from a different culture brings their own unique colour to our community!

### Colors of Our Community

People from all over the world live in our community. They bring their own languages, foods, and traditions. Did you know there are over 200 languages spoken in our world? It's like having a huge playlist of songs to listen to!

### How We All Fit Together

1. **Learn and Share:** When we learn about different cultures, we understand each other better.
2. **Festivals and Fun:** Joining different cultural festivals can teach us new dances and songs.
3. **Friendship Foods:** Trying foods from different countries can be a delicious adventure.



Every culture adds something special to our community, like puzzle pieces fitting together to make a beautiful picture. When we celebrate everyone's culture, we make our community a happier place to live. Let's keep learning about each other and sharing the things that make us unique!

**True or False**

Is the statement true or false?

1. Cultural diversity means having people from many different places.	True	False
2. Foods from different countries can be a fun adventure.	True	False
3. Sharing our cultures makes our community divided.	True	False
4. Only a few cultures make up our community.	True	False
5. Cultural diversity means everyone looks the same.	True	False

**Draw**

Draw a picture of something from your culture that you are proud of.

**Question**

How is cultural diversity compared to a box of crayons?



## Shared Experiences in Relationships

### Why Shared Experiences Are Fun!

Doing things together is a great way to make friends and get closer to people. When you share an experience, like playing games or going on a trip, it helps you understand each other better. It's like building a bridge between you and someone else.

### Why We Enjoy Shared Experiences

When you do something with friends or family, it makes you feel happy. Playing games and going on trips together helps everyone feel included. Did you know that people who do activities together have stronger bonds? It's true! Sharing time together creates memories that last a lifetime.

### Ways to Share Fun Moments

1. **Family Fun:** Plan an outing, like going to the zoo or park. These trips give you lots to talk about later.
2. **Playing Together:** Games like tag, soccer, or board games teach teamwork and help you grow closer to your friends.
3. **Group Projects:** Working on a project at school helps you learn how to solve problems together.

When we share experiences, we make special memories, strengthen friendships, and learn new things! So next time, invite someone to join in on the fun—you'll both feel closer.

Name: \_\_\_\_\_

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Emotions Exercises  
PPV 1, 1992.2

### True or False

Is the statement true or false?

1) Sharing experiences helps you feel closer to people.	True	False
2) Families that do activities together are less close.	True	False
3) Shared experiences help us understand each other better.	True	False
4) Spending time together doesn't create long-lasting memories.	True	False
5) Working on school projects together helps solve problems.	True	False

### Draw

Draw group activities you would like to do with your classmates to remember.

### Timeline

Make a short timeline of three fun moments with someone, listing what happened in order.

1	
2	
3	

## Activity – Empathy Letter Writing

### Objective

What are we learning about?

Students will practice empathy by responding to various scenarios or letters written to them. They will learn how to express care, understanding, and support in writing, helping them develop stronger empathetic communication skills.

### Materials

What you will need for the activity.

- Printed letters or scenarios addressed to students (prepared by teacher)
- Blank paper for responses
- Pencils or pens
- Envelopes (optional)



### Instructions

How you will complete the activity.

1. Prepare several different scenarios or letters that describe situations where someone might need empathy. These letters should be from various characters or people asking for help, expressing sadness, or seeking support. Examples could include: "My best friend moved away, and I feel very lonely." or "I'm nervous about the upcoming test and need some encouragement."
2. Hand out one letter or scenario to each student. Each student will read the letter and think about how the person in the scenario might be feeling.
3. Instruct the students to write a response letter to the person who wrote the original letter. They should use kind words and show empathy by acknowledging the person's feelings, offering support, and suggesting helpful solutions if needed.
4. After the students have written their letters, they can exchange them with classmates and read each other's responses, or they can share their responses with the class.
5. Discuss how showing empathy through writing helps make others feel understood and cared for, and why it's important to respond to others with empathy.

Hello,

I had a bad day today. During recess, I wanted to play with my friends, but they were already playing a game without me. I felt left out and didn't know what to do, so I just sat by myself. I feel really sad. What should I do next time?

From,  
A Log

**PREVIEW**

Your Friend, \_\_\_\_\_

Hello,

I just lost my favourite toy, and I'm really upset about it. I've looked everywhere, but I can't find it. I've had that toy for a long time, and it was very special to me. Have you ever lost something important? How do you stop feeling so sad?

From,  
A Sad

**PREVIEW**

Your Friend, \_\_\_\_\_

Hello,

I was playing soccer at recess today, and I accidentally kicked the ball too hard. It hit my friends, and now they are upset with me. I said sorry, but they still seem mad. I didn't mean to hurt them, but now I feel bad. What should I do to make things right?

From,

A Guy

**PREVIEW**

Your Friend, \_\_\_\_\_



## Recognizing Personal Boundaries

### What Are Personal Boundaries?

Have you ever felt like someone was standing too close to you? Or maybe you didn't want to share your favourite toy? That's what personal boundaries are all about! Personal boundaries are the invisible lines that help us feel safe and happy. They tell us how close we want others to get to us, both in our space and our feelings.

### Why are Personal Boundaries Important?

Personal boundaries help us keep our friends comfortable. When we respect boundaries, we show we care for them. Here are 3 key points about boundaries:

1. **Space:** Everyone has different space needs. Some people like to be closer, while others prefer more distance. It's important to ask if it's okay to be close.
2. **Feelings:** It's okay to say "no" if something makes you feel uncomfortable. Your feelings are important.
3. **Things:** Ask before you borrow someone's stuff. It's like a magic word that shows you care.

### Tips for Respecting Boundaries

- Always ask if it's okay before hugging or touching someone.
- Pay attention to when your friends look uncomfortable.
- If you need space, kindly tell others. Use "I need some space" as your magic phrase!

Now you know how to keep everyone happy with personal boundaries!

## Fill in the Blanks

Circle the word that best complete each sentence.

1)	Personal boundaries help us feel _____	safe	worried
2)	It's okay to say "___" if something makes you uncomfortable.	yes	no
3)	Asking shows that you _____	care	ignore
4)	Before you borrow something, you should always _____	take	ask
5)	Everyone has _____ feelings about space and boundaries.	same	different

Question: What do you do if something makes you feel uncomfortable?

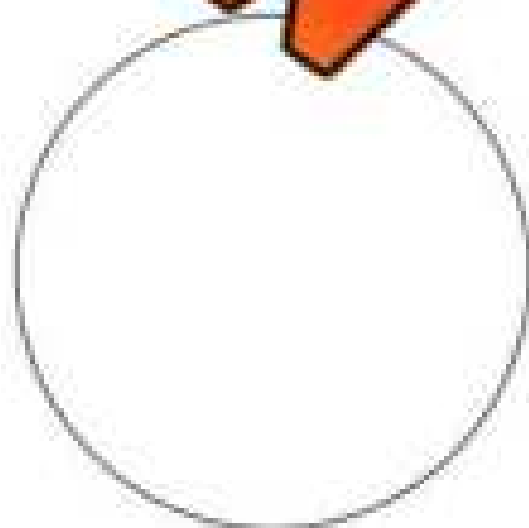
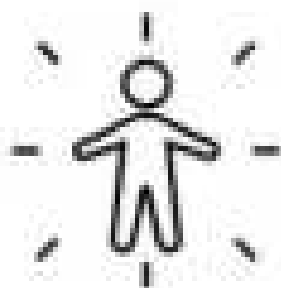
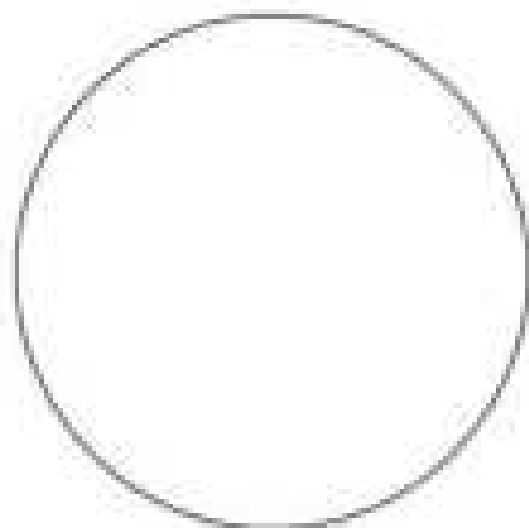
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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Boundary Bubble

Write/draw things that make you feel  
uncomfortable.

## Activity – Boundary Stoplight

### Objective

What are we learning about?

Help students understand non-verbal cues and body language related to boundaries. This activity will teach them to recognize when others are comfortable or uncomfortable based on body language and non-verbal signals.

### Materials

What you will need for the activity.

- Red, yellow, and green paper or cards (one set per student)
- Printed or written social scenarios (provided)
- Space for students to move and show their cards



### Instructions

How you will run the activity

1. Begin by introducing the concept of the Boundary Stoplight to the students. Explain that green means it's okay to continue the activity, yellow means slow down and check in with the person, and red means stop because the person might be uncomfortable.
2. Hand out one red, one yellow, and one green card to each student. These will be their "stoplight" cards.
3. Present different social scenarios where boundaries might need recognized. For example, "You want to give a friend a hug, but they back away a little," or "You ask to borrow a friend's toy, and they hesitate."
4. After reading each scenario, ask the students to hold up the card that represents what they think is the correct boundary response.
5. Once everyone has shown their card, discuss as a class why they chose the colour they did and how the person in the scenario might be feeling based on non-verbal cues.
6. Continue with different scenarios, allowing the students to practice recognizing and responding to boundaries.

**Boundary Spotlight**

Hold up the green, yellow, or red card based on how you think the person in the scenario feels about their boundary.

Scenario	Answer
1. You ask your friend if you can borrow their pencil, and they say "Sure!"	Green
2. You're about to give a friend a high-five, but they pull their hand away.	Red
3. You sit next to a classmate, and they smile and start talking to you.	Green
4. You offer to give a friend a hug, and they hesitate but don't say no.	Yellow
5. You ask a group of kids to play with you, and the kids say, "Come play!"	Green
6. You ask a classmate if they want to play, and they say, "Maybe later."	Yellow
7. You try to sit next to a friend, and they shift away from you.	Red
8. You offer to help a friend with their homework, and they say, "Thanks!"	Green
9. You try to hold a classmate's hand, and they try to take yours.	Red
10. You want to play with someone's new toy, and they let you.	Green
11. You start talking to a friend, but they aren't making eye contact.	Yellow
12. You offer to share your snack, and your friend says, "No, thank you."	Red
13. You ask if you can help clean up, and your friend smiles and says, "Sure!"	Green
14. You tap a friend on the shoulder, and they move away from you.	Red
15. You tell a joke, and your friend doesn't laugh but stays quiet.	Yellow
16. You ask to sit with your friend at lunch, and they nod and smile.	Green
17. You try to share a joke, but your friend is frowning and looking away.	Red
18. You ask a classmate if they want to play, and they shrug and say, "Maybe."	Yellow
19. You ask a friend if they want to play tag, and they say, "Let's go!"	Green
20. You offer your classmate a piece of candy, and they step back from you.	Red

## Newspaper Article: Group Dynamics

### Teamwork Wins at School Garden Project

*Published on October 01, 2024*

A spirit of collaboration and excitement buzzed through the halls of Oak Town Elementary yesterday as students and teachers gathered up for the School Garden Project. The event was not only to create a beautiful garden but also to teach students to master the art of working together.

Fourth-grader Sophia explained, "We all had different ideas about what to plant and where. It was hard to agree at first, but we learned to listen and share ideas."

Each group was given seeds, soil, and space. The gardens they created were as varied as the students themselves, with vegetables, flowers, and even a

small herb corner in different plots. This diversity highlighted how combining everyone's ideas can create wonderful results.

Ms. Susan Clark, the event organizer and a teacher, observed, "Today's project teaches more than gardening.

It's about working effectively in groups, respecting each other's views, and solving problems together."

As the schoolyard transformed into a vibrant

tapestry of greenery, and the students celebrated their teamwork and the new skills they had grown. Through digging and planting together, the students learned that cooperation blooms into success.



## True or False

Is the statement true or false?

1. The project helped students practise teamwork.	True	False
2. Each student's ideas were used in the project.	True	False
3. Listening to others was important in the project.	True	False
4. The project was designed to teach gardening skills only.	True	False
5. The students learned about respecting one opinion.	True	False

## Identify

Check (✓) the scenario that shows cooperation.

<input type="checkbox"/>	1) Maya and Sam are building a Lego house. They take turns adding pieces and listen to each other's ideas.
<input type="checkbox"/>	2) Doreen bought a new book. She only uses her own ideas and doesn't ask her group for help.
<input type="checkbox"/>	3) Ethan and Lily are playing with blocks. Ethan takes all the big blocks for himself, leaving Lily with only small ones.
<input type="checkbox"/>	4) Sophia sees her friend struggling to carry a heavy box. She offers to help carry some to the classroom.
<input type="checkbox"/>	5) Three friends are playing a game. One friend cheats, even though he asked nicely.
<input type="checkbox"/>	6) The soccer team cheers for each other, even when they score a goal.

## Question

Why is it important to respect each other's ideas?

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## Story: Emotional Resilience

### Henry's Bounce-Back Day



Henry felt like a deflated balloon as he stared at the red "F" on his math test. Usually bubbly and bright, today he felt left out and different, as everyone else seemed happy with their results.

As he walked home, Henry's friend Clara noticed his gloom. "What's wrong, Henry?" she asked. Henry sighed, "I did really bad on that, and it's like I'm the only one."

Clara smiled kindly. "It's okay, Henry. Everyone has bad days. Remember when I felt during the school play last year? I was so embarrassed, but I got up and finished the scene. It helped me be brave."

Henry thought about it. Maybe he didn't need to be perfect; he just needed to keep trying. The next day, Henry asked his teacher, Mr. Lee, for help with the problems he missed. Mr. Lee was glad to help and showed him new ways to solve them.

With each practice problem, Henry felt a little more like his happy self again. He learned that it's not about never falling, but about getting up and trying again. And with each bounce-back, he felt stronger and more ready for the next challenge.

**True or False**

Is the statement true or false?

1) Henry learned that asking for help is important.	True	False
2) Henry gave up after his first failure.	True	False
3) Support from friends can help when you are feeling down.	True	False
4) Trying again can help you feel stronger.	True	False
5) Henry's feelings were because he did not ask for help.	True	False

**Fill in**

Circle the word that best completes each sentence.

1)	Clara showed a lot of _____ when you _____.	scared	braver
2)	Support from friends can help you _____.	recover	hide
3)	Practice helped Henry feel _____.	stronger	weaker
4)	Henry realized he didn't need to be _____ to feel _____.	fast	perfect
5)	Clara showed kindness by _____ to _____.	ignoring	

**Question**

What lesson did Henry learn about failure and trying again?

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## Appreciating Differences

### Everyone is Unique: Let's Celebrate Our Friends!

Did you know that every person in the world is different? That's right! These differences make our friendships fun and exciting. Let's explore why we should appreciate these special qualities in our friends!

#### What Makes Us Different?

Everyone has their own unique traits! Some friends might be great at sports, while others are amazing artists. Some may have different cultures or languages. These differences help us learn new things every day!

#### Why Differences Matter

When we celebrate our friends' differences, we build stronger friendships!

Here are some fun facts:

- Friends can teach us new games and skills.
- We can share different foods and try new tastes.
- We learn about each other's traditions like holidays and celebrations.

#### Tips for Celebrating Differences!

Here are some neat ways to appreciate your friends:

1. Ask them about their favourite foods.
2. Share your favourite games and learn theirs.
3. Be kind and listen to their stories.
4. Celebrate special days with them!



**True or False**

Is the statement true or false?

1) All friends have the same skills.	True	False
2) Differences make friendships stronger.	True	False
3) We only learn about new foods from friends.	True	False
4) We celebrate differences by listening to stories.	True	False
5) You should have friends' special days.	True	False

**Question:** What can you learn from a friend who is different from you?

PREVIEW

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**Write**

Give three benefits of having a friend that is different from you.

1	
2	
3	

## Activity: My Rainbow Traits

### Objective

What are we learning about?

Celebrate how our differences make the classroom colourful and strong by allowing students to express their unique traits and contributions.

### Materials

What you will need for the activity

- Rainbow template with individual bands (one per student)
- Coloured paper or markers
- Scissors
- Large poster board to assemble the rainbow



### Instructions

How you will do the activity

1. Hand out a half rainbow template to each student, one half facing one way half facing the other so students are able to assemble the rainbows by putting them together.
2. Ask the students to think about one unique trait about themselves on each band on the rainbow. They could include a favourite hobby, a talent, something special about their family or culture. On each band of their rainbow, they should write one of these unique traits or facts about themselves.
3. After writing on the bands, students will colour each band of the rainbow using the colours of their choice.
4. Once the rainbows are coloured, students will carefully cut out their rainbows and bring them to the front of the class. Students can match their half rainbow with another half rainbow and mount them on a blank wall space or bulletin board.
5. The rainbows show how everyone's unique traits come together to form something beautiful and strong.
6. After the rainbows are assembled, the teacher can lead a class discussion, encouraging students to share what they wrote on their rainbow and why it's special to them.



**PREVIEW**

## Positive Reinforcements

### Cheer Each Other On!

Positive reinforcement is a super tool that helps us grow stronger and happier. It's like sunshine for plants; it helps friendships blossom too!

### What is Positive Reinforcement?

Positive reinforcement means giving someone a smile, a thumbs up, or a high five when they do something good. It's like saying "Great job!" This makes everyone feel wonderful.



### Why It Matters

When we use positive reinforcement, we create a happy and supportive place! Here are some fun facts:

- Kids who receive praise are more likely to keep trying.
- Saying something encouraging can strengthen friendships.
- Compliments can make us all feel good inside!

### Ways to Spread Positivity!

1. Say "Good job!" when a friend does well.
2. Write a nice note to someone who needs it.
3. Give a thumbs up or a high five!
4. Share kind words when someone feels sad.



Let's shine bright together with positive reinforcement!

**Question**

How can saying kind words help someone feel better?

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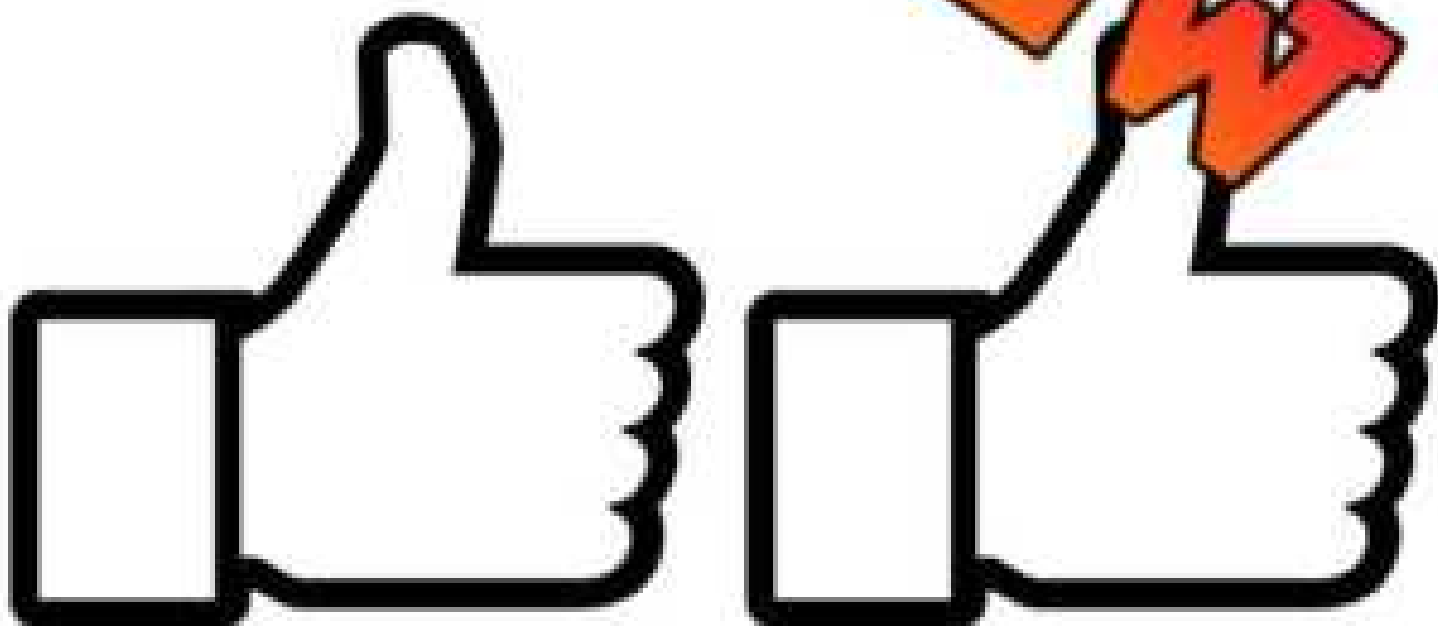
**True or False**

Is the statement true or false?

1) Giving someone positive reinforcement.	True	False
2) Positive reinforcement makes someone feel bad inside.	True	False
3) Saying "Great job" is a kind word.	True	False
4) Kids who receive praise are more confident.	True	False
5) Sharing kind words can cheer someone up.	True	False

**Thumbs Up**

Write two kind things you can say to someone smile.



## Unit Test – Healthy Relationships

## Multiple Choice

/10

<p>1. Listening while others talk is a sign of?</p> <p>a) Kindness b) Helping c) Sharing d) Respect</p>	<p>2. What quality shows if your friend can make you laugh and enjoy good times?</p> <p>a) Honest b) Respectful c) Fun d) Caring</p>
<p>3. Which emotion is scared?</p> <p>a) Happy b) Angry c) Sad d) Afraid</p>	<p>4. Which is not a top quality of a good friend?</p> <p>a) Honesty b) Respectful c) Athletic d) Friendly</p>
<p>5. Active listening is...</p> <p>a) Interrupting while someone else is speaking b) Looking at the person who is talking c) Playing with something while listening d) Talking to a friend while someone speaks</p>	<p>6. How can we show cultural diversity?</p> <p>a) Differently how we speak b) Showing different opinions c) Eating different foods d) Everyone is the same, so listening</p>
<p>7. All show empathy EXCEPT</p> <p>a) Understanding how someone else feels b) Caring about a friend when they're sad c) Ignoring a friend when they are upset d) Showing support to a friend</p>	<p>8. Personal boundary is?</p> <p>a) Respecting privacy b) Ignoring feelings c) Sharing everything d) Saying yes every time</p>
<p>9. How do you celebrate differences?</p> <p>a) Ask them about their favourite foods b) Share your favourite games and learn theirs c) Be kind and listen to their stories d) All of the above</p>	<p>10. Which is a positive reinforcement?</p> <p>a) Don't do that! b) That's not right! c) Well done! d) Stop being loud!</p>

Write

When do you feel these emotions?

Afraid

Surprised

Angry

Identify

Is the person showing good or bad behaviour?

1) Emily helps her friend when they are sad.

Yes

No

2) Ben refuses to share toys with his friends.

Yes

No

3) Sarah listens carefully when her friend talks about their feelings.

Yes

No

4) Jake gets frustrated and yells when he can't finish a puzzle.

Yes

No

5) Olivia cheers for her classmates during a game, even when she's not winning.

Yes

No

6) Lily ignores her group when they ask for help during a project.

Yes

No

7) Tom pushes his friend when he feels angry during recess.

Yes

No

8) Anna keeps trying when she finds her homework difficult.

Yes

No

9) Jack makes fun of someone who made a mistake during class.

Yes

No

10) Maria helps pick up papers that fell from her classmate's desk.

Yes

No





# Alberta Health and Wellness

## Healthy Relationships Unit – Grade 2

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

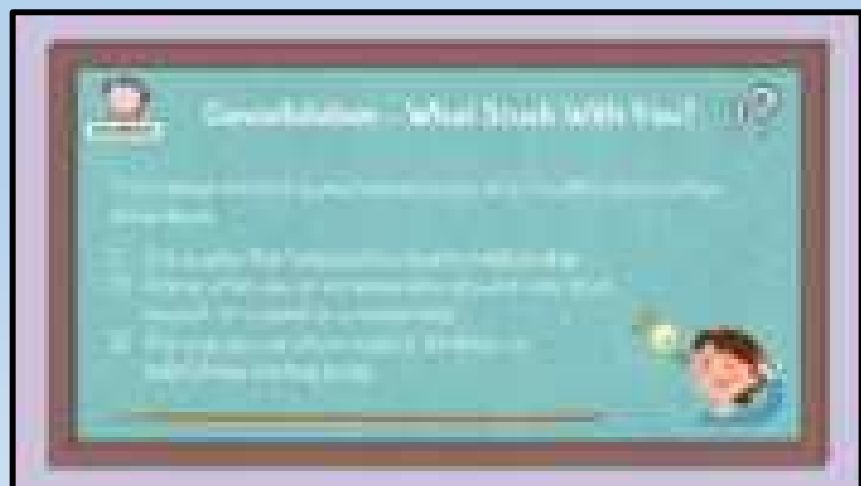


#### Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

#### Part 3 – Consolidation!

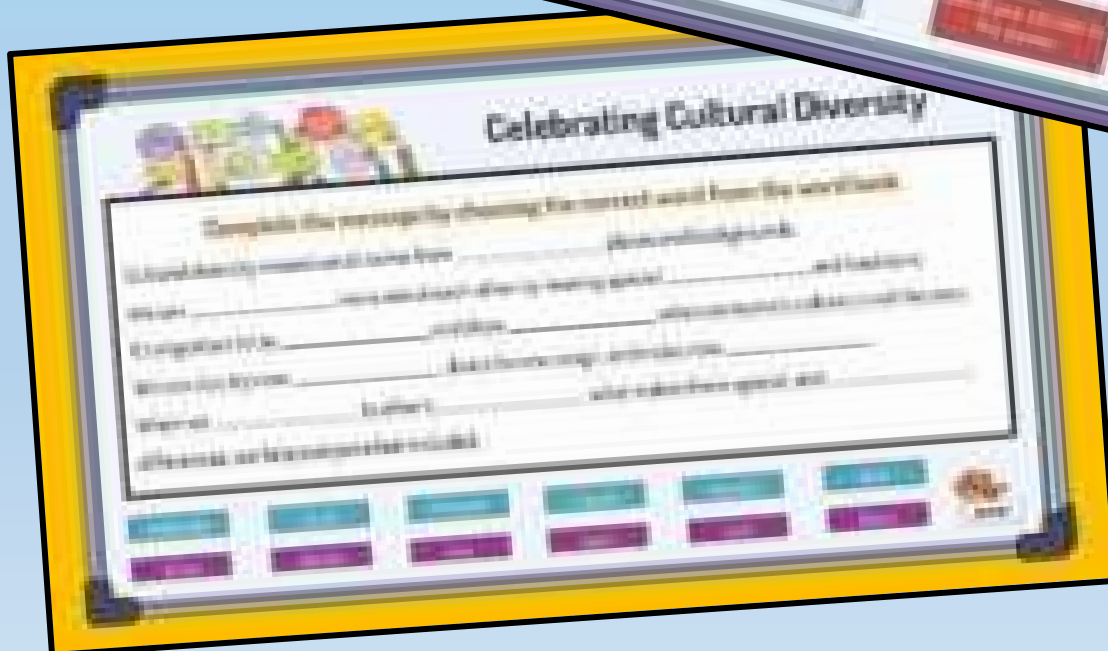
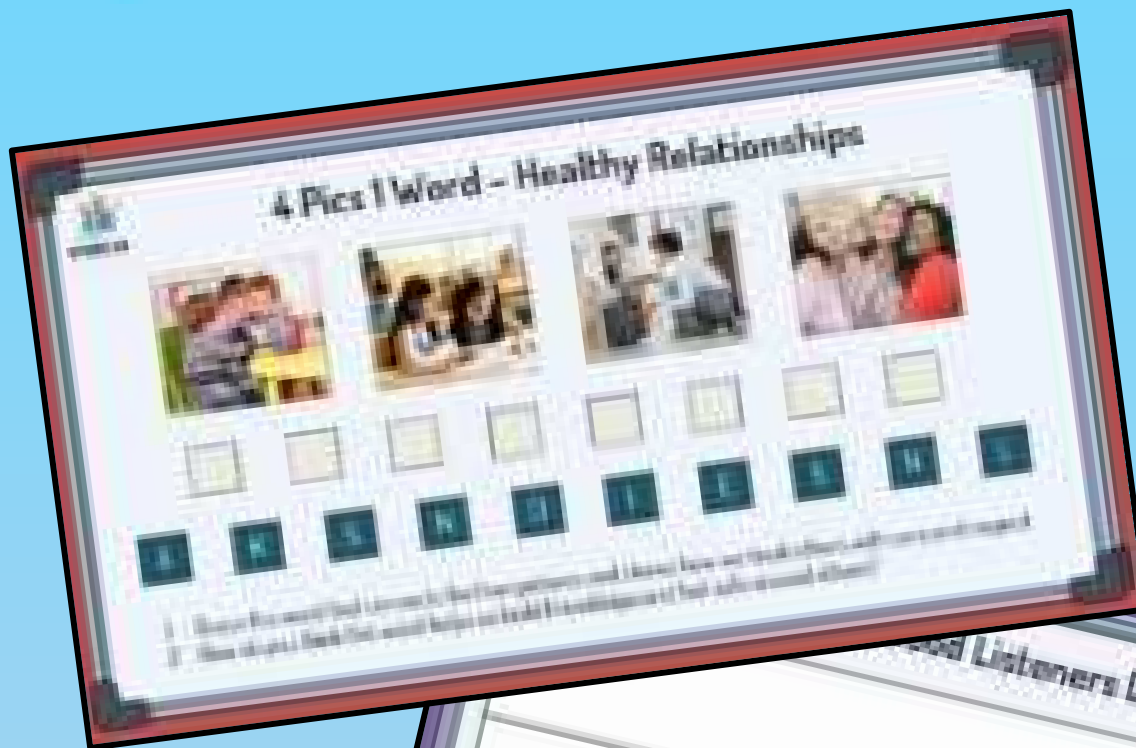
- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary





# Alberta Health and Wellness

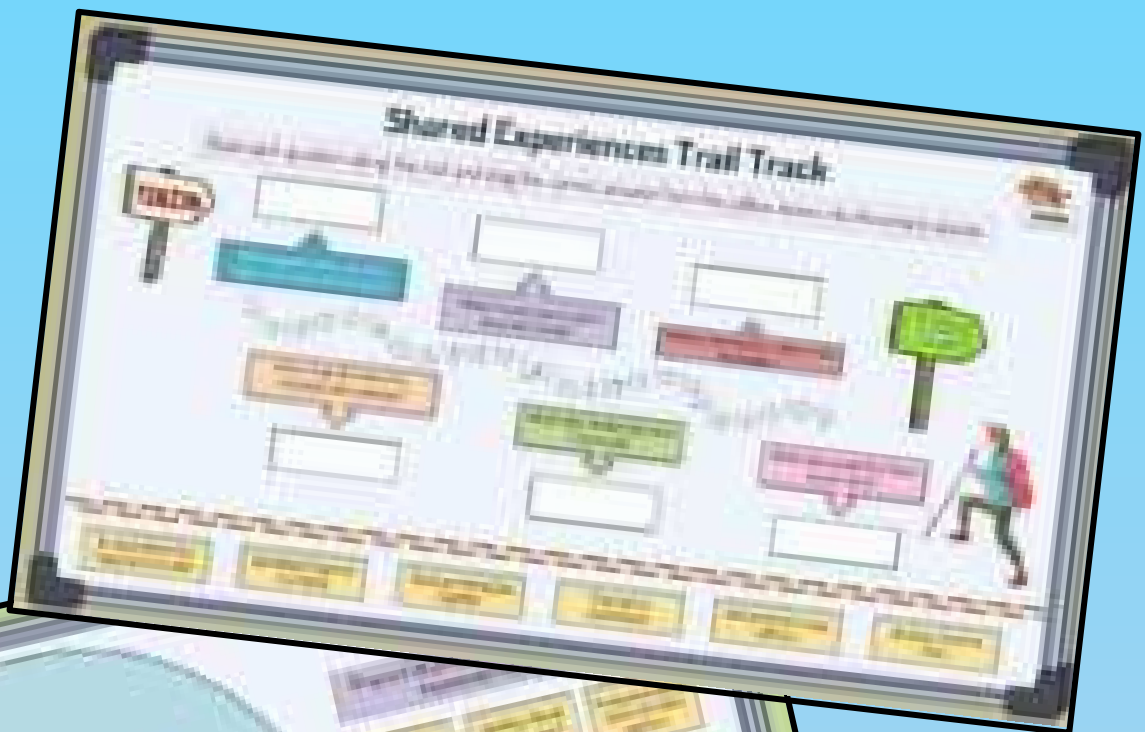
## Healthy Relationships Unit – Grade 2





# Alberta Health and Wellness

## Healthy Relationships Unit – Grade 2



# Grade 2 – Health Unit

## Character Development

<b>Organizing Idea</b>	Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	
<b>Guiding Question</b>	How are roles connected to character development?	
<b>Learning Outcome</b>	Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.	
	<b>Skill and Procedures</b>	<b>Pages</b>
	Describe and compare responsibilities connected	
	Investigate opportunities to participate in community roles.	
<b>CD2.3</b>	Explore how the roles and responsibilities of people, land, and animals contribute positively to community well-being.	30-33, 43-53
<b>CD2.4</b>	Explain the benefits of self-regulation.	54-58
<b>CD2.5</b>	Describe strategies that support self-regulation. Practise a variety of self-regulation strategies.	54-76
<b>CD2.6</b>	Explore ways communities work together to support self-regulation. Identify signals that support self-regulation.	77-96

**Preview of 70 pages from this product that contains 124 pages total.**

NAME \_\_\_\_\_

# CHARACTER DEVELOPMENT

PREVIEW



# Understanding Roles in Our Lives

## Who's Who in Our World?

Every day, we meet many people who play important roles in our lives! A role is like a job or special duty that someone has. There are roles in our families, school, and in our community. Let's take a closer look!

### Family Fun!

In our families, everyone has a role.

- **Mom and Dad:** They care for us and help us learn.
- **Siblings:** They are our brothers and sisters who play and share with us.
- **Grandparents:** They share with us important lessons.



### School Superstars!

At school, teachers and friends have special roles.

- **Teachers:** They guide us and help us understand.
- **Classmates:** They learn with us and help us when we need it.
- **Principal:** The principal is in charge of the school and makes sure everything runs smoothly.



### Community Heroes!

In our communities, many people help make life better.

- **Doctors and Nurses:** They take care of us when we are sick.
- **Firefighters and Police Officers:** They keep us safe.
- **Mail Carriers:** They deliver important letters and packages!

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### True or False

Is the statement true or false?

