



# Alberta Health and Wellness Healthy Eating Unit – Grade 3

## 3-Part Lesson Format

### Part 1 – Minds On!

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




### The Power of Food


#### LEARNING GOAL

We are learning to **choose healthy foods** that **give us energy** so we can **keep our brains and bodies strong and work better in school.**





### True or False: Hydrating Foods



Statements	Answer
1) Eating fruits and vegetables can help keep your body hydrated.	
2) Watermelon is made up of mostly sugar, not water.	
3) Cucumbers, oranges, and tomatoes all contain water.	
4) Frozen fruit pops can be a fun way to stay hydrated.	
5) Drinking soda is just as hydrating as drinking water.	
6) You only need to drink water when you feel thirsty.	
7) All foods have the same amount of water in them.	
8) Eating soup can help give your body extra water.	

*Drag and drop whether the statement is True or False*


TrueFalse

### 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



### The Power of Food

Before you leave class, answer the following questions about what you learned today:

1. Why do our brains and bodies need healthy food?
2. Were there any foods that didn't make you feel so good? Which ones and why do you think that is?





# Alberta Health and Wellness Healthy Eating Unit – Grade 3

## Sort: Brain and Body Boosting Foods

**Brain Boosters**  
(Help you think and remember)

**Energy Boosters**  
(Help you move and play)

## Eating and Highly Processed Foods

Complete the message about the impact of highly processed foods by choosing the correct word for each blank.

At the store, there are many \_\_\_\_\_ foods like chips, candy, and sodas. Eating too much unhealthy food can affect our \_\_\_\_\_.

A better \_\_\_\_\_ is to eat more nutritious foods like fruits, vegetables, and whole grains. Instead of sugary drinks, \_\_\_\_\_ is a healthier option.

When choosing meals, look for healthy options like fresh, \_\_\_\_\_ foods.

Practising \_\_\_\_\_ control helps prevent overeating.

Eating too many processed foods can lead to health problems like \_\_\_\_\_ gain and low energy. These foods often have added \_\_\_\_\_ sugar, and unhealthy fats.

Making \_\_\_\_\_ choices helps us feel full and \_\_\_\_\_ throughout the day.

weight

water

processed

smart

unprocessed

portion

salt

eating

control

health

choice

strong

## Eco-Friendly VS Less Eco-Friendly Food Choices

Identify the food choice action shown below, then drag the checkmark if the action is eco-friendly and the cross if it is not.

Eco-Friendly

Less Eco-Friendly

<b>A</b>	Using reusable bags when shopping	<b>E</b>	Buying fruits and vegetables from a local farmer's market
<b>B</b>	Bringing a reusable water bottle	<b>F</b>	Growing some of your own vegetables or herbs at home
<b>C</b>	Eating lots of fast food	<b>G</b>	Throwing away extra food after every meal
<b>D</b>	Eating plant-based meals twice a week	<b>H</b>	Buying individually wrapped snack packs



# Alberta Health and Wellness Healthy Eating Unit – Grade 3

**Action**

## Reducing Food Waste

Think about your habits when it comes to food waste. Place a ☒ under Always, ☐ under Sometimes, or ☒ under Never to show how often you do each

	Always	Sometimes	Never
1) I eat all the food on my plate to avoid waste.	<input checked="" type="checkbox"/>		
2) I take only the amount of food I can eat.	<input checked="" type="checkbox"/>		
3) I save leftover food for later instead of throwing it away.	<input checked="" type="checkbox"/>		
4) I remind my family not to waste food at home.	<input checked="" type="checkbox"/>		
5) I throw away food just because I don't feel like eating it.	<input checked="" type="checkbox"/>		
6) I eat fruits and vegetables instead of letting them go bad.	<input checked="" type="checkbox"/>		
7) I pack up extra food from my lunch instead of wasting it.	<input checked="" type="checkbox"/>		
8) I tell my friends to only take what they can finish at school.	<input checked="" type="checkbox"/>		

## Healthy Cooking

Drag the healthy cooking method and its picture to the box.

