



Preview – Information



Thank you for your interest in this Mega Bundle. This product contains multiple Workbooks and Google Lesson Slides. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit.
- ✓ A selection of worksheets included in each workbook.

When you make a purchase, you will receive a folder that contains each of the .pdf workbook files and links to where you can make copies of the Google Lessons units to your Google Drive.

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Google Slides Lessons Preview





Alberta Health and Wellness

Character Development – Kindergarten

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

Character Development – Kindergarten

I Am Good At...

Drag the check mark to the actions that show what kids should be good at.

Making someone cry	Do extra chores	Making friends	Laughing at someone's mistake	Sharing my toys
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Singing songs	Pushing in line	Telling stories	Drawing pictures	Making a mess
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Word Search – Emotions

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

Sad	Silly
Mad	Angry
Shy	Happy
Proud	Scared

Match the Colour to the Feeling!

Drag the colour to the feeling you think it matches.

red	
blue	
yellow	
orange	
green	



Alberta Health and Wellness Character Development – Kindergarten

Kind **Unkind**

Sorting: Kindness Actions!
Drag the pictures to show kind or unkind actions.

Illustrations of kindness actions: children playing, helping an elderly person, sharing, and other positive interactions.

Guess The Silhouette
Instruction: Drag the correct name to match the helper's silhouette.

Options: Policeman, Nurse, Doctor, Teacher, Lifeguard, Firefighter

Who Uses This Tool?
Drag the correct tool to the person who uses it to help keep us safe.

Tools: Life preserver, Stethoscope, First aid kit, Fire extinguisher, Traffic cone, Fire alarm, Fire truck, First aid kit, Fire extinguisher, Fire alarm, Fire truck, First aid kit, Fire extinguisher, Fire alarm, Fire truck



Workbook Preview



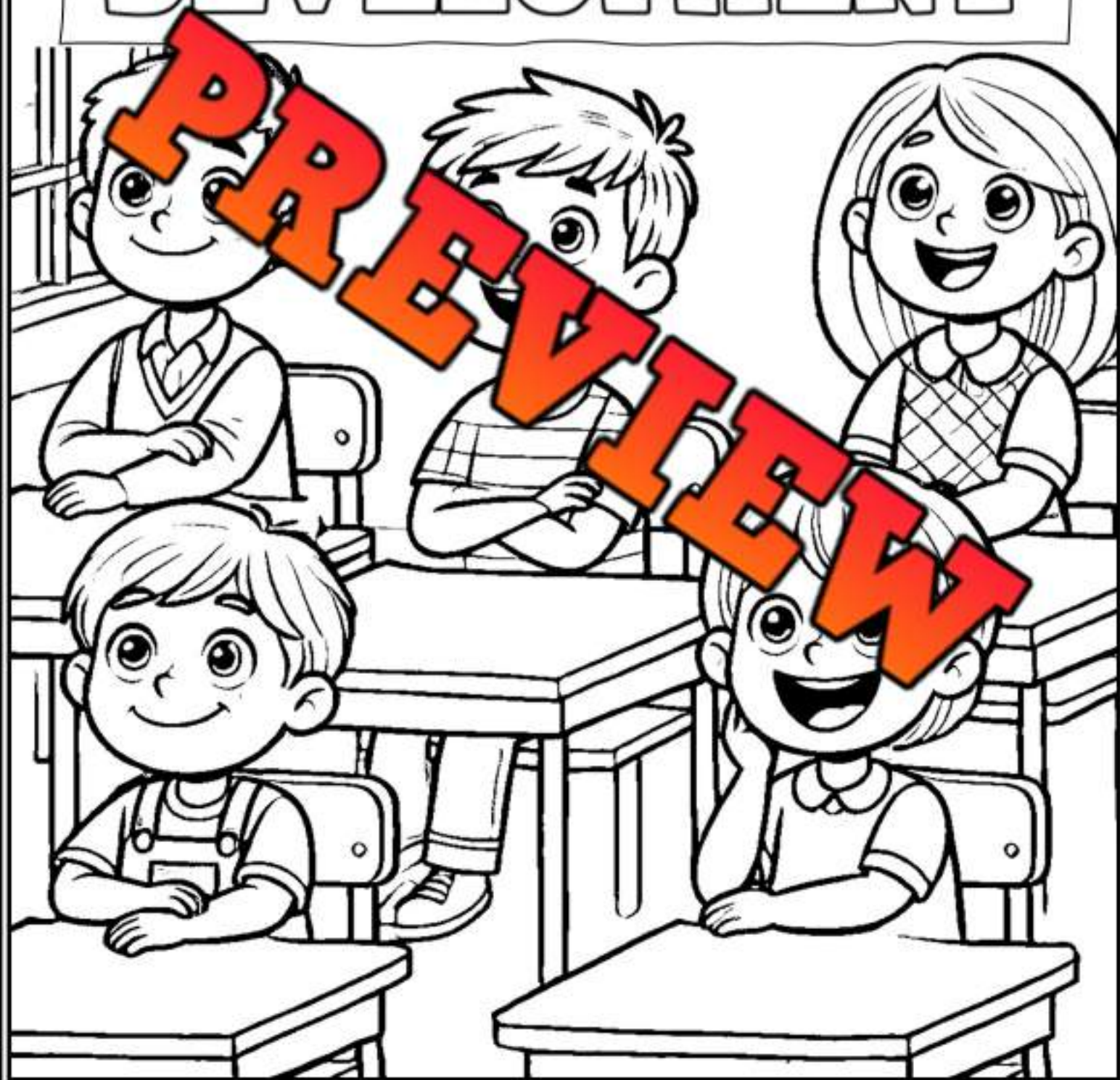
Kindergarten – Health Unit

Character Development

Organizing Idea	Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	
Guiding Question	How can personal characteristics influence feelings and emotions?	
Learn Outcome	Preview of 60 pages from this product that contains 98 pages total.	
CDK.1	shared. Identify personal characteristics.	6-17
CDK.2	Express feelings in a variety of ways.	25-28, 35-38, 46-49
CDK.3	Recognize that feelings and emotions are part of the human experience.	18-34, 56-64, 69-73
CDK.4	Identify strategies to recognize and respond to feelings and emotions in a variety of situations.	35-45, 50-55, 65-68, 74-76

NAME: _____

CHARACTER DEVELOPMENT



I Am Special

You Are One of a Kind!

Did you know there is no one else in the world exactly like you? Everyone has their own special traits. Some people



are good at sports, while others might be great at drawing or building towers with blocks. Some kids love to tell funny jokes, and

others are super kind and helpful friends. These things make you you!

Cool Ways We Are Unique:

Here are some fun ways we're all special:



- The way you laugh or smile.
- Your favourite games or toys.
- The things you're really good at, like singing or colouring.



Your special traits make the world a happier, brighter place!

True or False

Is the statement true or false?

1. Everyone is special in their own way.		
2. Only one person can tell funny jokes.		
3. Everyone likes the same toys.		
4. Singing can be something you're good at.		
5. Being kind is a good way to be special.		

Draw

Draw a picture of yourself doing something that makes you special.

Activity – “I am One of a Kind” Poster

Objective

What are we learning about?

Students will celebrate their uniqueness by creating a poster about themselves, showcasing their favourite things, family, and what makes them special.

Material

What you will need for the activity:

- “I Am One of a Kind” worksheet (as shown)
- Crayons, markers, and pencils
- Pencils



Instructions

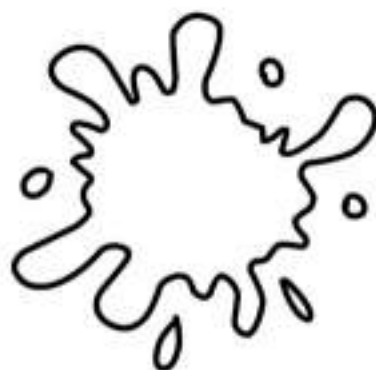
How you will complete the activity:

1. Hand out the “I Am One of a Kind” worksheet to each student.
2. Ask students to write their name in the “What’s my name is...” with help if needed.
3. Have students draw or colour their favourite food in the “I love to eat” box.
4. On the cake, ask them to draw candles to show how old they are.
5. In the splat shape, they will colour and write their favourite colour.
6. In the “I love playing” box, students draw their favourite activity or toy, like soccer, dolls, or building blocks.
7. Finally, ask students to draw their family inside the house outline.
8. Encourage students to decorate the “I Am One of a Kind” banner with their favourite colours and designs.
9. Once finished, let each student share their poster with the class.

Name: _____

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Curriculum Connection
CDK 1



My favourite colour is...

My favourite food is...



I love playing...

My name is _____

I Am One
of a Kind!

This is my family....

Name: _____

10

Curriculum Connection
CDK 1



My favourite colour is...

My favourite food is...



My name is _____

I Am One
of a Kind!

This is my family...

Story: What We Have In Common

The Big Picnic

One sunny day, Juniper and her classmates had a picnic in the park. As they ate their lunches, Juniper noticed something special. "I love



strawberries!" she said. "Me too!" said

Mat. "I like playing soccer," said Juno.

Mat. "I like to too!"

Their teacher, Mr. W, and said,

"Did you know most people love playing or sharing stories?"

things bring us together!"

Juniper thought about her family. "At home, we all laugh at funny stories during dinner. I think that's something we share!"

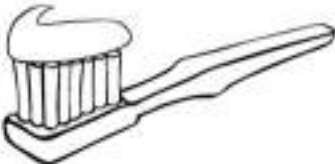

The friends giggled, realizing they had so much in common.

Sequencing Number the events from 1 to 6 in the order they happened in the story.