1. Mom and Dad help their child grow.	True	False
2. Classmates never help each other.	True	False
3. The principal manages the community.	True	False
4. Police officers work to keep us safe.	True	False
5. Doctors take care of us when we are sick.	True	False

### Question

Who has more than one role? Give an example.

PREVIEW

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### Matching

Match the correct role to the job description.

Helps with education	<input type="checkbox"/> police officer
Helps in medical need	<input type="checkbox"/> mail carrier
Helps put out fires	<input type="checkbox"/> teacher
Assists doctors and cares for patients	<input type="checkbox"/> dentist
Manages the school	<input type="checkbox"/> firefighter
Keeps the community safe	<input type="checkbox"/> nurse
Delivers letters and packages	
Takes care of teeth	

## Activity – Draw Your Family's Roles

### Objective

What are we learning about?

Students will understand how roles differ within families and appreciate the contributions of each family member.

### Materials

What you will need for the activity:

- Crayons or pencils
- Additional drawing paper (optional)



### Instructions

How to do the activity:

1. The teacher will explain the steps for drawing pictures of their family members and writing about the roles each person has in their family.
2. Students will begin by drawing a picture of their family on a sheet of paper, including themselves and any family members.
3. After drawing each family member, students will write down the responsibilities that each person has. For example, "Mom has homework" or "My brother takes care of the dog."
4. Once the drawings are complete, students can add colours to their pictures to make them more vibrant.
5. After finishing their drawings and descriptions, students will share their family roles with a partner or with the class, explaining who their family members are and what roles they play.
6. The teacher will ask students to discuss any similarities or differences between the roles in their families and those of their classmates.



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**PREVIEW**

**Exciting Role and  
Something More**

Identify one family role that you think is the most exciting and suggest one thing you could include to show each family member's role better.

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**PREVIEW**

# The Responsibilities of a Teacher

## The Wonderful World of Teachers!

Teachers are awesome helpers in our schools! They have many important jobs that help us learn exciting things. Let's explore what teachers do every day.



## Teaching is Fun!

Teachers take us on a fun adventure called learning. Here are some of their responsibilities:

- **Planning Lessons:** Teachers create activities and lessons for subjects like math, science, and reading.
- **Helping Students:** Teachers make sure everyone understands the work, and they give help when it is needed.
- **Fun and Games:** They often use games to make learning fun and exciting!

## Fun Teacher Facts!

1. They come up with new ideas every day!
2. They spend about 30 hours a week planning lessons.
3. Teachers love to celebrate our successes, helping us feel proud!

Teachers often become like second parents, caring for us and guiding us through challenges! They celebrate our successes and help us learn from mistakes, just like family!



## True or False

Is the statement true or false?

1. Teachers plan lessons.	True	False
2. Teachers celebrate students' mistakes.	True	False
3. Teachers help students by giving them answers.	True	False
4. Teachers only teach reading and math.	True	False
5. Teachers are like second parents.	True	False

## Fill in the

Circle the word that best complete each sentence:

1) Teachers _____ for learning.	treats	activities
2) Teachers love to _____.	mistakes	successes
3) They come up with new _____.	ideas	words
4) Teachers often become like _____.	parents	friend
5) Teachers help us learn from _____.	mistakes	rewards

## Thank You Note

Write a short thank you note to \_\_\_\_\_ for something  
they do that helps you.Dear Teacher, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## The Vital Role of Doctors

### The Incredible World of Doctors!

Doctors are like superheroes in our communities! They help keep us healthy and make sure we feel our best. Let's find out what doctors do to help everyone around us!



### What Do Doctors Do?

Doctors have very important jobs. Here are some of their key responsibilities:

- **Checking Us Out:** Doctors visit patients to see how they're feeling. They listen to our hearts and check our temperature.
- **Helping When We're Sick:** When we're not feeling well, doctors find out what's wrong and give us medicine to help us feel better.
- **Promoting Health:** They teach us about staying healthy by eating fruits and vegetables and exercising!

### Fun Facts About Doctors!

1. There are over 100,000 doctors in Canada!
2. Doctors often work long hours and help many patients each day.
3. They go to school for many years to learn how to help us!

Doctors make our communities healthier and happier! They often become like trusted friends, always there to listen and support us!

## True or False

Is the statement true or false?

1. Doctors only check our temperature.	True	False
2. Doctors work short hours every day.	True	False
3. Doctors always tell us to eat candy.	True	False
4. Doctors give us medicine to help us feel better.	True	False
5. Doctors help make our communities healthier.	True	False

Doctor's  
Advice

Write the good advice that a doctor might give to keep you healthy.

	1) Eat fruits and vegetables every day.
	2) Don't play too long playing video games.
	3) Make sure to get plenty of sleep.
	4) Eat candy for every meal.
	5) Wash your hands before eating and after using the bathroom.
	6) Exercise and play outside to stay healthy.
	7) Skip breakfast to save time.
	8) Get plenty of sleep to help your body grow.

## Question

Why is a doctor's role important in the community?

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# The Heroic Work of Police Officers

## The Amazing Job of Police Officers

Police officers are some of the biggest heroes in our communities! They work hard to keep us safe and help everyone follow the rules.



## Keeping

Police officers have many important responsibilities. Here are some of their key responsibilities:

- **Patrolling the Streets:** They drive around the neighborhood to make sure everyone is safe.
- **Helping People in Need:** If someone needs help, police officers are there to lend a hand!
- **Solving Problems:** Officers work to keep the peace and solve any problems that might arise in the community.



## Fun Facts About Police Officers!

1. There are about 68,000 police officers in Canada!
2. Police officers wear uniforms and badges so we can recognize them easily as helpers in our community.
3. They often use radios to communicate with each other!

Police officers are here to protect us and help our communities stay safe and happy day and night!

## Question

What do you think will happen if there are no police officers?

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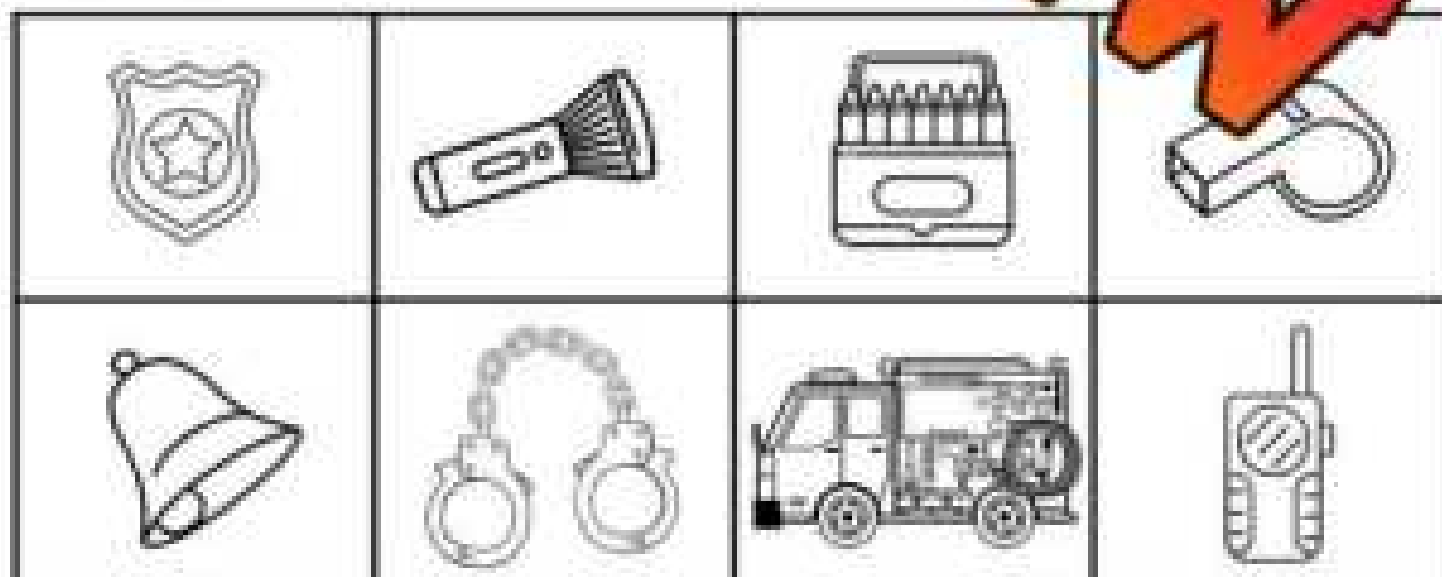
## Fill in the

Circle the word that best completes each sentence:

1)	Police officers help keep the _____ safe.	community	house
2)	Officers patrol _____ to keep everyone safe.	schools	streets
3)	Police officers help people who are _____.	sick	lost
4)	Police officers work to keep the _____.	peace	noise
5)	Police officers help us _____ rules.		follow

## Colour

Colour only the tools that police officers use.





# The Brave Roles of Firefighters

## Firefighters: Our Everyday Heroes!

Firefighters are true heroes! They help keep us safe and protect our homes from fire. Let's learn more about what firefighters do every day!

## What Do Firefighters Do?

Firefighters have many important jobs. Here are some of their main duties:

- **Putting Out Fires:** When there's a fire, firefighters rush to the scene with their big fire trucks and use tools like hoses and water to put out the flames.
- **Rescuing People:** Firefighters help rescue people who are trapped in fires, and even help in accidents to make sure everyone is safe.
- **Teaching Fire Safety:** Firefighters often visit schools to teach us how to stay safe from fires and what to do in an emergency.

## Fun Facts About Firefighters!

1. They wear special suits and helmets that keep them safe while fighting flames!
2. Many firefighters work in teams to stay safe while they help others.
3. Firefighters often visit schools to show kids their cool equipment and teach fire safety!

Firefighters are always ready to help us in emergencies. When the alarm rings, they spring into action, ready to help anyone in need!



**True or False**

Is the statement true or false?

1. Firefighters rescue people and animals from accidents.	True	False
2. Firefighters only put out fires with sand.	True	False
3. They never respond to radio calls for emergencies.	True	False
4. Firefighters use cars to rescue people from fire.	True	False
5. Firefighters also visit schools to teach kids fire safety.	True	False

**Draw**

Different tools or methods you could use to put out a fire.

**Safety Tips**

Write down three ways to stay safe from fires.

1)	
2)	
3)	

**Who Am I?**

Read each clue and guess the community helper described.

a) teacher

b) doctor

c) police officer

d) firefighter

Clue	Community Helper
1) I wear a shiny badge and help people follow the law.	
2) I teach you how to read and write every day.	
3) When there is a fire, I put it out with water.	
4) I help you when you're sick.	
5) I drive a big truck with a ladder and siren.	
6) I work in a shop to help you with new things.	
7) I wear a stethoscope to listen to your heartbeat.	
8) I catch bad guys and help you feel safe.	
9) I wear a helmet and run into burning houses.	
10) I give you medicine to help you feel better.	
11) I might give you homework, but it's to help you learn.	
12) I rescue pets and people from fires.	
13) I wear a uniform and drive a car with flashing lights.	
14) I help students learn about math and science.	
15) I visit schools to teach you how to stay safe from fires.	
16) I can take care of a cut or a broken bone.	
17) I help make sure everyone follows the rules.	
18) I make sure the fire alarm works, and that the hoses are ready.	
19) I take care of patients at the hospital.	
20) I use chalk or markers to write lessons on the board.	

## Crack the Code – A Community Helper's Pledge

### Objective

What are we learning about?

Students will use critical thinking and problem-solving skills to decode a community helper's pledge, reinforcing their understanding of the roles and responsibilities of community helpers.

### Materials

What you will need for the activity

- A "Crack the Code" worksheet for each student (see code and key)
- Pencils



### Instructions

How you will facilitate the activity














1. Begin by explaining that community helpers take special pledges to help others in their work, but today their pledge is a code that the students need to crack it!
2. Hand out the worksheet with the secret code and the code key.
3. Explain how each letter of the alphabet corresponds to a special code. Students should use the key provided to match the code to the correct letters.
4. Instruct students to carefully decode each word by writing the corresponding letter underneath each code.
5. Once they have cracked the code and revealed the community helper's pledge, they can write it neatly on the worksheet.
6. Allow students time to check their work and then discuss the decoded pledge as a class, talking about the importance of these promises made by community helpers.













**Instructions**








A community helper has written a pledge to the community, but it's in code! Use the key below to crack the code and uncover their promise.













**Key:** Each letter is replaced by a special code. Use the key to find the right letters!














												
A	B	C	D	E	F	G	H	I	J	K	L	M

												
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

## Story: The Special Role of Parents

### Superheroes at Home

Lily loved coming home after school. As soon as she walked through the door, she saw her mom cooking dinner and her dad fixing the leaky sink. "Why do you and dad do all these things?" she asked.

Her mom smiled and said, "Parents have a special role at home. We make sure you are safe, happy, and healthy." Lily's dad added, "We do many things—like cooking, cleaning, and making sure you have everything you need for school."

Lily remembered her parents helping her with homework, reading her bedtime stories, and always making sure she felt loved. Lily thought about how much they did for her. "You do a lot for me!" she said, hugging them. Her dad nodded, "That's our job, and we love doing it!"

Lily thought for a moment. "But do I have a job too?" she asked. Her mom smiled. "Yes, your job is to listen, help out, and try your best at school." Her dad chimed in, "When you clean up your toys or help set the table, you're making our home a better place too." Lily felt proud. She didn't realize that helping with small things, like tidying her room or being kind to her little brother, made a difference. "We're all a team," her mom said, "and working together makes our home a happy place."



Name: \_\_\_\_\_

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Curriculum Connections  
Unit 1, Lesson 2

### True or False

Is the statement true or false?

1. Lily's parents do many things to help her.	True	False
2. Lily's mom said their job is to keep Lily entertained.	True	False
3. A parent's only job is to cook and clean.	True	False
4. Her parents only want Lily to be happy, not safe.	True	False
5. Lily does not have a job at home.	True	False

### Draw

Draw things you do at home to help your family.

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### Making Connections

Do you ever feel proud when you help out?  
Share an example?


## Newspaper Article: Animals in Our Community

### Unexpected Rescue: A Dog Saves the Day

*Published on September 18, 2024*

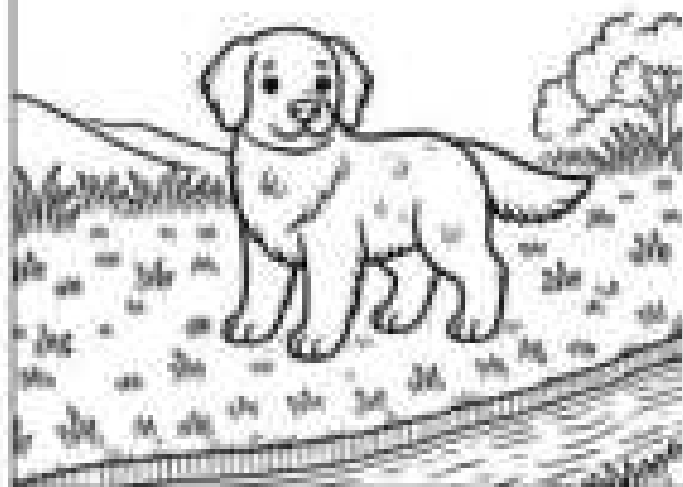
A brave dog named Max became a hero in a park while playing by the stream. A child fell in and couldn't get out. Max, a Golden Retriever, saw the child and sprang into action. Barking loudly, catching the attention of his owner, Mr. Thompson.

"I couldn't believe my eyes! Max jumped right in and guided her to the edge," said Mr. Thompson, who

rushed to help. His quick thinking and Max's bravery made all the difference that day.

This special event highlights the important roles pets like Max play in the community. Dogs can help keep children safe and bring joy to their families. Additionally, local wildlife, such as birds and squirrels, plays a role in the environment by pollinating plants and spreading seeds.

In the community, there are many animals and work helpers. We care for them. The local animal shelter is always looking for volunteers to assist with caring for pets. Max's heroic actions serve as a reminder of the special bond between people and animals, enriching lives in many ways.





## True or False

Is the statement true or false?

1) Max is a Golden Retriever dog.	True	False
2) Dogs can help keep children safe.	True	False
3) Birds don't help the environment at all.	True	False
4) Animals are just pets to keep us entertained and happy.	True	False
5) Animals have different roles in the community.	True	False

Match the animals with how they help people in different environments.

- |   |                                |
|---|--------------------------------|
| 1. Helps people with disabilities and the elderly.                  | <input type="checkbox"/> camel |
| 2. Helps people by carrying things.                                 | <input type="checkbox"/> horse |
| 3. Helps carry people and goods across deserts.                     | <input type="checkbox"/> cat   |
| 4. Can use their good sense of smell to help the police find drugs. | <input type="checkbox"/> hawk  |
| 5. Can be trained to fly and scare away small animals from crops.   |                                |

## Question

If you were to adopt an animal, what would it be?

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**The Hidden  
Animals**

In the sentences below, there are hidden animals that help our community—can you find them? Then, choose 3 animals to draw that you think are the most helpful!

Example: This must **be** art class! (BEAR)

1) We should do good deeds whenever possible.

2) He tried to be especially polite.

3) He came walking down the hallway.

4) We went fishing in the river at sunset.

5) If I shop now, I can get a discount.

6) Please go at your own speed on the track.

7) He planted seeds in the garden.

8) The box contains all the files.

9) Alec owns a new car.

10) We met her on our trip last summer.

**PREVIEW**

## Activity: Volunteer Role Play

### Objective

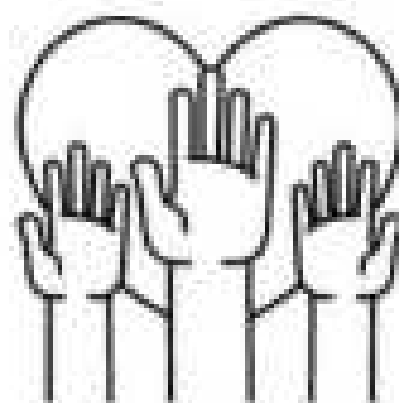
What are we learning about?

Students will learn about the importance of volunteering by participating in role-play scenarios.

### Materials

What you will need for the activity:

- Scenarios for various volunteering roles (e.g., food bank volunteer, tree planter, animal shelter helper, etc.)
- Props related to scenarios (e.g., toy food items, fake plants, etc.)



### Instructions

How you will complete the activity:

1. Divide the class into pairs or small groups (include a teacher group).
2. Prepare a set of scenario cards. Each card will describe a volunteering role that the group will act out together (e.g., "At a food bank, you are sorting food and handing it out to families").
3. Have each pair or group draw a scenario card from the pile and have 5 minutes to discuss and plan how they will act out their volunteer role.
4. Set the timer for 2-3 minutes. During this time, the group will role-play their volunteer job in front of the class. They should work together and pretend to do the task described on their card.
5. After each group's role play, ask the class to guess which volunteer role was acted out.
6. Once all groups have finished, hold a short discussion where each group explains how their role helps the community.
7. After the discussion, distribute reflection worksheets for students to complete.

Scenario	Key Moments/Descriptions
Donate to a Food Bank	Act out picking up a basket of food, then pack it into a donation box. Hand the box to a volunteer and explain how the food will help a family in need.
Animal Donation	Pretend to give money to an animal shelter. Then act out feeding a dog or cat with the food your donation bought. Talk about how important it is to care for animals.
School Fundraiser	Act out selling items at a stand for a school fundraiser. After sales, share how the money you raise will help buy new sports equipment for the school.
Donate for Hospital Supplies	Act out donating money to buy supplies for a hospital. Pretend to give the supplies, explaining how they will help sick children.
Help an Elderly Neighbor	Act out helping an elderly neighbour by carrying their groceries home or doing a small task, like watering plants. Talk about why it's important to help elderly people.

Scenario	Key Moments/Descriptions
Clean Up a Park	Pretend to pick up trash and recycle items in a park. Show how cleaning up helps keep the environment healthy for animals and people.
Recycle Toys	Mime collecting toys for a holiday toy drive. Explain how the toys will be given to children who may not have any for the holidays.
Volunteer at a Library	Read books or look at books and help a younger child find a book. Explain why it's important to help others learn.
Help a Classmate	Act out helping a classmate with homework or a class project. Share how working together makes tasks easier.
Visit a Senior Center	Pretend to visit a senior centre and read a book or play a game with one of the residents. Explain how spending time with seniors can brighten their day.

Scenario	Key Moments/Descriptions
Help at a Soup Kitchen	Mime serving food at a soup kitchen. Explain how giving food to those in need helps people stay healthy and strong.
Volunteer at a Community Garden	Act out planting seeds and watering plants at a community garden. Share how growing food helps feed people and keep the environment healthy.
Help at a Pet Adoption Event	Mime helping at a pet adoption event by talking to people about adopting a pet. Explain how adopting animals gives them loving homes.
Collect Clothes for Charity	Mime collecting clothes from people's homes and packing them in boxes. Explain how donating clothes can help people who don't have enough warm clothing.
Help a Family Member	Act out helping a family member by cleaning the house, doing dishes, or taking care of a younger sibling. Share how helping family makes home life easier for everyone.

## What Community Well-Being Means

### What is Community Well-Being?

Community well-being means that everyone in our community is happy and healthy! This includes people, the land, and animals. When all of these things are taken care of, we create a great place to live!

### How Do People Help?

People do many important jobs. They help each other, keep parks clean, and build things. People also make sure there are doctors and teachers to help everyone. People also share, being kind, and following rules.

### How Does the Land Help?

The land gives us food, water, and air. We can take care of the land by planting trees, using less water, and keeping it clean. If the land is healthy and helps us live better.

### How Do Animals Help?

Animals are important, too! They help the land by spreading seeds, keeping the soil healthy, and controlling pests.

Here are some ways that animals help:

- Bees pollinate flowers
- Birds spread seeds
- Worms make the soil richer



## True or False

Is the statement true or false?

1. People in the community help by sharing and being kind.	True	False
2. People help the community by keeping parks clean.	True	False
3. Bees make the soil richer.	True	False
4. Birds help the land by pollinating flowers.	True	False
5. The land provides us with food, water, and air.	True	False

## Sentence

Use the words to form correct sentences about  
community well-being.

1) happy / everyone / well-being / is / healthy / and

2) important / community / are / Animals / the / well

## Question

Why is it important to take care of the land?



## Activity: Pass the Kindness

### Objective

What are we learning about?

To encourage students to express and practice kindness by thinking of ways to help their community. This activity fosters empathy, teamwork, and community awareness.

### Materials

What you will need for the activity:

- A soft ball or bean bag
- Open space for a circle



### Instructions

How you will carry out the activity:

1. Gather students into a circle and explain the activity. Invite students to share ideas for helping the community while practicing kindness.
2. Give the soft ball or bean bag to one student.
3. The student with the ball will say one way they can help the community (e.g., "I can plant a tree" or "I can help clean up the park").
4. After sharing their idea, the student passes the ball to the next person.
5. Continue passing the ball around the circle until every student has had a turn to share their idea.
6. If time allows, go around the circle a second time to encourage students to think of new ways to help.
7. After the ball has been passed around, discuss as a class how these small acts of kindness can make a difference in the community.

**Kindness  
Awards**

Write the name of a classmate you think deserves each award.

**Kindness Awards****Kindness Champion Award***Goes to the student who shared the most creative way to help the community!***Green Hero Award***Goes to the student who thought of the best way to help the environment!***Community Helper Award***Goes to the student who shared an idea that helps people in our community!***Sharing Star Award***Goes to the student who shared the most thoughtful way to share with others!***The Teamwork Leader Award***Goes to the student who shared an idea that involved working together!***Creative Thinker Award***Goes to the student who shared the most unique idea for helping others!***The Caring Friend Award***Goes to the student who shared the kindest way to help a friend!***The Problem Solver Award***Goes to the student who shared an idea that helps solve a community problem!***The Big Heart Award***Goes to the student who showed the most empathy and kindness toward others!*

# Exit Cards

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

Name: \_\_\_\_\_

Colour all words that describe a community focused on well-being.

Happy	Mean	Caring
Kind	Sharing	Loud
Rude	Peaceful	Safe
Messy	Dirty	Unfriendly
Respectful	Unkind	Clean
Unsafe	Friendly	Scary

Name: \_\_\_\_\_

Colour all words that describe a community focused on well-being.

Happy	Mean	Caring
Kind	Sharing	Loud
Rude	Peaceful	Safe
Messy	Dirty	Unfriendly
Respectful	Unkind	Clean
Unsafe	Friendly	Scary

Name: \_\_\_\_\_

Colour all words that describe a community focused on well-being.

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Kind	Sharing	Loud
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Respectful	Unkind	Clean
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Name: \_\_\_\_\_

Colour all words that describe a community focused on well-being.

Happy	Mean	Caring
Kind	Sharing	Loud
Rude	Peaceful	Safe
Messy	Dirty	Unfriendly
Respectful	Unkind	Clean
Unsafe	Friendly	Scary

## Story: Becoming a Good Citizen

### Sam's Journey to Good Citizenship

Sam loved playing at the park. One sunny afternoon, he saw a little girl drop her toy. She didn't notice and kept walking. Sam thought for a moment. "What should I do?" he wondered.



Then he remembered what his teacher said about being a good citizen. "A good citizen helps others and makes their community better."

Sam picked up the toy and ran to give it back. The girl smiled and said "Thank you!" Sam felt proud. He was helping make his community a better place.

In school, Sam learned that good citizens follow rules, like waiting at red lights, and picking up litter to keep parks clean. There are over 100 million people, and if everyone helps out, the country becomes a better place to live.

Sam also learned that good citizens respect others, even if they are different. They help their neighbours and share responsibilities, like taking turns or volunteering.

As Sam walked home, he thought about how he could help his community more. "Maybe I can plant a tree or join a clean-up day!" he thought. Sam smiled, knowing that he was already on his way to becoming a great citizen.

Name: \_\_\_\_\_

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Good and Beautiful  
LEVEL 4

### True or False

Is the statement true or false?

1. Good citizens help their community.	True	False
2. Good citizens respect only their families.	True	False
3. Good citizens follow rules to keep places clean.	True	False
4. Good citizens respect others, even if they are different.	True	False
5. Sharing responsibilities shows good citizenship.	True	False

### Write

the sentences below

A good citizen \_\_\_\_\_

A good citizen follows the rules because \_\_\_\_\_

### Word Scramble

Unscramble the words using the word list.

RESPECT	COMMUNITY	FOLLOW	HELP	CITIZEN	RULES
---------	-----------	--------	------	---------	-------

LHEP		ECNIZI	
LERUS		REPECT	

## Activity: Good Citizenship Mime

### Objective

What are we learning about?

students will be able to demonstrate an understanding of the principles of good citizenship through non-verbal actions and communication with their peers as they act out stories that reflect real-life situations where good citizenship is important.

### Materials

What you will need for the activity.

- Printout of the story that the teacher will read
- Costumes/Props (optional)



### Instructions

How will we do this activity?

1. Divide the students into four groups. Each group will mime one short story.
2. Tell the students that you will read a short story to each group. While the story is being read aloud, their job is to mime the actions of the story as they hear them. They need to focus on using their body to match the events of the story. No talking or sound effects—just movement.
3. Give each group a few minutes to practise miming their story once. Encourage them to work together to show the actions in the story.
4. One by one, the groups will come up to perform their mimes while the teacher reads the story aloud to the class. The rest of the class watches how well the group matches their actions to the story being narrated.
5. After each group performs, have a short class discussion about what the story was teaching about being a good citizen. Ask the performing group how they decided to show certain actions and what they learned from the story.

## Story 1

## The Playground Helpers

One sunny day, five children were playing at the school playground. Sam was pushing his friend Sarah on the swing, while Lucas and Emily were climbing the monkey bars. Suddenly, Emily slipped and fell to the ground. Lucas rushed over to help Emily, while Sam and Sarah came running. Sarah went to get the teacher, while Lucas helped Emily stand up. The teacher arrived and thanked the children for being so helpful. Emily smiled and said, "Thank you, everyone, for helping me!"

## Story 2

## Cleaning Up the Classroom

After art class, four friends—Ben, Maya, Alex, and Mia—helped clean up the classroom. The classroom was a mess. There were papers and supplies all over the floor. Ben picked up the paintbrushes and washed them at the sink. Maya gathered the papers and put them in the recycling bin. Alex carefully wiped the tables with a cloth, while Mia organized the art supplies on the shelf. When their teacher came back, she smiled and said, "Thank you for helping clean up the classroom, everyone! You did a great job working together."

## Story 3

## Sharing at Lunch

During lunch, five students sat at the same table—Lily, Max, Olivia, John, and Zoe. Max noticed that John forgot his snack. Max offered him a sandwich, but John said he wasn't hungry for that. Olivia smiled and gave him some of her carrots. Then they shared their cookies with everyone at the table. John was happy that his friends shared food with him. At the end of lunch, they all thanked each other and laughed together, feeling good about sharing.

## Story 4

## Working Together

In the school garden, four students—Jake, Lily, Sofia, and Ethan—were planting flowers. Jake dug holes in the soil with a shovel. Lily placed the flowers into the holes. Sofia and Ethan watered the plants using watering cans. As they worked, another student, Chloe, walked by and noticed a few weeds in the garden. Chloe quickly grabbed a tool and helped pull out the weeds. The group thanked Chloe, and together, they finished planting all the flowers. Their teacher came over and said, 'Great job working together! The garden looks beautiful.'



## The Power of Self-Regulation

### What is Self-Regulation?

Self-regulation means learning to control how we feel, act, and pay attention. When we are upset or too excited, it can be hard to think or stay focused. Self-regulation helps us calm down and make good choices.

### How Does Self-Regulation Help Us?

Self-regulation helps us in many ways. It keeps us from getting too angry or sad. It helps us make good choices. It helps us listen in class and follow directions. It helps us be kind to others, even when we feel frustrated.



### Ways to Practise Self-Regulation

Here are some things that can help us practise self-regulation.

- **Deep Breathing:** Taking deep breaths helps us calm down.
- **Taking Breaks:** Stepping away for a few minutes can help us reset.
- **Counting to Ten:** Counting can stop us from reacting too fast.
- **Using Quiet Time:** Sitting quietly helps us think before we act.



### Did You Know?

Did you know that even adults practise self-regulation every day? People who use self-regulation are better at solving problems and being patient. This is a superpower we can all learn!

**Situations**

How would you handle these situations?

1) You are waiting in line to go outside for recess, but the line is moving very slowly, and you're feeling frustrated.

2) You are playing a game with your friends, but it feels like no one is giving you a turn, and you're starting to feel upset.

**True or False**

True or False?

1) Self-regulation helps us control our emotions.

True

False

2) Being too excited helps us stay focused.

True

False

3) Deep breathing is a way to self-regulate.

True

False

4) Self-regulation helps us make good choices.

False

5) Taking breaks can increase frustration.

False

**Word Search**

Find the words in the wordsearch.

Focus	Break
Calm	Listen
Breathe	Think
Choice	Count
Quiet	Feelings

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

## Emotions

Match each emotion to the correct picture by drawing a line.



Excited



Surprised



Nervous



Angry



Worried



Confused



Proud



Happy



**PREVIEW**

## Activity: Practising Self-Regulation Strategies

### Objective

What are we learning about?

Students will learn and practise self-regulation strategies to help manage hard-to-control emotions, such as anger, frustration, or nervousness to regulate their emotions effectively.

### Materials

What you will need for the activity.

- Quiet time in the classroom or an area for students to sit.
- Timer



### Instructions

How you will complete the activity

1. Begin the activity by introducing to students that some emotions are harder to control than others, such as anger, frustration, or nervousness. Explain that today, students will practise strategies to help manage these emotions.
2. The first strategy is **Deep Breathing**. Have students sit comfortably at their desks or on the floor. Instruct them to close their eyes and take a deep breath in through their nose for four seconds, hold it for a moment, and then slowly breathe out through their mouth for six seconds. Repeat this three times, allowing them to feel more calm and relaxed.
3. Next, demonstrate **Counting to Ten**. Have students sit at their desks when they feel upset or frustrated. Instruct them to slowly count to ten, taking a moment for themselves time before reacting. Remind them that counting gives them time to think and helps them make better decisions.
4. The third strategy is **Taking Breaks**. Explain that it's okay to step away for a few minutes when they feel overwhelmed. Have students practise this by pretending to leave the classroom for a break. Time them for two minutes of quiet time and then ask them to return, refreshed and ready to continue.
5. For the last strategy, introduce **Quiet Time**. Designate a quiet area in the classroom where students can go when they need a moment to themselves. Ask students to go to the area and sit in silence for one minute. Let them reflect on how taking a quiet moment helps them feel calmer and more focused.
6. After completing the activities, lead a group discussion where students share times they have used one of these strategies to help them control their emotions. Ask them to explain how the strategy helped in that situation.

**You Decide**

Read the scenarios below. Then write which strategy you would use.

Scenario	Strategy
Someone took their favourite crayon.	
Can't figure out a math problem.	
Spilled juice on their desk.	
Lost during a game at recess.	
A classmate talking over them.	
Can't tie their shoelaces properly.	
Dropped their art project on the floor.	
Having trouble writing an essay.	
Not picked for a game or activity.	
Another student cut in line.	
Can't remember how to spell a word.	
Misplaced their favourite toy.	

**Questions**

Answer the questions below.

1) Which strategy do you like the best? Why?

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2) When have you ever used one of these strategies? Explain.

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## Story: Impact of Nutrition on Our Mood

### Mary's Picnic Surprise

One sunny Saturday, Mary went on a picnic with her family at the local park. She packed her favourite snacks: candy, chips, and soda. After eating a lot, Mary felt excited at first but then started to feel tired and a bit cranky.

While sitting on the picnic blanket, her mom sat down next to her with a bowl of fresh fruits and veggies. "Mary, I brought some apples and carrot sticks. Can you try these?" Mom said.

Mary wasn't sure, but she decided to try. After eating an apple and some carrots, she noticed something different. Her tiredness began to go away, and she felt more awake and cheerful.

Her mom explained, "Healthy foods like fruits and veggies help our bodies and minds work better. They give us more energy and help us feel good. Candy and chips are tasty, but they can make us feel tired later."



Mary's little brother, Tom, joined them with a big smile. He was munching on a banana and said, "I love bananas!" Eating healthy made Mary feel better too. From then on, she always made sure to bring fruits and veggies to her picnics.

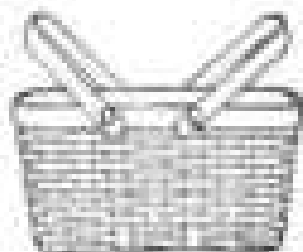
## Fill in the Blanks

Circle the word that best complete each sentence:

1)	Mary felt _____ after eating candy.	tired	excited
2)	Fresh fruits and veggies give _____.	energy	fats
3)	Chips made Mary feel _____.	happy	cranky
4)	Mary's mom brought _____ in the picnic.	soda	fruits
5)	Mary's _____ explained why _____ foods are good.	healthy	junk

Draw

with foods you would bring on a picnic.