Cooking food in hot water until it's soft.	Using hot steam to cook food without touching the water.	Cooking food over a hot fire.

Cooking food quickly in a little bit of oil while stirring.

Cooking food slowly in an oven.

Cooking food in a pan with a small amount of oil.

Some foods are healthy to eat without cooking.

Roasting

Boiling

Stir-Frying

Eating Raw

Steaming

Baking

Sautéing

Grilling

## Other Countries

Label the food with the country it came from.

 Pizza	 Dumplings	 Tacos	 Croissant
 Souvlaki	 Pho	 Sushi	 Curry

**WORLD FOOD DAY**

France
China
Italy
Vietnam
Japan
Greece
Mexico
India





# Alberta Health and Wellness

## Healthy Relationships Unit – Grade 3

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

#### The Basics of Friendships



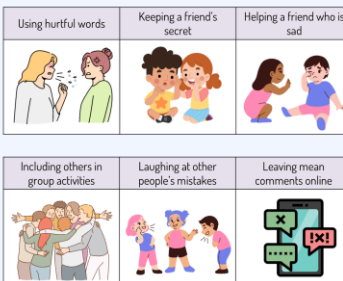
#### LEARNING GOAL

We are learning to **understand what makes a good friendship** so we can build **strong and healthy relationships with others.**



#### Qualities of a Good Friend

Sort whether the images below show a quality of being a good friend or not.



Being a Good Friend

Not Being a Good Friend

#### 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



#### Consolidation – What Stuck With You? ??

Think about everything you learned today about being a good friend. Write down:

1. One quality that makes someone a great friend.
2. A time when you or someone else showed care, trust, respect, or support in a friendship.
3. One way you can be a better friend starting today.





# Alberta Health and Wellness

## Healthy Relationships Unit – Grade 3

**Word Search - Friendship**

Find the words related to friendship hidden in the puzzle and circle them!

**MINDS ON**

Friend	Listen
Kind	Respect
Care	Support
Trust	Team
Share	Equal
Help	Talk

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

**Steps When We Use Each Step?**

**Action**

	What it Helps Us Do?
A	We get lots of good ideas to fix the problem
B	We try the best idea and solve the problem fairly
C	We figure out what's really going on
D	We choose ideas that work best and won't cause more issues
E	We know who's involved and what happened

**Example Scenarios**

1	They could take turns, use a timer, or find another blue marker.
2	They both want the same marker and are upset.
3	They decide to use a timer and take turns fairly.
4	Mia says she was using it first. Jack says he didn't know.
5	If they take turns, no one feels left out. If they keep arguing, they both stay upset.

**SOLUTION**

Two students, Mia and Jack, both want to use the same blue marker during group art time. They start arguing loudly.

Problem-solving step on the left, helps and the example scenarios.		
Understand the Problem		
Gather Information		
Think of Solutions		
Predict Outcomes		
Make a Decision		

**Rank the Apologies - From Most to Least Sincere**

**Action**

Rank these apologies from most sincere (1) to least sincere (6).


1	I didn't mean to upset you. What can I do to make it better?
2	I know I hurt your feelings. I'm really sorry and I'll try not to do it again.
3	Sorry, but you started it.
4	Whatever. I said sorry already.
5	I understand why you're upset. I want to make it right.
6	Ugh, fine. Sorry!

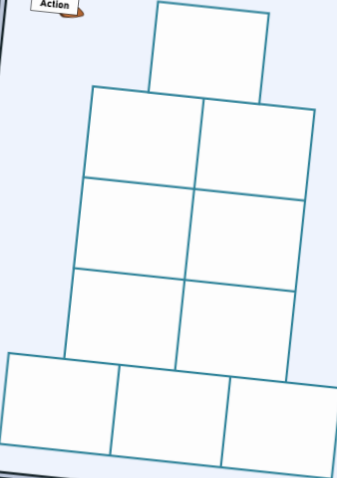
**SORRY**





# Alberta Health and Wellness

## Healthy Relationships Unit – Grade 3

**Action**



**Blocks of Trust****TRUST**

Drag the blocks showing a trusted action to the tower on the left.