	Juno said she liked playing soccer.
	Mateo said he liked playing soccer too.
	Juno and her classmates had a picnic in the park.
	Juno thought about her family laughing.
	Juno loved to eat strawberries.
	Mr. Snow said playing games brings people together.

Share

Circle what we can share and the things we all enjoy.

			
Food	Toothbrush	Music	Puzzles
			
Socks	Pet	Laughter	Lollipop

Poem: What I Am Good At

My Superpowers

I can run so fast and far,
Chasing dreams like a shining star.
Jumping high, I feel so free,
Being strong is special to me!

I can build with blocks so tall,
A power that won't fall.
I can make it grow,
My built-in skills to show!

Helping friends who need it,
Sharing toys and kind words.
When someone's sad, I lend my hand,
Together we're a caring band!

We all have talents, big and small,
Each one matters, one and all.
What you're good at makes you shine,
Your special gifts are truly fine!




Yes or No

Do you also share these superpowers?

1. I can run really fast.		
2. I like helping my friends.		
3. I can be high when I try my best.		
4. Sharing toys with my friends makes me feel happy.		
5. I have a talent that I am proud of.		

Draw

Draw and colour two things that you are proud of doing.



Name: _____

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Curriculum Connection
CDK 1

What Makes Me
Shine

Draw one thing you're good at in the centre of the sun to
show what makes you shine!



Feelings Are All Around

Happy Times

Happiness feels like sunshine! We smile, laugh, and feel warm inside. It happens when we play, see friends, or get a big hug.



Feeling Sad

Sadness is normal. It happens when things break or we miss someone. It's okay to feel sad. Talk to a trusted adult when we're sad.



Excitement Bubbles

Excitement feels like bubbles inside when we're waiting for a fun surprise. It makes us jump, shout, or wiggle with joy!



Everyone Feels

We all have feelings, and that's what makes us human. Big or small, happy or sad, feelings help us understand the world!



Multiple Choice

Circle the correct answer:

1) What do we do when we feel happy?

A) Cry

B) Smile

C) Frown

2) What makes us feel sad?

A) Losing a toy

B) Eating candy

C) Playing outside

3) How do we feel excitement?

A) Slow

B) Slow and quiet

C) Like bubbles inside

4) What helps us feel better when sad?

A) Talking to a friend

B) Flying a kite

C) Eating ice cream

5) What are feelings?

A) Stories we read

B) Things we see

C) Toys we play with

Matching

Match the faces to the emotions.



Scared

Happy

Angry

Sad

Naming My Feelings

What Are Feelings?

Feelings are how our body tells us what's happening inside. When you're happy, you smile. When you're sad, you might cry. Learning the names of feelings helps us share how we feel!

Names for Feelings:

- **Happy:** Smiling and feeling warm.
- **Sad:** Feeling quiet or teary.
- **Angry:** Feeling hot or tense.
- **Excited:** Feeling bouncy or wiggly.



How to Share Feelings:

You can say, "I feel happy!" or "I feel upset!" Talking about feelings helps others understand and support us.
























Fill in the Blanks

Circle the missing word.

1)	A happy face has a big ____.	smile	frown
2)	Angry can feel ____ inside.	calm	hot
3)	Sad faces might have a ____ eye.	teary	starry
4)	Talking about feelings helps us ____.	hide	share
5)	It's ____ to feel ____.	sad	nothing

Feelings Patterns

Circle the emotion that comes next in the list!

Colour

Colour the emotions accordingly.

Happy - Yellow	Angry - Red	Surprised - Green	Sleepy - Purple
Sad - Blue	Loved - Pink	Confused - Brown	Sick - Orange



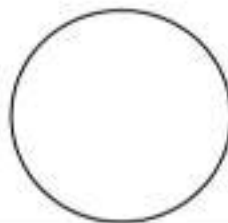
How Are You?

Draw the face that shows the feeling.

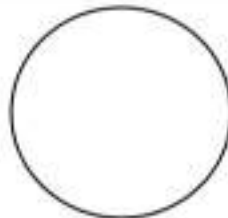
Today, I am
feeling

(Colour how you are
feeling today)

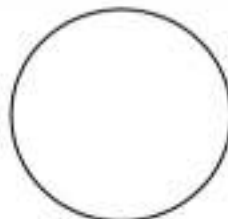
1. I feel happy



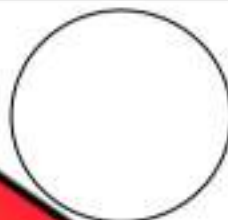
2. I feel angry



3. I feel sad



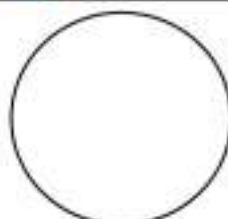
4. I feel excited



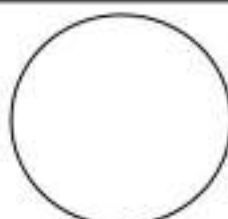
5. I feel calm



6. I feel scared



7. I feel proud



Activity – Feelings Charade

Objective

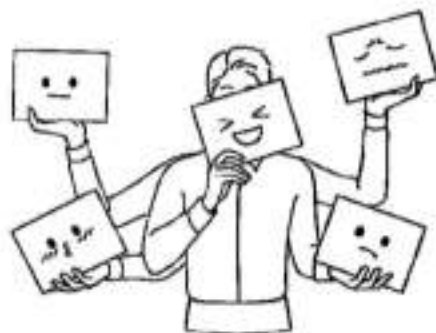
What are we learning about?

Students will practice recognizing and expressing emotions through acting and observing, enhancing their ability to identify feelings in themselves and others.

Materials

What you will need for the activity:

- Small cards with different feelings written on them (e.g., happy, sad, excited, scared, calm)
- A container to hold the cards
- Open space for students to act out emotions



Instructions

How you will complete the activity

1. Gather students in a circle and explain they will play a game called Feelings Charades.
2. Show the students the feeling cards and briefly describe each one to ensure everyone understands them.
3. Place the cards in the container and mix them up.
4. Choose one student to go first. They will pick a card from the container and silently read the feeling.
5. The student will act out the feeling using facial expressions and body language without using words or sounds.
6. The rest of the class will guess the emotion. Once someone guesses correctly, the acting student can explain their pose or expression.
7. Continue until all students have had a chance to act out a feeling.

Emotion Cards

Cut out the emotion cards.

Happy

Sad

Angry

Excited

Scared

Calm

Cry

Surprised

Tired

Worried

Confused

Proud

Shy

Re

Loving

Surprised

Nervous

Happy

Joyful

Disappointed

Nervous

Hopeful

Bored

Lonely

Embarrassed

Thankful

Curious

Hurt

Peaceful

Frustrated

Feelings Through Art

Art Speaks for Our Feelings

Did you know that art can show how you feel inside? When you're happy, you might draw a big, bright rainbow. When you're sad, you could paint with soft blue colours. Art is like a secret way to say, "This is how I feel!" You don't need words—just colours, shapes, and ideas.

Fun Ways to Share Feelings With Art











- **Draw:** Use crayons to make a picture of a happy story.
- **Paint:** Splash colours to show excitement, like yellow and orange.
- **Build:** Create a tall block tower to show how proud you feel.

Art is special because everyone's creation is different—just like our feelings! It helps others understand what's in our hearts.



True or False

Is the statement true or false?

1. Art can show how we feel inside.		
2. Bright colours like yellow can show sadness.		
3. Draw one way to share feelings.		
4. We need words to show feelings in art.		
5. Every piece of art is sad.		

Colour

Colour the feeling word as shown.

Happy - Yellow

Sad - Blue

Excited - Red

Sad

Excited

Happy

Sad

Excited

Happy

Excited

Sad

Happy

Happy

Sad

Happy

Story: How To Know How Others Feel

Feelings at Home

At home, Mateo noticed his mom was very quiet at breakfast. Her face looked sad. "Are you okay?" he asked.

She smiled and said, "I'm just a little sleepy." Mateo hugged her and said,

"You can rest after breakfast!"













Later, Mateo's little sister, Rosie, ran around giggling. "She's so happy!"

Mateo thought. He joined her game and they both laughed together.

That evening, Mateo's dad looked frustrated while fixing a chair. Mateo saw his frown and said, "Can I help you?" Dad smiled and said, "Thanks, Mateo! You always notice how people feel."

True or False

Is the statement true or false?

1. Mateo noticed his mom was tired.		
2. Mateo ignored his mom when she was sad.		
3. Mateo helped his dad feel better.		
4. Mateo thought his gift was nice.		
5. Mateo joined Rosie's game to make her laugh.		

Sequencing

Number the events from 1 to 6 in the order they happened in the story.

	Rosie ran around giggling happily.
	Dad felt frustrated fixing a chair.
	Mateo saw his mom was tired.
	Mateo joined Rosie's game.
	Mateo helped, and Dad smiled.
	He hugged her at breakfast.

Activity – Feelings Puzzle

Objective

What are we learning about?

Students will learn to recognize and understand emotions by completing puzzles featuring different facial expressions, helping them identify how others feel through visual cues.

Materials

What you will need for the activity:

- Multiple sets of puzzle pieces with facial expressions (e.g., happy, sad, angry, surprised)
- A timer or stopwatch
- A small prize or sticker for the winning team
- A large table or workspace for each group



Instructions

How you will complete the activity

1. Divide students into small groups and give each group a set of puzzle pieces.
2. Explain that each puzzle shows a face with a specific emotion, such as happy, sad, or angry.
3. Set the rules: the goal is to be the first team to complete the puzzle correctly.
4. Start the timer and let the groups begin working on their puzzles. Encourage them to talk about the emotion they think is being formed as they piece it together.
5. When a group finishes, check their puzzle to make sure the facial expressions are correct. If correct, announce them as the winner and give them a small prize or sticker.
6. Once all groups finish, gather everyone and discuss each emotion shown in the puzzles. Ask how they could tell what each face was feeling.