## Making Connections

Describe a time you ate healthy food. How did it make you feel?

<hr/> <hr/> <hr/> <hr/> <hr/>
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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: \_\_\_\_\_

Is the statement true or false?

1) Fruits and vegetables make us feel good.	True	False
2) Eating too much candy makes us tired.	True	False
3) Drinking water helps us stay happy.	True	False
4) Sugary snacks can make us grumpy later.	True	False
5) Junk food makes us feel great all day.	True	False

Name: \_\_\_\_\_

Is the statement true or false?

1) Fruits and vegetables make us feel good.	True	False
2) Eating too much candy makes us tired.	True	False
3) Drinking water helps us stay happy.	True	False
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Name: \_\_\_\_\_

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3) Drinking water helps us stay happy.	True	False
4) Sugary snacks can make us grumpy later.	True	False
5) Junk food makes us feel great all day.	True	False



## Thinking Before Responding

### Why Waiting Before Talking is Super Smart

Have you ever heard the saying, "Think before you speak"? It means taking a moment to think before you say something. This is important because it helps us communicate better!



When you think before you talk, you can:

1. **Communicate Wisely:** You can pick kind and clear words. This helps people understand better.
2. **Avoid Mistakes:** Sometimes we say things we don't mean when we don't think first. Thinking helps us avoid mistakes.
3. **Solve Problems:** If you take a moment to breathe and thinking helps you find a good solution instead of reacting.

### How to Practise Thinking Before Responding

Here are some fun tips to practise:

- **Count to Three:** Count to three in your head before you speak. This gives you time to think.
- **Take a Deep Breath:** Breathe in slowly through your nose and out through your mouth. It helps you stay calm.
- **Ask Yourself:** "Is this kind?" "Is this helpful?" before you speak.



By using these tips, you can be a great communicator and help everyone understand each other better!

## True or False

Is the statement true or false?

1. Thinking before speaking helps prevent mistakes.	True	False
2. You should always react quickly when upset.	True	False
3. Picking your words wisely helps others understand you.	True	False
4. Counting to three helps you think better.	True	False
5. Kind words help people misunderstand you.	True	False

## Matching

Select the best response to show how you'd calmly handle the situation.

Answer	Question	Response
1)	You don't pick up your homework.	a) Take a deep breath and fix the mistake calmly.
2)	A classmate interrupts you while you're speaking.	b) Take a deep breath and remind yourself that words can't hurt you.
3)	You make a mistake on your homework.	c) Take a deep breath and remind yourself it's not the end of the world.
4)	Someone spills water on your desk.	d) Take a deep breath and accept that you can't control everything.
5)	Your friend teases you about your clothes.	e) Count to three and then tell them to let you finish.
6)	You didn't win a prize in class.	f) Pause before asking for help cleaning up the spill.

## Question

What can happen if we don't think before we speak?

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## Activity: "Thinking Jar" Role Play

### Objective

What are we learning about?

Students will draw scenario prompts from a jar and role-play situations where they need to think before speaking. This activity will help them learn how pausing, reflecting, and choosing kind words can lead to better communication and problem-solving in everyday interactions.

### Materials

What you will need for the activity

- A jar or bottle
- Scenario slips of paper with different social situations written on them



### Instructions

How you will implement

1. Write various social scenarios on small slips of paper, and place them in a jar. Examples might include: "You feel interrupted when you're talking," "You feel frustrated because you made a mistake," "You feel mean to you," "You feel frustrated because you made a mistake," "You feel interrupted when you're talking," etc.
2. Gather the students in a circle or divide them into small groups.
3. One student at a time will draw a scenario from the jar and read it aloud to the class or group.
4. The student who drew the scenario will then act out the situation and show how they would pause, think, and respond kindly.
5. After each role-play, discuss with the class how pausing before responding helped improve the outcome of the scenario.
6. Continue until each student has had a chance to draw and role-play a scenario.

Think

Cut out the questions.

**Questions**

A classmate accidentally bumps into you. What do you do?

Your friend says they don't want to play with you. How do you respond?

You make a mistake on your homework. How do you react?

Someone takes your favourite toy without asking. What should you say?

Someone says something mean to you. What do you do?

Someone accuses you of something because you didn't win a game. How do you respond?

A classmate interrupts you while you are talking. What do you do?

Someone laughs at you because you answered wrong. How do you handle it?

Your sibling breaks your favourite toy. How should you respond?

You are feeling left out. What should you say?

A classmate doesn't want to share their secret with you. How do you react?

Someone tells you a secret, but you accidentally tell someone else. How do you do?

You are excited and keep interrupting someone while they are talking. How should you act?

A teacher corrects you in front of the class. How do you respond?

Your friend gets upset with you for something small. How should you respond?

You drop your lunch by accident. What should you do?

A friend doesn't agree with your idea during group work. How do you react?

Someone says something that makes you angry. How do you handle it?

Your friend takes the last spot in a game you both want to play. How should you respond?

You feel upset because you didn't get picked for a team. What do you say?

## Story: Obstacles to Self-Regulation

**Draw**

Draw pictures that show the story.

### Timmy's Topsy-Turvy Day

One bright Monday morning, Timmy woke up excited for a fun day at the park. His room was filled with sunlight, and he could hear birds singing outside. But today, Timmy faced challenges with self-regulation, which means managing his feelings and actions.

First, Timmy couldn't find his favorite toy car. He felt frustrated and began to shout. His mom noticed and said, "Let's take a deep breath together and think. Can we find the car if we look a deep breath and started to look more carefully. He found his toy car under the bed."

**PREVIEW**

Next, Timmy got to the park and saw a long line for the slide. He was impatient and wanted to jump ahead. His friend Lucy was waiting. Timmy remembered what his mom said and took a deep breath again. He decided to wait patiently and had fun chatting with Lucy while they waited.

Finally, Timmy saw a big puddle and wanted to jump in, but he knew he had to wait for his turn. He felt excited but remembered to wait until it was safe. When it was his turn, Timmy jumped and splashed with joy!

As Timmy played on the swings, he felt a bit sad when another child took the swing he wanted. He was about to feel upset and complain, but then he remembered to use his self-regulation skills. Timmy took a deep breath, counted to five, and thought about how he could handle the situation calmly. He decided to wait and then asked politely if he could have a turn when the swing was free. His kind approach made the other child smile, and Timmy got his turn easily.

**PREVIEW**

**PREVIEW**

At the end of the day, Timmy and his mom walked home. Timmy noticed he felt much better than in the morning. He had learned that facing obstacles calmly, like losing his toy car, waiting for his turn, and sharing, made his day much more enjoyable. His mom praised him, saying, "You did a great job managing your feelings today, Timmy!" Timmy beamed with pride, knowing that self-regulation helped him have a fantastic day at the park.



## Activity: Balloon And Rock Self-Regulation

### Objective

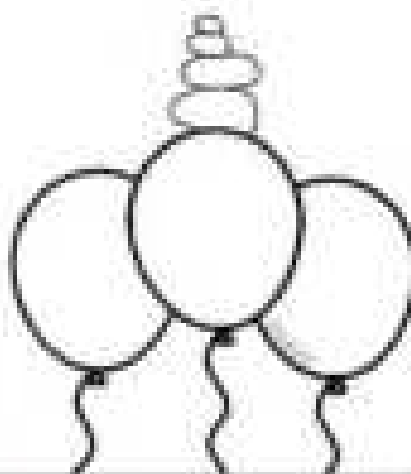
What are we learning about?

Students will explore how emotions can impact their ability to stay calm and balanced by using a balloon to represent their emotions and a rock to symbolize calmness.

### Materials

What you will need for the activity

- One inflated balloon (inflated)
- One small rock for each student
- Open space for students to work with their materials



### Instructions

How to complete the activity

1. Hand out an inflated balloon and a rock to each student. Explain that the balloon represents their emotions (e.g., anger, excitement, or frustration) and the rock represents staying calm and balanced.
2. Instruct students to place the rock on top of the balloon and try to balance it. Encourage them to notice how hard it is to keep the rock from falling off when the balloon moves or shifts.
3. After a few minutes of trying, ask students to stop and reflect on how difficult it was to balance the rock (calm) when the balloon (emotions) was unstable.
4. Now, have the students practise ways they can keep the balloon more steady. Ask them to hold the balloon gently and try to keep it as still as possible. This represents using self-regulation strategies, like deep breathing or counting, to control their emotions.
5. Let students try balancing the rock again, this time focusing on keeping the balloon stable by practising calmness.
6. Conclude the activity by gathering students in a circle to discuss what they learned and how this activity can relate to real-life situations where emotions feel out of control.

Name: \_\_\_\_\_

7th

Emotional Wellness  
CASA

Reflection

Answer the questions below

1) Draw two emojis that show what you were feeling before and after the activity

2) How did you try to balance the rock on the balloon at first? Was it hard or easy?

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3) What helped you calm the balloon? How was the rock finally balanced? How do you calm your emotions when you start to feel frustrated or upset?

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4) What's one self-regulation strategy you think works best for you? Is it deep breathing, counting, or something else?

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**PREVIEW**

## Community Support for Self-Regulation

### How Community and Family Help Us Stay Cool

Do you know how family and friends can help you stay calm and happy? It's called self-regulation, and it means managing your feelings and actions. When we have support from the people around us, it's easier to handle our emotions.

#### Family Support

Our families are always there to help us stay calm. Here's how:

- **Talking it Out:** When you're upset, talking with a parent or sibling can make you feel better.
- **Setting Routines:** Having regular times for eating and sleeping helps you feel more balanced.
- **Encouraging Activities:** Doing fun activities with family, like playing games or going for a walk, can help you stay happy.

#### Community Support

The people in our community also play a big role. Here's why:

- **Teachers:** They help us learn to manage our feelings and solve problems at school.
- **Friends:** Good friends listen and support us when we feel upset.
- **Neighbours:** Friendly neighbours can cheer us up and offer help when needed.

When we work together with our families and community, we can all stay calm and happy!

Name: \_\_\_\_\_

TR

Emotional Literacy  
Worksheet

True or False

Is the statement true or false?

1) Talking to family can help us stay calm.	True	False
2) Friends do not help when we feel upset.	True	False
3) Setting routines helps us feel balanced.	True	False
4) Playing games with family helps us regulate emotions.	True	False
5) Having support makes it easier to manage emotions.	True	False

Question: Is it important to seek support when you are not feeling okay?

PREVIEW

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Thank You  
Note

Write a short note to someone who has helped you feel better as a teacher or friend, and explain why you appreciate them.

Dear \_\_\_\_\_,

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## Activity: My Support Web

### Objective

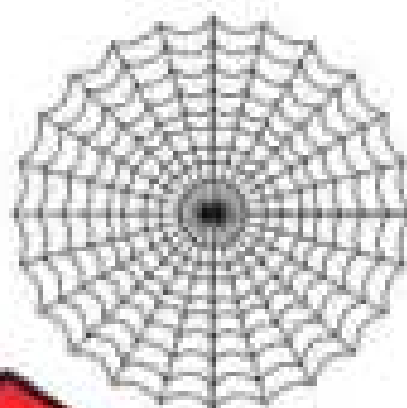
What are we learning about?

Students will explore the ways their family, friends, and community help them with self-regulation and how they can use this support to manage their emotions and actions in their daily lives.

### Materials

What you will need for the activity

- "Support Web" template provided by teacher.
- Pens or pencils for writing.
- Coloured markers for drawing.



### Instructions

How you will complete the activity

1. Think about the people in your life who help you with self-regulation.
2. Write the names of these people or groups in the circles of your "Support Web."
3. Decorate your web with drawings or symbols that represent the support you receive from these people.
4. Below the chart, write a short paragraph on how using support from others has helped you when you felt upset or had trouble managing your feelings.
5. Share your "Support Web" with your classmates and discuss the variety of ways you each receive help in self-regulation.
6. Collectively discuss how you can continue to use the support from your family and community to stay calm and balanced in the future.

Name: \_\_\_\_\_

80

Emotional Literacy  
Worksheet



In what ways does support from others help when you feel upset?

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## Story: Recognizing Self-Regulation Signals

### Cedric's Signal to Calm Down

Cedric was excited for his big birthday party at the park. He invited all his friends, and they played games, ate cake, and had a blast. But halfway through the party, Cedric started feeling overwhelmed. His heart beat fast, his face felt hot, and his hands felt a bit shaky.

Cedric's mom had taught him about self-regulation signals. She said that a racing heart or feeling too warm could mean he needed to calm down. Cedric remembered and decided he needed a break. He decided to find a quiet spot where he could sit and relax.



Cedric took deep breaths, just like he had learned in class. He breathed in slowly through his nose and then out through his mouth. As he breathed quietly, he noticed his heart slowing down and his hands becoming less shaky. The feeling in his face started to go away too.

After a few minutes, Cedric felt much better. He was ready to join his friends again. When he went back to the party, he felt calm and happy. His friends were excited to see him and welcomed him back with smiles and cheers.

Cedric learned that recognizing his signals helped him manage his feelings. Whenever he felt those signals in the future, he knew he could take a moment to breathe and feel better.

Name: \_\_\_\_\_

83

Comprehension  
Cedric

True or False

Is the statement true or false?

1) His heart beating fast is one signal telling Cedric to calm down.	True	False
2) Cedric's mom taught him self-regulation signals.	True	False
3) Feeling too warm, means Cedric might need to run faster.	True	False
4) Deep breathing helped Cedric calm down.	True	False
5) Cedric ignored the signals his body gave him.	True	False

Draw

Draw three ways that Cedric calmed himself down.

Sequence

Order the events in Cedric's story.

	Cedric felt his heart racing and his face getting hot.
	Cedric found a quiet spot under a tree to relax.
	Cedric took deep breaths to calm down.
	Cedric's friends welcomed him back with smiles and cheers.
	Cedric started feeling much better after a few minutes.



## Activity: Calming Colouring

### Objective

What are we learning about?

To help students use art as a calming strategy, allowing them to focus on their breathing and recognize physical signals their body gives when feeling overwhelmed. This activity encourages mindfulness through creative expression.

### Materials

What you will need for the activity

- Calming colouring pages (featuring nature, animals, or objects)
- Crayons, markers, or colored pencils
- Comfortable seating area



### Instructions

How you will facilitate the activity

1. Distribute calming colouring pages to each student.
2. Ask the students to sit comfortably and explain that the activity is designed to help them focus on both their art and how they feel while they are colouring.
3. Before starting the colouring, guide the students through a breathing exercise. Have them take deep breaths in through their noses and out through their mouths, reminding them to pay attention to how their body feels (e.g., heart rate, muscle tension).
4. Once the students are ready, ask them to begin colouring their page. Encourage them to colour at their own pace and focus on how calm or relaxed they feel as they continue.
5. After the colouring session, gather the students together for a reflection discussion. Ask them to think about how they felt while they were colouring and if they noticed any signals in their bodies (e.g., slower heart rate, relaxed muscles).







**Peer Assessment**

Assess the work of another student.

Name of student being Assessed: _____		Assessor's Name: _____		
Criteria	1 - Needs Improvement	2 - Developing	3 - Good	4 - Excellent
Neatness and Effort				
Use of Colour				
Clarity of Drawing				
Focus and Relaxation				
Overall Impact				

**Two Stars And A Wish**

Identify two strengths (two stars) and one area for improvement (one wish) about your peer's colouring work.

Write two strengths and one weakness of a peer's work.	
★	<hr/> <hr/> <hr/> <hr/>
★	<hr/> <hr/> <hr/> <hr/>
✶	<hr/> <hr/> <hr/> <hr/>

## Newspaper Article: Promoting Self-Regulation

### New Program Helps Students Stay Calm and Focused

*Published on September 23, 2024*

At Sunnybrook Elementary, a new program has been introduced to help students manage their emotions. This exciting program teaches students how to manage their feelings and stay calm during the school day.

The program includes special "calm-down" corners in every classroom. These corners have soft cushions and calming activities like colouring books and stress balls. Students can visit

these corners when they feel overwhelmed or upset.

In addition to the calm-down corners, the school has started teaching breathing exercises. Students practise taking deep breaths to help them stay calm during stressful times. "Learning to breathe deeply helps students feel more relaxed," explained Principal Johnson.

The school also offers regular workshops for students and their families about self-regulation techniques. "It's wonderful to see the students are using the skills to manage their feelings," said Mrs. Roberts.

Sunnybrook Elementary's new program is making a positive impact on students' ability to manage their emotions and stay on track in school.



Mrs. Roberts, a teacher at Sunnybrook, said, "We've already seen a

Fill in the Blanks:

Circle the word that will complete the sentence.

1)	Calm-down corners include _____ books.	colouring	math
2)	Students visit the calm-down corners when they feel _____.	happy	upset
3)	Breathing exercises help students stay _____.	calm	tired
4)	The school holds regular _____ to teach self-regulation.	workshops	games
5)	The program has a _____ impact on students.	bad	positive

Summarize

Choose a word that best describes the new program at your elementary, then briefly explain it.

Question

Would you also want to have a calm-down corner in your classroom?  
Why or why not?

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## Unit Test – Character Development

## Multiple Choice

/10

<p>1. Which is not a role of a doctor?</p> <p>a) To teach about health</p> <p>b) To take care of sick people</p> <p>c) To save people from fires</p> <p>d) To give medicine</p>	<p>2. Their role is to promote peace and order in our community.</p> <p>a) Teachers</p> <p>b) Parents</p> <p>c) Doctors</p> <p>d) Police Officers</p>
<p>3. Which is not a characteristic of a healthy community?</p> <p>a) Happy</p> <p>b) Healthy</p> <p>c) Dirty</p> <p>d) Safe</p>	<p>4. Good citizens _____</p> <p>a) Share responsibilities</p> <p>b) Respect only the elderly</p> <p>c) Disobey rules</p> <p>d) Do not volunteer</p>
<p>5. Which is a self-regulation practice?</p> <p>a) Using Quiet Time</p> <p>b) Deep Breathing</p> <p>c) Counting to Ten</p> <p>d) All of the Above</p>	<p>6. _____ is taking a moment to think before acting.</p> <p>a) Thinking</p> <p>b) Click</p> <p>c) Stop</p> <p>d) Just Stop</p>
<p>7. When you feel upset, you might feel:</p> <p>a) Normal heartbeat</p> <p>b) Steady hands</p> <p>c) Relaxed body</p> <p>d) Sweaty palms</p>	<p>8. Before responding to a situation, you should ask yourself:</p> <p>a) Is this free?</p> <p>b) Is this helpful?</p> <p>c) Is this important?</p> <p>d) Is this tasty?</p>
<p>9. How do animals help in the community?</p> <p>a) By polluting the land</p> <p>b) By destroying the farm</p> <p>c) By keeping the soil healthy</p> <p>d) By becoming pests</p>	<p>10. How do physical activities help self-regulation?</p> <p>a) It helps students more happy</p> <p>b) It helps students focus better in class</p> <p>c) It helps students become more energetic</p> <p>d) All of the above</p>



**Identify**

How do they contribute to community well-being?

Term	Describe their roles in the community
Parents	
Teachers	
Police Officers	
Firefighters	

**Short Answer**

Answer the questions. Each question is worth 3 marks.

1) Explain the saying "Think before you speak."

2) What can you do if you feel mad or frustrated?



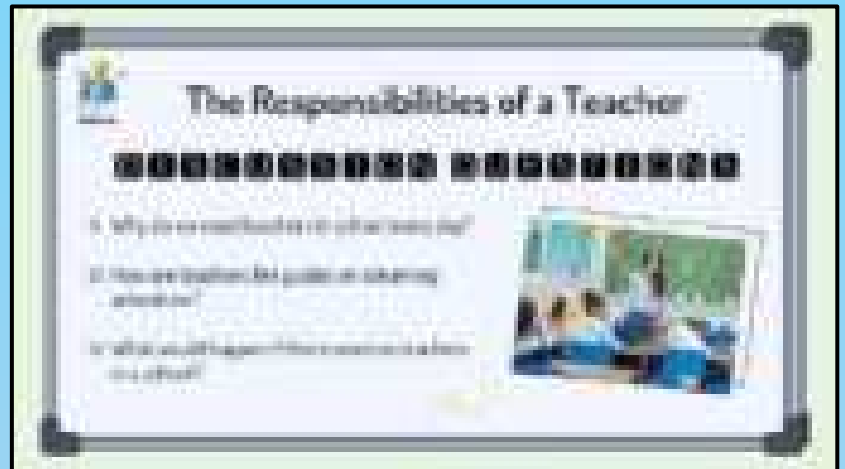
# Alberta Health & Wellness

## Character Development Unit – Grade 2

### 3-Part Lesson Format

#### Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Why Math Is Important
- And More!



#### Part 2 – Action!

- Questions
- Matching
- Drag and Drop
- Videos
- And More!

#### Part 3 – Consolidation!

- Exit Cards
- Word Problems
- Quizzes
- Student Created Quizzes





# Alberta Health & Wellness

## Character Development Unit – Grade 2

### Word Search - Doctors

Find the words related to doctors hidden in the puzzle. Write them in the space provided.

Doctor	Nurse
Hospital	Pharmacist
Lab	Medical
Daycare	Gift
Fun	Fun

### What Does the Doctor Use?

Match the doctor's tool to the correct description.

Thermometer	Bandage	Mask	Microscope	Syringe
Measures body temperature	Covers wound	Protects face	Looks at tiny things	Injects medicine

### Where Should the Firefighter Go?

Match the fire station to the correct location.


Read the story and answer the questions.

1. What is the name of the fire station?

2. What is the name of the fire station?

3. What is the name of the fire station?

4. What is the name of the fire station?

5. What is the name of the fire station?

6. What is the name of the fire station?

7. What is the name of the fire station?

8. What is the name of the fire station?



# Alberta Health & Wellness

## Character Development Unit – Grade 2



# Grade 2 – Health Unit

## Financial Literacy

### Organizing Idea

Informed financial decision making contributes to the well-being of individuals, groups, and communities.

Goal

Learning

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

FL2.1

Distinguish between a paying job and volunteer work.

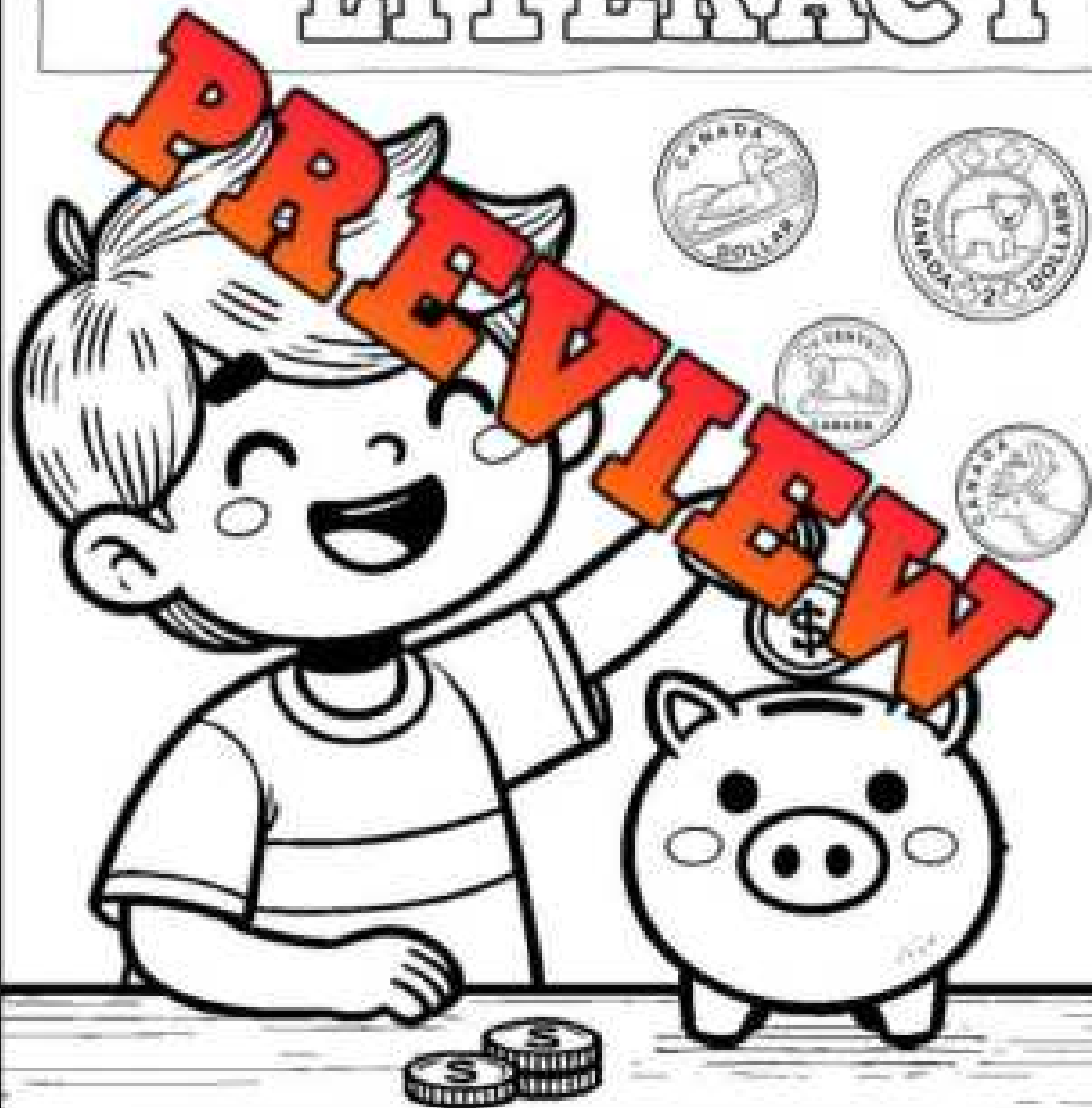
Describe how money can be divided for different purposes.

Practise making money-related decisions in a variety of contexts.

6 - 89

NAME: \_\_\_\_\_

# FINANCIAL LITERACY



## What's In Your Wallet?

### What Is Money?

Hi, future money masters! Ever thought about what's in your wallet or piggy bank? Money is a special tool we use every day to get the things we need and want. It's how we trade with others without having to swap our stuff. Cool, right?



### Different Kinds

Money comes in different forms:

- **Coins:** Shiny, small metal—each coin has its own value.
- **Bills:** Flat, paper money—bills, that's easy to carry.
- **Digital Money:** This is the invisible money you use with a card or online—like magic!

### Why Money Matters

Money is important because it helps us buy what we need and what we want, like toys. It makes trading easy and fair because everyone agrees on how much things are worth.

### Smart Money Tips

- **Know Your Money:** Learn the value of your coins and bills.
- **Save Up:** Instead of spending all your money, try saving some.
- **Think Before Spending:** Make sure you really need something before you buy it.



Name: \_\_\_\_\_

7

Personal Literacy  
Unit 1

## Making Connections

Do you save your money? What are you saving for?

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## True or False

State whether true or false?

1) Money is a tool we use	True	False
2) Money helps us trade for things	True	False
3) You should always spend all your money	True	False
4) Digital money can be seen in your wallet	True	False
5) Coins are made of paper	True	False

## Word Search

Find the words in the wordsearch

Money	Wallet
Coins	Bank
Bills	Value
Save	Buy
Spend	Budget

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



# Exit Cards

Cut Out

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

Name: \_\_\_\_\_

Is the statement true or false?

1) Digital money is in your wallet.	T	F
2) Each coin has its own value.	T	F
3) Money is important because it helps us buy what we need.	T	F
4) Saving money is not important.	T	F

Name: \_\_\_\_\_

Is the statement true or false?

1) Digital money is in your wallet.	T	F
2) Each coin has its own value.	T	F
3) Money is important because it helps us buy what we need.	T	F
4) Saving money is not important.	T	F

Name: \_\_\_\_\_

Is the statement true or false?

1) Digital money is in your wallet.	T	F
2) Each coin has its own value.	T	F
3) Money is important because it helps us buy what we need.	T	F
4) Saving money is not important.	T	F

Name: \_\_\_\_\_

Is the statement true or false?

1) Digital money is in your wallet.	T	F
2) Each coin has its own value.	T	F
3) Money is important because it helps us buy what we need.	T	F
4) Saving money is not important.	T	F

## Activity – Money Hunt

### Objective

What are we learning about?

Teach students the value of coins while having fun and practicing real-life money handling.

### Materials

What you will need for the activity:

- Real Canadian coins: pennies, nickels, dimes, quarters, loonies, and toonies
- Play money for \$5
- A large piggy bank or jar
- A simple chart for tracking the money collected



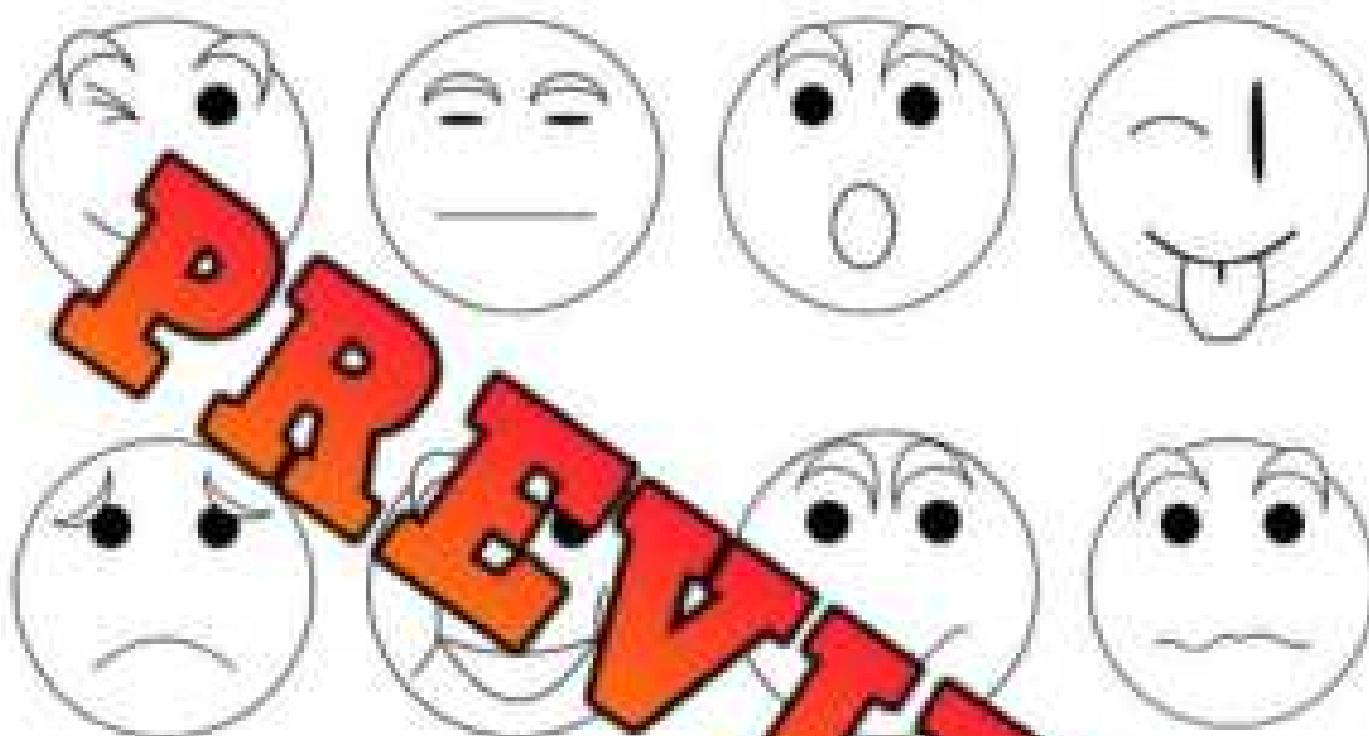
### Instructions

How you will complete the activity:

1. Before the activity, hide real Canadian coins and bills in the classroom in spots that are fun to discover but not too obvious.
2. Tell the students they will hunt for hidden coins and bills. If they find one, they must bring it to the front.
3. When a student finds a coin or bill, they must tell the class what it is (e.g., a \$10 bill, a loonie) and its value.
4. Add the coin or bill to a class piggy bank or jar and keep track of the total amount on a chart at the front of the room.
5. The game continues until all coins and bills are found. Then, as a class, count how much money was collected.
6. If you wish, the students can use the "collected" money to "buy" a fun class activity or treat (e.g., extra recess, special storytime).

## Feeling Faces

Colour in the faces that best describes how you felt during the Money Hunt and explain why.



I felt \_\_\_\_\_

because \_\_\_\_\_

## Story: Spend Now or Save for Later?

### The Big Money Choice

Emma had \$20 in her piggy bank, and she was excited. She had been saving for weeks! One day, she saw a shiny toy at the store that cost \$18. She really wanted it, but then she remembered her goal: saving for a trip to the zoo, which cost \$20.



Emma's mom explained, "If you buy the toy now, you'll have only \$2 left. That means you'll have to start all over again for the zoo trip. But if you wait and save your money, you'll reach your goal soon."

Emma thought hard. She learned that saving helps you get bigger later, but spending gives you something right away. Making a choice wasn't easy. Did you know that many people in Canada save about 10% of their money each month? Emma decided to follow this advice.

In the end, Emma chose to save her money. She knew the zoo trip would be worth it. And guess what? In just two more weeks, she had enough for the zoo! Emma learned that sometimes, waiting and saving is the best choice.

## True or False

Is the statement true or false?

1) Emma had \$20 in her piggy bank.	True	False
2) The toy Emma wanted cost \$15.	True	False
3) Spending money gives you something right away.	True	False
4) Emma decided to save for the zoo trip.	True	False
5) Emma reached her goal in just one week.	True	False

## Fill in the blanks

Write the missing word.

1)	The zoo trip cost _____ dollars.	25	20
2)	Emma saved her money for _____ weeks.	toy	trip
3)	Emma reached her goal in _____ weeks.	two	three
4)	Emma wanted to buy a _____ at the store.		toy
5)	Saving money is _____ than spending it right away.	harder	easier

## Question

Why should you save money?

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## Activity – Spend or Save Sorting Game

### Objective

What are we learning about?

Students will learn to sort items into "Spend" and "Save" categories, distinguishing between needs and wants.