Can be counted on in group work or play

Lies to avoid getting in trouble

Doesn't blame others for their own actions

Helps others when needed

Breaks promises often

Keeps private things private

Blames others for mistakes

Is kind and fair

Apologizes when wrong

Follows through on what they say

Is honest and tells the truth

Shares secrets they were told to keep

Says sorry but keeps doing the same thing

Keeps promises

Only tells the truth when it benefits them

Admits mistakes

**Teamwork: What Helps**

TEAMWORK	
Looks Like	Does Not Look Like



**Action**

Sort the following actions to where they belong.

A	Telling someone their idea is wrong when it's not
B	Refusing to join the group if you don't get your way
C	Asking, "How can I help?" when you're done your part
D	Only listening to your friends and ignoring others
E	Taking turns being the leader in group activities
F	Respecting different opinions in the group
G	Doing your part quickly but not helping anyone else
H	Always needing to be in charge
I	Noticing when someone is left out and inviting them in
J	Compromising when everyone wants to do something different

**Online Safety and Kindness**

**Action**

Complete the message by choosing the correct word from the word bank.

Online relationships can be fun, but we must stay \_\_\_\_\_ online.  
We should never \_\_\_\_\_ personal \_\_\_\_\_ like our full name or school.  
It's also important to \_\_\_\_\_ carefully to online friends and be \_\_\_\_\_  
Even though we can't see faces, we can still care about others' \_\_\_\_\_  
Before we \_\_\_\_\_ or post something, we should ask if it's okay.  
Good digital citizens show \_\_\_\_\_, protect their \_\_\_\_\_, and build \_\_\_\_\_ online.

listen

click

respect

share

safe

feelings

kind

privacy

digital

information

trust

online






# Alberta Health and Wellness Safety Unit – Grade 3

## 3-Part Lesson Format

### Part 1 – Minds On!


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




### Concussions

#### DISCUSSION QUESTIONS






- 1) Why do you think our brain is important, and how can we protect it from getting hurt?
- 2) What do you think happens to the brain when someone gets a concussion?
- 3) How can helmets and safety rules help prevent concussions?





### Concussion Clues – What Should You Do?

Drag the correct icon to each choice to show if it's **safe, okay, or not a good idea.**

	means it's not a good choice		You're wearing a helmet, but it doesn't fit right.
	means it's okay, but not the best		Wear it anyway. It's better than nothing.
	means it's the best and safest choice		Try to fix it quickly.
			Ask an adult to help adjust it so it fits snugly.

After gym class, your classmate says everything looks blurry.		You fell on the ice and hit your head. You feel dizzy.	
<input type="checkbox"/>	Say "Let's tell our teacher right away."	<input type="checkbox"/>	Sit down until it stops.
<input type="checkbox"/>	Say "Let's go play soccer!"	<input type="checkbox"/>	Keep skating because it will go away.
<input type="checkbox"/>	Say "Maybe you just need water."	<input type="checkbox"/>	Tell an adult right away and rest.

### 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



### 3-2-1 Reflection on Concussions

Take a moment to reflect on today's lesson.

- 3 Things You Learned
- 2 Things You Found Interesting
- 1 Question You Still Have





# Alberta Health and Wellness Safety Unit – Grade 3

## Would You Drink It?

Drag the correct icon onto each water source to show whether it is "Safe to Drink" or "Do Not Drink".