Name: _____

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Curriculum Connection
CDK.4



Name: _____

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Curriculum Connection
CDK.4



Name: _____

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Curriculum Connection
CDK.4



Name: _____

45

Curriculum Connection
CDK.4



Feelings and Actions Go Together

Feelings Guide Our Actions

Did you know your feelings can change what you do? When you're happy, you might smile, laugh, or even dance. When you feel sad, you might cry or want a hug. Feelings can make your body act differently too, like clapping when excited or whining when frustrated. Understanding your feelings helps you decide what to do next.

Feelings in Action:

- **Happy:** You might give someone a big hug or sing a song.
- **Angry:** You might stomp your feet or frown.
- **Excited:** You might jump up and down or talk fast.
- **Tired:** You might yawn or rub your eyes.
- **Scared:** You might hide or hold someone's hand.



Fill in the Blanks

Circle the missing word.

1)	When I'm happy, I ____.	frown	smile
2)	Angry feelings can make me ____.	stomp	clap
3)	When I'm excited, I ____ up and down.	jump	sit
4)	When I'm tired, I might ____ my eyes.	hide	rub
5)	Exciting things make me ____ a lot.	talk	yawn

Emotion Pair

The emotions to its reaction.

Happy

Sad

Excited

Scared

Laughing

Smiling

Hiding

Crying

Yelling

Activity – “Feelings and Actions” Sing - Along

Objective

What are we learning about?

Help students understand how feelings influence actions, such as smiling when happy or stomping when angry, through a fun and interactive sing-along activity.

Materials

What you will need for the activity:

- Printed lyrics to the revised “If You’re Happy and You Know It” song
- Music player or background rhythm (optional)
- Space for students to move (classroom or gym)



Instructions

How you will complete the activity:

1. Gather students in a circle and introduce the “Feelings and Actions Go Together” song. Explain that the song will teach them about how feelings, like happy or sad, lead to certain actions.
2. Hand out printed lyrics (if needed) so everyone can follow along. Go over each line with the students to help them understand the connection between feelings and actions.
3. Play a simple background rhythm (optional) or clap your hands to the beat for the song.
4. Sing the first verse together slowly, encouraging students to act out the actions mentioned, such as clapping for happy or stomping for angry.
5. Gradually sing the song at a faster pace to make it more engaging. Encourage students to pay close attention to each feeling and match it with the correct action.
6. After the sing-along, pause and ask students to share other actions they think go with different feelings.
7. Repeat the song one last time, incorporating the new suggestions from the group.



If You're Happy and You Know It

If you're happy and you know it, clap your hands! 🖐️🖐️

If you're happy and you know it, clap your hands! 🖐️🖐️

If you're happy and you know it, then your face will surely show it,

If you're happy and you know it, clap your hands! 🖐️🖐️

Verse 2:

If you're sad and you know it, say "Boo hoo!" 😞😞

If you're sad and you know it, say "Boo hoo!" 😞😞

If you're sad and you know it, then your face will surely show it,

If you're sad and you know it, say "Boo hoo!" 😞😞

Verse 3:

If you're angry and you know it, stomp your feet! 🦶🦶

If you're angry and you know it, stomp your feet! 🦶🦶

If you're angry and you know it, then your face will surely show it,

If you're angry and you know it, stomp your feet! 🦶🦶

Verse 4:

If you're excited and you know it, shout "Hooray!" 🎉🎉

If you're excited and you know it, shout "Hooray!" 🎉🎉

If you're excited and you know it, then your face will surely show it,

If you're excited and you know it, shout "Hooray!" 🎉🎉

How to Calm Down

1**Step 1: Stop and Notice**

Pause and think: "How do I feel?" If you're upset, your heart might feel fast, or your face might feel hot.

**2****Step 2: Take a Deep Breath**

Breathe in through your nose for 3 seconds, then out through your mouth for 3 seconds. Repeat 3 times to feel relaxed.

**3****Step 3: Count to Ten**

Slowly count: "1... 2... 3..." all the way to 10. Focus on the numbers to help your body relax.

**4****Step 4: Ask for Help**

If you still feel upset, find a teacher, parent, or friend. Say, "I need help calming down."



Multiple Choice

Circle the correct answer

1) What helps you calm down?

A) Breathing

B) Running

C) Yelling

2) What do you say when asking for help?

A) I'm fine

B) I need help

C) Leave me alone

3) What do you count to when calming down?

A) 1

B) 5

C) 10

4) Who can help you calm down?

A) A teacher

B) A stranger

C) A robot

5) What does breathing out help you do?

A) Running

B) Play

C) Relaxing

Draw

Draw an activity where you can calm down

Draw

Draw something you love or makes you happy in each box.

**DRAW TO
CALM DOWN!****PREVIEW**

Story: Finding My Quiet Place

Theo's Spot

One busy afternoon, Theo felt his head buzzing. His little brother was laughing playfully, and his toys were everywhere. Theo whispered, "I need my quiet place."



He went to his room and grabbed his favorite blanket. It felt warm and cozy. He curled up in his favourite chair. "This is my spot," he said.

Theo held his stuffed bear, Mr. Paws, and closed his eyes. He took a deep breath—in for 3 seconds, out for 3 seconds. Suddenly, he felt calm.

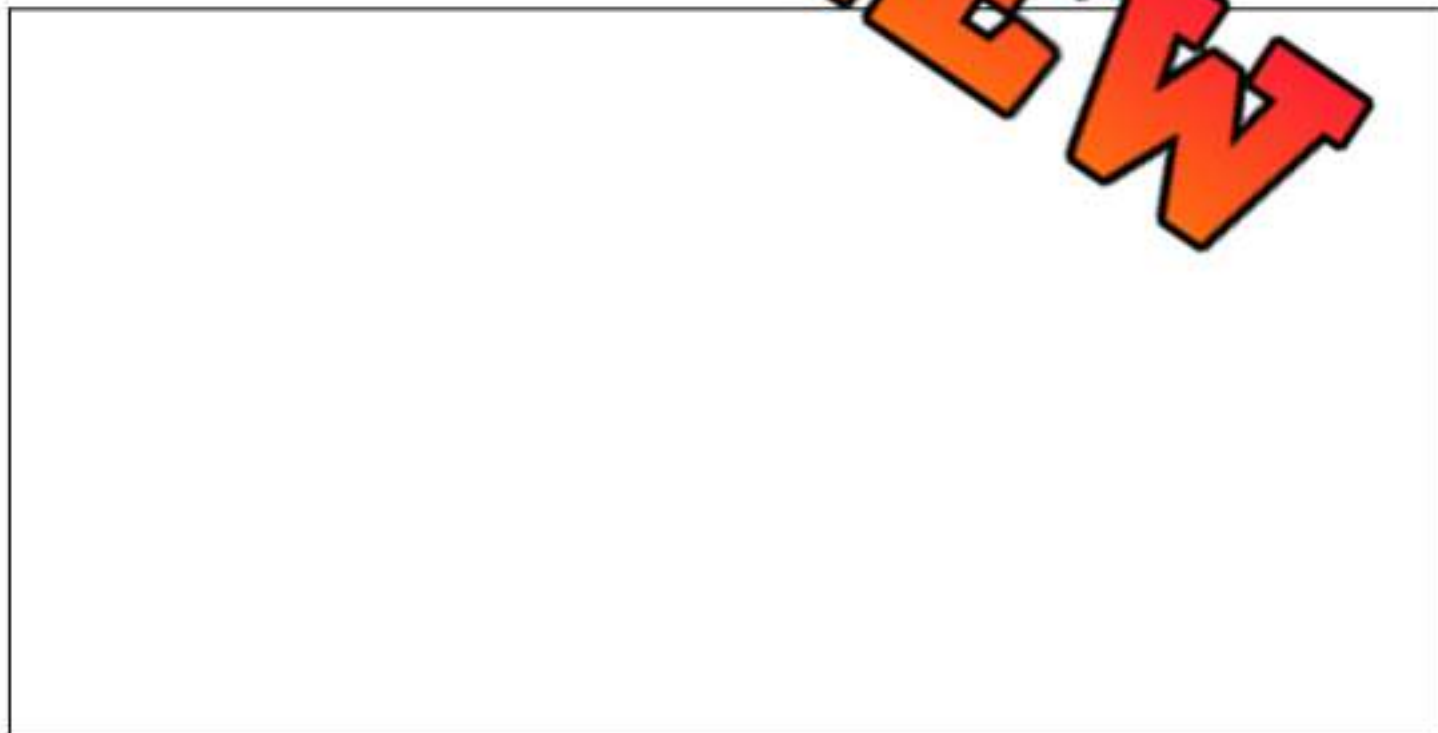
"Quiet places help me feel better," Theo thought. He smiled, knowing he could visit his quiet place anytime.

Sequencing Number the events from 1 to 6 in the order they happened in the story.

	Theo's brother was being noisy with toys.
	He went to his room and grabbed his blanket.
	Theo took deep breaths to calm down.
	Theo whispered, "I need my quiet place."
	Theo felt safe and calm in his quiet spot.
	Theo sat in his quiet spot and read Mr. Paws.

Draw

Draw your ideal quiet place. Be sure to include all the details you want.



Poem: Feeling Two Things at Once

Feelings Together

I feel happy, but also shy,
When I say hello or goodbye.

I smile big, but my tummy feels tight,
Two feelings at once, and that's all right!

I feel excited, but nervous too,
When I try something new to do.
My hands feel shaky, my hands might shake,
But I know I'll brave the step I take!











I feel proud but a little shy,
When I show something I can do.
Two feelings can happen at the same time,
They help me grow, and that's just fine!