### Material

What you will need for the activity:

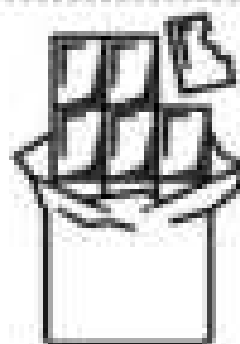
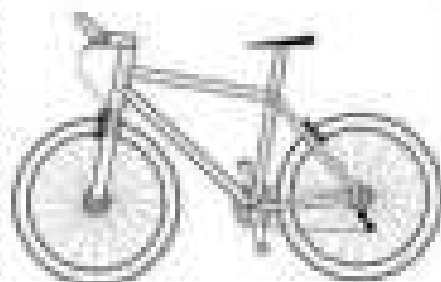
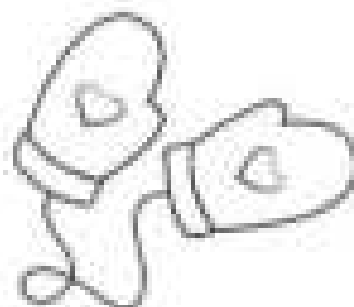
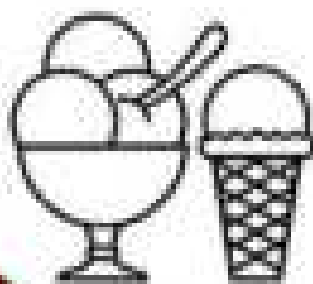
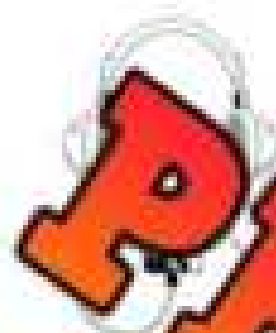
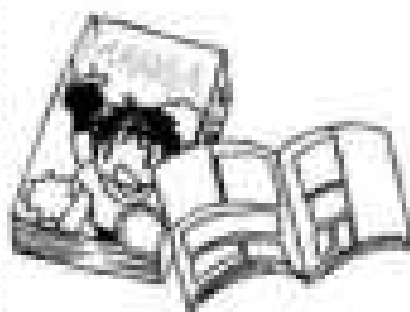
- Cards with pictures of various items (e.g., food, toys)
- "Spend" and "Save" labels
- Scissors to cut out cards



### Instructions

How you will complete:

1. Begin by discussing the difference between needs (things we must have to live, like food and clothing) and wants (things we want, like toys or candy).
2. Hand out a set of printed cards to each student or group. Each card will have a picture of an item representing either a need or a want.
3. Label two areas on the desk or floor as "Spend" and "Save."
4. Students will take turns picking up a card, identifying whether the item is a need or a want, and placing it in the appropriate pile.
5. "Spend" pile for needs that they would prioritize spending money on.
6. "Save" pile for wants that they would save money for.
7. Once all the cards have been sorted, review the piles as a class and discuss why certain items were placed in the "Spend" pile and others in the "Save" pile.



PREVIEW

**Reflection**

Answer the questions below

1) What is one thing you would spend your money on? Why?

2) What is more important to buy the things you need first?

3) How does saving help you get something you want later?

4) Draw a picture of something you are saving for.

**PREVIEW**



## Newspaper Article: Needs VS Wants

### The Money Mystery

*Published on September 3, 2024*

Excitement filled Maple Elementary School as students participated in a "Money Mystery" game, a unique event designed to teach children the difference between needs and wants. The activity had students making tough decisions about how to spend their pretend money, with surprising results.

One student, Olivia, spent her play money on a toy robot instead of saving for food and clothing. "I wanted the robot," she said. "But then I realized I didn't have enough food!"

Mr. Johnson, a teacher at Maple Elementary, explained, "This

challenge helps students see how important it is to spend money wisely. It's a

lesson they can carry with them for life."

In the classroom, students learned that needs like food, water, and shelter are things we must have to live, while toys and candy are things that we can live without. By the end of the game, many students understood the importance of choosing needs before wants."

The kids were really engaged," said Ms. Patel, another teacher. "It's great to see them learning such important lessons in a fun way."



Name: \_\_\_\_\_

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Survivor's Dilemma  
Part 1

True or False

Is the statement true or false?

1. Wants are things we need to live.	True	False
2. Olivia spent her money on a toy robot.	True	False
3. Needs include things like toys and candy.	True	False
4. The challenge taught students about needs and wants.	True	False
5. Students need to spend their money wisely.	True	False

Identify three needs and three wants.

	Wants

Visualizing

Draw what you were picturing while you were reading.


## Activity – Needs VS Wants Pictionary

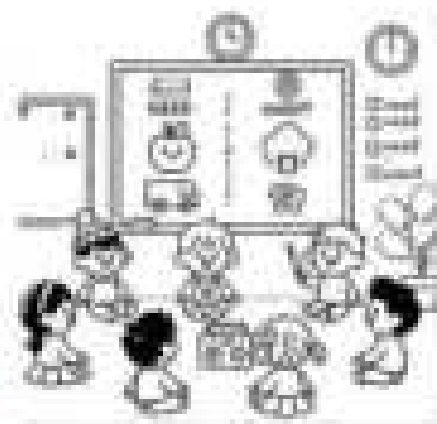
### Objective

What are we learning about?

To help students understand the difference between needs and wants by drawing and guessing different items and deciding if they are needs or wants.

**Material** What you will need for the activity:

- A list of items (e.g., clothes, candy)
- Whiteboard or large paper for drawing
- Markers or pens



### Instructions

How you will complete activity

1. Explain the rules of Pictionary. Students will come up to the front of the class to draw the object that is written on a card. The rest of the class will guess what the object is.
2. The teacher selects one volunteer to come up to the board.
3. The selected student picks a card with a word on it.
4. The student draws the object on the board without using any words or letters.
5. The rest of the class calls out guesses for what the drawing is.
6. Once a student correctly identifies the object, the class discusses whether it represents a need or a want.

## Pictionary Cards

Cut out the Pictionary cards below

## Pictionary Cards

Apple (food)

Toy robot

Water bottle

Candy

House

Video game

Toy car

Stuffed animal

Bed

Ice cream

Toothbrush

Board game

Soap

Airplane

School supplies

Video game

Medicine

Action

Glasses

Toy doll

Blanket

Movie ticket

Backpack

Tablet

Chair

Skateboard

Electricity (light bulb)

Bubble gum

**Pictionary  
Awards**

Write the name of a classmate you think deserves each Pictionary Award.

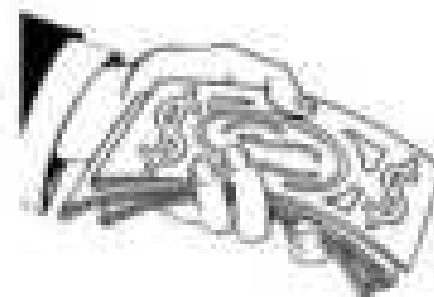
**Pictionary Awards****Best Artist***For the student with the most detailed  
realistic drawing.***Best Guesser***For the student who guessed the most  
things in the least time.***Most Creative Drawing***For the student who had the  
unique or imaginative drawing.***Funniest Drawing***For the student whose drawing made  
everyone laugh the most.***Most Detailed Drawing***For the student who added the most  
details to their picture.***Best Team Player***For the student who worked well with  
others and encouraged classmates.***Quickest Drawer***For the student who completed their  
drawings the fastest.***Hardest Drawing***For the drawing that was hardest to  
guess, but fun to try!***Best Effort***For the student who tried their best, even if  
their drawing wasn't guessed right away.*

## How Do We Get Money?

### How Do We Earn Money?

Did you know that people earn money by working? That's right! When someone does a job, they get paid with money.

This money helps them buy things they need and want, like clothes, or toys.



### What Jobs Do People Do?

There are many different jobs that people do to earn money. Here are some jobs you might hear about:

- **Teacher:** A teacher helps kids learn things at school. They earn money for teaching math, reading, and writing.
- **Doctor:** Doctors take care of sick people and help them feel better.
- **Police Officer:** Police officers help keep the community safe. They earn money by protecting people and making sure everyone follows the law.

### Other Ways to Earn Money

Did you know that people can also earn money by selling things or doing services? For example, a baker makes and sells bread, cookies, and cakes. A gardener earns money by helping people take care of their plants.



## True or False

Is the statement true or false?

1) People earn money by working.	True	False
2) A teacher earns money by selling bread.	True	False
3) A gardener earns money by teaching math.	True	False
4) Money lets us buy things we need and want.	True	False
5) Doctors earn money by helping sick people.	True	False

## Fill in the blank

Circle the missing word

1) People earn _____ by working.	Money	Toys
2) A baker earns money by selling _____.	Bread	Books
3) People use money to buy _____ and want _____.	Needs	Books
4) A _____ bakes bread to earn money.	Baker	Books
5) People can also earn money by selling _____.	Books	Needs

## Question

Why do people need money?

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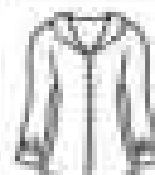
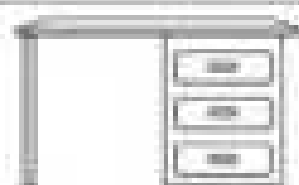
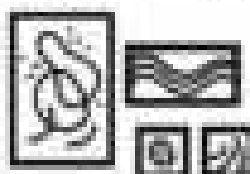
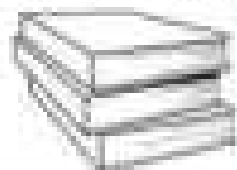
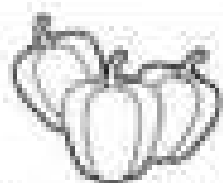


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## Job Descriptions

**Think**

Cut and paste the products/services that these people make/do to earn money





# Exit Cards

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

Name: \_\_\_\_\_

Unscramble the jobs that people do to  
earn money.

S	
R O C D T O	
K A B E R	
D O N V E R	
V D E R R I	

Name: \_\_\_\_\_

Unscramble the jobs that people do to  
earn money.

S E N R U	
R O C D T O	
K A B E R	
D O N V E R	
V D E R R I	

Name: \_\_\_\_\_

Unscramble the jobs that people do to  
earn money.

S E N R U	
R O C D T O	
K A B E R	
D O N V E R	
V D E R R I	

Name: \_\_\_\_\_

Unscramble the jobs that people do to  
earn money.

S E N R U	
R O C D T O	
K A B E R	
D O N V E R	
V D E R R I	

## Activity – Saving Song

### Objective

What are we learning about?

To teach students about the importance of saving money through a fun and interactive song and dance.

### Material

What you will need for the activity.

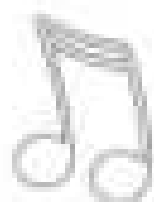
- Lyrics to the song "You're Happy and You Know It"
- Familiar music (e.g., "You're Happy and You Know It")
- Space for students to move and dance



### Instructions

How you will conduct the activity.

1. **Introduce the Song:** Explain how saving money helps for the future and special purchases.
2. **Teach the Lyrics:** Go over the song lyrics with students using "You're Happy and You Know It."
3. **Add Movements:** Teach students simple movements (clapping, stomping, cheering) to go along with the lyrics.
4. **Sing Together:** Practice the song as a class while performing the movements.
5. **Reflect:** Discuss what they learned about saving and why it's important.
6. **Review:** Sing the song regularly to reinforce the concept of saving.



## The Saving Song

(Tune: "If You're Happy and You Know It")



### Verse 1:

If you want to save your money, clap your hands (clap, clap)

If you want to save your money, clap your hands (clap, clap)

Saving up for something new,

It's a smart thing you can do.

If you want to save your money, clap your hands (clap, clap)!

If you want to reach your goals, stomp your feet (stomp, stomp)

If you want to reach your goals, stomp your feet (stomp, stomp)

Put your money to work by

Saving gives your future a

If you want to reach your goals, stomp your feet (stomp, stomp)

### Verse 3:

If you want to buy a toy, give a cheer (yay!)

If you want to buy a toy, give a cheer (yay!)

Saving up will get you there,

Plan ahead and don't despair.

If you want to buy a toy, give a cheer (yay!)

**Reflection**

Answer the questions below.

Rate your experience with the Saving Song by colouring in the stars. 5 stars mean you loved it, and 1 star means it was not fun.

How much did you enjoy singing the Saving Song?



How much did you enjoy the movements with the song?



How much did you like the lyrics?



How easy was it to remember the lyrics?



How likely are you to sing this song again?



2) Explain how the movements and singing in the Saving Song helped you learn about saving money.

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## Give a Little, Help a Lot

### What Is Donating?

Donating means giving some of your money to help others. When you donate, you're sharing what you have with people who need it.

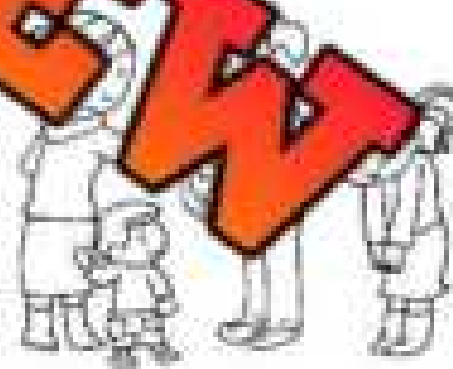
### Why Do We Donate?

People donate for many reasons. Sometimes they want to help families who don't have enough food. Other times, they might want to help animals at shelters. How can even small donations make a big impact? For example, just one dollar can help someone who is hungry.

### How Does Donating Help?

When you donate, your money can make a big difference! Here's how:

- **Feeding People:** Donations can buy food for people who don't have enough to eat.
- **Helping the Sick:** Money can help pay for medicine or doctor visits.
- **Supporting Schools:** Donations can buy books and supplies for kids who need them.



### Tips for Donating

- **Choose a Cause:** Think about what you care about, like helping animals or kids.
- **Give What You Can:** Even small amounts add up and can help a lot.
- **Feel Good:** Donating helps others and makes you feel great, too!

Name: \_\_\_\_\_

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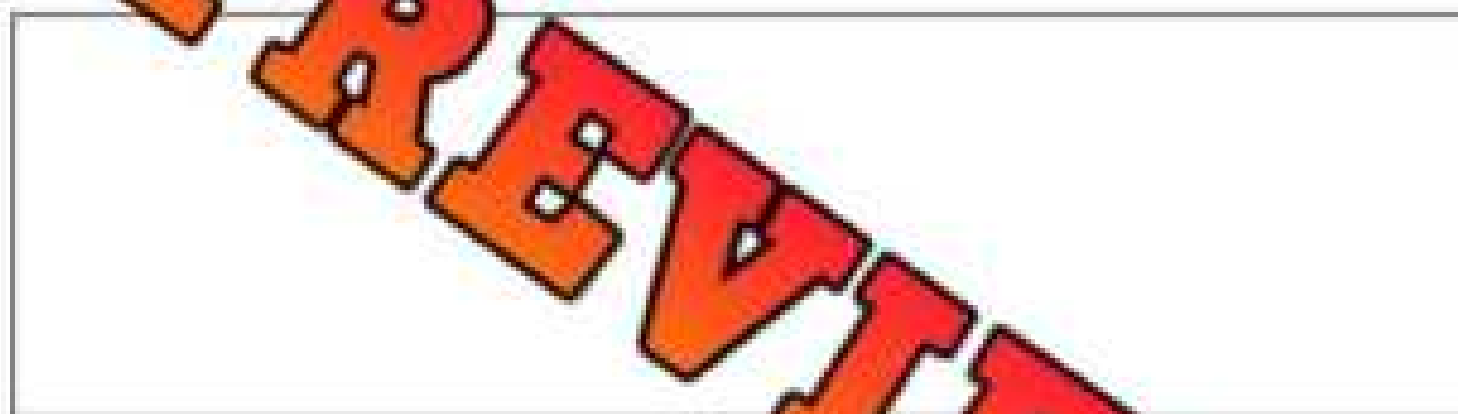
Donation Worksheets  
Page 1

### Fill in the Blanks

Write the missing word.

1)	Small donations can make a _____ impact.	big	small
2)	_____ can help pay for medicine.	food	money
3)	Choose a cause you _____ about.	care	read
4)	Donating makes you feel _____.	sad	good
5)	Donations can buy food for the _____.	hungry	rich

Draw a picture of a cause you would like to help, like animals or kids.



### Questions

Answer the questions below using words from the text.

1) Why do people donate money?

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2) How does donating make people feel?

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**Sort**

Decide who they help the most and put a checkmark (✓) in the right box.

Donation Items	For Disaster Help	For the Sick	For School	For Animal Care
1) Canned Goods				
2) Art Supplies				
3) First Aid Kits				
4) Clothing				
5) Flashlights and Batteries				
6) Books				
7) Emergency Blankets				
8) Pet Carriers				
9) Grooming Supplies for Pets				
10) New Clothing				
11) Bicycles and Helmets				
12) Toys for Children				
13) Notebooks and Pens				
14) Animal Food				
15) Bandages				
16) Calculators				
17) Sports Equipment				
18) New Toiletries				
19) Computer				
20) Bottled Water				

## Activity: Donation Role Play

### Objective

What are we learning about?

Students will learn about the importance of donating by acting out different scenarios where they contribute to various causes.

### Material

What you will need for the activity

- Pretend money (optional)
- Scenario cards that describe different situations (e.g., helping kids, a sick child, school supplies)



### Instructions

How you will complete the activity

1. Divide the class into pairs or small groups.
2. Give each group a scenario card that describes a situation where someone donates money to help a cause. For example, "You donate money to buy books for kids who can't afford them."
3. Each group should act out the scenario, deciding how they would donate and why. They can use props if available or simply use their imagination.
4. Groups take turns performing their role-play for the class.
5. After each performance, ask the class to discuss what was learned from the donation in that scenario.
6. After all role-plays, discuss how donations can help people, animals, or schools, and how even small amounts can make a big difference.



## Scenario Cards

Cut out the topics below

Scenario	Key Moments/Descriptions
Donate to a Food Bank	Act out picking up a basket of food, then pack it into a donation box. Hand the box to a volunteer and explain how the food will help a family in need.
Animal Shelter Donation	Pretend to give money to an animal shelter. Then act out adopting a dog or cat with the food your donation buys. Talk about how important it is to care for animals.
School Fundraiser	Minimize the cost of a stand for a school fundraiser. You "sell" cups and are how the money you raise will help buy new sports equipment for the school.
Donate for Hospital Supplies	Act out donating money to buy bandages and medicine for a hospital. Pretend to give the supplies to a doctor, explaining how they will help sick children recover.
Donate to a Food Bank	Act out picking up a basket of food, then pack it into a donation box. Hand the box to a volunteer and explain how the food will help a family in need.

Scenario	Key Moments/Descriptions
<b>Toy Drive Donation</b>	Choose a toy, pretend to wrap it, and place it in a "holiday gifts" pile. Share how your donation will make a child happy during the holidays.
<b>Can Bake</b>	Mime baking cookies or cupcakes to sell for charity. Pretend to give the money to a local cause, explaining how the donation will help families in need.
<b>Park Clean-Up Fundraiser</b>	Mime cleaning up trash in a park. Then pretend to donate money for park improvements, explaining how it will help create a safer space for everyone.
<b>Donate Clothes to a Shelter</b>	Search through a box of clothes, pick an item, and hand it to a shelter worker. Explain how clothes are important for families in need during the winter.
<b>Book Drive for Kids</b>	Pretend to donate a stack of books to a library or school. Explain how these books will help other kids learn and enjoy reading.

**Two Stars And A Wish**

Identify two strengths (stars) and one area for improvement (wish) about your group's performance.

Write two strengths and one weakness of your group's performance.

**PREVIEW**



## First Things First: Needs Before Wants!

### What Are Needs and Wants?

Let's talk about the difference between needs and wants! Needs are the things we must have to live. These are things like food, clothes, and a place to live. Without these, it would be very hard to stay healthy and happy. Wants, on the other hand, are the fun extras, like toys, games, and candy. They are nice to have but not necessary.

### Why Are Needs Important?

Imagine you have \$10. You could buy a toy or you could buy lunch. If you skip lunch and just get the toy, you'll be hungry later, and that wouldn't be fun! That's why it's important to spend money on needs first. In Canada, many families budget their money so that they can pay for their needs before buying any extras.

### Making Smart Choices

Here's a list to help you remember:

1. **Needs First:** Always spend on food, clothes, and a safe place to live before anything else.
2. **Wants Later:** If you have extra money after taking care of your needs, then you can think about buying a toy or a treat.
3. **Plan Ahead:** It's smart to save some money for the future, too, just in case you need it later!



Name: \_\_\_\_\_

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Personal Literacy  
Unit 1

### True or False

Is the statement true or false?

1. Needs are things we must have to live.	True	False
2. Wants are more important than needs.	True	False
3. Food is an example of a need.	True	False
4. If you skip lunch, you might feel hungry.	True	False
5. Yelling is a way of positive communication.	True	False

Draw a picture of one item you need and one item you want.

	WANT

### Making Connections

Write a sentence about what you would buy if you had money. Explain.


## Activity – Shopping List Challenge

### Objective

What are we learning about?

To help students understand the difference between needs and wants by creating a shopping list using a fixed budget.

### Materials

What you will need for the activity

- Price list with various items (e.g., food, clothes, toys, candy)



### Instructions

How to complete the activity

1. Explain to students that they will be creating a shopping list using a fixed budget of \$20.
2. Hand out a price list with various items and prices. The list should include items with needs (like food and clothes) and wants (like toys and candy).
3. Tell students they need to decide how to spend their \$20 budget. They should write down the items they would buy on their shopping list.
4. Make sure students separate their list into two categories: "Needs" and "Wants."
5. Once the shopping lists are completed, discuss with the class which items were needs and which were wants.
6. Ask students to check if they stayed within their \$20 budget and discuss any difficult choices they had to make when creating their list.

**Shopping List**

Use your \$20 to make a shopping list by picking things you need and things you want from the price list!

Needs	Price	Wants	Price
• Bread	\$3	• Toy car	\$5
• Apples	\$2	• Candy bar	\$2
• Milk	\$4	• Video game	\$15
• Shoes	\$8	• Stuffed animal	\$7
• Water bottle	\$1	• Comic book	\$4
• Cereal	\$2	• Ball	\$3
• Jacket	\$10	• Puzzle	\$6
• Pants	\$9	• Toy robot	\$10
• Toothbrush	\$1	• Game	\$3
• Soap	\$2	• Action figure	\$5
• Eggs	\$3	• Toy train	\$4
• Bananas	\$2	• Crayons	\$3
• Blanket	\$10	• Board game	\$12
• Vegetables	\$4	• Toy car garage	\$15
• Socks	\$3	• Art supplies	\$6
• Backpack	\$12	• Coloring book	\$2
• Toothpaste	\$2	• Doll	\$5
• Sweater	\$8	• Chocolate bar	\$2

Name: \_\_\_\_\_

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Shopping List  
Page 1

### Shopping List

Use your \$20 to make a shopping list by picking things you need and things you want from the price list!

Item	Price	Needs/Wants
Total	\$	

### Draw

Illustrate your most favourite part of your shopping list!





**Reflection**

Have a "Money Mystery Box" (a simple box or bag with questions inside). Each student picks a card with a question about their shopping experience and answers it for the class.

What was the first thing you bought? Why did you choose it?

If you had \$5 more, what would you buy?

Did you buy more needs or wants? Why?

Was it hard to decide between needs and wants? Why or why not?

Which item you bought was the most important? Why?

Did you have to give up anything because you didn't have enough money? What was it?

What would you do if you had more money?

Which need did you pick first?

If you could change one item on your list, what would it be?

Did you spend all of your money, or did you have some left?

Which want was your favorite? Why did you choose it?

If you could only buy one thing, what would it be?

How did you decide what to spend on needs first?

Did you buy anything that wasn't necessary? Why?

What was the hardest decision you made while shopping?

What would you buy if you were shopping for a friend?

If you saved some money, what are you saving it for?

Was there something you really wanted but didn't buy? What was it?

How did you feel when you had to choose between two things?

If you could go back and change one purchase, what would it be and why?

## Future Fun: Why Save for Tomorrow?

### What Is Saving for the Future?

Imagine you want something really big, like a cool bike or a trip to the zoo. But guess what? You don't have enough money right now. That's where saving comes in! Saving means putting some of your money aside so you can buy something special later. It's like planting a seed that will grow into a big tree.

### Why Do People Save?

People save money for all kinds of reasons. Maybe you might want to buy a house, go on a vacation, or even save for college. Did you know that in Canada, many people save about 10% of what they earn? Saving helps you reach big goals that take time to achieve.

### How Does Saving Work?

When you save, you set aside a little bit of money regularly.

Over time, this money adds up, and soon you have enough to buy something really special.

### Smart Saving Tips

1. **Set a Goal:** Think about what you want to buy in the future.
2. **Save Regularly:** Put a little money aside each week.
3. **Be Patient:** Saving takes time, but it's worth it!



## True or False

Is the statement true or false?

1. Saving a little each time helps money grow.	True	False
2. We should always spend money right away.	True	False
3. It's smart to have a savings goal.	True	False
4. People don't save for big things like houses.	True	False
5. Being smart is part of saving.	True	False

## Maze

Find your way through the maze to reach your saving goal!

S  
T  
A  
R  
TF  
I  
N  
I  
S  
H

## Question

Why is it smart to have a savings goal?

<hr/> <hr/> <hr/> <hr/> <hr/>
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## Scenarios

Circle if it shows good saving habits or not.

#	Scenario Description	Yes	No
1	Sarah puts her allowance aside to buy a new book.	Yes	No
2	Tom buys candy every week after school.	Yes	No
3	Emma collects birthday money to buy a new bike.	Yes	No
4	Liam buys a new toy each time he visits the store.	Yes	No
5	Chloe adds coins to her piggy bank each week.	Yes	No
6	Jason spends his birthday money on a video game.	Yes	No
7	Ella keeps her money in a jar for something big.	Yes	No
8	Owen treats himself to a snack every afternoon.	Yes	No
9	Mia opens a savings account for a future trip.	Yes	No
10	Sophia uses all her money to buy new clothes.	Yes	No
11	Ethan waits months to buy a favourite toy.	Yes	No
12	Lily spends her allowance on toys at the mall.	Yes	No
13	Ben saves up over time to get a soccer ball.	Yes	No
14	Noah buys sweets after school with his extra cash.	Yes	No
15	Chloe puts her chore money in a savings jar.	Yes	No
16	James buys small toys whenever he has money.	Yes	No
17	Olivia saves her allowance to buy a board game.	Yes	No
18	Ryan gets toys from the store whenever he has extra money.	Yes	No
19	Grace adds coins to her piggy bank for a special purchase.	Yes	No
20	Henry buys treats during lunch with his pocket money.	Yes	No

Name: \_\_\_\_\_

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Personal Finance  
Unit 1

Draw

Draw and design your own savings jar and what you are saving for.

My Savings Jar

**PREVIEW**

What Am I Saving For

## Story: Why Do We Pay?

**Draw**

Draw pictures that show the story.

### Max Discovers Goods and Services

One sunny afternoon, Max went to the grocery store with his mom. As they walked down the aisles, Max saw all kinds of things: shiny apples, boxes of cereal, and even a toy car. "Mom, why do we pay for these things?" Max asked. His mom smiled and said, "These are called goods, Max. Goods are things we can see and buy, like food, toys, and clothes."

# PREVIEW

Later that day, Max went to get a haircut. He sat in the big chair while the barber snipped away. When they were done, Max's mom paid the barber. "Why did we pay him, Mom?" Max wondered. "This is called a service," his mom explained. "A service is when someone does work for us, like cutting hair or fixing a car."

At home, Max thought about the grocery store and the barber. "So, we pay for things we can touch, like apples and toys, but we also pay for things people do for us, like haircuts?" he asked. His mom nodded. "Exactly, Max! Goods are things, and services are actions."

**PREVIEW**



# PREVIEW

The next day, Max set up a lemonade stand. He sold lemonade (a good) and charged people for his service of making and selling it. Max realized that goods and services are all around us, and that's why we pay for them! In Canada, most families spend about 30% of their money on services each year, and now Max knew why!

## Activity – Goods and Service Charades

**Objective**

What are we learning about?

To help students understand why we pay for goods and services by acting them out through a fun charades game.

**Materials**

What you will need for the activity

- Several examples of goods (e.g., toy, book, apple) and services (e.g., haircut, cooking, cleaning)
- A container for the slips of paper

**Instructions**

How you will play the activity

1. Prepare slips of paper with examples of goods and services. Place these slips in a container.
2. Explain the game: one at a time, a student will pick a slip from the container and act out the good or service without speaking.
3. The rest of the class will guess what the student is acting out. To identify it, they must decide whether it is a good (something you can buy and touch) or a service (something done for you). After guessing, discuss why we pay for the good or service. Explain that goods are things we need or want, while services are actions where someone is helping or doing something for us.
4. Continue until all students have had a turn.
5. End with a discussion on why it's important to pay for both goods and services in everyday life.

## Charade Cards

Cut out the cards below

## Charade Cards

Book

Hat

Haircut

Notebook

Car wash

Babysit

Mail Delivery

Pet Grooming

Apple

Shoe Repair

Basket

Backpack

Baking a Cake

Dental Checkup

Banana

Pizza Delivery

Cake

Glasses

Driving a School Bus

**High Five a  
Friend**

Choose 4 classmates who did well in today's activity and give them a high five card!



I give you a high five because you

---

---



I give you a high five because you

---

---



I give you a high five because you

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## Newspaper Article: Volunteer Work

### Local Kids Make a Difference Volunteering

*Published on September 7, 2024*

Students at Greenwood Elementary School recently spent their day cleaning up the local park. While some people get paid, these students volunteered their time for free to help their community. The group picked up litter, planted flowers, and painted benches to make the park a nicer place for everyone.

One of the volunteers, seven-year-old Emma, said, "We didn't get money, but it felt really good to help out and see the park looking clean and pretty." Volunteer work is different from a paying job because it's about helping others without expecting anything in return.

According to recent studies, more than 12.7 million Canadians volunteer each year. These volunteers make a big impact by giving their time to causes they care about, like helping at shelters, visiting the elderly, or improving community spaces like Emma and her friends.

Ms. Johnson, the teacher who organized the activity, said, "Volunteering teaches kids the importance of giving back to their community. It's a valuable lesson that will stay with them." The students from Greenwood Elementary proved that making a difference doesn't always come with a paycheck.



**Question**

How is volunteering different from a paying job?

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**True or False**

Write if the statement is true or false?

1) The students were paid for their work.	True	False
2) Volunteering is about helping others.	True	False
3) Volunteering doesn't give you a paycheck.	True	False
4) The students planted flowers in the park.	True	False
5) Helping others always requires money.	True	False

**Word Scramble**

Unscramble the words using the word box.

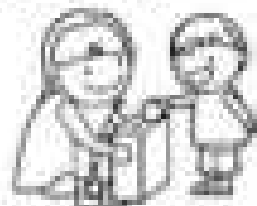
CLEAN	VOLUNTEER	WORK	SERVICE	COMMUNITY	FREE
MONEY	HELPING	HELP	JOB	TIME	PAYCHECK

REFE		ROWK	
NVETOELUE		ICTONMUMY	
MEIT		PLEH	

# Charity

## What Is Charity?

**Charity** is all about helping people who need it. When you give money, toys, or even clothes to others, you're doing charity. It's like sharing what you have to make someone else's life better.



## Type

There are many different kinds of charities. Some help people who don't have enough to eat, others help animals that need a safe home. No matter what the charity does, it's about helping others.

## How Does Charity Help?

When you donate to charity, you're making a big difference! Here's how:

- **Feeding the Hungry:** Charities can buy food for people who don't have enough to eat.
- **Helping Animals:** Donations can provide care and shelter for animals.
- **Supporting Kids:** Charities can give books, clothes, or toys to children who need them.

## How Can You Help?

1. **Donate Toys or Clothes:** If you have toys or clothes you don't use, you can give them to charity.
2. **Save a Little Money:** Even small donations can help a lot!
3. **Volunteer:** You can help out at a charity event with your family.



**Matching**

Match the word that will complete each statement.

- |  |                                  |
|--|----------------------------------|
| 1. A good way to help is to _____ your toys.   | <input type="checkbox"/> helping |
| 2. Many charities focus on _____ animals.      | <input type="checkbox"/> hungry  |
| 3. Charities help provide _____ for families.  | <input type="checkbox"/> donate  |
| 4. Charities provide food to the _____.        | <input type="checkbox"/> small   |
| 5. Even small donations make a big difference. | <input type="checkbox"/> food    |

**Draw**

Draw items you can give to charities.



PREVIEW

**Question**

What does volunteering mean in a charity event?

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## Activity: Helping Hands Chain

### Objective

What are we learning about?

Students will learn about how small acts of kindness can make a difference by contributing to a collaborative display of helping hands.

### Materials

What you will need for the activity

- Pre-cut paper handprints
- Coloured markers or pencils
- String or ribbon (for connecting handprints)
- Tape or glue
- Large wall space for display (about 10m x 10m in classroom wall)



### Instructions

How you will complete the activity

1. Start by discussing how small acts of kindness can make a difference.
2. Give each student pre-cut paper handprints.
3. Have students think of simple ways they can help others at school, home, or in the community.
4. Ask them to write one act of kindness on each handprint using markers or crayons.
5. Once finished, students can decorate their handprints.
6. Gather students to share their ideas with the group.
7. Connect the handprints on a string or ribbon.
8. Display the "Helping Hands" chain in the classroom as a reminder of their kindness.



# Exit Cards

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

Name: \_\_\_\_\_

What 4 things could you give to charity?


Name: \_\_\_\_\_

What 4 things could you give to charity?


Name: \_\_\_\_\_

What 4 things could you give to charity?


Name: \_\_\_\_\_

What 4 things could you give to charity?


## Story: How Cash Flows in Our Community

### The Journey of a Dollar in Money Town

One morning, Sarah's mom gave her a crisp \$5 bill to spend at the local market. Sarah decided to buy some apples from Mr. Lee, who runs a fruit stand. When Sarah handed him the money, she didn't know that \$5 was about to go on an adventure through the community!

Mr. Lee took the money and used it to pay for flour at Mrs. Green's bakery. Mrs. Green then used that money to buy school supplies for her kids. The money kept moving, helping different people in the community.



But that's not all! Some of the money Sarah's family earns from their work also goes to pay taxes. These taxes help keep the library open, buy new playground equipment, and make sure firefighters like Mr. Smith have everything they need to keep everyone safe. In Canada, billions of dollars flow through communities every year, supporting businesses, schools, and important public services.

As Sarah learned, every dollar she spends helps someone else in Money Town, keeping the community strong and happy. So, next time you spend money, think about where it might go next and who it might help!

## True or False

Is the statement true or false?

1. Sarah bought apples with a \$5 bill.	True	False
2. Mrs. Green used the money to buy flour.	True	False
3. Taxes help keep the library open.	True	False
4. Sarah's mom's taxes go to playground equipment.	True	False
5. Sarah paid only one person.	True	False

## Draw

Draw Sarah's \$5 from the story.



Sarah



Mr. Lee



Mrs. Green

## Question

How do taxes help the community?