**Legend:**  
 Safe to Drink  
 Do Not Drink

A glass of water from your kitchen tap at home.	A river where animals are drinking and playing.	A sealed bottle of water from a store.	A puddle on the ground after it rained.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A school water fountain that is clean and regularly checked.	Water collected in a bucket sitting outside all day.	Spring water from an approved source with no contamination.	A well that is regularly tested for safety.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Community Helper Am I?

Drag the correct icon onto each description to show whether it is "Safe to Drink" or "Do Not Drink".

**Legend:**  
 Safe to Drink  
 Do Not Drink

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Lifeguard</b>	<b>Police Officer</b>	<b>Firefighter</b>	<b>Paramedic</b>	<b>Plumber</b>

## Fire Safety: Safe or Risky?


Actions	SAFE	RISKY
1) You leave a candle burning when you leave the room.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2) You ask an adult for help if you need to use matches or lighters.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3) You keep your room tidy and free of clutter like papers and boxes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4) You place a space heater close to curtains or blankets to stay warm.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5) You check the batteries in your smoke alarm regularly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6) You play with your pet near the stove while someone is cooking.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7) You crawl low to the ground if there's smoke in your house.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8) You try to put out a fire on your own without telling an adult.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9) You never go back inside a burning building once you're outside.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10) You make a home fire escape plan and practice it with your family.	<input checked="" type="checkbox"/>	<input type="checkbox"/>






# Alberta Health and Wellness Safety Unit – Grade 3

## Word Search – Emergency Plan

 Find the words related to emergency hidden in the puzzle and circle them!



Safety	Prepare
Plan	Contact
Fire	Emergency
Flood	Kit
Exit	Drill

Word Search Grid:

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

## Build Your Emergency Kit

 What would you pack to stay safe? Check the items you would put in your kit.

## Tips for Halloween Party

 Drag the helpful tips on how to stay safe in a Halloween Party.



Halloween Party Safety Tips	Actions
	Make sure you can see and breathe clearly in your costume.
	Use lights or glow sticks in dark areas.
	Go outside alone after the party.
	Block exits or stairways with decorations.
	Ask an adult before eating treats.
	Wear a costume that fits well and doesn't drag on the floor.
	Keep pets in a quiet room if they get scared.
	Stay with your group or a trusted adult.
	Play near candles or open flames.






# Alberta Health and Wellness Financial Literacy Unit – Grade 3

## 3-Part Lesson Format

### Part 1 – Minds On!


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




### Money Matters

#### DISCUSSION QUESTIONS

- 1) Why do people need money? What kinds of things can money buy?
- 2) How do people get money? Can kids earn money too?
- 3) Why do you think it's important to think before spending money?





### Money Matters

Drag the term described in each statement.


1) You use this to buy things.	Coin
2) A place where people keep their money safe.	Bank
3) Coins and bills are different kinds of this.	Want
4) People work to do this with money.	Spend
5) Something you really need to live, like food or water.	Money
6) Something you would like to have but can live without.	Save
7) A small round metal money.	Earn
8) This is a piece of paper money.	Bill
9) When you don't spend money, you do this instead.	Currency
10) This is the opposite of saving money.	Need

### 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



### Consolidation – Reflection

Complete these sentences to reflect on what you learned about financial literacy:

1. One important thing I learned about money is that \_\_\_\_\_.
2. If I had \$20, I would choose to \_\_\_\_\_ because \_\_\_\_\_.
3. Something I want to remember about money is \_\_\_\_\_.





# Alberta Health and Wellness Financial Literacy Unit – Grade 3

## Would You Rather?

**MINDS ON**

If someone gave you a \$10 bill, would you spend it right away on something you want, or would you save it for a bigger goal in the future? How do you decide if something is worth spending on now or saving up for later?