Feelings can mix, and that's okay,
They help me learn every day.
Happy, nervous, or even blue,
All these feelings are part of you!





True or False

Is the statement true or false?

1. I can feel happy and shy together.		
2. Two feelings at once is okay.		
3. Feelings help us learn and grow.		
4. Excitement can make my heart race.		
5. Being scared makes me feel brave.		

Matching

Match the feelings with their pictures and examples.

Proud and Scared	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Showing an example new.
Happy and Shy	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	Showing an art to the class

Activity – Feelings Emoji Matching Game

Objective

What are we learning about?

Help kindergarten students recognize and understand mixed feelings by matching emojis to life scenarios and providing examples of when these emotions might occur.

Materials

What you will need for the activity:

- 20 emoji cards, each with a different emotion (e.g., happy, shy, sad, nervous, proud)
- A board or mat for displaying the emoji cards



Instructions

How you will complete the activity:

1. Lay out the 20 emoji cards in a random arrangement where students can see them.
2. The teacher announces two feelings to match (e.g., happy and shy).
3. Students search the cards to find the matching emojis for the feelings called out by the teacher.
4. Once students find the two emojis, they raise their hands or bring the cards to the teacher.
5. After finding the correct emojis, students take turns sharing an example of a situation when they might feel those two emotions together. For example, "I feel happy and shy when meeting a new friend."

Reference

Use this reference sheet for the activity.

FEELINGS	EXAMPLES
1) Happy and Shy	1) Meeting a new friend at school. 2) Being called on stage to receive a prize.
2) Excited and Nervous	1) Starting a new game or activity. 2) Trying a big slide at the playground for the first time.
3) Proud and Scared	1) Showing a drawing to the whole class. 2) Helping a friend even though you feel unsure.
4) Sad and Grateful	1) Saying goodbye to a favourite teacher but thanking them for their help. 2) Giving a gift to someone and feeling sad it's not theirs.
5) Tired and Happy	1) Coming home after playing at the park all day. 2) Finishing a fun project that took a long time.
6) Calm and Lonely	1) Sitting alone at a table in the classroom. 2) Watching the rain from your window by yourself.
7) Angry and Sad	1) A friend takes your toy but they don't mean to. 2) Losing a game even though you tried hard.
8) Excited and Proud	1) Finishing a puzzle all by yourself. 2) Showing your parents how you learned to tie your shoes.
9) Nervous and Brave	1) Saying "thank you" in front of the class. 2) Trying a new food for the first time.
10) Happy and Worried	1) Going to a birthday party and hoping everyone will like your gift. 2) Visiting a new place and wondering what it will be like.

Name: _____

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Curriculum Connection
CDK.3



Name: _____

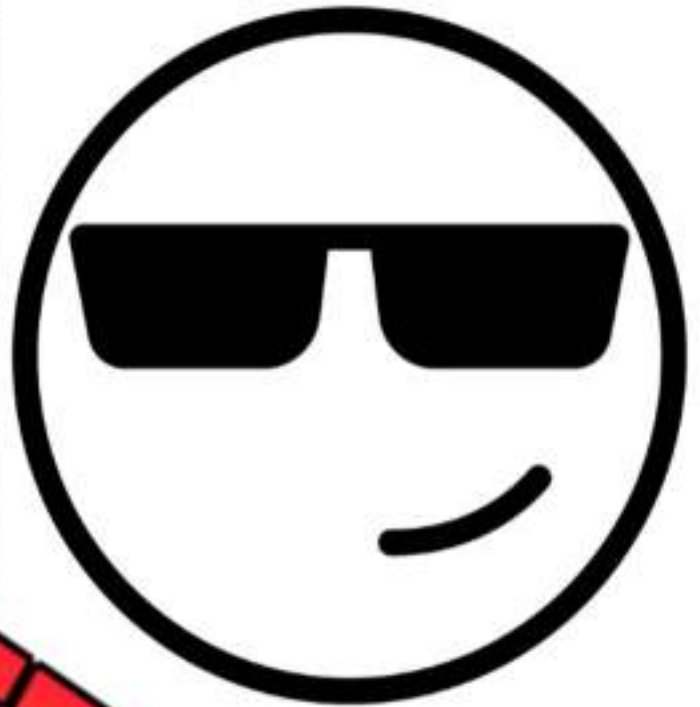


PREVIEW

Name: _____

62

Curriculum Connection
CDK.3



Name: _____



Name: _____



Being Kind to Others

What is Kindness?

Kindness means being nice to others with our words and actions. When we share, say kind words, or help a friend, we are showing kindness.

Why Kindness Matters

Kindness is like magic—it makes people feel better!

When you help a friend, their heart feels happy. Saying

"Thank you" or "Good job" can make someone

feel proud.













Ways to Be Kind

- **Share:** Let a friend play with your toy.
- **Help:** Hold a door open or pick up something someone dropped.
- **Say nice things:** "You're a great friend!" or "I like your picture!"
- **Listen:** Pay attention when someone is talking.

True or False

Is the statement true or false?

1. Sharing toys is a kind thing to do.		
2. Saying "thank you" shows kindness.		
3. Listening to a friend is not kind.		
4. Saying "Go" can make someone sad.		
5. Kindness is like a flower that feels good.		

Colour

Colour the kindness in the

Sharing

Yelling

Hitting

Ignoring

Helping

Pushing

Thanking

Hitting

Smiling

Activity – Kindness Puppets

Objective

What are we learning about?

Help students practice speaking with kindness, using puppets to explore positive communication and develop empathy.

Materials What you will need for the activity:

- Template with face and lines (provided)
- Scissors
- Markers or crayons
- Glue or tape (optional to reinforce)



Instructions

How you will complete the activity

1. Hand out the puppet template to each student.
2. Instruct students to cut along the solid black line to separate the puppet faces and bodies.
3. Fold back the left and right sides of the page along lines 1 and 2 to create the puppet's mouth.
4. Then, fold along lines 3, 4, and 5 as illustrated to shape the head of the puppet.
5. Have students use crayons or markers to colour and personalize their puppets.
6. Inside the puppet's mouth (the folded space), ask students to write or draw kind things they can say to others (e.g., "You're a great friend!").
7. Once complete, allow students to use their finger puppets to role-play situations where they practice saying kind and uplifting things to one another.

Name: _____

68

Curriculum Connection
CDK.4



line 3

line 4

line 4

line 1

line 5

line 2

line 5



Story: People Who Keep Me Safe

Draw

Draw pictures that show the story.

My Safe Circle

One morning, Isla woke up to the smell of pancakes. "Good morning!" said her dad. He gave her a warm hug. Dad always makes her feel safe and loved.

At school, Isla's teacher, Mr. Smith, smiled and said, "Welcome, Isla!" He helps when she has a question and keeps the class happy and calm.

PREVIEW

During recess, Isla fell and scraped her knee. The yard teacher, Ms. Lopez, gently cleaned her knee and said, "You're so brave!" Isla felt better right away.

After school, her grandma picked her up. "How was your day?"

Grandma asked, holding her hand. Isla always feels safe with Grandma.

At home, her babysitter, Jasmine, played games with her. Jasmine reminded Isla to look both ways when crossing the street. "That keeps us safe!" she said.

Later, Isla cuddled with her mom on the couch. "You're safe here," her mom whispered as they read a story together.

PREVIEW

PREVIEW

Isla thought about all the people who help her. "Dad, Mr. Snow, Grandma, Ms. Lopez, and Jasmine all care for me," she said.

Isla smiled and hugged her teddy bear. She knew she had so many people who keep her safe every day.

Matching

Match each situation to the trusted adult who can help!

1)

I fell and scraped
my knee.

○

○



2)

I am lost
store.

○

○



3)

Someone is
being mean to
me.

○

○



4)

I saw smoke in
my house.

○

○



5)

I feel scared at
the park.

○

○



Activity – Challenge Stations

Objective

What are we learning about?

Help students build persistence and problem-solving skills by completing simple but challenging tasks at different stations.

Materials: What will need for the activity:

- Paper cups (stacking)
- Cheerios or cereal with holes (for threading)
- Jenga blocks or small books for balancing



Instructions

How you will complete the activity:

1. Set up three stations in the classroom or outdoors.
2. At the first station, provide paper cups for students to stack a pyramid.
3. At the second station, give each student a piece of yarn and some Cheerios or cereal with holes to thread onto the yarn.
4. At the third station, provide Jenga blocks or small books for students to balance on top of each other to create a stable tower.
5. Divide students into small groups and explain the rules: they should try their best, take turns, and ask for help if needed.
6. Allow students to rotate through each station while you encourage them and celebrate their efforts.

Unit Test – Character Development

True or False

/10

1. There are people who look exactly like you.		
2. When we are sad, we laugh and smile.		
3. Excitement makes us jump and shout with joy.		
4. Anger is feeling nervous.		
5. You should never share your things.		
6. Art can show your feelings too.		
7. Feelings can change what you do.		
8. When you are angry, you might frown.		
9. You might yawn when you are feeling happy.		
10. Asking for help can help to calm down.		

Colour

Colour the emoji described in each number.

1) Which shows happiness?



2) Which shows silliness?



3) Which shows tired?



4) Which shows being cool?



5) Which shows anger?



Matching

Match each picture to the emotions/feelings.

Surprised



PREVIEW

gry



Excited



Nervous



Lonely





Google Slides Lessons Preview





Alberta Health and Wellness Healthy Eating – Kindergarten

3-Part Lesson Format

Part 1 – Minds On!

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

What Is Food?

DISCUSSION QUESTIONS

1. What food do you like at home?
2. Why do we eat food?
3. Why are fruits and veggies good for us?

Pack Your Lunch!