<hr/> <hr/> <hr/> <hr/> <hr/>
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## Activity: Money Flow Map

### Objective

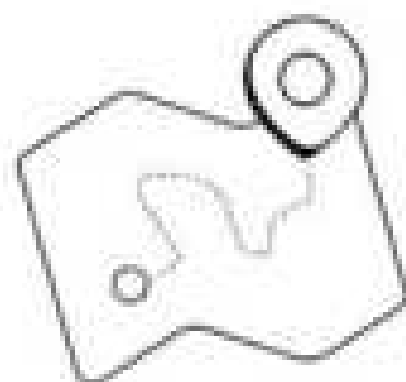
What are we learning about?

To help students individually visualize how money moves through a community, showing how money is used for goods, services, and taxes.

### Materials

What you will need for the activity

- Individual maps of a town (pre-drawn)
- Markers, pens, pencils, colored pencils
- Stickers or small pieces of paper to represent money
- A simple story about how money flows through the community



### Instructions

How you will complete the

1. Read a simple story about Sarah spending \$5 on fruit at the market and how the money moves to the bakery.
2. Give each student a map to follow along as you tell the story.
3. Have students trace the money's journey by drawing lines from place to place on their maps.
4. Continue the story, explaining how money flows to other places like public services.
5. Let students colour in their maps and add stickers to show where the money goes.

**Money Flow  
Story**

Read this story to the students as they trace the flow of money on their maps.

One sunny morning, Mia's grandmother gave her \$10 as a birthday gift. Mia was so excited! She wanted to use her money to help out her town. She decided to visit her favourite places in the community.

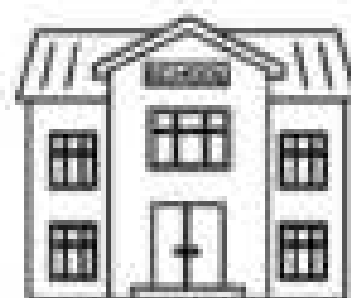
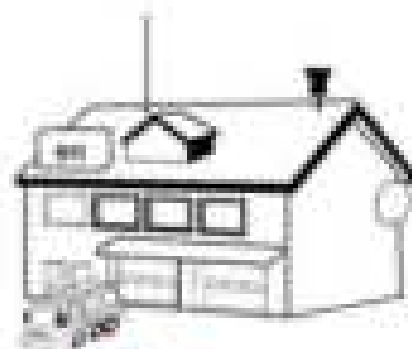
First, Mia went to Mr. Green's Grocery Store and bought some fresh apples for \$3. Mr. Green thanked Mia for her purchase.

Then, Mr. Green gave Mia's \$3 to buy flour from Mrs. Patel's Bakery. He needed the flour to make fresh bread for the store. Now, Mrs. Patel had Mia's \$3! Afterward, Mrs. Patel took the money to the Post Office to mail a birthday gift to her sister in another town. The Post Office workers thanked her for using their service. Mia's money had now traveled through three places!

But that's not all! The Post Office used part of that money to pay taxes. These taxes helped the Community Park buy new plants and flowers, making it a nicer place for everyone.

Lastly, some of Mia's money also went to the Fire Station to help buy new equipment for the firefighters. Now Mia's \$10 had traveled through five different places in the community, helping each one along the way!

And just like that, Mia's \$10 made a big difference in her town, supporting local businesses and services that everyone enjoys.





## Activity: Spending Chart

### Objective

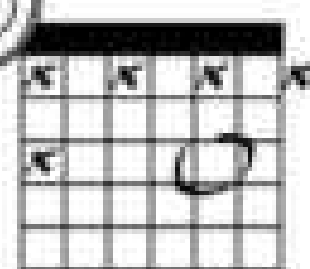
What are we learning about?

To help students visually track their real spending at home over a week with the assistance of their parents or guardians.

### Materials

What you will need for the activity

- Spending charts with spaces for each day of the week
- Stickers (1 sticker per spending event)/Markers
- Parent/guardian assistance



### Instructions

How to implement the activity

1. Give each student a spending chart. Explain that they will track what is spent on them at home for one week (e.g., clothing, toys, or other items).
2. Each time something is bought for them, they will place a sticker on their chart for that day and write down how much was spent.
3. Students should ask their parents or guardians for help to track spending and record the amount each day.
4. Encourage students to observe the types of items their parents spend money on for them (needs vs. wants).
5. At the end of the week, students will count the total amount spent on them and how many stickers they earned.
6. After completing the chart, students will reflect on their spending with the help of the provided reflection questions.

Name: \_\_\_\_\_

82

Spending Tracker  
Page 1

## Spending Tracker

Day	What was bought?	Amount Spent	Sticker
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			

**PREVIEW**

Name: \_\_\_\_\_

83

Shopping Expenses  
Page 1

Day	What was bought?	Amount Spent	Sticker
FRIDAY			
SATURDAY			
SUNDAY			

**PREVIEW**

**Reflection**

Answer the questions below

- 1) Colour the answer that fits your week:  
Did you spend more on needs or wants?

**NEEDS****WANTS**

- 2) How much money did you spend in total?

- 3) What did you buy about spending?

- 4) Draw a picture of your favourite item bought.

- 5) Draw a picture of an item bought for you that you think doesn't need to be bought again to save money next week.

**PREVIEW**

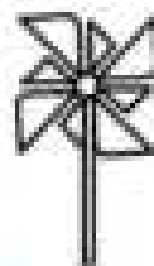
## What Happens with Bad Money Choices?

### What Are Money Choices?

When you have money, you can decide how to spend it. You can buy things you need, like food, or things you want, like toys. But what happens if you spend too much on wants and not enough on needs? Let's find out.

### Needs vs. Wants

Needs are things that you need to live, like food, clothes, and a place to live. Wants are things that you want but aren't necessary, like candy or video games.



### What Happens When We Make Bad Money Choices?

Imagine you have \$10, and you spend it all on candy. You'll have fun at first, but then you won't have any money left for lunch or school supplies. You'll be hungry, and you won't have what you need for school.

### Smart Money Tips

1. **Think Before You Spend:** Ask yourself if it's a need or a want.
2. **Save Some Money:** Keep some money aside for important things.
3. **Plan Your Purchases:** Make sure you have enough for needs before buying wants.

## True or False

Is the statement true or false?

1. Candy is an example of a need.	True	False
2. Spending all your money on toys is a good choice.	True	False
3. Needs are more important than wants.	True	False
4. Saving money helps you buy what you need.	True	False
5. Video games are something you must have to live.	True	False

Good choices are good spending choices and ☹️ for bad spending choices.

1)	You ask for allowance to buy school supplies.
2)	You use your money to buy a book to help you learn.
3)	You buy a toy, but you still have enough money left for food.
4)	You spend your last \$10 on a movie, so you go hungry for lunch.
5)	You use your birthday money to buy a gift for your friend.

## Question

How can you tell if something is a need or a want?

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## Activity: Classroom Auction

### Objective

What are we learning about?

To help students understand the consequences of impulsive spending and the importance of balancing needs and wants.

Materials What you will need for the activity.

- Fake money (one for each student)
- Pictures or items representing needs (like school supplies)
- Pictures or items representing wants (like toys, candy, games)



### Instructions

How you will complete the activity.

1. Give each student \$20 in fake money to use in the auction.
2. Explain that they will bid on items that are either needs (like school supplies) or wants (like toys or candy). Start the auction with the needs, allowing students to bid on those first.
3. Once the needs are auctioned, move on to the wants, allowing students to use any leftover money to bid.
4. After the auction, discuss with the class what happened if they spent all their money on wants and didn't have enough for needs.
5. Reflect on how to make better choices with their money next time.

## Items to Bid

Auction the needs first, and then the wants, using the provided starting prices or adjusting as needed.

Needs	Starting Price	Wants	Starting Price
Lunchbox	\$8	Toy car	\$3
Backpack	\$12	Action Figure	\$4
Water bottle	\$4	Stuffed Animal	\$6
Notebook		Candy bar	\$2
Winter coat		Socks	\$1
Shoes	\$15	Coloring book	\$4
Healthy Snack	\$3	Headband	\$2
Water bottle	\$6	Bracelet	
School Uniform	\$12	Comic Book	\$5
Books	\$7	Puzzle	\$6



# SOLD



## Unit Test – Financial Literacy

Multiple Choice

/10

1. A money made of metal and has its own value. a) Bills b) Digital Money c) Coins d) Credit	2. How do people earn money? a) By working at a job b) By playing all day c) By asking parents for money d) By getting free gifts
3. Which is a profession? a) Police Officer b) Teacher c) Volunteer Worker d) Pet Shop Owner	4. How does donating help people? a) By feeding people b) By helping the sick c) By supporting schools d) By all the above
5. Which is a need? a) Toy car b) Chocolate bar c) Coat d) Concert Ticket	6. How can you save money? a) By opening a savings bank b) By spending money c) By giving money d) By buying things
7. Why is it important to track your spending? a) So you can forget what you bought. b) So you can spend more than you have. c) So you can buy everything you want. d) So you can save for important things.	8. Which is a service? a) Toys b) Haircut c) Food d) Pencils
9. Which is not a smart saving tip? a) Set a goal. b) Save regularly c) Wants first, needs later d) Be patient	10. Which is NOT a way to earn money? a) Sell products b) Do services c) Do a job d) Learn from school

**Define**

What do the terms below mean?

Term	Definition - What does it mean?
Donating	
Volunteering	

**Scenarios**

Circle the best way to handle it

1) Ben wants to buy a toy, but only has \$5. His piggy bank has \$10. What should Ben do?

- a) Ask a friend for money
- b) Save up the extra \$5
- c) Take the toy without paying
- d) Break open his piggy bank

2) Max wants to buy candy, but his mom told him to save money. What should he do?

- a) Buy the candy anyway
- b) Always save all your money
- c) Ask his mom for more money
- d) Buy just a bit of candy and save the rest

3) Lily has \$10, and she wants to help others. What should she do with her money?

- a) Buy a toy for herself
- b) Donate it to a charity
- c) Spend it all on candy
- d) Hide it in her room



# Alberta Health and Wellness Financial Literacy Unit – Grade 2

## 3-Part Lesson Format

### Part 1 – Minds On!

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

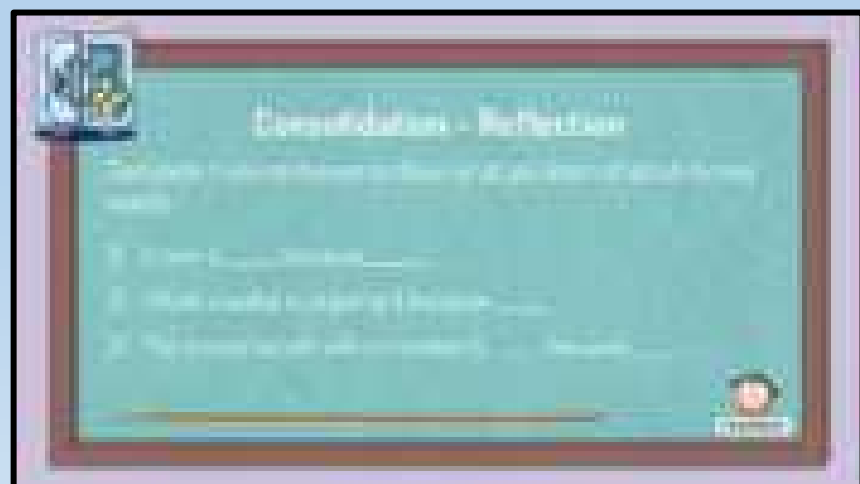


### Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

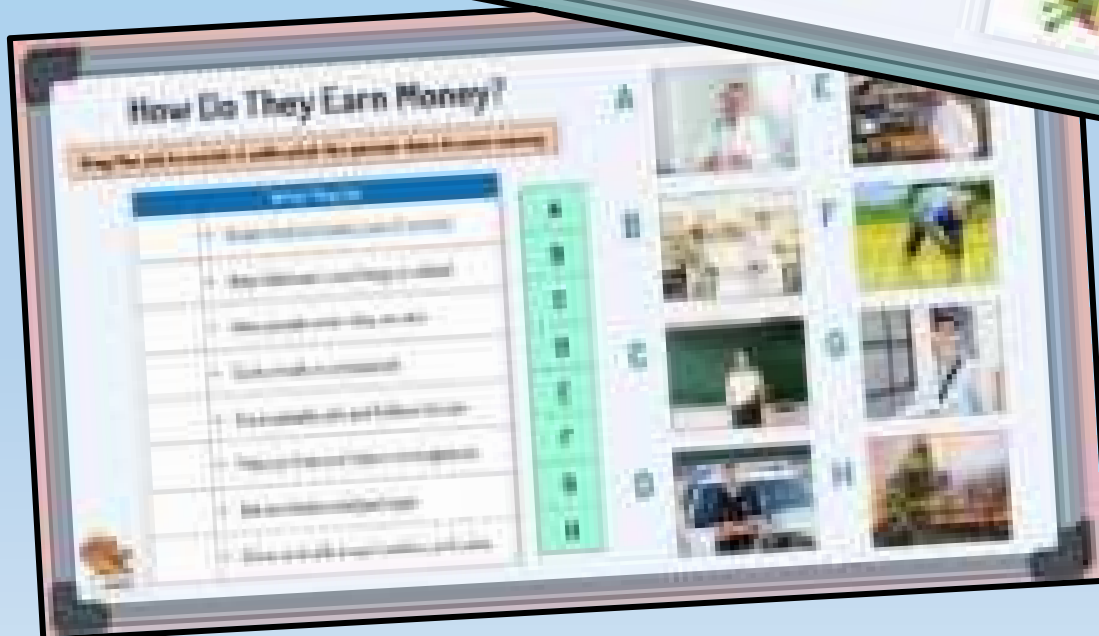
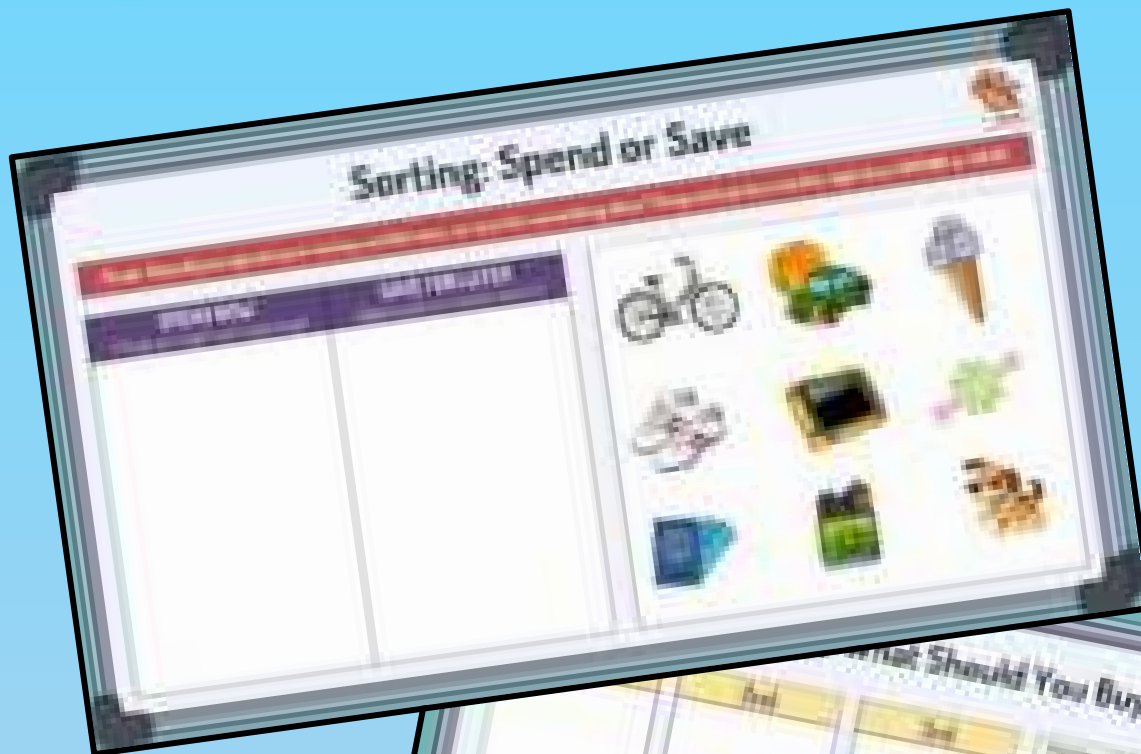
### Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary





# Alberta Health and Wellness Financial Literacy Unit – Grade 2





# Alberta Health and Wellness Financial Literacy Unit – Grade 2

**Helping Hands: Who Gets What?**  
*Drag each item to the right box: Help kids, help animals or help others.*

Item	Help kids	Help animals	Help others
Toy car			
Blank paper			
Blank paper			
Blank paper			
Blank paper			
Blank paper			
Blank paper			
Blank paper			
Blank paper			
Blank paper			

**Money-2**

Activity: Match the coin to its value.

Coins and their values:

- 1 coin = 1 cent
- 2 coins = 2 cents
- 5 coins = 5 cents
- 10 coins = 10 cents
- 20 coins = 20 cents
- 50 coins = 50 cents
- 100 coins = 100 cents

Match the coin to its value:

1 coin = 1 cent

2 coins = 2 cents

5 coins = 5 cents

10 coins = 10 cents

20 coins = 20 cents

50 coins = 50 cents

100 coins = 100 cents

**Volunteering Message Completion**

Volunteering means helping \_\_\_\_\_ without getting \_\_\_\_\_.

People volunteer to make the world a \_\_\_\_\_ place. They can help \_\_\_\_\_.

By \_\_\_\_\_, we can help \_\_\_\_\_.

When I volunteer, I can see good things happen and I can give help \_\_\_\_\_.

Volunteering is a great way to help others and make a difference.

# Grade 2 – Health Unit

## Healthy Eating Unit

Organizing Idea	A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.	
Guiding Question	How can food impact well-being?	
Learning Outcome	Students examine internal and external factors that	
<div>Preview of 70 pages from this product that contains 121 pages total.</div>		
HE2.1	Discuss cues associated with hunger and thirst.	6-22
HE2.2	Explore recommendations from a variety of food guidelines to support nutritional decisions.	23-40, 46-65, 83-87
HE2.3	Examine personal food preferences. Identify personal food allergens.	41-45, 52-55-77
HE2.4	Discuss ways that food provides insights into various cultures, practices, and traditions.	76-82, 88-91

NAME: \_\_\_\_\_

# HEALTHY EATING



## Hunger and Thirst Cues

### Hungry or Thirsty? Let's Find Out!

Ever wonder how your body tells you it's time to eat or drink?

Let's explore how we know when we're hungry or thirsty!



### Stomach Grumbles: Time to Eat!

When your stomach grumbles, your stomach might make a funny sound called a grumble. This is your body's way of saying, "I need food!" Sometimes, you might also feel like you don't have much energy. That's because food gives us the energy we need to run and learn. So, when your stomach grumbles, it's time to eat something yummy!

### Dry Mouth: Time to Drink!

What about when you're thirsty? If your mouth feels dry, that's a big clue! Your body is telling you, "I need water!" You might feel tired or thirsty after running around or playing. Water is super important because it helps you stay hydrated and feel good.

### Taking Care of Your Body

Here are some tips to keep your body happy:

- Eat when your stomach grumbles to get energy.
- Drink water when your mouth feels dry to stay hydrated.
- Don't wait too long to eat or drink, or you might feel too tired or thirsty.



Remember, listening to your body's hunger and thirst cues helps you stay strong and healthy!



Name: \_\_\_\_\_

7

Introduction to Nutrition  
Unit 1

True or False

Is the statement true or false?

1. A dry mouth means you need food.	True	False
2. Stomach grumbles are a hunger cue.	True	False
3. Food gives our bodies energy.	True	False
4. Water helps you stay hydrated.	True	False
5. Eating when hungry helps us play.	True	False

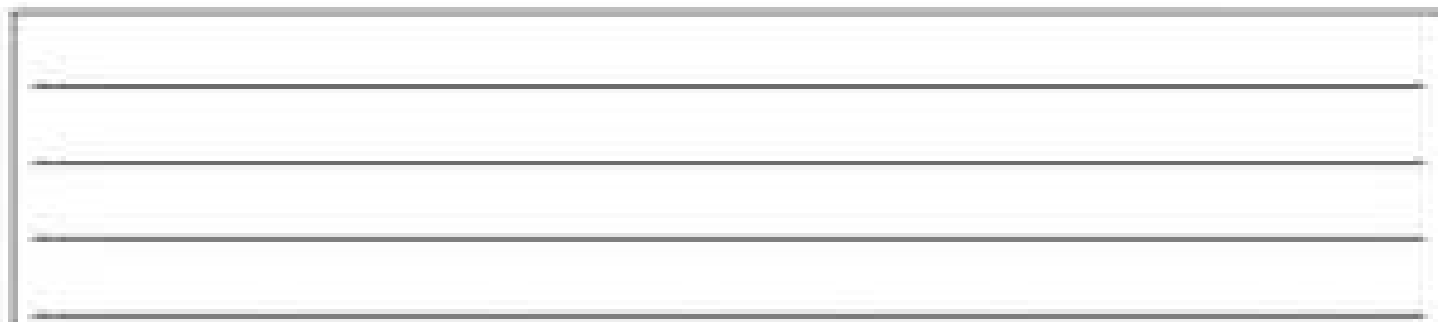
Draw

Draw and label parts of your body that help you know when you're hungry or thirsty.



Question

What happens if you wait too long to eat?



## Activity – Hunger and Thirst Dance

### Objective

What are we learning about?

Students will learn to identify the physical cues of hunger, thirst, and low energy through a fun and engaging song and dance activity.



### Materials

What will need for the activity.

- Song lyrics: "I'm Hungry, I'm Thirsty"
- A music player to play the song "Row, Row Your Boat"
- Open space for dancing

### Instructions

How you will complete the activity.

1. Begin by explaining to students how our bodies tell us when we are hungry, thirsty, or need energy.
2. Teach the students the lyrics to the song "I'm Hungry, I'm Thirsty".
3. Demonstrate the movements for each verse: rubbing the stomach, pretending to drink, and yawning/stretching.
4. Play the music and sing the song together, performing the corresponding movements.
5. Repeat the song a few times so students become familiar with the cues and actions.
6. After the activity, gather the students to discuss what they learned about listening to their bodies.

**Song: "I'm Hungry, I'm Thirsty"**

(Tune: "Row, Row, Row Your Boat")

(Verse 1)

Growl, growl, goes my tum,

Time to have a treat! *(Rub your belly)*

Chew my snacks to give me strength

March my feet! *(March in place)*

(Verse 2)

Dry, dry, goes my mouth,

I need a drink right now! *(Reach to drink)*

Water, water, cool and fresh

Makes me say, "Wow!" *(Preach to the choir)*

(Verse 3)

Yawn, yawn, yawns my mouth,

I need some energy! *(Stretch and yawn)*

A snack or rest will help me out,

To keep me feeling free! *(Raise your arms and shake them)*

**Reflection**

Answer the questions below

1) Draw two emojis that show what you were feeling before and after doing the Hunger and Thirst Dance.

2) Do you know what how your body tells you when you are hungry or thirsty?

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3) Which part of the Hunger and Thirst Dance do you like best? Why?

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4) Think about the other students in your class. Who do you think did the dance really well, and what made their dance special?

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## Activity – Hunger and Thirst in Action

### Objective

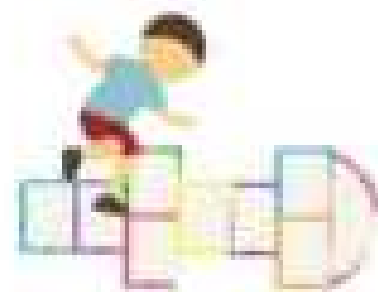
What are we learning about?

To help students understand how physical activity affects their bodies and recognize the hunger and thirst cues that follow exercise

### Materials

What you will need for the activity

- A timer for physical activity
- Stretching band
- Water bottles (one per student)
- Healthy snacks (fruit or crackers)



### Instructions

How to complete the activity

1. Start by gathering the students and explain that they will be doing a fun physical activity like running or jumping jacks. Ask them how their bodies feel afterward.
2. Have the students do a warm-up by stretching.
3. Set the timer for 3 minutes. Instruct the students to perform jumping jacks for the entire 3 minutes.
4. Once the time is up, ask the students to stop and take a moment to notice how their bodies feel.
5. Have the students sit down and discuss how they feel. Ask them if they feel hungry, thirsty, or both. Encourage them to think about what their bodies are telling them.
6. Provide water and, if available, a small healthy snack. Explain the importance of replenishing their bodies with food and water after physical activity.
7. Allow the students time to eat and drink while discussing how they feel afterward.

Name: \_\_\_\_\_

14

Exercising Correctly  
P.E. 3

Reflection

Answer the questions below.

1) What did your body feel like after you exercised?

2) What **body** **signals** told you that you were hungry or thirsty?

3) Why is it important to eat or drink after exercising?

4) Draw a picture of what you might eat or drink after exercising.

**PREVIEW**

# Exit Cards

## Cut Out

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

Name: \_\_\_\_\_

Is the statement true or false?

1) Your stomach grumbles when you are hungry.	Yes	No
2) A dry mouth means you need food.	Yes	No
3) It's okay to wait a long time before drinking water.	Yes	No
4) Your body tells you when it needs something.	Yes	No

Name: \_\_\_\_\_

Is the statement true or false?

1) Your stomach grumbles when you are hungry.	Yes	No
2) A dry mouth means you need food.	Yes	No
3) It's okay to wait a long time before drinking water.	Yes	No
4) Your body tells you when it needs something.	Yes	No

Name: \_\_\_\_\_

Is the statement true or false?

1) Your stomach grumbles when you are hungry.	Yes	No
2) A dry mouth means you need food.	Yes	No
3) It's okay to wait a long time before drinking water.	Yes	No
4) Your body tells you when it needs something.	Yes	No

Name: \_\_\_\_\_

Is the statement true or false?

1) Your stomach grumbles when you are hungry.	Yes	No
2) A dry mouth means you need food.	Yes	No
3) It's okay to wait a long time before drinking water.	Yes	No
4) Your body tells you when it needs something.	Yes	No

## Newspaper Article: Importance of Food and Water

### The Power of Food and Water

*Published on August 29, 2024*

Yesterday at Maplewood Elementary School, during a health lesson when several students felt themselves too tired to participate, the culprit? Skipped breakfasts and forgotten water bottles.

Teachers quickly turned the situation into a teachable moment, highlighting how food and water fuel our bodies. "Think of food as your body's battery," explained Ms. Thompson, a dietitian who visited the school. "Without energy from food, it's hard to focus and stay active."

Students learned that food provides the energy and nutrients—like proteins and vitamins—needed to power through the day. On the flip side, water keeps everything running smoothly, from digesting food to staying cool during exercise. "I didn't realize how much water helps me feel good until I felt so tired," admitted sixth-grader Emily Carter.

The day ended with students making a pact to never skip breakfast and to carry water with them every day. A small lesson in health, but one that made a big impact.





## Fill in the Blanks

Complete the sentences below.

1. Students felt _____ during gym class.	tired	full
2. Food provides _____ for the body.	energy	rest
3. Food helps us _____ and stay active.	play	focus
4. Food is compared to a car's _____.	battery	gasoline
5. The students were _____ because they skipped _____.	lunch	breakfast

## Directions

Write down what you think a healthy breakfast should include.


## Question

Why is breakfast considered the most important meal of the day?


## Activity – Plant a Seed

### Objective

What are we learning about?

To show the connection between water and growth, emphasizing the importance of hydration for plants and our bodies.



### Materials

What you will need for the activity:

- Small pots (one for each student)
- Potting soil
- Seeds (e.g., sunflower, bean, or any fast-growing plant)
- Watering cans or spray bottles

### Instructions

How you will complete the activity:

1. Explain that just like plants, our bodies need water to grow.
2. Give each student a pot and have them fill it with soil.
3. Let students plant a seed in the soil and cover it lightly.
4. Water the soil gently until it's damp.
5. Place the pots in a sunny spot.
6. Over the weeks, have students water their plants and draw pictures of the growth stages.

Name: \_\_\_\_\_

21

Science Journal  
Page 21

Draw

Draw what you see each week to illustrate the life cycle of a seed.

Week 1

Week 3

Week 4

Week 5

Week 6

**PREVIEW**

**Questions**

Answer the questions below

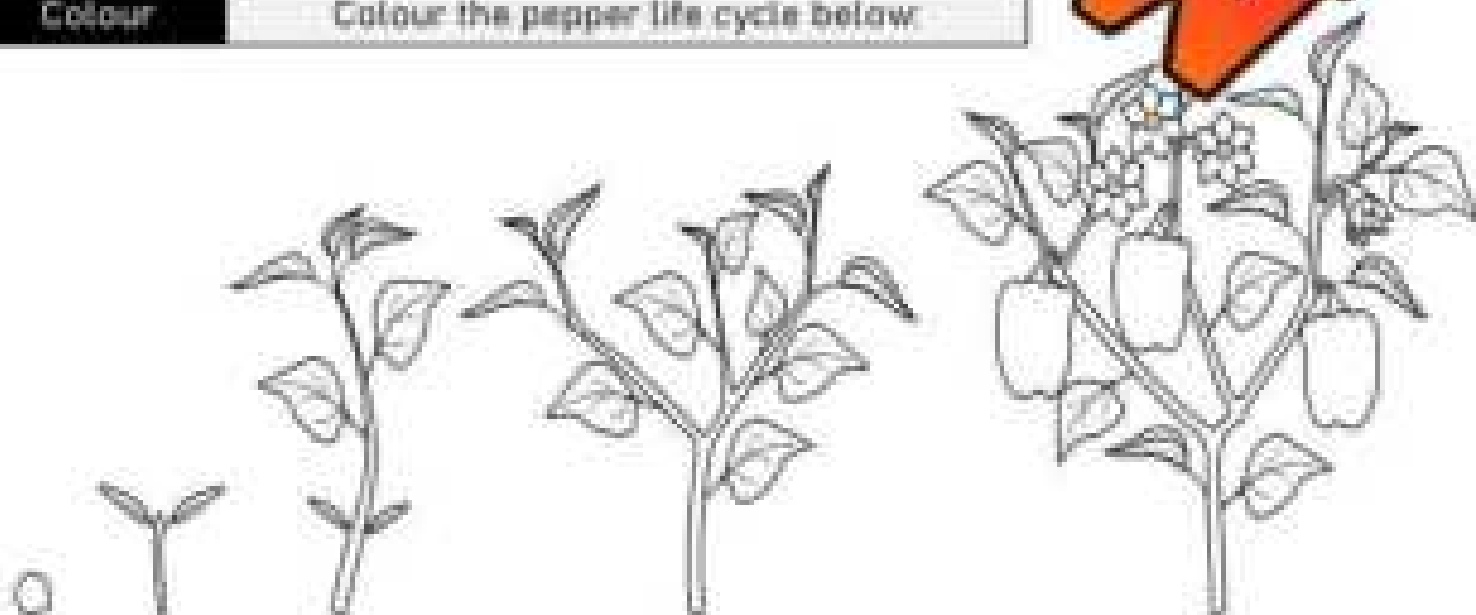
1) How did your plant change as it grew?

2) Why is water important for plant growth? What did you notice if you forgot to water?

3) How does water help our bodies? (5 marks)

**Colour**

Colour the pepper life cycle below



## Story: Treat Fest

### The Festival of Treats

At the Great Treat Festival, Mia and Alex were excited to try all the yummy treats. There were candies, and ice cream, but there were also fruits and nuts.



Mia chose a small piece of cake with strawberries. Alex picked a candy bar but also grabbed an apple. They remembered the first lesson: Enjoy treats but also make healthy choices.

While eating, Mia wanted another piece of cake, but she remembered the second lesson: eating too much sweet food is not good. So, she chose a handful of nuts instead.

Before leaving, they saw a chocolate fountain. They both had a little because it is okay to enjoy treats sometimes. This was the third lesson: it is fine to indulge occasionally, as long as we mostly make healthy choices.

## True or False

Is the statement true or false?

1) Mia and Alex only ate candy.	True	False
2) The festival had fruits and nuts.	True	False
3) Mia ate strawberries with her cake.	True	False
4) Alex only chose unhealthy treats.	True	False
5) Mia only ate a few more cake.	True	False

## Fill in the Blanks

Write the missing word.

1) Alex picked a _____ but _____ apple.	candy	cheese
2) Mia remembered not to eat too much _____.	cake	fruit
3) They both enjoyed the _____ but _____ ate _____.	water	
4) Eating too much _____ is not good for _____.	protein	
5) It is okay to indulge _____.		

## Question

Why is it important to balance treats with healthy choices?

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## Ideas

## List of healthy treat options

Fruit Popsicles	Mixed Berry Fruit Salad
Yogurt with Honey and Nuts	Banana and Oat Muffins
Apple Slices with Peanut Butter	Whole Wheat Banana Pancakes
Honey and Nut Granola Bars	Air-Popped Popcorn
Cheese and Crackers with Hummus	Cheese and Whole Grain Crackers

## Draw

Draw your favourite healthy snack.

**PREVIEW**

## The Time-Travelling Lunch

### Lunch Through the Ages

Let's take a fun trip back in time to see how lunch has changed!



### Long Ago Lunches

A long time ago, people ate very simple lunches, like bread and cheese. They didn't know much about healthy eating as we do now.

### Learning and Growing

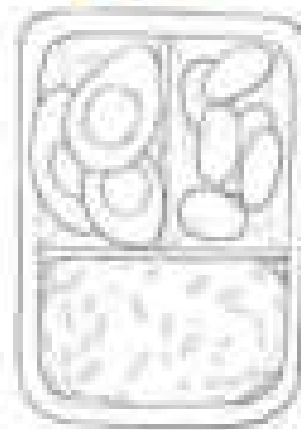
As time passed, people learned about different foods and how they help our bodies. Lunches started to include fruits, vegetables, and whole grains.

### Healthy Choices Today

Today, we know it is important to eat a variety of foods. Our lunches can have foods from all the food groups.

### List of Healthy Lunch Items

- Fruits like apples
- Vegetables like carrots
- Whole grain bread
- Dairy like cheese
- Proteins like chicken





**True or False**

Is the statement true or false?

1. People always knew about healthy eating.	True	False
2. Bread and cheese was a lunch eaten long ago.	True	False
3. Fruits are important in lunches today.	True	False
4. Whole grains are a new discovery.	True	False
5. Protein-rich foods are good for lunch.	True	False

**Visualizing**

Draw a picture illustrating what you were reading. Explain the picture.

	_____
	_____
	_____
	_____
	_____

**Question**

Why is it important to eat different foods?

_____
_____
_____
_____
_____

**Scenarios**

Circle the correct answer: Is this a healthy food choice or not?