Spend	Save

## Short-Term VS Long-Term Goals

Short-Term Goal	Long-Term Goal

Drag these saving goals to its correct category:



## True or False: Savings Account

Statements	Answer
1) A savings account is a safe place to keep your money.	
2) You can take money out of a savings account whenever you want, just like a piggy bank.	
3) Banks keep your money safe using strong doors, alarms, and security.	
4) When you put money in a savings account, the bank gives you extra money called interest.	
5) If you lose your bank account, all your money disappears forever.	
6) Saving money in a bank is riskier than keeping it in your pocket.	
7) A savings account helps people save for big things like a bicycle or a trip.	
8) Once you put money in a savings account, you can never use it again.	

Drag and drop whether the statement is True or False

True False





# Alberta Health and Wellness Financial Literacy Unit – Grade 3

## Smart Shopping Challenge

Analyze different shopping choices and decide which is the better deal.

**Action**

You need a new backpack for school. You find two options:

**Option A** A backpack for \$35 (regular price).

**Option B** A backpack originally \$40, but on sale for 10% off.

You have \$12 to buy a pizza. You see two deals:

**Option A** A medium pizza for \$10, plus a \$1 delivery fee.

**Option B** A large pizza for \$12, but it's pick-up only.

Your old shoes are too small, and you need new ones. You find two choices:

**Option A** A large box of cereal for \$6 (contains 20 servings).

**Option B** A small box of cereal for \$4 (contains 10 servings).

You want to buy a book, but there are two options available:

**Option A** The same book, slightly used, for \$12, but with a small tear on the cover.

**Option B** A brand-new book for \$18 at the bookstore.

You are buying a gift for a friend. You have \$20. You find two choices:

**Option A** A cool toy for \$17, plus \$3 for wrapping.

**Option B** A similar toy for \$15, plus a free gift bag and card.

## Pros and Cons of Using Apps

What advantages and disadvantages are described in each statement?

	Description
	Shows progress toward savings.
	Online shopping makes it easy to spend money.
	Less chance of losing money.
	Some apps charge money to use them.
	Apps help keep track of money.
	Easy to save and spend.
	Hackers can steal money if accounts are not safe.
	Reminders help people save.
	Apps can stop working or be hard to use.
	People may forget how to budget without apps.

- Helps Budget
- Goal Setting
- Keeps Money Safe
- Quick and Simple
- Too Dependent
- Spending Too Fast
- Safety Risks
- Extra Fees
- Tech Problems

## Peer Pressure and Spending

Learn about the importance of learning from other's experience by choosing the correct word for each blank.

Friends can influence our \_\_\_\_\_ choices, making us want to buy things we don't really \_\_\_\_\_.

It's important to think before we \_\_\_\_\_ money on something just because others have it.

One way to handle peer pressure is to set a \_\_\_\_\_ for saving money instead of spending it right away. This helps us focus on what really \_\_\_\_\_ to us.

If a friend tries to convince you to buy something, you can \_\_\_\_\_ your reasons for not spending money or for saving up for something more important.

Good \_\_\_\_\_ habits, like saving and making smart choices, help us feel more \_\_\_\_\_ and confident in our decisions.

Remember, being yourself and making your own choices is more important than just \_\_\_\_\_ what others are doing.

**Word Bank**

- explain
- spending
- independent
- goal
- earn
- spend
- copying
- matters
- need
- money



# Alberta Health & Wellness

## Growth & Development Unit – Grade 3

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

#### Stages of Life



#### LEARNING GOAL

We are learning to understand the different stages of life so we can recognize how people grow, change, and develop new abilities at each stage to appreciate growth, life's journey, and responsibilities.



#### Stages of Life



Infancy	Childhood

Adolescence	Adulthood

Sort the following abilities into the correct stage of life by dragging the letters to the correct column.

A	Learning to read and write
B	Thinking about the future and making decisions
C	Working at a job and earning money
D	Smiling and making sounds
E	Making friends and playing games
F	Taking care of a family or a home
G	Crawling and learning to walk
H	Becoming more independent and responsible
I	Riding a bike and running fast

#### Part 2 – Action!

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

#### Part 3 – Consolidation!

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



#### Consolidation – Reflection

Complete these sentences to reflect on your learning:

1. One thing I learned about the stages of life is \_\_\_\_\_.
2. I think growing up is exciting because \_\_\_\_\_.
3. A responsibility adults have that kids don't is \_\_\_\_\_, and it is important because \_\_\_\_\_.