Put the foods you want for your lunch and drag them into the lunchbox.

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 – Quick Draw

Draw a food you would like to eat every day. Show how it looks!



Alberta Health and Wellness

Healthy Eating – Kindergarten

Sorting: What Help Us Grow?

Drag the foods that help you grow to the girl's box.

What Fruits Grow on Trees?

Drag the fruits that grow on trees to the big tree.

Where Does My Food Come From?

Drag the letter to show where the food comes from.

A	B	C	D	E



Alberta Health and Wellness Healthy Eating – Kindergarten





Workbook Preview



Kindergarten – Health Unit

Healthy Eating

Organizing Idea	A lifetime of optimal well-being and physical wellness is supported by prioritizing nutrition and healthy eating.	
Guiding Question	What foods help the body grow?	
Learning Objective	Preview of 50 pages from this product that contains 83 pages total.	
HEK.1	Explore a variety of foods that help the body grow.	6-14, 25-27, 46-58
HEK.2	Identify the source and origin of a variety of foods.	15-24, 28-48

NAME: _____

HEALTHY EATING

PREVIEW



Story: What is Food?

Draw

Draw pictures that show the story.

A Trip to the Market

Maya held her mother's hand as they stepped into the farmers' market. The air smelled sweet like fresh fruit, and rows of colourful vegetables spanned the aisles. "This place is amazing!" Maya said.

"Food gives us energy and helps us grow," her mother explained. She handed Maya a little basket. "Let's pick some healthy foods together."

PREVIEW

Maya picked up a bunch of yellow bananas. "Can they help me run fast?" she asked. Her mother smiled. "Yes, bananas give you energy to keep you strong!" Maya placed them carefully in her basket.

Next, they stopped at a table filled with orange carrots and green spinach. Maya held up a carrot. "What about this?" she asked. "Carrots are great for your eyes and muscles," her mother said. "Vegetables keep your body healthy and strong."

At a stall nearby, they saw golden loaves of bread. "Can we get bread too?" Maya asked. Her mother nodded. "Bread gives us strength to learn and play, especially whole grain bread!"

Maya spotted apples stacked high like a mountain. She grabbed a shiny red one. "Look at these apples! Are they good for me?" she asked. Her mother replied, "Apples give you energy and keep you feeling great."

PREVIEW

PREVIEW

Back home, Maya helped her mother unpack the food. She washed the bananas and washed the carrots. "The market is like a treasure chest of healthy foods!" she said proudly.

Her mother smiled and hugged her. "That's right, Maya. Eating healthy helps us stay happy, strong, and ready for fun!" Maya couldn't wait to enjoy the tasty, healthy treasures they had found.

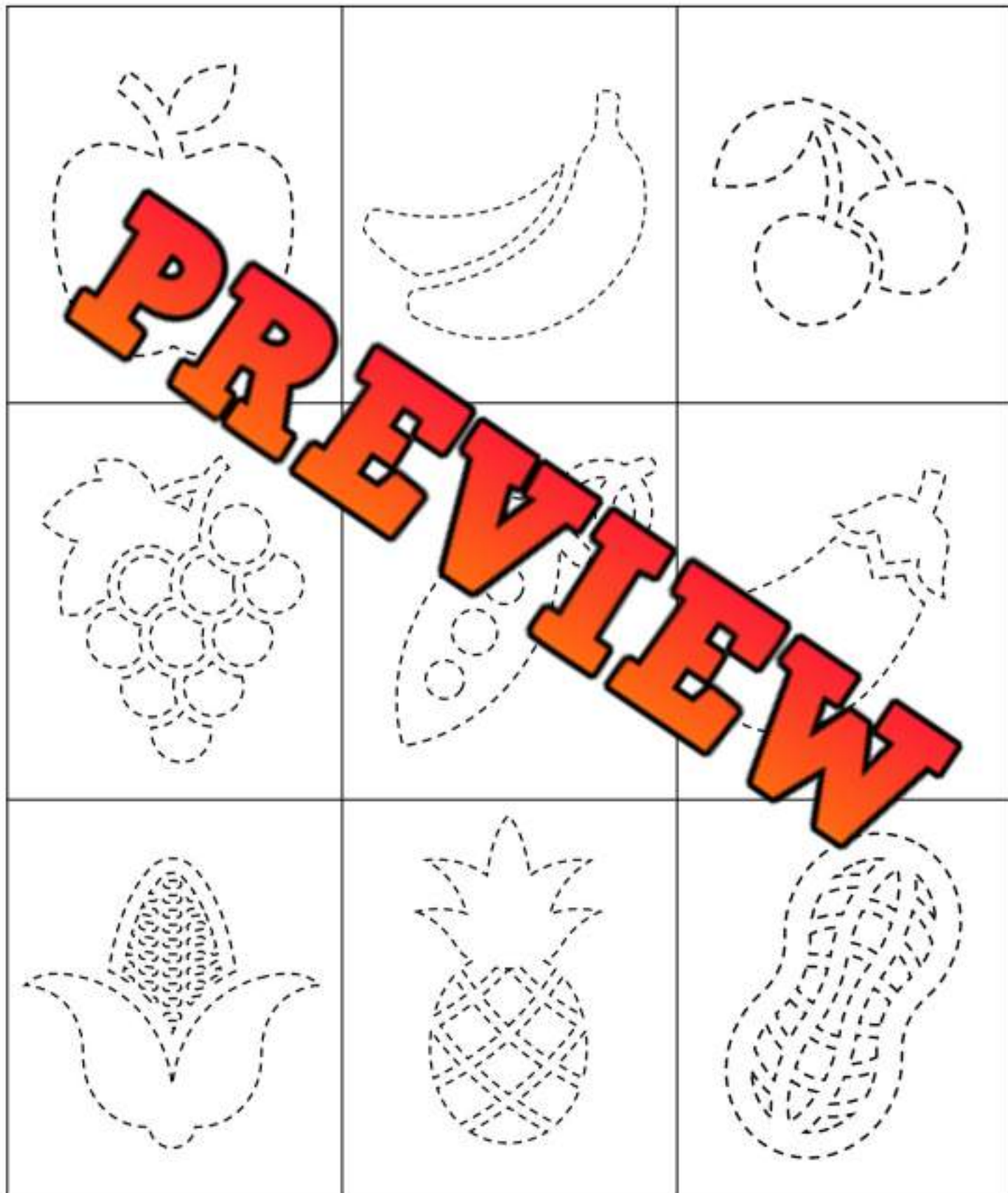
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10

Curriculum Connection
HEK 1

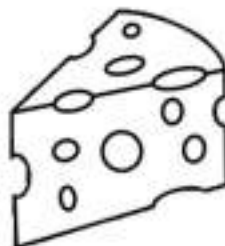
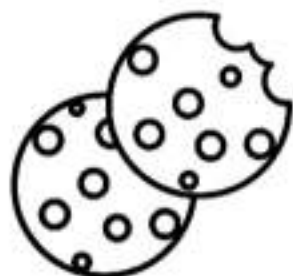
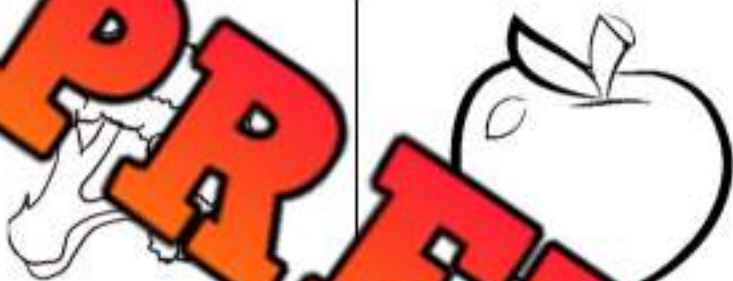
Trace

Trace and colour the healthy foods below.




Healthy Foods

Colour the foods that are good for the body.



Poem: Foods That Help Us Grow



Healthy Foods, Happy Bodies





Fruits are juicy, sweet, and bright,
They help us run and feel just right.
Apples, bananas, berries too,
Give us energy for all we do!



Grains like bread and peas,
Keep us strong behind the scenes.
Spinach helps our muscles stay,
Healthy and strong for all our play.













Grains like bread and peas,
Give us power from head to toe.
They're the fuel to help us go,
Running fast and growing slow.



Milk and eggs and cheese, oh my,
Make our bones and muscles try.
Protein helps us build each day,
So we can jump, climb, laugh, and play!

True or False

Is the statement true or false?

1. Bread gives us energy to run and play.		
2. Milk helps make our bones strong.		
3. Apple is a type of vegetable.		
4. Ice cream is better for us than fruits.		
5. Healthy food is only for grown-ups.		

Draw

Draw two of your favourite plants that you grow.

--	--

Food Maze

Help Anna through the maze by tracing her way through the foods that help her grow.



Where Food Comes From

Farmers and Their Fields

Farmers grow the food we eat! Wheat grows in big golden fields, and it is used to make bread and pasta. Fruits like apples grow on trees and vegetables come from under the soil.



Food from Water

Fishers catch fish from rivers and oceans. Salmon and trout are common fish in Canada, and they are healthy to eat! Fishers use nets or fishing rods to bring the fish to stores.

How Food Gets to Us

Food travels from farms and waters to stores by trucks, trains, or boats. Some people even grow their own food at home in gardens!




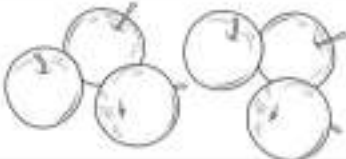
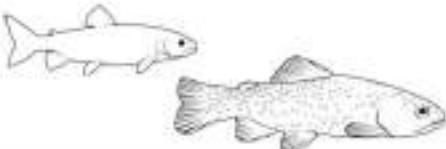
Who helps us get food? Farmers, fishers, and even gardeners make sure we have plenty to eat!