Scenario	Healthy Choice	Unhealthy Choice
Choosing an apple over a cookie for a snack.	Healthy	Unhealthy
Eating candy for breakfast.	Healthy	Unhealthy
Having a sandwich with whole grain bread for lunch.	Healthy	Unhealthy
Drinking a glass of water.	Healthy	Unhealthy
Packing a carrot for a school snack.	Healthy	Unhealthy
Choosing fruit over bubble gum.	Healthy	Unhealthy
Eating a salad with chicken for lunch.	Healthy	Unhealthy
Skipping breakfast in the morning.	Healthy	Unhealthy
Snacking on yogurt with fruits.	Healthy	Unhealthy
Having a milkshake every day after school.	Healthy	Unhealthy
Drinking a glass of milk with dinner.	Healthy	Unhealthy
Eating a big bowl of ice cream before bed.	Healthy	Unhealthy
Choosing grilled chicken over fried chicken.	Healthy	Unhealthy
Having a large candy bar for a snack.	Healthy	Unhealthy
Eating a fruit salad for dessert.	Healthy	Unhealthy
Constantly snacking on cookies.	Healthy	Unhealthy
Making a smoothie with fruits and vegetables.	Healthy	Unhealthy
Only eating fast food for meals.	Healthy	Unhealthy
Eating a whole grain cereal for breakfast.	Healthy	Unhealthy
Eating a doughnut every morning.	Healthy	Unhealthy

## Canada Food Guide

Canada's New Food Guide does not have 4 food groups. Instead, it recommends eating the following 3 food categories.

Food Category	Fruits and Vegetables	Whole Grains	Protein Foods
Servings/Day	1/2 (half) of your plate	1/2 of your plate	1/4 of your plate
Tips	<ul style="list-style-type: none"> <li>- Choose darker green vegetables</li> <li>- Drink juice with meals</li> </ul>	<ul style="list-style-type: none"> <li>- Choose whole grain options instead of grains that have been processed</li> </ul>	<ul style="list-style-type: none"> <li>- Select plant-based proteins and lean meats</li> </ul>
Examples	<ul style="list-style-type: none"> <li>- Dark green leafy vegetables</li> <li>- Don't eat foods with added sugars</li> </ul>	<ul style="list-style-type: none"> <li>- Bread, pita, oatmeal, cereal, rice, pasta, quinoa</li> </ul>	<ul style="list-style-type: none"> <li>- Beans, lentils, nuts, seeds, lean meats and poultry, fish, shellfish, eggs</li> </ul>

Have plenty of vegetables and fruits



Choose whole grain foods

## Your Canada Food Guide Plate

**Think:**

Circle the foods that you enjoy from the different food groups below:

### Proteins

1. Chicken nuggets	6. Grilled cheese	11. Cheese slices	16. Sliced ham
2. Hamburger	7. Scrambled eggs	12. Milk	17. Beef meatballs
3. Turkey peanut butter	8. Peanut butter	13. Cottage cheese	18. Chicken soup
4. Hot dogs	9. Peanut butter	14. Beans	19. Edamame
5. Fish sticks	10. Yogurt	15. Nuts	20. Baked beans

1. White rice	6. Pizza crust	11. Cornbread	16. Muffins
2. Sandwich bread	7. Tortillas	12. Polenta	17. Waffles
3. Oatmeal	8. Pancakes	13. Pretzels	18. French toast
4. Cereal	9. Crackers	14. Rice cakes	19. Pancakes
5. Pasta	10. Bagels	15. Pita bread	20. Bread

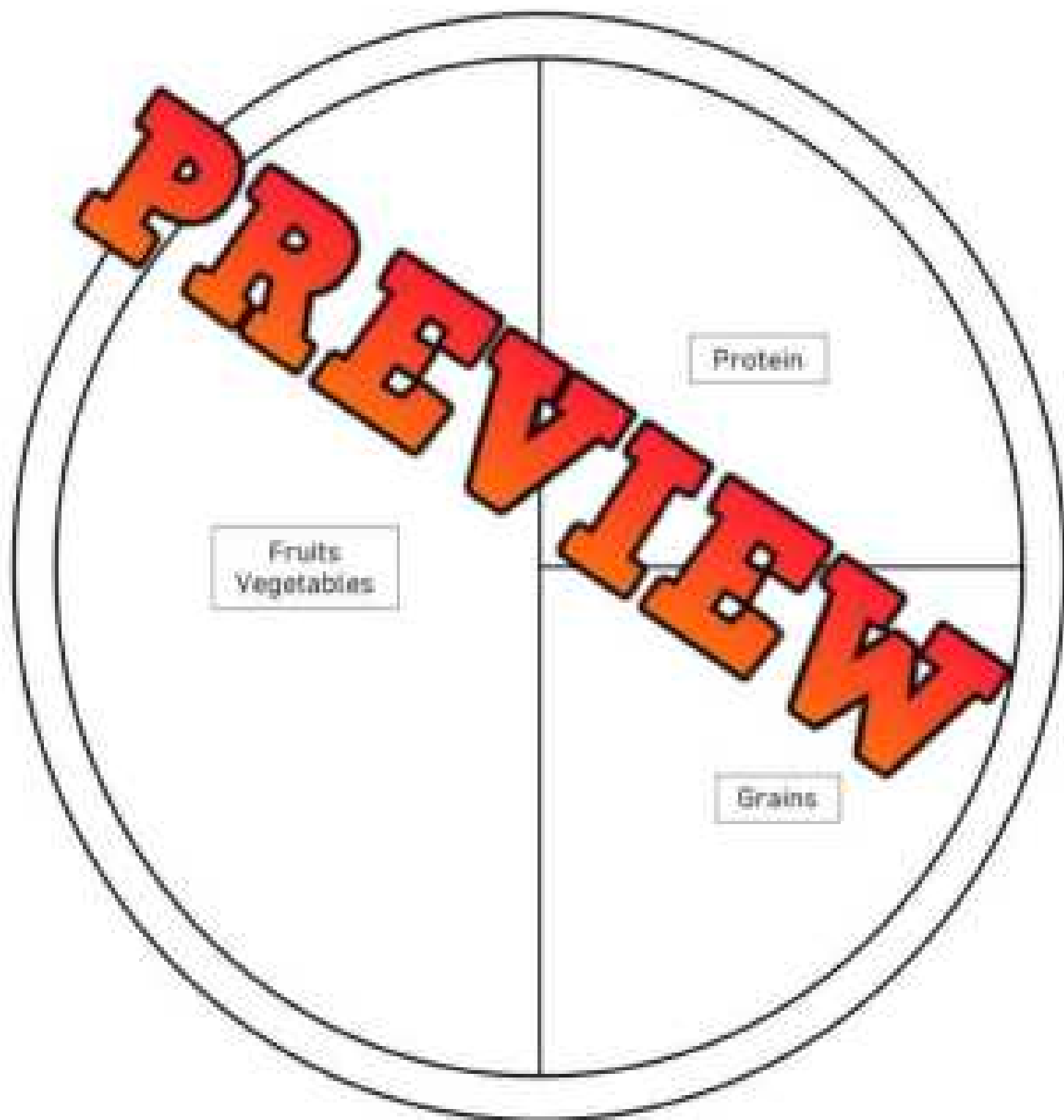
### Fruits and Vegetables

1. Apple slices	6. Cherry tomatoes	11. Blueberries	16. Peaches
2. Banana	7. Strawberries	12. Peas	17. Pears
3. Baby carrots	8. Orange wedges	13. Broccoli florets	18. Pineapple
4. Celery sticks	9. Grapes	14. Bell peppers	19. Kiwi slices
5. Cucumber slices	10. Watermelon	15. Spinach	20. Mandarin oranges

## Your Canada Food Guide Plate

**Draw**

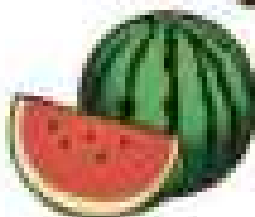
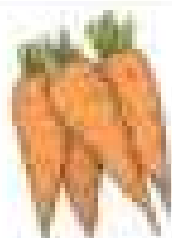
Draw foods on your plate that you like that fit into the food groups.



# Eating Right with Canada's Food Guides

**Think**

Circle if the food is a fruit or a vegetable.



# Eating Right with Canada's Food Guides

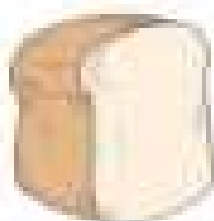
**Think**

Circle if the food is a grain or a protein.



Grain

Protein



Grain

Protein



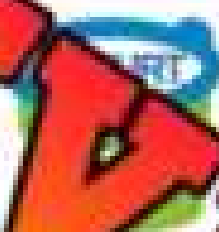
Grain

Protein



Grain

Protein



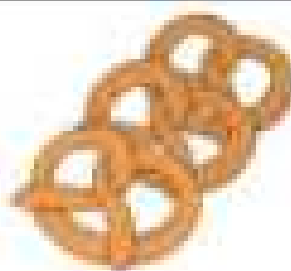
Grain

Protein



Grain

Protein



Grain

Protein



Grain

Protein



Grain

Protein



Grain

Protein



Grain

Protein



Grain

Protein

## Activity – Healthy Lunchbox Challenge

### Objective

What are we learning about?

To teach students about balanced nutrition and planning healthy meals according to Canada's Food Guide.



### Materials

What you will need for the activity.

- 10 copies of Canada's Food Guide, food magazines (optional)

### Instructions

How to do the activity

1. Introduce Canada's Food Guide and the different food categories.
2. Explain the importance of a balanced diet and how it contributes to good health.
3. Divide the class into small groups and distribute materials.
4. Ask each group to design a menu for a week's worth of meals, ensuring they include items from all food categories in Canada's Food Guide.
5. Encourage creativity and allow students to use food magazines for inspiration if available.
6. Once completed, have each group present their menu to the class, explaining their choices.
7. Discuss as a class the different menus and the variety of foods included.
8. Hang the menus around the classroom for ongoing reference and inspiration.



**Plan**

Plan lunches for the week below, choosing foods that you enjoy and that follow Canada's Food Guide.

Day	Lunches and Food Groups		
	Fruits/Vegetables	Proteins	Grains
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

**PREVIEW**

## Reflection

Answer the questions below

1) Why is it important to include different types of food in your lunchbox?

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2) How can the Food Guide help you plan your meals?

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3) What was your favourite lunch item and why?

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4) Draw your favourite lunch for the week.

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**PREVIEW**

## Story: Food Preferences

### Lily's Tasty Adventure

Lily was excited for lunchtime at school. She loved eating her peanut butter sandwich every day. But one day, she noticed that her friend Maya was eating something different—a sushi roll!

Curious, Lily asked Maya, "why do you eat sushi?"

Maya smiled and said, "I love sushi because it's part of our Japanese culture. We eat it at home all the time!"



Lily had never tried sushi before, but she knew it was important to respect Maya's food choice. "That's cool! I'll try eating sushi one day."

At the same table, another friend, Ethan, was eating a salad with lots of colourful veggies. "I like crunchy foods," Ethan said. "I eat it so often because it's fresh and tasty!"

Lily realized that everyone had different food preferences. Some people liked sweet foods, while others preferred salty or spicy dishes. She learned that it was important to respect what others liked to eat.

By the end of lunch, Lily understood that trying new foods could be an adventure, and respecting others' choices made everyone feel happy and included.

## True or False

Is the statement true or false?

1) Lily eats a peanut butter sandwich every day.	True	False
2) Maya eats sushi because it's her favourite.	True	False
3) Ethan likes crunchy foods like salad.	True	False
4) Lily has tried sushi before.	True	False
5) Lily always respects others' food choices.	True	False

Fill in the Blanks Write the missing word.

1)	Maya was eating a _____.	sushi	bagel
2)	Sushi is part of Maya's _____.	Chinese	Japanese
3)	Ethan likes _____ foods like _____.	sweet	crunchy
4)	Lily thought trying new foods was an _____.		adventure
5)	Respecting others' food choices fosters _____.		trust

## Question

How do our food preferences show that everyone is unique?

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## Activity – Energy Boosters

### Objective

What are we learning about?

To teach students about energy needs and appropriate food choices at different times of the day.



### Materials

What you will need for the activity.

- Clock face templates and markers

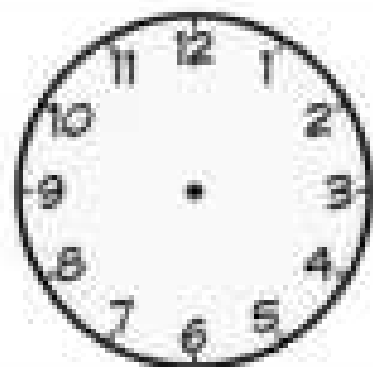
### Instructions

What will you do for the activity?

1. Start by discussing with students what energy is and why our bodies need it.
2. Hand out clock face templates and markers to each student.
3. Ask students to draw a time on their clock face, representing different times of their day, such as morning, recess, or after school.
4. Students then choose foods they think would give them the most energy boost for that time.
5. Each student explains their choice to the class. For example, maybe after recess, they choose a protein food to repair their muscles. Before recess, they could choose a fruit to give them an energy boost.
6. Discuss as a group how different foods provide energy at different times.
7. Wrap up by reinforcing the importance of balanced eating throughout the day.

**Directions**

Fill in the clock and then draw the foods you would eat at that time.

**PREVIEW**

**Reflection**

Answer the questions below

1) Why did you choose those particular foods for your chosen time?

2) How do these foods help us get energy?

3) What have you learned about eating at different times of the day?

4) Draw your favourite foods to eat before exercise and after.

**Before Exercise****After Exercise**

**PREVIEW**

## Foods That Fight Germs

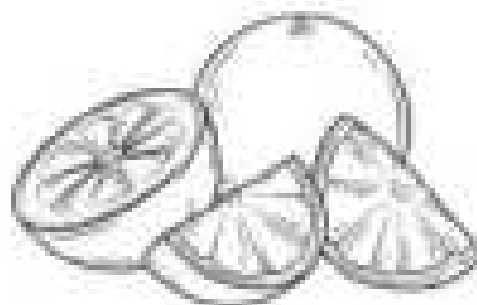
### Super Foods for Super Health

Discover how some foods are like superheroes for our body!

#### Germs, Beware!

Certain foods help our bodies fight germs.

Oranges and spinach are packed with vitamins for immune system strength.



#### Eat a Rainbow

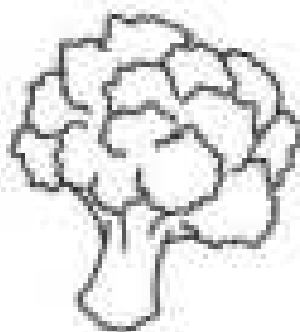
Eating different coloured foods is a healthy tool! Each colour gives different nutrients. Strawberries, carrots and almonds are all great choices.

#### Stay Strong and Healthy

It is important to eat these superfoods regularly to stay strong. A healthy diet keeps us feeling good and ready for fun!

#### List of Superfoods

- Oranges
- Carrots
- Spinach
- Strawberries
- Broccoli
- Almonds
- Yogurt
- Sweet Potatoes





**True or False**

Is the statement true or false?

1. Spinach helps fight germs.	True	False
2. Eating different colours is unhealthy.	True	False
3. Oranges make our immune system strong.	True	False
4. Almonds are good for health.	True	False
5. Yogurt helps the body.	True	False

**Visualizing**

What were you picturing while you were reading? Explain the picture.

	_____
	_____
	_____
	_____
	_____

**Question**

What does eating a rainbow mean?

_____
_____
_____
_____
_____

# Superfoods

## Superfoods

Learn about the superfoods below and how they help our bodies

1. Carrots	Improves eyesight
2. Oranges	Fights colds
3. Spinach	Boosts muscle strength
4. Strawberries	Rich in antioxidants
5. Broccoli	Strengthens bones
6. Almonds	Supports heart health
7. Yogurt	Supports digestion
8. Sweet Potatoes	Rich in Vitamin A
9. Blueberries	Brain-boosting antioxidants
10. Tomatoes	Protects skin health
11. Kale	Detoxifies the body
12. Walnuts	Brain-boosting nuts
13. Avocado	Healthy fats provider
14. Quinoa	Energy-packed grain
15. Salmon	Omega-3 rich
16. Eggs	Protein power
17. Garlic	Immunity enhancer
18. Ginger	Soothes digestion
19. Turmeric	Anti-inflammatory agent
20. Oats	Lowers cholesterol

## True or False

Is the statement true or false?

1) Carrots help our eyes.	True	False
2) Almonds strengthen our bones.	True	False
3) Walnuts are brain food.	True	False
4) Eggs help protein.	True	False
5) Dried fruit is a good source of fiber.	True	False

## Draw

Jack is trying to improve his health. Which foods should  
Jack eat for each of the following benefits?



Help Eyesight

Fights Colds

Brain Food

Help Digest Food

Strengthen Bones

## Rainbow Foods Race

### Colourful Eating

Welcome to the Rainbow Foods Race,  
where each colour is a step to being healthy!



### Colourful Foods

Each colour in the rainbow means it has different good things for our bodies.  
Red apples, orange carrots and green broccoli are all important.

### Variety is Key

By eating different coloured foods, we get all kinds of  
nutrients. This helps us grow strong, run fast and think smart.

### Fun with Colors

It's fun to eat a rainbow! Try to have as many colours as you can on your  
plate. This makes meals exciting and healthy.

### List of Colourful Foods

- Red: Apples, Tomatoes - high in antioxidants
- Orange: Carrots, Oranges - good for your eyes
- Yellow: Bananas, Corn - great for energy
- Green: Broccoli, Spinach - full of vitamins
- Blue/Purple: Blueberries, Grapes - keeps your heart happy



## True or False

Is the statement true or false?

1. Red foods are high in antioxidants.	True	False
2. Orange foods help our eyes.	True	False
3. Eating only one colour is best.	True	False
4. Green foods are low in vitamins.	True	False
5. It can be fun experimenting with different coloured foods!	True	False

## Visualizing

Draw your favourite fruits and vegetables and colour it.

## Question

Do you eat the rainbow? What foods could you add to eat more colours?

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## Activity – Rainbow Foods Art

### Objective

What are we learning about?

To teach students about the importance of a colourful diet and the different nutrients found in various coloured foods.

### Materials

What you will need for the activity.

- Coloured crayons
- Pictures of different coloured foods (fruits, vegetables)
- Glue sticks
- Scissors



### Instructions

How you will complete the activity.

1. Begin by discussing the importance of eating a variety of coloured foods.
2. Show pictures of different coloured foods and discuss the nutrients they provide.
3. Distribute white drawing paper and coloured pencils or crayons to each student.
4. Instruct students to draw foods of different colours they enjoy eating.
5. Encourage creativity in arranging these foods to create a rainbow on their paper.
6. Once completed, ask students to cut out their drawings and use glue sticks to attach them to a larger class collage.
7. Display the class collage and discuss the variety of foods drawn.
8. Conclude with a discussion on how eating a rainbow of foods contributes to good health.

Name: \_\_\_\_\_

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Superhero Worksheets  
Page 2

Think

Write or draw foods that are each colour of the rainbow.



Red

Orange

Yellow

Green

Blue

Indigo

Violet

**PREVIEW**

## Reflection

Answer the questions below

1) What are your favourite-coloured foods and why?

2) How do coloured foods help our bodies?

3) Can you think of a new coloured food? What is it and why?

4) Draw a plate of food that has at least 3 different coloured foods

**PREVIEW**



# Exit Cards

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

Name: \_\_\_\_\_

Circle the correct answer.

1) High in antioxidants	Apple
	Corn
2) Great for energy	Tomatoes
	Banana
3) Good for your eyes	Carrots
	Spinach
4) Full of vitamins	Meat
	Broccoli
5) Keeps your heart happy	Grapes
	Corn

Name: \_\_\_\_\_

Circle the correct answer.

1) High in antioxidants	Apple
	Corn
2) Great for energy	Tomatoes
	Banana
3) Good for your eyes	Carrots
	Spinach
4) Full of vitamins	Meat
	Broccoli
5) Keeps your heart happy	Grapes
	Corn

Name: \_\_\_\_\_

Circle the correct answer.

1) High in antioxidants	Apple
	Corn
2) Great for energy	Tomatoes
	Banana
3) Good for your eyes	Carrots
	Spinach
4) Full of vitamins	Meat
	Broccoli
5) Keeps your heart happy	Grapes
	Corn

Name: \_\_\_\_\_

Circle the correct answer.

1) High in antioxidants	Apple
	Corn
2) Great for energy	Tomatoes
	Banana
3) Good for your eyes	Carrots
	Spinach
4) Full of vitamins	Meat
	Broccoli
5) Keeps your heart happy	Grapes
	Corn

## Allergy Avengers

### Understanding Allergies

Allergies are like a body's superpower alert system. Let's learn how to be safe!



### Allergy Superpowers

Some kids have allergies to foods like nuts, dairy, or eggs. When they eat a food they are allergic to, their body's immune system treats it like an invader. This leads to an allergic reaction. They may get a rash, trouble breathing, or vomiting.

### Safe Snack Choices

When choosing snacks, it is important to know what is safe for everyone. Read labels to check if a snack has common allergens like nuts or milk.

### Being Allergy-Friendly

Always ask your friends if they have allergies before sharing. This helps keep everyone safe and happy.

### List of Allergy-Safe Snacks

- Fruit slices
- Veggie sticks
- Rice cakes
- Dairy-free yogurt
- Gluten-free cookies

## True or False

Is the statement true or false?

1. All kids have the same allergies.	True	False
2. Some kids are allergic to nuts.	True	False
3. Dairy can be an allergen for some.	True	False
4. Reading labels is not important.	True	False
5. Fruit is a safe snack choice.	True	False

## Visualizing

Draw a picture of what you were picturing while you were reading. Explain the picture.

	_____
	_____
	_____
	_____
	_____

## Question

Why do some kids need special snacks?

_____
_____
_____
_____
_____

## Activity – Allergy Awareness Role-Play

### Objective

What are we learning about?

To help students understand and respect food allergies through role-playing.

### Materials

What you will need for the activity.

- Pretend food
- Tablecloth
- Plates



### Instructions

How you will complete the activity

1. Spread a tablecloth and place pretend food items.
2. Divide students into pairs.
3. Give each pair a scenario card describing a food allergy situation.
4. One student in the pair acts as the person with an allergy, and the other as a friend or classmate.
5. They role-play the scenario, discussing the allergy and how to handle it safely.
6. Switch roles and repeat with a new scenario.
7. After each role-play, discuss as a class what was learned.
8. Encourage students to think of ways to make their school a safer place for those with allergies.

**Scenarios**

Cut out the scenarios below and give them to the students.

Alex is allergic to peanuts. At a picnic, Alex's friend offers a peanut butter sandwich.

Emma has a dairy allergy. During lunch, a classmate offers her a piece of cheese pizza.

Sam is allergic to eggs. At a birthday party, Sam is offered a slice of cake.

Olivia is allergic to shellfish. In the cafeteria, her friend asks if she wants to try some.

Noah has a gluten allergy. At snack time, a friend shares cookies that contain gluten.

Sophia is allergic to soy. In a recipe book, the recipe includes soy sauce.

Mason has a tree nut allergy. A friend offers a trail mix with nuts.

Ava is allergic to wheat. At a bake sale, she's offered a wheat-based muffin.

Liam is allergic to strawberries. At a fruit stand, a friend is buying a strawberry smoothie.

Isabella has a latex allergy. In art class, a friend passes her a paintbrush to decorate.

Ethan is allergic to fish. At a school BBQ, a teacher offers him a fish burger.

Mia is allergic to sesame. At a cultural festival, a vendor offers a sesame seed-covered treat.

Lucas has a milk allergy. During a movie night, friends offer him buttered popcorn.

Charlotte is allergic to bee stings. On a nature walk, a friend finds a beehive and wants to explore.

Jackson is allergic to cats. At a friend's house, the friend forgets and brings his cat into the room.

## Story: Lesson on Food Choices

**Draw**

Draw pictures that show the story.

### Liam's Lunchtime Lesson

Liam loved eating nuts. Every day at school, he brought a small bag of almonds as a snack. His mom always told him how healthy they were, full of fats and protein that helped him grow strong. But one day, something unexpected happened that made Liam think differently about his snack.

**PREVIEW**

**PREVIEW**

During lunchtime, Liam sat with his friend Ava. As he opened his bag of nuts, Ava suddenly looked worried. "Liam, I can't be near those," she said quietly. "I'm allergic to nuts. If I eat them or even touch them, I could get really sick."

Liam froze. He had heard about allergies before, but this was the first time he realized how serious they could be. He quickly closed his bag and moved to another table.

Later that day, their teacher explained that while nuts are healthy for many people, they can be dangerous for others. "It's important to remember that different foods have different effects on our bodies," she said.

**PREVIEW**

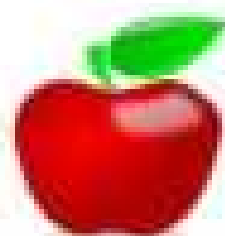


# PREVIEW

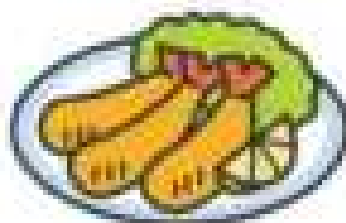
From that day on, Liam always asked his friends about their allergies and made sure to be careful with his snacks, understanding the importance of keeping everyone safe while enjoying healthy foods.

**Think**

Circle the item if it's a healthy food choice, cross it out if it's unhealthy.



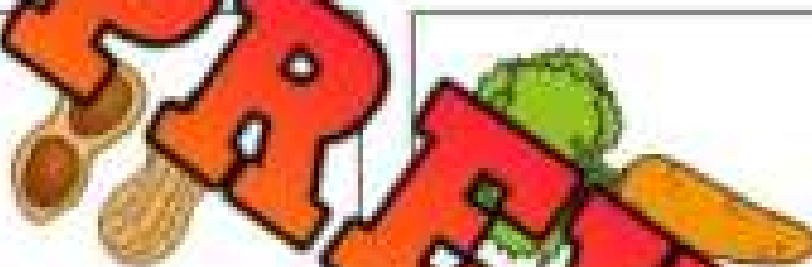
- ☐ Healthy for Everyone  
☐ Healthy but Risky



- ☐ Healthy for Everyone  
☐ Healthy but Risky



- ☐ Healthy for Everyone  
☐ Healthy but Risky



- ☐ Healthy for Everyone  
☐ Healthy but Risky



- ☐ Healthy for Everyone  
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- ☐ Healthy for Everyone  
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- ☐ Healthy for Everyone  
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- ☐ Healthy for Everyone  
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- ☐ Healthy for Everyone  
☐ Healthy but Risky



- ☐ Healthy for Everyone  
☐ Healthy but Risky



- ☐ Healthy for Everyone  
☐ Healthy but Risky

## Risk or Benefit – Different Foods

### Objective

What are we learning about?

To help students understand that some foods can have both benefits and risks, depending on different factors such as allergies and health needs.



### Materials

What you will need for the activity:

- A list of foods with both risks and benefits
- A 'Risk' sign and a 'Benefit' sign to push the two sides of the room
- Designated areas in the room for the 'Risk' and 'Benefit' signs, allowing space for students to move freely

### Instructions

How you will complete the activity:

1. Your teacher will read out statements about different foods. As each statement is shared,
2. Think about whether the statement talks about a benefit (something good) or a risk (something that could be harmful). If you think the statement is about a benefit, move to the 'Benefit' side of the room.
3. If you think the statement is about a risk, move to the 'Risk' side of the room.
4. Stay on your chosen side and listen to the explanation your teacher gives.
5. After the correct answer is explained, return to your seat and get ready for the next statement.
6. Enjoy learning about how foods can be both good and bad for you!

**Risk or Benefit**

Read the statements to the class.

#	Statement	Risk or Benefit
1	Broccoli is a vegetable that makes your muscles strong.	Benefit
2	Some people get hives from eating shellfish like shrimp.	Risk
3	Apples are full of vitamins that help keep you healthy.	Benefit
4	Chocolate makes you feel happy but eating too much can hurt.	Risk
5	Bananas are a fruit that gives you energy.	Benefit
6	Spinach is a vegetable which is good for your blood.	Benefit
7	Eating too many nuts can make you feel sleepy.	Risk
8	Some people are allergic to peanuts which can make them very sick.	Risk
9	Oranges give you lots of vitamin C, which helps you not get sick.	Benefit
10	Drinking too much soda can make you feel thirsty.	Risk
11	Eggs have protein, which helps build muscles.	Benefit
12	Some people can get itchy from eating strawberries.	Risk
13	Yoghurt is good for your tummy because it has healthy bacteria.	Benefit
14	Some fish have bones that can get stuck in your throat.	Risk
15	Ice cream is tasty, but too much can make you gain weight.	Risk
16	Watermelon is juicy and keeps you hydrated on hot days.	Benefit
17	Drinking milk helps your bones grow strong.	Benefit
18	Eating too many chips can make you feel tired and sluggish.	Risk
19	Too much candy can give you a stomach ache.	Risk
20	Carrots help you see better in the dark.	Benefit

## Newspaper Article: Food and Family Traditions

### Family Recipes Keep Traditions Alive

Published on September 1, 2024

Yesterday, the Lopez family gathered for their annual picnic, where food brought everyone together in a special way. Three generations met at the park to share their favorite dishes, each one with a story.

Grandma Maria, who is 82 years old, made her famous tamales, a recipe passed down from her grandmother. "My abuela taught me how to make these when I was just a little girl," she said with a smile. "Making them brings back memories of cooking in her kitchen.

But it wasn't just about the tamales.

Each family member brought a dish that held special meaning. Maria's daughter, Carla, made arroz con pollo, a dish she remembers helping her mom with every Sunday. The youngest in the family, eight-year-old Sofia, brought cupcakes decorated herself, starting a new tradition for her family.

The picnic was not just a meal, but a way to keep their family traditions alive. "When we cook these recipes, it's like our family is still here with us," said Carla.



## True or False

Is the statement true or false?

1. Grandma Maria learned to make tamales recently.	True	False
2. Carla brought a dish called arroz con pollo.	True	False
3. The picnic was held in the winter.	True	False
4. The family shared food recipes from their past.	True	False
5. Three members of the Sanchez family were present.	True	False

## Visualizing

Draw a picture of a food that you and your family enjoy during special occasions.



## Question

Why is the family picnic important to the Sanchez family?

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## Tableaus - Cultural Celebrations

### Objective

What are we learning about?

To help students learn how food is important in cultural traditions.

### Materials

What you will need for the activity.

- A large room
- Pictures of various cultural celebrations (e.g., Thanksgiving, Lunar New Year)
- Simple props like plates and food items



### Instructions

How you will complete the activity.

1. Start by talking about how food is important in many cultural celebrations, like Thanksgiving or Lunar New Year.
2. Divide students into small groups of 4-5.
3. Give each group a cultural celebration to represent or let them choose one.
4. Have each group plan a frozen scene (tableau) showing the celebration with food. Optionally, students can plan 3-5 frozen scenes to represent their celebration. They can clap their hands once they have paused in their scene for approximately 5 seconds.
5. Let the groups practice their scenes, using props if they want.
6. Each group presents their tableau to the class. The class guesses which celebration it is.
7. Discuss how food helps bring people together during these celebrations.

## Scenarios

Cut out the scenarios below and give them to the students

Thanksgiving  
(Canada/USA)

Picture a big family dinner with a golden turkey in the middle. Everyone is happy and thankful, with mashed potatoes and pumpkin pie on the table.

Lunar New Year  
(East Asia)

Imagine a room full of red decorations. Families eat tasty dumplings and rice cakes, excited to welcome the new year with fireworks.

Eid al-Fitr  
(World)

Picture a feast with delicious foods like biryani and sweet treats. Families are dressed up, sharing food and celebrating together.

Christmas  
(Worldwide)

Think of a cozy home with a Christmas tree and stockings. Families enjoy a special meal with roast meat and share stories.

Easter (Worldwide)

Imagine a sunny day when children hunt for colourful eggs. Families enjoy chocolate bunnies and a special meal with ham or lamb.

Cinco de Mayo  
(Mexico/USA)

Think of a festive day with colorful parades and music. Families enjoy tacos, tamales, and traditional games.

Canada Day (Canada)

Think of a day filled with fireworks and barbecues. Families gather to celebrate with burgers, hot dogs, and maple treats.

Hanami (Japan)

Imagine families sitting under blooming cherry trees. They enjoy picnics with bento boxes and admire the pink flowers.

New Year's Eve  
(Worldwide)

Think of a night with fireworks lighting up the sky. Families and friends gather to celebrate with party foods and countdowns.



## How Food Affects Our Mood and Energy

### Food and Feelings: A Tasty Connection!

What you eat can change how you feel! Just like a car needs fuel, your body needs good food to keep you happy and energized.



### Energy Foods That Keep You Going

Foods like fruits, vegetables, and whole grains give you the energy to play all day. Bananas, apples, and carrots are superfoods that help you stay strong and active.



### Happy Foods: Smiles from Healthy

Healthy foods like nuts, yogurt, and green leafy vegetables make you feel happy inside. Eating these helps you smile and enjoy your day.

### Sleepy Foods: Watch Out!

Too much sugar or junk food can make you feel tired. Candy gives you a quick energy burst, but it doesn't last long.



### Tips to Stay Happy and Energetic

- **Eat a Rainbow:** Enjoy colourful fruits and veggies.
- **Stay Balanced:** Mix up your foods—grains, proteins, and dairy.
- **Never Skip Breakfast:** It powers up your day.
- **Snack Smart:** Choose healthy snacks to keep your energy up.

## True or False

Is the statement true or false?

1. Healthy foods can make us feel happy.	True	False
2. Sugar gives us long-lasting energy.	True	False
3. Eating a rainbow means eating colourful foods.	True	False
4. Skipping breakfast helps you stay energetic.	True	False
5. Vegetables don't help with energy.	True	False

Draw

Draw a plate filled with colourful foods that give you energy.

PREVIEW

## Eat or Skip

Check the foods that give you energy and cross out the ones to skip.



## Activity - Fruit and Veggie Freeze Dance

### Objective

What are we learning about?

To make learning about healthy foods fun and interactive while reinforcing the importance of balanced meals.

Materials: You will need for the activity.

- A music player (e.g., boombox, radio, etc.)
- A playlist of up-tempo music
- A list of fruits and vegetables to call out during the game (e.g., carrot, apple, banana, etc.)



### Instructions

How you will complete the activity

1. Tell students they will dance when the music plays and freeze when it stops.
2. Start the music and let the students dance around the room.
3. Pause the music at random intervals. When the music stops, call out the name of a fruit or vegetable (e.g., "Carrot").
4. The students must freeze in a pose that represents the fruit or vegetable you called out. For example, they might stand tall and straight for a carrot or make a round shape with their arms for an apple.
5. Discuss the fruit or veggie and its health benefits.
6. Repeat with different fruits and veggies.