# Alberta Health & Wellness

## Growth & Development Unit – Grade 3

**This or That: Development** MINDS ON

	Count		Count
Reading a New Book 		Learning a New Sport 	
Solving a Tricky Puzzle 		Practising a New Dance Move 	
Helping a Friend Feel Better 		Making a New Friend 	

**My Areas of Development** 







Learning & Learning	Body (Physical Growth & Movement)	Emotions (Feelings & Reactions)	Spirit (Kindness & Connections)
Growing taller and stronger	Learning to read new books	Learning how to calm down when upset	Practising a new sport
Making new friends	Understanding feelings like "frustrated" or "excited"	Solving harder math problems	Helping others and sharing

**Qualities Healthy Relationships**

Drag the letter of the qualities best described in each items and to the pictures below.

Using kind words and helping others.	Believing others will be honest and reliable.
Encouraging and helping friends.	Talking and listening to solve problems.
Listening and treating others kindly.	Sharing, taking turns, and being fair.
Staying calm and understanding.	Telling the truth and being fair.

A Respect	C Honesty	E Communication	G Support
B Trust	D Kindness	F Patience	H Fairness





# Alberta Health & Wellness

## Growth & Development Unit – Grade 3

**Action**

### What Would You Do?

1) Your friends want you to skip homework and play video games.

Skip it just this once so they don't leave you out.
Say no and finish your work, even if they don't like it.
Pretend you're busy so they stop asking.

2) A group dares you to tease someone.

Laugh along but don't say anything yourself.
Stand up for the person, even if it's hard.
Walk away—it's not your problem.

3) A friend tells you a secret that makes you uncomfortable.

Talk to an adult, even if your friend gets upset.
Keep it, because good friends don't tell secrets.
Tell one other friend to get advice.

4) Someone offers to let you copy their test answers.

Say no and do your own work.
Cheat a little, but not on everything.
Copy them so you don't fail.

5) Your friends want you to sneak candy into class, even though it's against the rules.

Do it because it's just candy and not a big deal.
Let them do it, but don't get involved.
Say no and remind them about the rule.

Use these check marks to select your answers:

✓ ✓ ✓ ✓ ✓

### Stopping Bullying

Helpful Actions	Unhelpful Actions

Sort these puberty myths	Sort these puberty facts
Laughing along with the bully.	Spreading rumours about the bully.
Speaking up and telling the bully to stop.	Encouraging kindness and respect.
Telling a trusted adult.	Blaming the person being bullied.
Ignoring the bullying and hoping it stops.	Staying silent because it's not your problem.
Including someone who is left out.	Walking away and not giving attention to the bully.
Joining in to avoid being targeted.	

### 8 Traits: Inherited or Acquired

Drag inherited traits under "Inherited" and learned or changed traits under "Acquired."

Inherited	Acquired
Eye Colour	Pierced Ears
Riding a Bike	Height
Learning to Read	Face Shape
Freckles	Swimming Skills
A scar	Natural Hair Colour
Curly Hair	Writing Neatly
Speaking Two Languages	Nose Shape
Dimples	Playing the piano




# Alberta Health & Wellness

## Character Development Unit – Grade 3

### 3-Part Lesson Format

#### Part 1 – Minds On!


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




#### Understanding Roles in Our Community

**LEARNING GOAL**

We are learning to understand the different roles in our community so we can appreciate how people like firefighters, teachers, doctors, and police officers help keep us safe, healthy, and educated.





#### Roles in Our Community

Which community helper is described in each item?