Fill in the Blanks

Circle the missing word.

1)	Wheat is used to make _____.	bread	toys
2)	Salmon and trout are types of _____.	fruit	fish
3)	Apples grow on _____.	rocks	tree
4)	Farmers grow food in _____.	fields	ocean
5)	Fish _____ to catch fish.	spoons	nets

Match _____ do you get the foods below?

	<input type="radio"/>	Tree
	<input type="radio"/>	Lake
	<input type="radio"/>	Field

Word Search

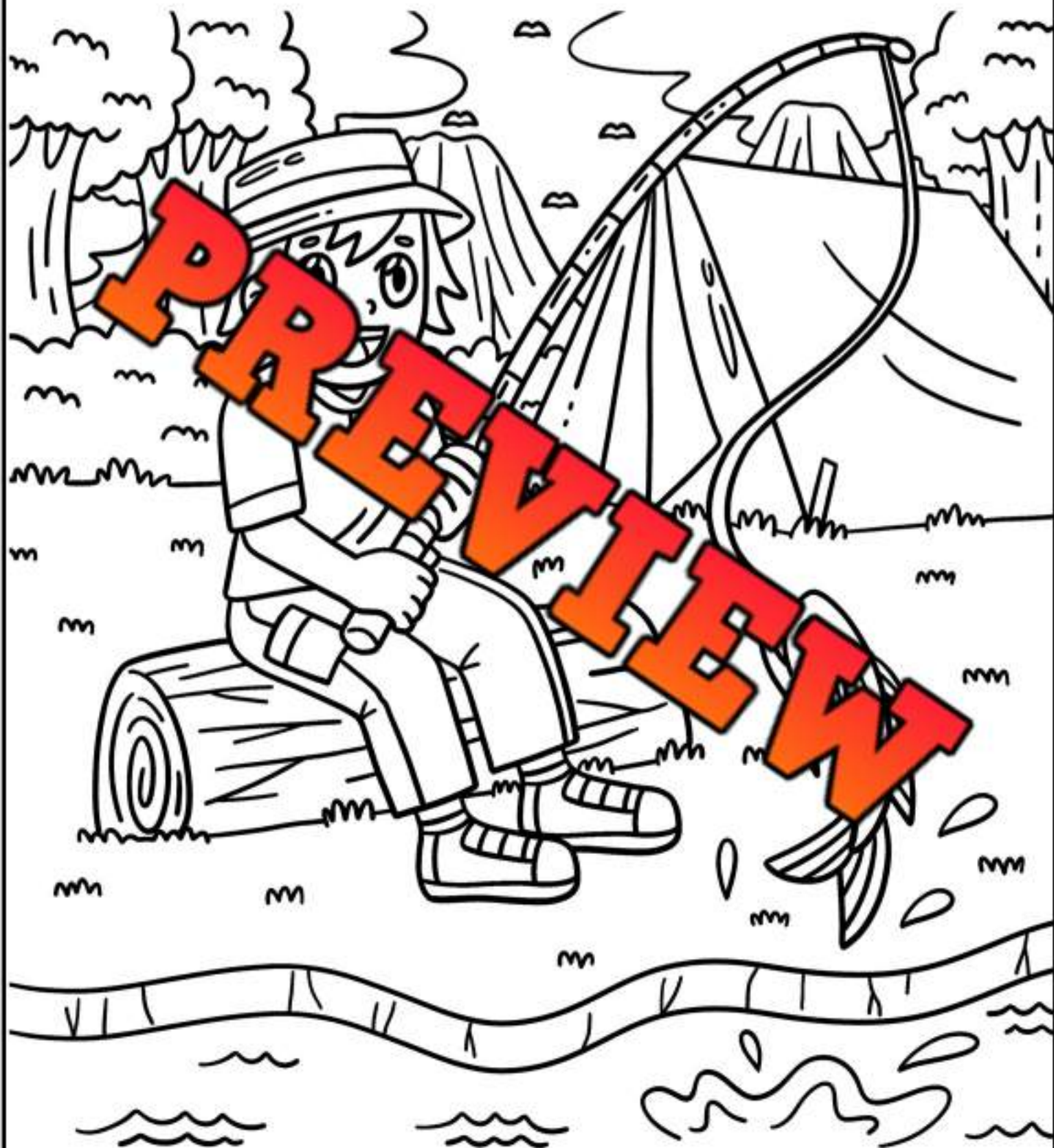
Find the words in the wordsearch

Apple	Orange
Carrot	Banana
Wheat	Beans
Corn	Lettuce
Grapes	Potato

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

Colour

Colour how we get food from the water.



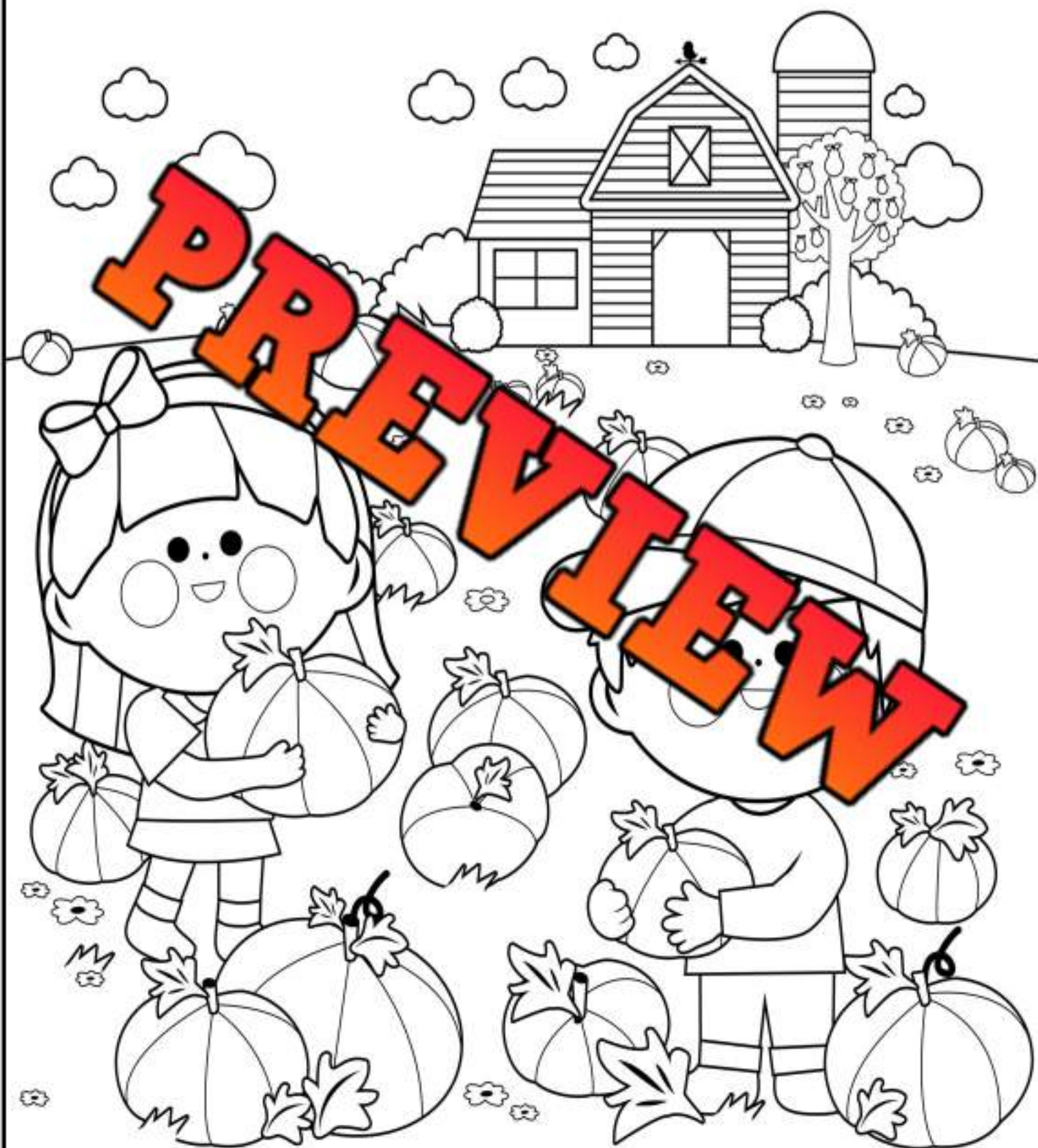
Colour

Colour how we get food from hunting.



Colour

Colour how we get food from the garden.



Exit Cards

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

Name: _____

How do we get these foods?

1) Trout	Hunt	Fish	Plant
2) Potato	Hunt	Fish	Plant
3) Grapes	Hunt	Fish	Plant
4) Deer	Hunt	Fish	Plant
5) Salmon	Hunt	Fish	Plant
6) Turkey	Hunt	Fish	Plant

Name: _____

How do we get these foods?

1) Trout	Hunt	Fish	Plant
2) Potato	Hunt	Fish	Plant
3) Grapes	Hunt	Fish	Plant
4) Deer	Hunt	Fish	Plant
5) Salmon	Hunt	Fish	Plant
6) Turkey	Hunt	Fish	Plant

Name: _____

How do we get these foods?

1) Trout	Hunt	Fish	Plant
2) Potato	Hunt	Fish	Plant
3) Grapes	Hunt	Fish	Plant
4) Deer	Hunt	Fish	Plant
5) Salmon	Hunt	Fish	Plant
6) Turkey	Hunt	Fish	Plant

Name: _____

How do we get these foods?