## Reflection

Answer the questions below

1) Which pose was your favourite? Why?

2) How many different fruits and veggies?

3) How do fruits and veggies help keep you healthy?

4) Draw your favourite fruits and vegetables.

**PREVIEW**

# Exit Cards

## Cut Out

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

Name: \_\_\_\_\_

Is the statement true or false?

1) Healthy foods make you happy.	Yes	No
2) Skipping breakfast helps you stay energetic.	Yes	No
3) Whole grains keep you strong.	Yes	No
4) Too much sugar can make you feel tired quickly.	Yes	No

Name: \_\_\_\_\_

Is the statement true or false?

1) Healthy foods make you happy.	Yes	No
2) Skipping breakfast helps you stay energetic.	Yes	No
3) Whole grains keep you strong.	Yes	No
4) Too much sugar can make you feel tired quickly.	Yes	No

Name: \_\_\_\_\_

Is the statement true or false?

1) Healthy foods make you happy.	Yes	No
2) Skipping breakfast helps you stay energetic.	Yes	No
3) Whole grains keep you strong.	Yes	No
4) Too much sugar can make you feel tired quickly.	Yes	No

Name: \_\_\_\_\_

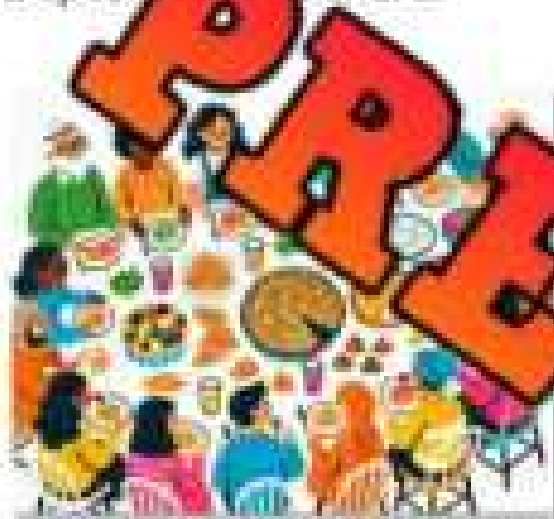
Is the statement true or false?

1) Healthy foods make you happy.	Yes	No
2) Skipping breakfast helps you stay energetic.	Yes	No
3) Whole grains keep you strong.	Yes	No
4) Too much sugar can make you feel tired quickly.	Yes	No

## Story: Food Connects Communities

### The Big Community Potluck

In Maplewood, everyone was excited for the big community potluck. Families from all over the neighbourhood came together, each bringing a special dish to share.



Liam's family brought a big pot of spaghetti, while Aisha's family made delicious samosas. Mr. Chen brought delicious dumplings, and Ms. Thompson baked her famous cookies. As everyone gathered, the room was filled with the smell of yummy food.

At the potluck, people laughed, talked, and learned about each other's favourite dishes. Liam learned that samosas are a popular food in India, and Aisha found out that spaghetti is loved all around the world.

Eating together made everyone feel closer. They shared stories, tried new foods, and made new friends. The potluck showed that food isn't just about eating—it's about bringing people together and celebrating different cultures.

In Maplewood, food truly connected the community.

Name: \_\_\_\_\_

89

Superhero Worksheets  
Page 1

True or False

Is the statement true or false?

1. Healthy foods can make us feel happy.	True	False
2. Sugar gives us long-lasting energy.	True	False
3. Eating a rainbow means eating colourful foods.	True	False
4. Skipping breakfast helps you stay energetic.	True	False
5. Vegetables don't help with energy.	True	False

Draw the dishes brought by \_\_\_\_\_

Mr. Chen's Family	Aisha's Family
Mr. Chen	

Question

How did sharing food help people make new friends?

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## Activity – Food Connections Pictionary

### Objective

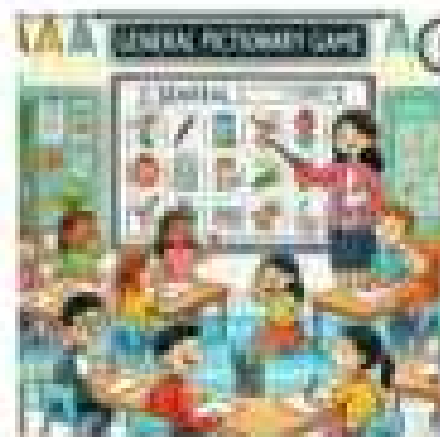
What are we learning about?

To help students understand how food connects people in communities by drawing and guessing different food items that are commonly shared during gatherings.

### Material

What you will need for the activity:

- A list of food items commonly shared in community settings (e.g., cake, soup, etc.)
- Whiteboard or flipchart



### Instructions

How you will complete:

1. Explain that we'll be drawing foods that are often shared in community gatherings, like potlucks or holiday meals. Students will guess what the food is.
2. Pair up students or form small groups. Assign each group a food item to draw (e.g., pie, bread, sushi).
3. Students will draw their assigned food, adding details to help others guess what it is.
4. Each group presents their drawing while the class guesses the food item.
5. Discuss how the food item is shared within communities and how it brings people together, noting key points on the board.



## Pictionary Topics

Cut out the topics below

## Pictionary Cards

Pizza

Cake

Soup

Salad

Tacos

Cookies

Pie

Hamburger

S

Dumplings

Muffins

Grilled Cheese

Spaghetti

French Fries

Cupcake

**PREVIEW**

**Unit Test – Healthy Eating**

Multiple Choice

/10

1. Which is a cue for hunger? a) Tummy growls b) Feel tired c) Low energy d) All of the above	2. What do fruits give us? a) Vitamins b) Mush c) Protein d) Fats
3. Can you grow bones? a) Grow bones b) Healthy eyes c) Getting rid of bad habits d) Your brain	4. Which food is a grain? a) Steak b) Burgers c) Eggs d) Cereal
5. Which food is a protein? a) Chicken b) Cereal c) Bread d) Strawberries	6. What should we check on food labels? a) Cholesterol b) Calories c) Sugar d) The expiration date
7. Which food is a vegetable? a) Corn b) Strawberries c) Oranges d) Sausage	8. Why do we eat different foods? a) For fun b) Looks nice c) To get different nutrients d) Tastes sweet
9. Which is a balanced plate? a) Burger, sausage, cheese b) Apples, berries, broccoli c) Toast, bacon, raspberries d) Lettuce, orange, potatoes	10. Which is NOT an allergy-safe snacks? a) Fruit slices b) Eggs c) Dairy-free yogurt d) Veggie Sticks

**Define**

What do the terms below mean?

Term	Definition - What does it mean?
Balanced Meal	
Food Allergy	
Food Poisoning	

**Scenarios**

Circle the best way to handle it.

1) Mike is feeling sick. What food should Mike not be eating if he is feeling ill?

- a) Cereal and milk
- b) Steak and eggs
- c) Candy
- d) Oranges and strawberries

2) Mia is offered a drink at a festival. What should Mia remember?

- a) Drink it fast
- b) Water is best
- c) Only have soda
- d) Share with Alex

3) Which food plate should Sam choose that is balanced?

- a) Eggs, bacon, toast
- b) Strawberries, cucumber, pineapple
- c) Broccoli, chicken, potato
- d) Tomato, cucumber, green pepper

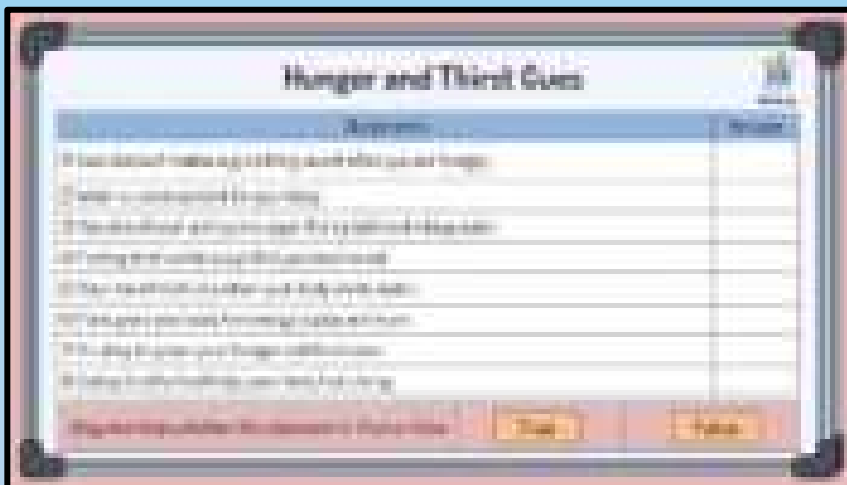


# Alberta Health & Wellness Healthy Eating Unit – Grade 2

## 3-Part Lesson Format

### Part 1 – Minds On!

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

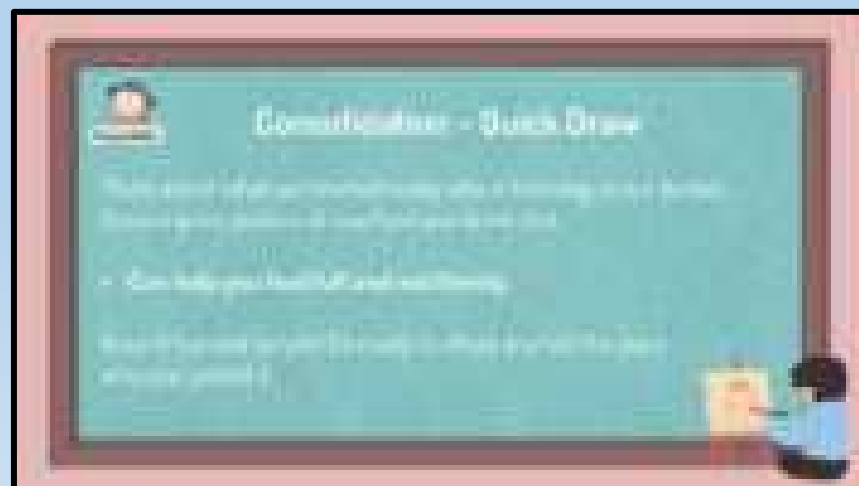


### Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

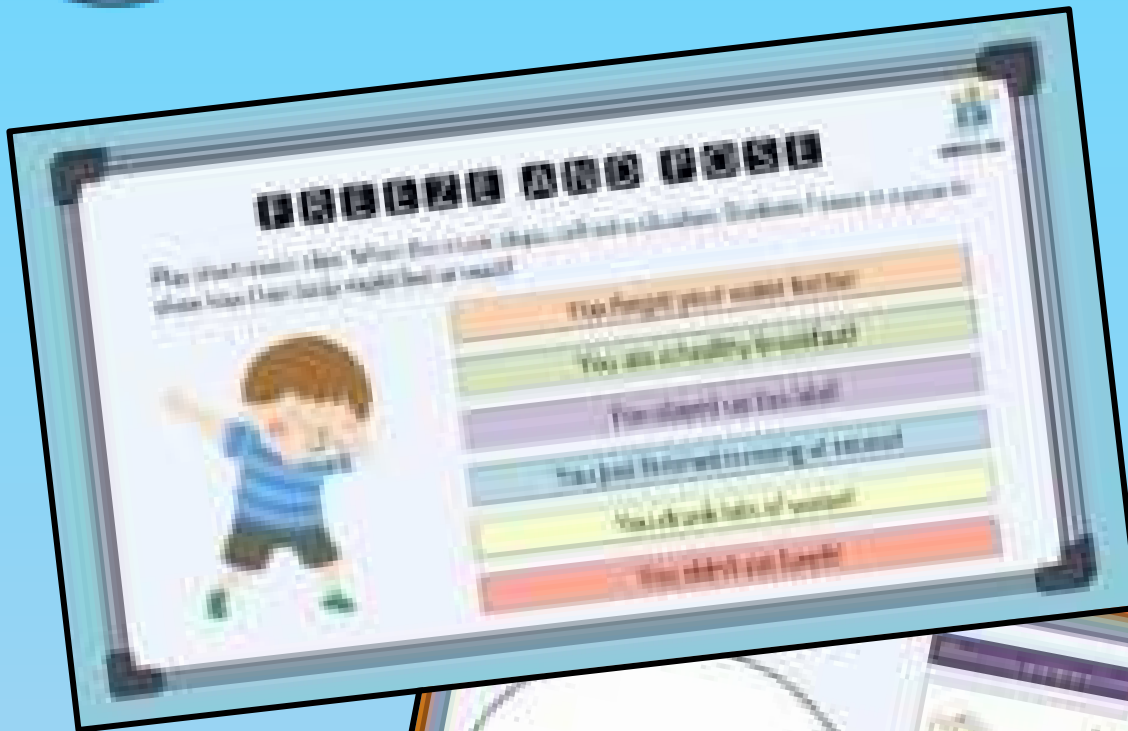
### Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary





# Alberta Health & Wellness Healthy Eating Unit – Grade 2





# Grade 2 – Health Unit

## Safety

<b>Organizing Idea</b>	A lifetime of optimal well-being is supported by prioritizing health and safety.	
<b>Guiding Question</b>	How can safety be promoted in various contexts?	
<b>Learning Objective</b>	<b>Preview of 75 pages from this product that contains 146 pages total.</b>	
<b>S2.1</b>	variety of situations.	85-91, 94-101
<b>S2.2</b>	Discuss ways to respond in unsafe or uncomfortable situations.	11-27, 34-36, 53-56, 92-93
<b>S2.3</b>	Classify situations that are safe and unsafe.  Describe situations where substances may be harmful.  Examine how safety can be improved in a variety of situations.	47-52, 88-91

NAME: \_\_\_\_\_

# SAFETY





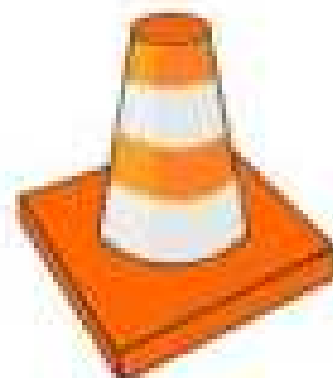
## Understanding Safety

### What is Safety?

Safety means being protected from harm, injury, illness, or emotional distress.

### Why Safety Matters

Safety is important for survival. It helps us avoid accidents and prevents us from getting hurt.



### Key Areas of Safety

Here are some important areas where safety is essential:

#### Home Safety:

- Lock doors and windows
- Avoid playing with fire or sharp objects
- Store dangerous items like medicine properly

#### School Safety:

- Follow school rules, like walking in the hallways
- Report bullying or unsafe behaviour
- Participate in fire drills

#### Public Safety:

- Stay with an adult in crowded places
- Don't talk to strangers
- Use crosswalks when crossing the street



Name: \_\_\_\_\_

7

Survival Games  
101

True or False

Is the statement true or false?

1) Safety means being protected from harm.	True	False
2) Wearing a seatbelt can help save lives.	True	False
3) It's safe to play with sharp objects.	True	False
4) You should always report bullying to a teacher.	True	False
5) It's okay to talk to strangers in public.	True	False

Fill in the Blanks

Write the missing word.

1)	Follow the school rules to prevent _____.	injuries	fun
2)	Staying close to an adult is _____.	dangerous	safe
3)	Keep medicines out of children's _____.		reach
4)	Locking doors at home is a _____ idea.	right	wrong
5)	Don't talk to _____ in public places.	strangers	friends

Question

What are two things you can do to be safe at home?

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## Activity – School Safety Walk

**Objective**

What are we learning about?

To identify and understand the importance of safety features in the school environment, such as fire extinguishers, exit signs, and safe play areas.

**Materials** You will need for the activity:

- Clipboard and index card
- Safety Checklist Worksheet
- Pencils

**Instructions**

How you will complete the activity

1. Begin by explaining to students that you will be taking them on a walk around the school to look for important safety features.
2. Hand out the Safety Checklist Worksheet and clipboards to the students.
3. Start the walk and guide students to different areas of the school where safety features are located, such as fire extinguishers, exit signs, and playground areas.
4. At each stop, discuss why the safety feature is important and how it helps keep everyone safe at school.
5. Encourage students to check off each item on their worksheet as they find and learn about it.
6. After the walk, return to the classroom and gather the students to share what they found and discuss the importance of these safety features.

**Safety Walk**

As we walk around the school, check off each safety feature you find.  
Write or draw a small picture of what you see next to each item!

<b>Fire Extinguisher</b> <input type="checkbox"/> Found it! <input type="checkbox"/> Didn't find it	(Draw or write about where you saw it)
<b>Exit Signs</b> <input type="checkbox"/> Found it! <input type="checkbox"/> Didn't find it	(Draw or write about where you saw it)
<b>Safe Playground Area</b> <input type="checkbox"/> Found it! <input type="checkbox"/> Didn't find it	(Draw or write about where you saw it)
<b>Fire Evacuation Display/Map</b> <input type="checkbox"/> Found it! <input type="checkbox"/> Didn't find it	(Draw or write about where you saw it)
<b>First Aid Kit</b> <input type="checkbox"/> Found it! <input type="checkbox"/> Didn't find it	(Draw or write about where you saw it)
<b>Alarm Systems</b> <input type="checkbox"/> Found it! <input type="checkbox"/> Didn't find it	(Draw or write about where you saw it)

**Reflection**

Answer the questions below

1) Why is it important to have fire extinguishers in our school?

2) What makes a playground area safe to play in?

3) Which safety feature did you find most important? 4. a

4) What would happen if we didn't have these safety features in our school?

**PREVIEW**

## Story: Consent and Boundaries

### Lily Learns About Consent

Once upon a time, in a bright and busy classroom, there was a little girl named Lily. Lily loved playing with her friends, but sometimes she felt a bit shy.

One day, while playing a game, her friend Ben asked if he could borrow her favorite toy. Lily did not really want to lend it, but she was unsure what to do. She remembered her teacher talking about something called consent. The teacher said, "It's important saying yes or no when you feel like it."

**PREVIEW**

**PREVIEW**

Lily's teacher, Mrs. Parker, noticed Lily looked worried and talked to her with Lily and explained that it is okay to say 'no' if you are uncomfortable. "Your things are yours, and you can choose to share or not," she said kindly.

Lily felt better after talking to Mrs. Parker. She understood that her feelings mattered, and it was okay to set boundaries. She decided to tell Ben that she did not want to share her pencil today.

The next day, Lily saw her friend Mia feeling sad because someone was standing too close to her. Lily remembered Mrs. Parker's words about personal space and boundaries. She gently told the other student to give Mia some space.

Mia smiled at Lily, grateful for her help. They both felt good knowing they were respecting each other about their comfort.

**PREVIEW**



**PREVIEW**

In the digital world, Lily also learned to apply these lessons. When someone she did not know tried to message her online, she remembered to say 'no' and tell an adult.

Lily felt proud of understanding consent and boundaries. She knew she could respect others' choices and her own. And so, Lily grew more confident each day, both in the classroom and online.

## Activity – Boundaries Circle

### Objective

What are we learning about?

To teach students about the concept of consent and respecting personal space through a discussion circle and role-play activities.

### Materials

What you will need for the activity

- A list of scenarios with simple, age-appropriate situations where consent is needed.
- A large, comfortable object to sit in a circle.
- A soft toy or object to pass as a speaking token.



### Instructions

How you will complete the activity

1. Gather the students in a circle and introduce the concept of consent and personal space.
2. Introduce the soft toy or object as the speaking token.
3. Explain that only the person holding the token can speak.
4. Start by demonstrating a scenario from a scenario card.
5. Pass the token to a student and let them choose a card to role-play with a classmate.
6. Guide them through the scenario, emphasizing the use of words like "no" and "yes" comfortably.
7. After each role-play, discuss with the class why it is important to ask for consent and respect others' choices.
8. Continue until each student has had a turn to participate in a role-play.
9. Conclude by reinforcing the key lessons learned about consent and personal boundaries.
10. Gather feedback from the students on what they learned and how they felt.

## Role Play Scenarios

**Cut**

Cut the scenario page into strips so each student can choose.

One student asks another if they can play with their toy truck.

A student wants to join a game of tag and asks if they can play too.

A student has broken their pencil and asks a classmate if they can borrow one.

At lunchtime, one student asks another if they can sit next to them.

A student asks a classmate if they can get help solving a math problem.

One student wants to borrow a book and asks if it's okay first.

A student wants to give a new toy to a friend who is comfortable with it.

A student asks a classmate if they can borrow some crayons.

A student asks their friend if they can braid their hair.

A student asks a classmate if they can read a story to them.

During a group activity, a student asks their partner if it is okay.

A student wants to join a dance group during a music class and asks if they can be a part of it.

A student asks another if they would like to be on their team for a soccer game.

A student asks their friend if they can share a seat on the school bus.

A student likes another's drawing and asks if they can make a similar one.

After playtime, a student asks a classmate if they can help them clean up the toys.

A student asks a friend if they can take a picture together during a school event.

**Reflection**

Answer the questions below.

1) Why is it important to ask before doing something that involves others?

2) Can you think of a time when you should ask for consent?

3) How can you show respect for someone's personal space?

4) Draw a time someone didn't ask you for permission or consent.

**PREVIEW**

# Exit Cards

Cut Out

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

Name: \_\_\_\_\_

Does the statement show consent?

1) Hugging without asking.	Yes	No
2) Using your brother's toy without permission.	Yes	No
3) Asking the owner if you could pet his dog.	Yes	No
4) Ryan asks to borrow your pencil.	Yes	No
5) Sophie take a bite on Ava's snack.	Yes	No

Name: \_\_\_\_\_

Does the statement show consent?

1) Hugging without asking.	Yes	No
2) Using your brother's toy without permission.	Yes	No
3) Asking the owner if you could pet his dog.	Yes	No
4) Ryan asks to borrow your pencil.	Yes	No
5) Sophie take a bite on Ava's snack.	Yes	No

Name: \_\_\_\_\_

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4) Ryan asks to borrow your pencil.	Yes	No
5) Sophie take a bite on Ava's snack.	Yes	No

Name: \_\_\_\_\_

Does the statement show consent?

1) Hugging without asking.	Yes	No
2) Using your brother's toy without permission.	Yes	No
3) Asking the owner if you could pet his dog.	Yes	No
4) Ryan asks to borrow your pencil.	Yes	No
5) Sophie take a bite on Ava's snack.	Yes	No

## Trusted Adults in Our Community

### Who Are Trusted Adults?

Trusted adults are people who help keep us safe. Here are some examples of trusted adults:

- Teachers: Help us at school.
- Principals: Make sure the school is safe.
- School Bus Drivers: Keep our school clean and safe.
- Parents: Take care of us at home.
- Grandparents: Help us when we need them.
- Police Officers: Protect us in the community.
- Firefighters: Keep us safe during fires.



### When to Ask for Help

Sometimes, we might feel unsafe or unsure. This is when we should ask a trusted adult for help. Trusted adults will listen and make sure we are okay. It's important to know who these people are so we can go to them when we need help.

### What Trusted Adults Do

Trusted adults have important jobs. They make sure we follow rules to stay safe. For example, a teacher might remind us to walk, not run, in the hallway. A police officer might help people cross the street safely. They teach us how to stay safe and protect us from danger.

## True or False

Is the statement true or false?

1. Custodians do not help us feel safe at school.	True	False
2. Police officers work to protect our community.	True	False
3. Grandparents are trusted adults at school.	True	False
4. Trusted adults can help if we feel unsafe.	True	False
5. Trusted adults are always there to help us.	True	False

Identify the person in the scenario below a trusted adult - yes or no?

1. You are lost in a parking lot and you see a police officer.	Yes	No
2. A stranger in a parking lot asks you to help them find their lost dog.	Yes	No
3. Someone you don't know asks you to come to their car.	Yes	No
4. Your babysitter tells you it's time to bed.	Yes	No
5. A friend's older sibling you've never met asks you to go to their car.	Yes	No
6. You can't find your classroom, and the school principal helps you.	Yes	No
7. A neighbour you've known for a long time offers to take you to school.	Yes	No
8. A person on the street offers you candy if you go with them.	Yes	No

## Question

What should you do if you feel unsafe?

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## Activity – Trusted Adults Pictionary

### Objective

What are we learning about?

To help students identify and recognize trusted adults in the school and community by drawing and guessing different trusted adults' roles.

**Materials** What you will need for the activity.

A list of trusted adults to distribute to each student (teacher, police officer, etc.)



### Instructions

How you will complete the activity.

1. Explain that we'll be drawing trusted adults who keep us safe, and our classmates will guess who they are.
2. Pair up students or form small groups. Assign each student a trusted adult role (teacher, firefighter).
3. Students draw their assigned trusted adult, adding details to help others guess (e.g., a police officer's badge).
4. Each group presents their drawing while the class guesses the trusted adult.
5. Discuss why the adult is trusted and how they help us, noting key points on the board.



## Pictionary Topics

Cut out the topics below

## Pictionary Cards

Teacher

Principal

Librarian

Firefighter

Doctor

Nurse

Lifeguard

Parent

Grand

Big Sister

Big Brother

Guard

Coach

Aunt

Uncle

**PREVIEW**

## Home Safety Symbols

### Understanding Danger Signs

At home, we find different bottles and boxes with cleaners and other things. It is important to know which ones are safe and which ones are not. Look for symbols like a skull, crossbones, or flame. These symbols mean "danger" and can be harmful.



### Symbols List:

- Skull and Crossbones: Poison
- Flame: Can catch fire
- Exclamation Mark: Can cause harm

### Staying Safe with Doors and Phones

When we are home, sometimes the doorbell rings or the phone rings. Remember, it is always safe to have an adult answer them. If you are alone, it is okay not to answer. This keeps us safe from strangers.

### Learning from Adults

Watching grown-ups can teach us a lot about staying safe. They know how to use things at home safely and can show us what to do. Always ask a grown-up if you are not sure about something in your house.

**True or False**

Is the statement true or false?

1. A skull and crossbones means something is poisonous.	True	False
2. The flame symbol means it is safe to touch.	True	False
3. Grown-ups know how to use things safely.	True	False
4. It is ok to play with bottles that have symbols.	True	False
5. Watchful adults can help us learn safety.	True	False

**Visualizing**

What were you picturing while you were reading? Explain the picture.


**Question**

Why is it important not to answer the doorbell when you are alone?


## Home Emergency Plans

### Why Do We Need an Emergency Plan?

Having a home emergency plan helps us know what to do if there is a fire, ice storm, tornado, flood, or other disaster. Being prepared can keep us safe and calm.

### Creating a Home Emergency Plan

Your emergency plan should include these important steps:

- **Safe Place:** Determine safe spots in your home where you can stay if there is an emergency and safe exit routes in case of a fire.
- **Meeting Spot:** Decide on a place outside your home where your family can meet after an emergency, like a neighbour's house or nearby landmark.
- **Emergency Contacts:** Have contact of trusted adults outside your area.
- **Medical Information:** Include family medical information and medications.
- **Pets and Toys:** Bring pets but leave toys, to keep your hands free.
- **Emergency Kit:** Include first aid kit, batteries, flashlight, battery powered radio and water and essentials.

### Practice Makes Perfect

Once you have created your plan, practise it with your family. Pretend there is an emergency and follow your plan. Practising helps everyone remember what to do when an actual emergency happens.



## Making Connections

Do you have an emergency plan? Where could you meet in case of a fire at your home?

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## True or False

Is this statement true or false?

1) We make an emergency plan for fire.	True	False
2) An emergency plan includes safe exit routes.	True	False
3) You need a meeting spot in your plan.	True	False
4) Pets are not part of the emergency plan.		False
5) You do not need safe exit routes in your plan.		False

## Word Search

Find the words in the wordsearch.

Emergency	Medical
Shelter	Meeting
Water	Route
Safe	Exit
Contact	Plan

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

## Fire Safety First

### Why We Need a Fire Plan

It is important to know what to do if there is a fire. A fire plan helps everyone stay safe. It tells us where to go and what to do.



### Meeting Place

In your fire plan, pick a safe place outside to meet. This spot should be far from the fire. Remember, if there is a fire, call 9-1-1 for help.

### Fire Plan List:

- Pick a meeting spot.
- Call 9-1-1 in an emergency.
- Get outside quickly and safely.

### Smoke Detectors and Practice

Smoke detectors in our homes beep loudly when they smell smoke. They help us know if there is a fire. It is good to practise your fire plan with drills, so everyone knows what to do. Practice makes perfect!

### Learning and Remembering

Remembering your fire plan is very important. Always listen to adults during drills and learn the steps of your plan. Staying safe is the number one rule!

**True or False**

Is the statement true or false?

1. Everyone needs a fire escape plan.	True	False
2. Smoke detectors beep when they see fire.	True	False
3. A meeting spot should be inside the house.	True	False
4. Fire drills are important to practise.	True	False
5. Smoke can mean small smoke.	True	False

**Visualizing**

Draw a picture of what you were picturing while you were reading. Explain the picture.

	_____
	_____
	_____
	_____
	_____

**Question**

Where should your fire plan meeting spot be?

_____
_____
_____
_____
_____

## Fire Escape Plans

### What is a Fire Escape Plan?

A fire escape plan is a special map of your home that shows how to get out quickly if there is a fire. It is important because it helps keep you safe. The plan shows all the ways you can leave your house, like doors and windows.

### Drawing a Plan

It can be fun to draw a fire escape plan! You can draw a map of your home. Show where all the doors, windows, and stairs are. Then, draw arrows to show how to get out of each room. Every room should have two ways to get out of every room.

### Safe Meeting Place

Your plan should have a safe meeting place outside your house where everyone will go once they get out of the house. It could be a tree, a mailbox, or the end of your driveway.



### Fire Safety Rules

- **Get Out and Stay Out:** If there is a fire, leave the house quickly. Do not go back inside for anything.
- **Stop, Drop, and Roll:** If your clothes catch fire, do not run. Stop where you are, drop to the ground, and roll over and over to put the fire out.
- **Crawl Low Under Smoke:** If there is smoke, crawl on your hands and knees where the air is cleaner.

### Practice Makes Perfect

Once you have a fire escape plan, practise it with your family. It is good to practise two times a year. This way, everyone will remember what to do in case of a fire.



## Activity – Fire Safety Sketch

### Objective

What are we learning about?

To help students understand the importance of having a fire escape plan by drawing their own plans for their homes, focusing on exits and safe meeting places.

### Material

What you will need for the activity:

- Large sheets of paper
- Crayons or markers
- Stickers to mark exits and safe meeting places
- Example of a basic fire escape plan



### Instructions

How you will complete

1. Start by discussing what a fire escape plan is and why it is important.
2. Show an example of a basic fire escape plan and safe meeting places.
3. Hand out the large sheets of paper and crayons or markers.
4. Ask them to think about their own home and identify different exits and safe meeting places.
5. Encourage them to draw their home layout including doors and windows.
6. Have them place stickers on the map to mark exits and decide on a safe meeting place outside.
7. Once everyone is done, let each student share their plan with the class and explain their choices.
8. Collect the plans for display in the classroom, if students agree.

**Reflection**

Answer the questions below.

1) Why is it important to have a fire escape plan?

2) How do you remember your fire escape plan?

3) What did you learn about your house safety?

4) Draw a sketch of your fire escape plan.

**PREVIEW**



Name: \_\_\_\_\_

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## Safety Items

Think

How can these things help keep you safe at home?



**PREVIEW**

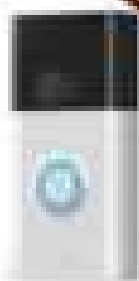


**Think**

How can these things help keep you safe at home?



**PREVIEW**



**Reflection**

Answer the questions below.

1) What safety item did you find interesting? Why did you like it?

2) How do you think these symbols help us stay safe at home?

3) What can you do to make your home safer with what you learned today?

4) Draw 2 safety items you have at your home.

**Newspaper Article: Weather Safety Preparedness****Local Park Evacuated  
During Sudden Tornado**

*Published on August 27, 2024*

Yesterday, many children at Maplewood Park in Oakley were evacuated when a sudden tornado was issued. The tornado touched down a few kilometers away. Many children were playing on the swings and slides when the sky suddenly darkened. "I heard the siren, and the park monitor told us to run to the community center basement," said 8-year-old Emily.

Tornadoes can reach speeds of up to 300 kilometers per hour, making it dangerous to stay outside. Experts say the safest place during a tornado is in a

basement or an interior room without windows. Staying away from windows is crucial because flying glass can cause serious injuries.

Local weather services reported that the tornado was an EF-2, meaning it had wind speeds between 180 and 220 kilometers per hour. Thanks to quick evacuation, everyone at the park was safe. Parents are urging the community to teach kids about tornado safety at home. Schools are also conducting drills to ensure students know what to do in case of a tornado and any other weather disturbances.



**True or False**

Is the statement true or false?

1) The safest place during a tornado is outside.	True	False
2) The tornado was an EF-2.	True	False
3) Emily heard the siren before the tornado.	True	False
4) Schools are planning tornado drills.	True	False
5) Tornadoes can reach 300 kilometers per hour.	True	False

Visualizing \_\_\_\_\_ you were picturing while you were reading. Explain the picture.

	_____
	_____
	_____
	_____
	_____

**Questions**

Answer the questions below using the text.

1) How can residents be prepared for tornadoes?

_____
_____
_____

2) Where is the safest place to go during a tornado? Why?

_____
_____
_____



## Fact or Fiction – Weather Safety Preparedness

### Objective

What are we learning about?

To help students learn and understand the difference between safe and unsafe actions during various weather conditions by deciding whether statements are fact or fiction.

### Materials

What you will need for the activity.

- A list of statements about weather safety
- A 'Fact' sign and 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the room for the 'Fact' and 'Fiction' signs, including students to move to either side



### Instructions

How you will complete the activity.

1. Your teacher will read statements about weather safety. Pay attention as each statement is shared.
2. Think carefully about each statement. Decide whether you believe the statement is true (Fact) or not true (Fiction).
3. If you think the statement is true, walk to the 'Fact' side of the room.
4. If you think the statement is not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen as your teacher reveals whether the statement is fact or fiction and explains why.
6. When the correct answer is announced, return to your seat and get ready for the next statement.
7. Enjoy learning how to stay safe in different weather situations!

## Fact or Fiction

Read the statements to the class.

#	Statement	Fact or Fiction
1	It's safe to play outside during a thunderstorm.	Fiction
2	You should always wear a helmet when riding a bike in the rain.	Fact
3	During a tornado, it's best to hide under a table.	Fact
4	You should wear a coat in the snow if it's sunny.	Fiction
5	It's safe to stand under a tree if you stand under a tree.	Fact
6	It's okay to use electronics if there's lightning.	Fiction
7	Dressing in layers is important in cold weather.	Fact
8	If you see dark clouds, you should wait until it rains.	Fiction
9	You should always seek shelter if you hear thunder.	Fact
10	Wearing rubber boots in a snowstorm is a good idea.	Fiction
11	Windows are the safest place to stand during a storm.	Fiction
12	You should stay away from water during a thunderstorm.	Fact
13	Snow is always safe to play in, no matter what you wear.	Fiction
14	If the sky turns green, a tornado might be coming.	Fact
15	Wearing a hat in the sun prevents sunburn.	Fact
16	It's okay to use electronics during a thunderstorm.	Fiction
17	In cold weather, covering your ears helps prevent frostbite.	Fact
18	You should stand near windows to watch a storm.	Fiction
19	Wearing sunscreen is important, even on cloudy days.	Fact
20	It's safe to be in an open field during a lightning storm.	Fiction

## Exit Cards

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

Name: \_\_\_\_\_

Illustrate one essential tool you would include in an emergency kit.