1) They put out fires, rescue people, and help in emergencies.	A Teachers
2) They keep the community safe by enforcing laws and helping people in trouble.	B Mail Carriers
3) They help sick people get better by giving medicine and treatments.	C Farmers
4) They teach students new things and help them learn and grow.	D Doctors
5) They grow fruits, vegetables, and raise animals for food.	E Bus Drivers
6) They build houses, schools, roads, and other important buildings.	F Firefighters
7) They deliver letters and packages to homes and businesses.	G Paramedics
8) They drive students to school and help people travel safely.	H Construction Workers
9) They take care of books and help people find information.	I Police Officers
10) They help people in medical emergencies and take them to the hospital.	J Librarians

#### Part 2 – Action!

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

#### Part 3 – Consolidation!

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




#### Consolidation – Reflection

Complete these sentences to reflect on what you learned about community helpers:

1. I was surprised to learn that \_\_\_\_\_ plays an important role in our community.
2. I think community helpers are important because \_\_\_\_\_.
3. One way I can show appreciation for community helpers is \_\_\_\_\_.

\_\_\_\_\_





# Alberta Health & Wellness

## Character Development Unit – Grade 3

### TWO TRUTHS AND A LIE

**MINDS ON**

Read the statements below and decide which one is the lie.

A) A nuclear family has parents and their children living together.	B) An extended family includes grandparents, aunts, and uncles.	C) A single-parent family always has both parents living together.
A) Families can look different but still love and support each other.	B) Only big families can be happy.	C) Some families have just one parent raising the children.
A) All families have to be the same size.	B) Grandparents can be part of an extended family.	C) A blended family is when two families come together.
A) A family is only made up of parents and children.	B) Families help each other by sharing responsibilities.	C) Some families have many generations living together.

### Family Members

**Action**

 Mother	 Father	 Child
 Grand Mother	 Aunt	 Cousin

Drag the family members to the house that represents an **Extended Family**.

### Sorting: Animal Roles

**Action**

Identify the animals and their categories based on the given roles.

Animals	Categories	Roles
		1) Helps blind people navigate
		2) A fun and loving pet at home
		3) A calming pet to watch and care for
		4) Assists police officers in searching and protecting
		5) Improves soil by breaking down organic matter
		6) Helps farmers gather sheep and cattle
		7) Pollinates flowers and helps plants grow
		8) Comforts people in hospitals and nursing homes
		9) Used in mountain or wilderness rescues

Earthworm	Bee	Police Dog	<b>Service Animals</b> <b>Working Animals</b> <b>Companion Animals</b> <b>Wildlife Helpers</b>
Guide Dog	Therapy Cat	Pet Goldfish	
Pet Rabbit	Herding Sheepdog	Rescue Horse	





# Alberta Health & Wellness

## Character Development Unit – Grade 3

### True or False: Self Regulation Techniques

Statements	Answer
1) Taking deep breaths can help calm your mind and body.	
2) It's impossible to control your emotions once you start feeling upset.	
3) Mindfulness means paying close attention to what is happening around you.	
4) Playing video games all day is the best way to stay focused.	
5) Holding your breath for a long time is a good way to calm down.	
6) When feeling anxious, counting slowly to ten can help you feel calmer.	
7) Listening to the sounds around you can help you stay in the moment.	
8) Running around the classroom is a good way to refocus when feeling distracted.	

Drag and drop whether the statement is True or False

True False

### Matching Emotions

Drag the colour to match with what it might express in art.

1) Calmness, peace, or sadness
2) Happiness, energy, or warmth
3) Love, excitement, or anger
4) Power, mystery, or sadness
5) Growth, nature, or safety
6) Innocence, purity, or light
7) Creativity, fun, or adventure
8) Royalty, wisdom, or imagination

### Word – Cultural Tradition and Roles

A T O E T S I R N D R I

1) Look at the four pictures and think about what they have in common. What one word connects them?  
2) This word is related to how different communities celebrate, share customs, and pass down important practices from one generation to the next.