1) Trout	Hunt	Fish	Plant
2) Potato	Hunt	Fish	Plant
3) Grapes	Hunt	Fish	Plant
4) Deer	Hunt	Fish	Plant
5) Salmon	Hunt	Fish	Plant
6) Turkey	Hunt	Fish	Plant

How Food Gets to Us

From Farms and Waters

- Milk comes from cows on farms.
- Wheat grows in fields and becomes bread.
- Fish is caught in lakes, rivers, or oceans.



Transportation

- Trucks carry milk, wheat, and fish from farms and waters.
- Food travels to factories where it is cleaned and prepared.



Grocery Stores

- Foods are delivered to grocery stores.
- Families go shopping to buy fresh foods like milk, bread, and fruits.



To Our Homes

- We bring food home to cook and eat!
- Your lunch may have started on a farm, in a field, or in the water!



Multiple Choice

Circle the correct answer

1) Where does milk come from?

A) Cow

B) Truck

C) Tree

2) How does food get to stores?

A) Balloon

B) Boat

C) Truck

3) What grows in fields?

A) Flowers

B) Wheat

C) Chairs

4) What do you do at a grocery store?

A) Shopping

B) Eating

C) Sleeping

5) Where do fish come from?

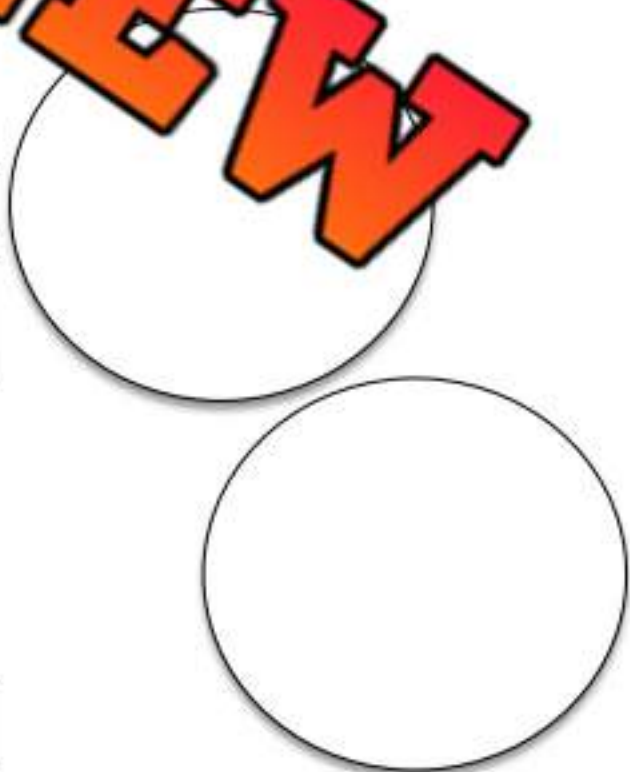
A) Field

B) Grocery

C) Lake

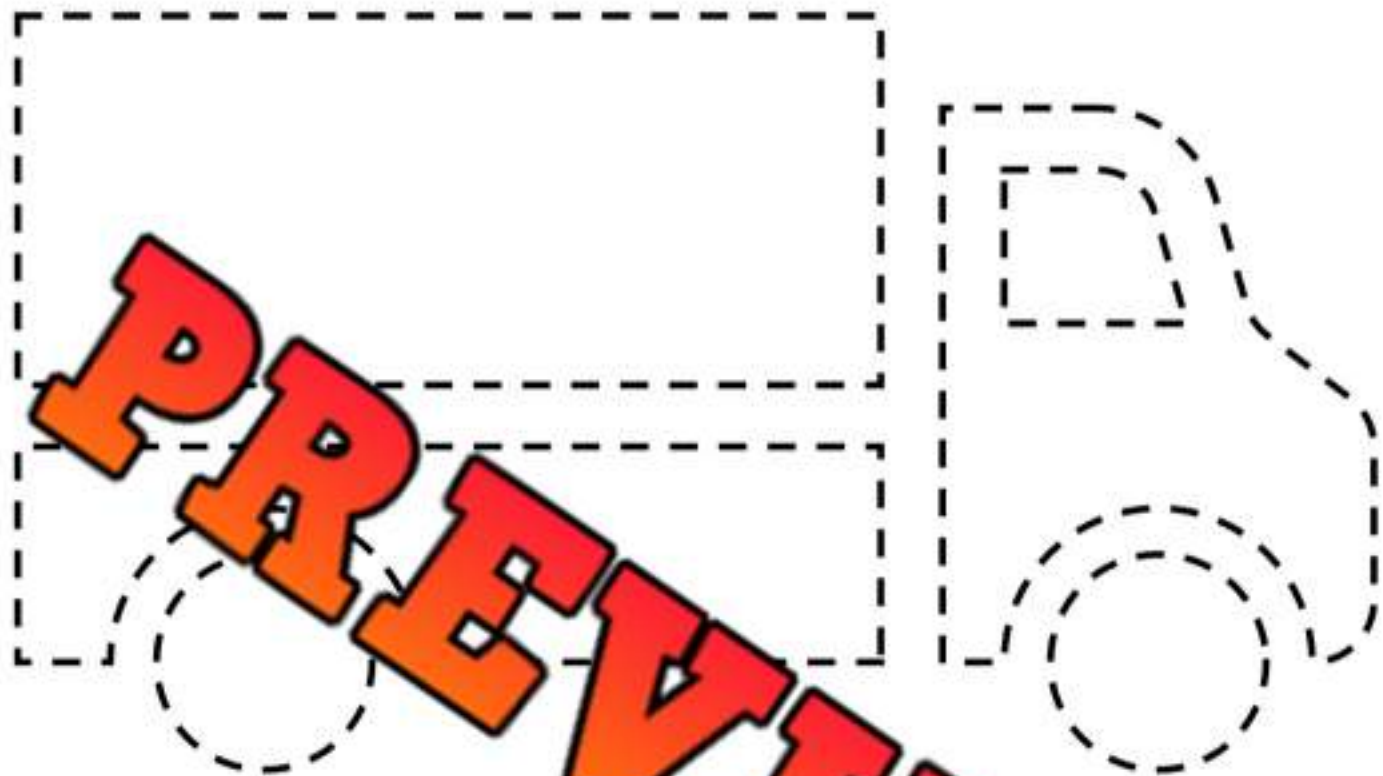
Colour

Colour the picture and draw two items from your grocery list!



Trace

Trace the truck and colour the goods before being transported!

**PREVIEW**

Exit Cards

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

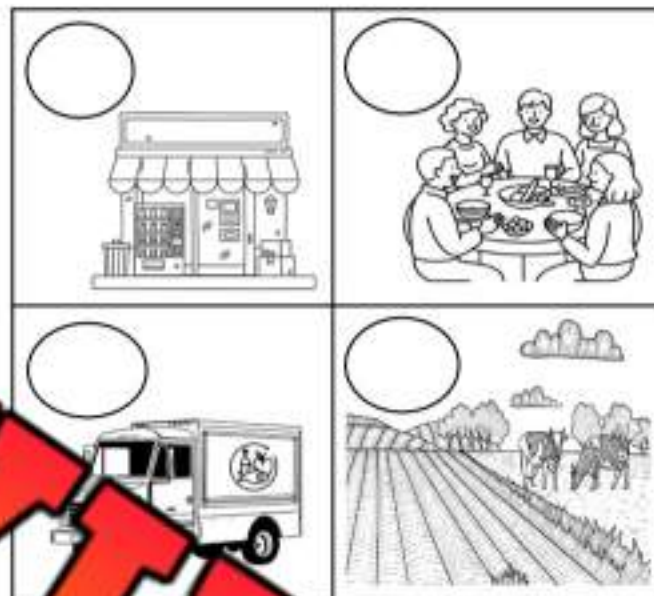
Name: _____

Number the pictures 1-4 to show food's journey.



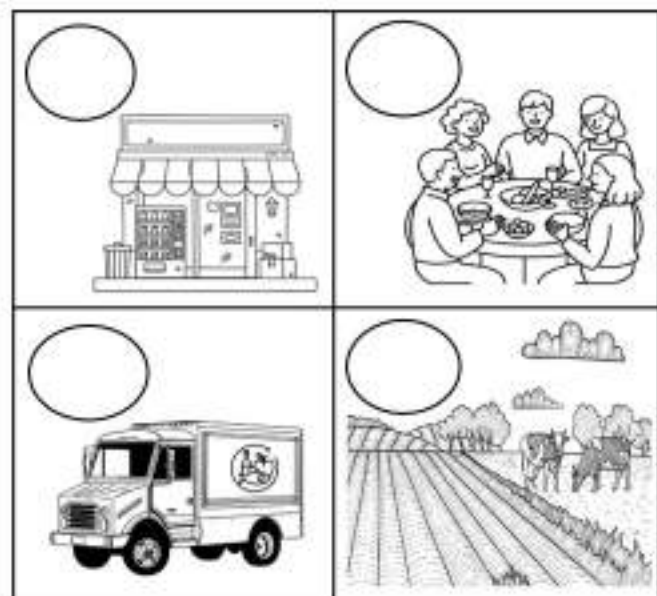
Name: _____

Number the pictures 1-4 to show food's journey.