Name: \_\_\_\_\_

Illustrate one essential tool you would include in an emergency kit.



Name: \_\_\_\_\_

Illustrate one essential tool you would include in an emergency kit.



Name: \_\_\_\_\_

Illustrate one essential tool you would include in an emergency kit.



**PREVIEW**

## Story : Approaching Animals Carefully

### Timmy and the Gentle Cat

Timmy loved animals, especially his neighbour's cat, Whiskers. One sunny afternoon, he saw Whiskers sitting in the garden. Excited, Timmy ran towards the cat.



His mother always told him, "Remember, always approach animals slowly and calmly." Timmy slowed down and remembered his mom's lesson about approaching animals.

First, Timmy knew he should never touch a wild animal without asking. He asked his neighbour, "May I pet Whiskers?" The neighbour smiled and said, "Yes, but let Whiskers sniff your hand first."

Timmy offered his hand to Whiskers. The cat sniffed his hand and then purred. Timmy gently petted Whiskers, feeling happy.

Later, Timmy saw a squirrel. He wanted to pet it too, but his mother explained, "Some wild animals need their space. It is best to look at them from afar."

**Timmy learned three important lessons that day:**

- Approach animals slowly and calmly.
- Always ask for permission before touching someone's pet.
- Enjoy wild animals from a distance without touching them.

From then on, Timmy became very careful and respectful around all animals.

## True or False

Is the statement true or false?

1) Timmy ran quickly to Whiskers the cat.	True	False
2) It is okay to touch pets without asking.	True	False
3) Timmy's mom told him to approach animals slowly.	True	False
4) Whiskers sniffed Timmy's hand before being petted.	True	False
5) Wild animals should be petted like pets.	True	False

## Fill in the Blank

Write the missing word.

1) Always _____	ask	answer
2) Whiskers _____ Timmy	ignored	sniffed
3) Wild animals need _____		people
4) Timmy _____ about animal safety.	learned	
5) Timmy's mom taught him _____		

## Question

Should you touch wild animals? Why?

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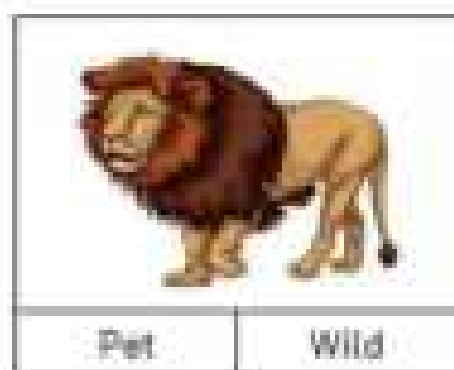
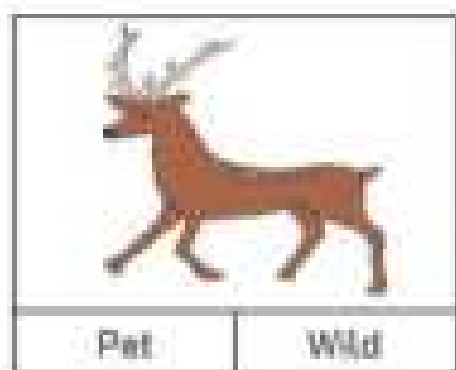
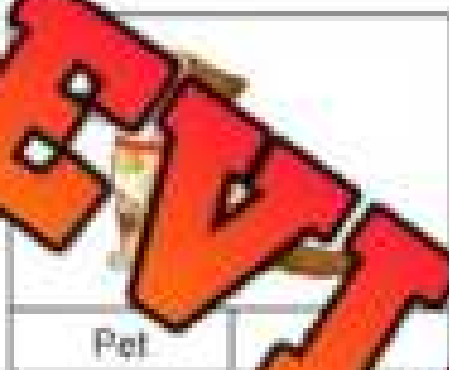
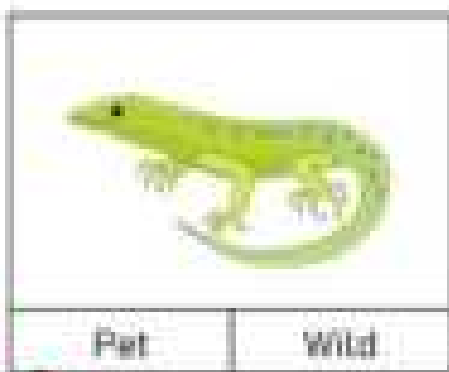
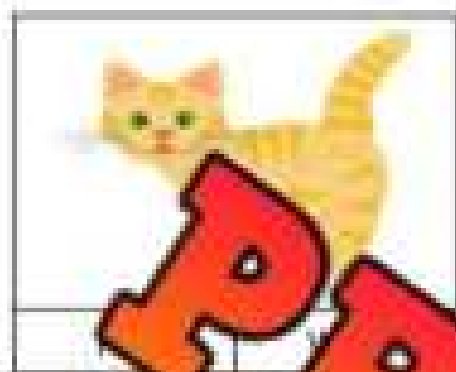


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## Pet or Wild Animal?

**Think**

Circle if the animal could be a pet or if it is found in the wild, or both.



## Safe Online Communication

### Be Careful Who You Trust

Online predators are people who use the internet to hurt others, particularly kids and teenagers. They can pretend to be anyone they want online, making it hard to know who is real and who is not. They might ask you for personal information or to meet in person. Not everyone online is who they say they are. It is important to:

- Only talk to people you know in real life.
- Never meet someone from the internet without a trusted adult.
- Tell an adult if someone online makes you feel uncomfortable.

### Cyberbullying: Say No!

Cyberbullying is a type of bullying that happens online. It can include name-calling, spreading rumors, or posting embarrassing pictures of others without their consent. Cyberbullying can hurt just as much as bullying in real life, and sometimes even more because it can be seen by more people. Remember, it is never your fault if you are cyberbullied, and it is okay to ask for help.

Cyberbullying is not okay. If it happens:

- Do not respond to mean or scary messages.
- Take a screenshot.
- Tell an adult.



## True or False

Is the statement true or false?

1) Cyberbullying happens online.	True	False
2) It is your fault if you are cyberbullied.	True	False
3) Online predators pretend to be someone else online.	True	False
4) It is easy to recognize an online predator.	True	False
5) You can block someone who is being mean to you online.	True	False

## Online Safety

Is the behaviour online safe?

1) Lucy shares her password with a stranger online.	Yes	No
2) Emma uses the same password when using online log ins.	Yes	No
3) Ryan puts his address on the internet.	Yes	No
4) Mia keeps it a secret if someone is mean to her online.	Yes	No
5) Liam speaks to a trusted adult about his online behaviour.	Yes	No
6) Sarah decides to secretly make a new friend online.	Yes	No
7) Olivia speaks to a friend in person that she meets in person.	Yes	No
8) Sophia uses a search tool to find information about her friends.	Yes	No
9) Jake sends unkind messages to others online.	Yes	No

## Question

List three safety tips to remember when communicating online.

1)	_____
2)	_____
3)	_____



# Exit Cards

## Cut Out

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

Name: \_\_\_\_\_

Give two tips on how to stay safe online.

- 1) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name: \_\_\_\_\_

Give two tips on how to stay safe online.

- 1) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name: \_\_\_\_\_

Give two tips on how to stay safe online.

- 1) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name: \_\_\_\_\_

Give two tips on how to stay safe online.

- 1) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**PREVIEW**

## Activity – Online Safety Charades

### Objective

What are we learning about?

To teach students about online safety through interactive role-play scenarios, enabling them to understand and respond appropriately to various situations they may encounter on the internet.

### Materials

What you will need for the activity

- Different online safety situations (e.g. messages from strangers, not sharing information, asking an adult for help)
- A hat or box to hold the cards
- A timer (optional for each group)



### Instructions

How you will complete the activity

1. Begin with a discussion on why it's important to stay safe on the internet.
2. Divide students into groups of four.
3. Hand out pre-prepared scenario cards to each group, which describe different online situations that require a safety decision.
4. Allow the groups some time to discuss their scenario and decide on the best course of action. While they act out their skit, they should discuss why they might want to do it, and why they shouldn't (for example: have one student say to the other: "Oh I won a new phone, so I should click this pop-up")
5. Each group will then take turns to present their scenario and their response to the class.
6. After each presentation, have the class discuss what was good about the response and what could be done differently.
7. Once all groups have presented, review the key online safety tips with the class.

**Cut**

Cut the scenarios into strips so each group can choose.

**Scenarios**

You get a message from someone you don't know asking for your name and where you live.

You see a pop-up ad that says you've won a free phone and it asks for your ad.

A friend asks you for your game account password so they can get you more points.

You're on a video chat and someone you don't know joins the call.

You find a website that wants you to download a free game, but it looks a little strange.

You receive an email that looks like it's from a friend, but it has only a link in it.

Someone online asks if they can meet you in person to give you a gift.

You see a picture online that makes you feel uncomfortable.

A website asks you to fill in a form with your parents' phone numbers to play a game.

You get an invitation to join a private chat room from someone at school.

## Reflection

Answer the questions below.

1) What was the most important thing you learned from the role-plays?

2) What are some dangers of talking to strangers online?

3) How can you stay safe when using the internet?

4) Draw 2 things that you might find online that are not safe. For example, a fake news headline, a strange message, a pop-up advert, or a fake friend request.

## Story: Railway and Crossing Safety

### Sammy's Safe Railway Adventure

Sammy was a curious boy who loved exploring. One sunny day, while walking with his dog, Max, he came across some railway tracks.

"Look!" he pointed, "train tracks!" But he remembered his teacher had told him about railway safety.



First, Sammy knew he should never play on or near the tracks. "Trains move fast and can be dangerous," he remembered his teacher's words.

Next, he spotted a crossing area with gates and lights. "This is where we cross safely," Sammy told Max. They waited there as the lights began to flash, and the gates came down. A train zoomed past.

After the train passed, the lights stopped flashing, and the gates went up. "Now it is safe to cross," Sammy said, leading Max across the tracks.

**That day, Sammy learned three important lessons:**

- Never play on or near train tracks.
- Always cross at the designated crossing area.
- Follow the signals – wait for the train to pass safely.

Sammy felt proud of himself for remembering these safety rules and keeping Max and himself safe.

## True or False

Is the statement true or false?

1) Sammy played on the railway tracks.	True	False
2) It is safe to cross the railway tracks whenever you like.	True	False
3) Trains always make a loud noise.	True	False
4) You should cross tracks anywhere you like.	True	False
5) Railway lights help us cross safely.	True	False

Fill in the Blanks Write the missing word.

1) Always stay off the _____	lawns	tracks
2) Look for flashing _____	lights	balloons
3) Listen to the _____ before crossing	signals	lights
4) Sammy waited for the _____ to pass	train	windows
5) _____ the rules for crossing safely.	follow	lights

## Question

What did Sammy learn about railway safety?

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**Draw**

Draw the tracks as safe or unsafe to cross.

**Tracks as safe to cross**

**PREVIEW**

**Tracks as unsafe to cross**

## Scenarios

Circle if it is safe or unsafe to cross the tracks:

#	Scenario Description	Safe	Unsafe
1	A train is approaching the crossing.	Safe	Unsafe
2	The gates are down, and lights are flashing.	Safe	Unsafe
3	The gates are up, and no lights are flashing.	Safe	Unsafe
4	A car is walking close to the tracks.	Safe	Unsafe
5	Stopping at the designated crossing area.	Safe	Unsafe
6	Are playing on the railway tracks.	Safe	Unsafe
7	An adult crossing the tracks when the lights flash.	Safe	Unsafe
8	A cyclist walks across the tracks.	Safe	Unsafe
9	Walking on the platform in front of the tracks.	Safe	Unsafe
10	Crossing behind a stopped train.	Safe	Unsafe
11	Looking both ways before using the crossing.	Safe	Unsafe
12	Frying to cross with headphones on and no music.	Safe	Unsafe
13	Walking over a railway bridge.	Safe	Unsafe
14	Using a footbridge over the tracks.	Safe	Unsafe
15	Running across the tracks to catch a ball.	Safe	Unsafe
16	Holding an adult's hand while crossing at the crosswalk.	Safe	Unsafe
17	Crossing when the pedestrian light is red.	Safe	Unsafe
18	A maintenance worker is on the tracks with signals.	Safe	Unsafe
19	The railway crossing alarm stops but the gate is still down.	Safe	Unsafe
20	An official tour group is crossing with a guide at a designated area.	Safe	Unsafe



## Bike Ride to School

### Helmets

In Alberta, children under 18 years old must wear a helmet when riding a bike. It protects your head if you fall. Always check that your helmet fits properly before you start pedaling.



### Bike Lanes and

If there are special lanes for bikes, use them! These lanes keep you safe from cars. Stay in the bike lane and ride in the same direction as the cars.

### Staying Safe on the Road:

- Use bike lanes when you can.
- Ride in the same direction as cars.
- Follow all traffic signs and lights.

### Alert and Aware

While riding, you need to watch and listen. Look for traffic signals and stop signs. Always stop at red lights and look both ways before crossing the street.

### Learning to Ride Right

Remember, riding your bike to school is fun, but being safe is most important. Wear your helmet, use bike lanes, and follow the road rules. Let's pedal to school safely!

Name: \_\_\_\_\_

70

Guided Reading  
10.1

True or False

Is the statement true or false?

1. Helmets are important when riding bikes.	True	False
2. Stop at all red lights on your bike.	True	False
3. You should ride opposite to car traffic.	True	False
4. Look both ways before crossing the street.	True	False
5. You can play here on the road.	True	False

Visualizing

What picture was in your mind when you were reading? Explain the picture.

	_____
	_____
	_____
	_____
	_____

Question

Why is it important to wear a helmet?

_____
_____
_____
_____
_____

## Bus Safety

### Stay Seated, Stay Safe

When we ride the bus, we must stay in our seats. It keeps us safe, especially when the bus is moving. Jumping or walking can make us fall.



### Cross Carefully

After the bus has stopped, we should get off and cross the street in front. Always look at the driver's signal. If it is safe, we can cross. Remember to look both ways.

### Safe Crossing Steps:

- Wait for the bus to stop.
- Get off and walk in front of the bus.
- Look for the driver's signal, then cross.

### Danger Zone Alert

Around the bus, there is a 'danger zone'. It is hard for the driver to see us here. Stay away from the front, back, and sides of the bus.

### Listen to the Driver

Our bus driver helps keep us safe. It is important to listen to them. They tell us when to sit, stand, and cross the street safely. Let's make sure to follow their instructions.

**True or False**

Is the statement true or false?

1. Always stay seated on the bus.	True	False
2. You can walk around when the bus moves.	True	False
3. Cross behind the bus after getting off.	True	False
4. Listen to the bus driver for safety.	True	False
5. Running on the bus is a good idea.	True	False

**Visualizing**

Draw a picture illustrating what you were reading. Explain the picture.

	_____
	_____
	_____
	_____
	_____

**Question**

Where should you cross after getting off the bus and why?

_____
_____
_____
_____
_____

## Basic First Aid Skills

### What is First Aid?

First aid is when we help someone who is hurt or sick before they can see a doctor or nurse. Learning basic first aid skills is important because it helps us take care of small injuries right away.



### How to Clean

- Use clean water and wash the cut gently.
- Cleaning removes dirt and helps prevent infections.

### Applying a Bandage

- After cleaning, cover the cut with a bandage.
- The bandage should protect the cut from dirt.
- Make sure it's snug but not too tight.

### When to Ask for Help

- If the cut is deep or bleeding a lot, ask an adult for help.
- If you feel unsure about what to do, it's always better to get help from an adult.

By knowing how to clean a cut, apply a bandage, and ask for help, we can make sure that small injuries don't become bigger problems.

Name: \_\_\_\_\_

7h

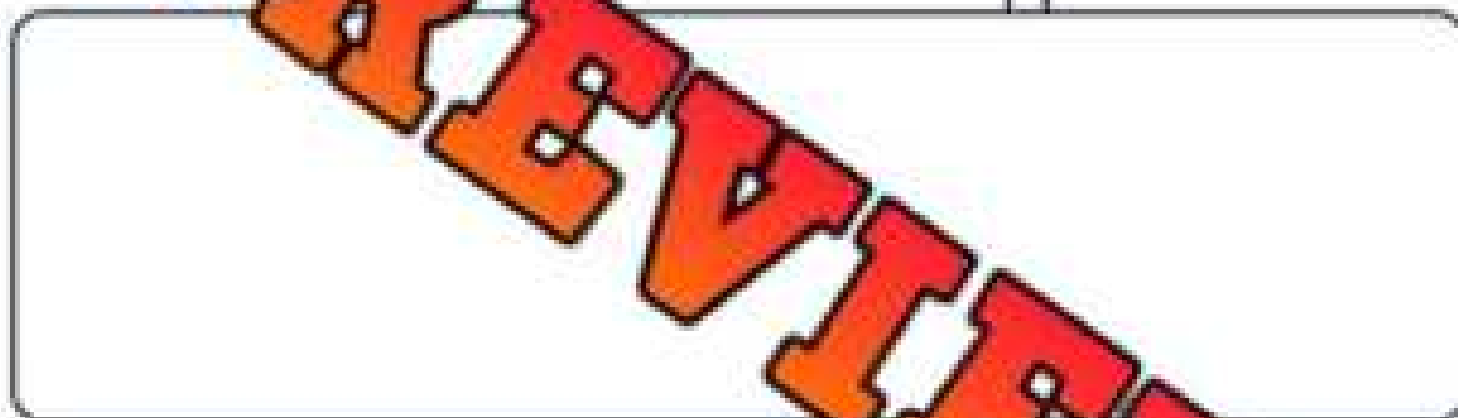
Scissors, Glue, etc.  
10-1

### True or False

Is the statement true or false?

1) We should clean a cut with water and soap.	True	False
2) You should never ask an adult for help.	True	False
3) First aid is for helping sick people.	True	False
4) A bandage should be very tight.	True	False
5) Washing a cut helps stop germs.	True	False

Visually \_\_\_\_\_ items that must be included in the first aid kit.



### Questions

Answer the questions below using evidence from

1) Why is it important to know basic first aid?

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2) When should you ask an adult for help?

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## Activity – First Aid Song

### Objective

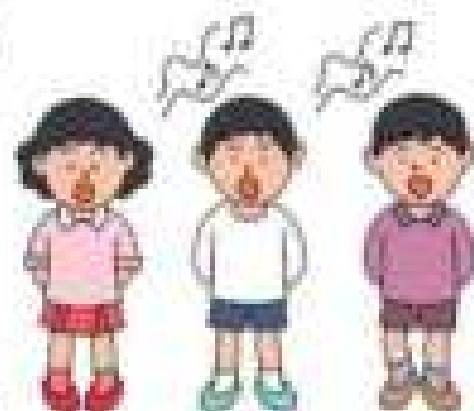
What are we learning about?

To help students learn first aid steps through a fun and catchy song.

### Materials

What you will need for the activity.

- A catchy song
- Familiar tune (e.g., "Twinkle, Little Star")
- Space for students to sing and perform actions.



### Instructions

How you will play the activity.

1. **Introduce the Song:** Explain that songs can help us remember important steps, like in first aid.
2. **Teach the Lyrics:** Go over the lyrics with the students using a familiar tune like "Twinkle, Twinkle, Little Star."
3. **Sing Together:** Sing the song as a class, doing the actions for each first aid step (e.g., pretend to clean a cut).
4. **Add Movements:** Include simple hand movements or gestures to match the lyrics.
5. **Practise in Pairs:** Have students pair up to sing and perform the actions together.
6. **Daily Review:** Sing the song regularly to reinforce the steps.



## First Aid Song Lyrics

To the tune of "Twinkle, Twinkle, Little Star")

### Verse 1:

You get a little cut,  
You're not a lot,  
Clean it with the soap,  
Rinse with water, let it stop,  
Put a bandage on the spot,  
Now you're safe, it helps!

### Verse 2:

If it's deep or won't stop fast,  
Ask for help, don't let it last,  
Tell a grown-up right away,  
They can help to save the day,  
Keep it clean and keep it dry,  
You'll be better by and by!



**Two Stars And A Wish**

Identify two strengths (stars) and one area for improvement (wish) about your group's performance.

Write two strengths and one weakness of your group's performance.

**PREVIEW**



## Keeping Food Safe

### Washing Fruits and Vegetables

When we eat fruits and vegetables, it is important to wash them first. This helps take away dirt and germs. We use clean water to wash them until they are all clean.



### Cold Foods Stay Cold

Some foods must be kept in the fridge. Foods like milk, cheese, and yogurt should stay cold. This helps them stay fresh and safe to eat.

### List of Foods for the Fridge

- Milk
- Cheese
- Yogurt
- Leftover meals

### Clean Hands for Safe Food

Before we touch food, we should wash our hands with soap and water. This helps stop germs from getting on our food. We wash our hands again after we are done handling food to stay healthy.

### Learning to Be Safe

Remember, clean food and hands are important for not getting sick. Washing food, keeping it cold, and clean hands help us all stay healthy and happy.

**True or False**

Is the statement true or false?

1. We wash fruits to remove dirt and germs.	True	False
2. Cheese needs to be kept in the fridge.	True	False
3. Milk does not need to be kept cold.	True	False
4. Washing hands stops germs from spreading.	True	False
5. Use hot water to rinse fruits and vegetables.	True	False

**Visualizing**

Draw a picture illustrating what you were reading. Explain the picture.

	_____
	_____
	_____
	_____
	_____

**Question**

How does washing hands help keep food safe?

_____
_____
_____
_____
_____

## Learning About Allergies

### Common Allergies

Allergies happen when our bodies react to certain things. Some common allergies are to nuts, milk, and eggs. These allergies can make people feel really sick.



### Allergy Reaction

When someone is allergic to the wrong food, they might get itchy, have trouble breathing, and it is important to get help from an adult right away.

### Safe Eating Tips:

- Know what foods you are allergic to.
- Always ask what is in food before eating.
- Never share food with friends at school.

### Food Sharing and Safety

Sharing food can be nice, but it is not safe for people with allergies. They might accidentally eat something they are allergic to. Always eat your own food and let others eat theirs.

### Being Allergy Aware

Remember, allergies are serious. We can help our friends by knowing about allergies and being careful with food. Let's all stay safe and healthy at school!

**True or False**

Is the statement true or false?

1. Some people are allergic to nuts.	True	False
2. Sharing food at school is always safe.	True	False
3. Allergies can make people feel very sick.	True	False
4. Itchy skin can be a sign of an allergy.	True	False
5. Everyone has food allergies.	True	False

**Visualizing**

Draw a picture illustrating what you were reading. Explain the picture.

	_____
	_____
	_____
	_____
	_____

**Question**

What can happen if someone eats food that they are allergic to?

_____
_____
_____
_____
_____

## Activity – Allergy Match-Up

### Objective

What are we learning about?

To educate students about common food allergies and their symptoms, teaching them to identify signs of allergic reactions and understand their implications, especially in a school setting.



### Materials

What you will need for the activity.

- Food Allergy Chart of common allergens like nuts, dairy, and shellfish.
- Symptom Chart of common allergic reaction symptoms such as hives, difficulty breathing, or swelling.
- Classroom Allergy Chart of common allergens and their symptoms.

### Instructions

How you will conduct the activity.

1. Divide the class into groups of four, ensuring each student has a role to play in the activity.
2. Assign each group a specific allergen and a corresponding symptom.
3. Instruct each group to discuss their allergen and symptoms, and act these out.
4. Within each group, assign the roles: one student will be the 'Affected Individual' who will pretend to consume the allergen and show symptoms, one will be the 'Allergen Provider' who gives the pretend allergen, one will be the 'Responder' who calls for help, and one will be the 'Narrator' who will guide the audience through the skit.
5. Allow time for the groups to plan their skits, encouraging them to think creatively about how to act out the symptoms.
6. Have each group perform their skit in front of the class, with the Narrator setting the scene for the audience.
7. Conclude the activity with a reflection on the importance of recognizing allergies and knowing how to respond appropriately.

**Cut**

Cut out the allergy/symptom cards below

Allergy	Symptoms
Peanuts	Itchy Skin, Hives, Swollen Lips
Tree Nuts	Rash, Sneezing, Stomach Ache
Milk	Coughing, Itchy Throat, Stomach Ache
Eggs	Rash, Itchy Skin
Wheat	Sneezing, Itchy Eyes, Rash
Soy	Hives, Swollen Lips, Runny Nose
Fish	Difficulty Breathing, Hives, Cough
Shellfish	Swollen Lips, Itchy Skin, Red Eyes
Pollen (Hay Fever)	Runny Nose, Sneezing, Itchy Eyes
Pet Dander	Difficulty Breathing, Itchy Skin, Rash

## Story: Stranger Awareness

### Mia's Wise Choice

Mia was playing in the park one sunny afternoon. She loved sliding down the big red slide. A kite was flying high in the sky. When she was playing, a lady looking lady approached her with a colorful balloon.



"Hi there! Would you like to have the balloon?" the lady asked, smiling. Mia remembered her mom's advice: "Never talk to strangers or take things from them without asking me first." So she politely said, "No, thank you," and ran to find her mom, who was sitting nearby.

Mia told her mom about the lady and the balloon. Her mom hugged her tightly and said, "You did the right thing, Mia. It is important to always ask for permission before taking anything from a stranger."

From this, Mia learned three important lessons:

- Do not talk to people you do not know, even if they seem nice.
- Never accept gifts from a stranger without asking a parent.
- Always tell a trusted adult if a stranger tries to talk to you or give you something.

Mia felt proud of making a smart and safe choice. She continued playing, knowing she remembered the important lessons about stranger safety.



## True or False

Is the statement true or false?

1) Mia accepted a balloon from the stranger.	True	False
2) Mia remembered her mom's advice about strangers.	True	False
3) It is okay to talk to strangers in the park.	True	False
4) Mia played safely on the slide and swings.	True	False
5) Mia felt nervous talking to her mom.	True	False

Fill in the Blanks Write the missing word.

1)	Mia was offered a _____ by a stranger.	balloon	toy
2)	Always _____ a parent before _____ to strangers.	ask	ignore
3)	Mia felt _____ after speaking to her mom.	safe	scared
4)	Tell a _____ if a stranger offers a gift.	parent	stranger
5)	Mia's mom _____ her for being smart and safe.	praised	scolded

## Question

What should you do if a stranger talks to you?

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## Newspaper Article: Positive Communication

### Talking Nicely Makes Everyone Happy

Published: August 28, 2024

Today, we will learn about talking nicely with family and friends. Sarah Chen, a communication expert, shares kind words and listening skills. These are big parts of positive communication.

Eight-year-old Josh shared his story. "When my sister and I disagree, we take turns talking and listening. It helps us understand each other."

Here are three lessons about positive communication:

- **Use kind words:** Say things that make others feel good.
- **Listen well:** Pay attention when

someone else is talking.

- **Take turns talking:** Everyone gets a chance to speak.

Dr. Chen also says, "Remember, our words can make people happy or sad, so choose them carefully."

Josh adds, "After talking and listening, my sister and I usually find a way to play happily."

Remember, talking and listening helps us get along better with everyone.

Next time you are with family or friends, try these tips. It makes talking a lot more fun!



## True or False

Is the statement true or false?

1. Talking nicely makes people feel happy.	True	False
2. It is good to take turns when talking.	True	False
3. Listening is not part of talking nicely.	True	False
4. Dr. Chen teaches about positive communication.	True	False
5. Yelling is part of positive communication.	True	False

## Directions

Write good talking tips from the article.

Kind words

Listen well


## Question

Why is listening important in a conversation?


## Activity – Kind Words Play

### Objective

What are we learning about?

To teach students about positive communication, cooperation, and respectful ways to manage disagreements through role-playing exercises.

### Materials

What you will need for the activity.

- Scenario cards with various communication disagreements politely.
- A 'conversation starter' sheet for the classroom.
- Emotion cards with different feelings illustrated (happy, sad, angry, etc.).



### Instructions

How you will complete the activity.

1. Begin by discussing what positive communication is and why it is important.
2. Show the emotion cards and talk briefly about how they feel.
3. Explain how we can communicate our feelings in a respectful way.
4. Divide the class into pairs or small groups.
5. Hand out scenario cards to each group.
6. Instruct each group to role-play their scenario, using positive communication strategies.
7. Encourage them to use the emotion cards to express how their characters might feel.
8. After each role-play, have the class discuss what was done well and what could be improved.
9. Rotate the scenarios so each group gets a chance to try different situations.
10. Conclude with a class discussion on the importance of kind and respectful communication.

## Emotions

Cut out the cards below.

Happy

Hungry

Sad

Thirsty

Mad

Sleepy

Scared

Cold

Excited

Hot

Scared

Annoyed

Confused

Proud

Shy

Silly

Grumpy

Bored

Playful

Tired

Lonely

Worried

Relaxed

**PREVIEW**

## Role Play Scenarios

**Cut**

Cut the scenario page into strips so each student can choose.

One student wants to join a game of hide-and-seek and politely asks if they can play.

Two students have different opinions about a book. They discuss their views respectfully.

A student shares their apple slices with a classmate during snack time.

A student notices a classmate struggling with a zipper and offers to help.

A student tells a friend and friend's friend when they were not included in a game.

A student asks politely if they can hang on the swing after their friend.

A student compliments a classmate's drawing.

After accidentally bumping into a classmate, a student says sorry and asks if they are okay.

A student suggests a new game and asks if everyone likes it.

A student politely says no to a trade of a toy car for a doll.

Two students share their ideas for a class project and listen to each other's suggestions.

A student says thank you to a classmate who helped them pick up fallen crayons.

A student invites a new classmate to join in a game of hopscotch.

A student gives friendly advice on how to improve a paper airplane.

A student tries to comfort their friend who missed the school bus.

A student shares their excitement about a field trip and asks a friend what they are looking forward to.

## Reflection

Answer the questions below

1) What did you learn about talking nicely to others?

2) When do you feel angry or upset in a conversation?

3) Do you like listening or talking more in a conversation? Explain.

4) Draw a picture of you acting out your role play with your partner, group.

**PREVIEW**

**Unit Test – Safety****Multiple Choice**

/10

<b>1. What means "danger" on a label?</b> a) Happy face b) Skull c) Star d) Circle	<b>2. Who should answer the door?</b> a) A friend b) A grown-up c) A pet d) A toy
<b>3. What should you do if there is a fire?</b> a) Phone b) Toy c) Clock d) Smoke detector	<b>4. Where should you meet if there is a fire?</b> a) Bedroom b) Outside c) Bathroom d) Kitchen
<b>5. Where should you keep your toys?</b> a) Cupboard b) Fridge c) Closet d) Drawer	<b>6. How should you protect yourself from UV?</b> a) For b) Sun c) Sun d) To see
<b>7. What must children in Alberta wear for biking?</b> a) Winter gloves b) Helmet c) Boots d) Coat	<b>8. What should you not do?</b> a) Toys b) Books c) Food d) Pencils
<b>9. Where should you cross the road after getting off the bus?</b> a) Behind the bus b) In front of the bus c) Beside the bus d) Nowhere	<b>10. What should you do if you see something weird online?</b> a) Ignore it b) Click it c) Tell a grown-up d) Laugh



**Define**

What do the terms below mean?

Term	Definition - What does it mean?
Medicine	
First Aid Kit	

**Scenarios**

Read the scenario and circle the best way to handle it.

1) Sara is at the park and a stranger offers her candy. What should Sara do?

- a) Take the candy
- b) Politely say no and find an adult
- c) Ask for more
- d) Kick the adult

2) Emma is offered a snack at school. She has allergies. What should she do?

- a) Eat it quickly
- b) Ask what's in it
- c) Don't eat food from other students at school
- d) Hide it

3) There's a fire at Leo's house. What is his first step?

- a) Hide under the bed
- b) Call 9-1-1
- c) Grab his toys
- d) Follow safety plan - get outside

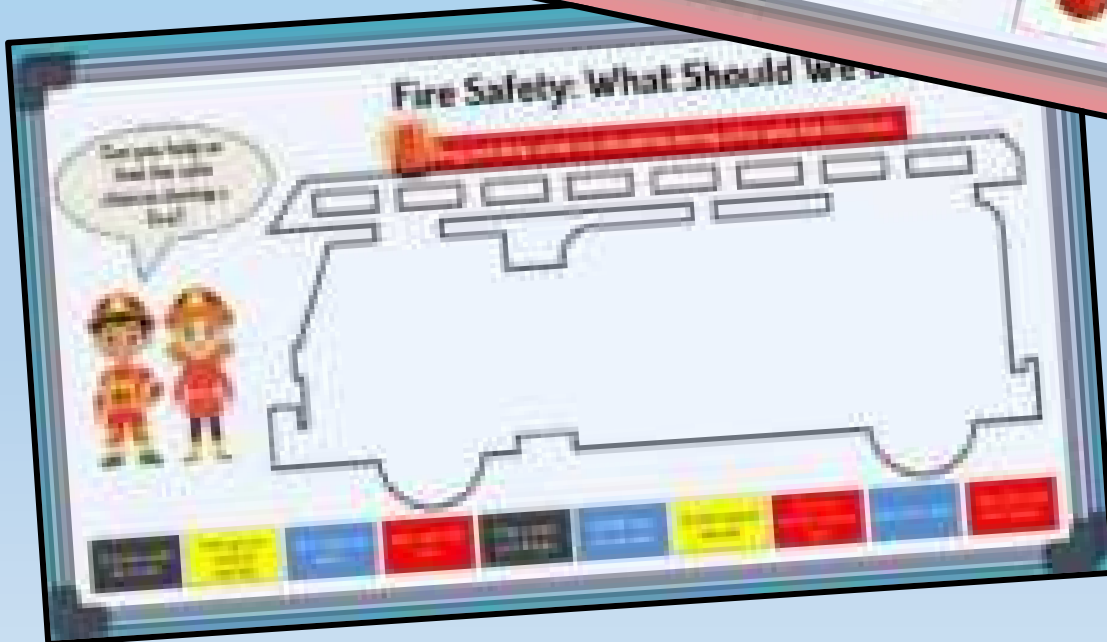


- Learning Goals
- Discussion Questions
- Quotes
- And More!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary







# Alberta Health and Wellness Safety Unit – Grade 2