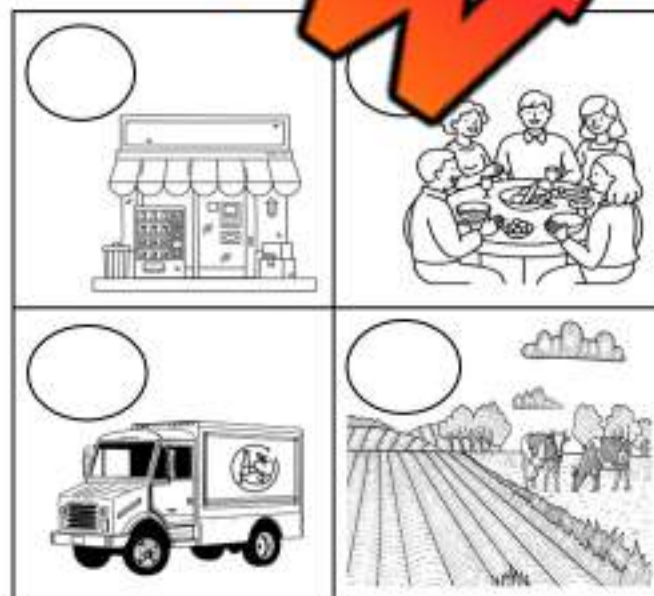
Name: _____

Number the pictures 1-4 to show food's journey.



Name: _____

Number the pictures 1-4 to show food's journey.





Healthy Foods Everyday

(To the tune of "Itsy Bitsy Spider")



Fruit and yummy veggies, they help us grow up strong,

Carrots and apples, we eat them all day long.

Sugar is yummy, but not for every day,

Healthy food is better, help us work and play!



Milk and bread are yummy, they make our bodies grow,

They give us lots of energy to run and jump











A plate with lots of colours will help us grow so strong,

Eating healthy every day will keep us all day long!



True or False

Is the statement true or false?

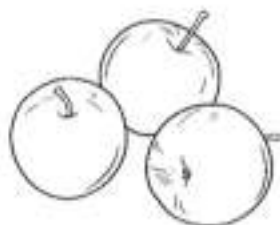
1. Fruits and vegetables help us grow strong.		
2. Candy is good to eat every day.		
3. Milk make our bodies grow.		
4. Soda is better than water.		
5. Peas and carrots are healthy to eat.		

Draw

Draw and colour 4 healthy foods that you eat to stay healthy.

Identify

Which food in the group is less healthy?



Vegetables in Our Garden

Planting Seeds

Vegetables like carrots, potatoes, and lettuce start as tiny seeds. Carrots grow under the soil, and lettuce grows above the ground. Did you know carrots take about 70 days to grow?

Water and Sunlight

Plants need water and sunlight to grow strong. Water helps the roots, and sunlight gives plants energy. You should water your garden every day!

Watching Them Grow

It's fun to check your garden as the plants grow. After a while, you'll see green leaves pop up.

Garden Tips

- Plant seeds in soft soil.
- Water your garden daily.
- Be patient—good food takes time!

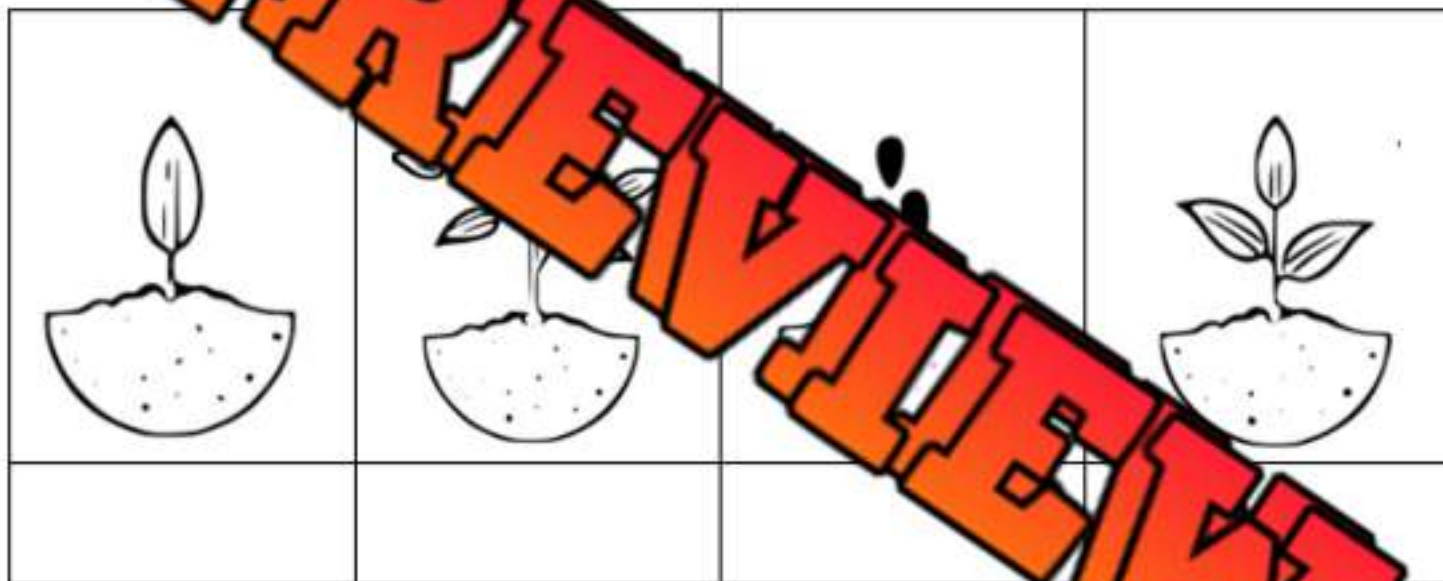


Fill in the Blanks

Circle the missing word.

1)	Carrots grow _____ the soil.	above	below
2)	Good food takes _____ to grow.	wheels	time
3)	Soil should be _____ to plant seeds.	soft	dry
4)	Plants need _____ to grow strong.	food	water
5)	Gardens should be watered _____.	daily	monthly

Sequence _____ to show the order of how a plant grows!



Draw

Draw 2 things that plants need to grow!

--	--

Activity – Where Does It Grow?

Objective

What are we learning about?

Students will learn to identify and classify foods based on where they grow: above the ground or below the ground.

Materials

What you will need for the activity.

- Scissors
- Glue sticks
- Activity sheets with cut out food pictures and the classification chart (above/below the ground)



Instructions

How you will complete the activity.

1. Begin by explaining the difference between foods that grow above the ground and those that grow below the ground.
2. Hand out the activity sheets to each student.
3. Have the students cut out the food pictures carefully from the second sheet.
4. Ask the students to look at each food and decide whether it grows above or below the ground.
5. Guide them to paste each food picture in the correct section of the classification chart.
6. Encourage students to colour the chart or food pictures once the sorting is complete.

Name: _____

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Curriculum Connection
HEK 2

Where Does
It Grow?

Paste the pictures from the next page where the foods grow: above or below the ground.

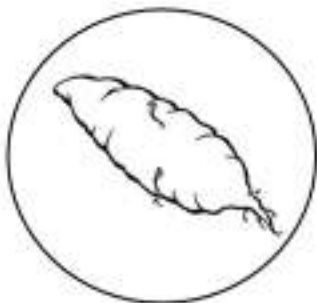
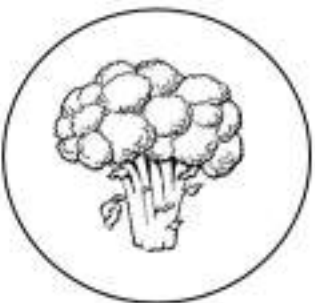
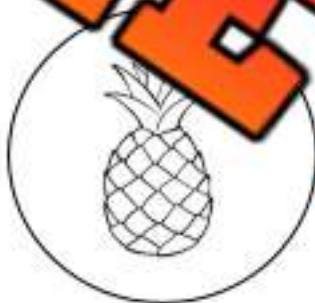
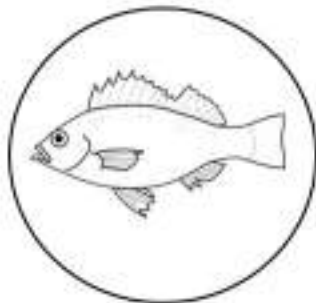
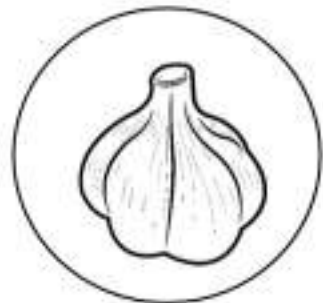
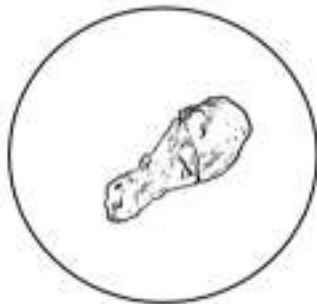
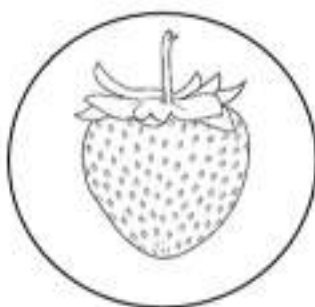
Above the Ground

PREVIEW

Below the Ground

Cut and Paste

Cut and paste the pictures where they grow. If they don't grow in the garden, leave them!



Story: Food From Water

A Day by the Water

Nia and her dad walked to the lake early in the morning. "We are fishing today!" he said, holding a fishing rod.

At the water's edge, Nia saw a jumping fish. "Did you know salmon live in lakes and oceans?" her dad asked. "Salmon is one of Canada's favourite fish."

Nia tossed her line into the water. After a while, she caught a fish.

"Wow, fishing is how people get food from water," she said.













They brought the salmon home.

"We'll cook it for dinner," her dad smiled. "Fresh food from nature is the best!"

True or False

Is the statement true or false?

1. Nia and her dad went hunting.		
2. Nia used a net to catch a fish.		
3. Salmon is one of Canada's favourite fish.		
4. Nia saw a fish near the water's edge.		
5. They caught a big fish for dinner.		

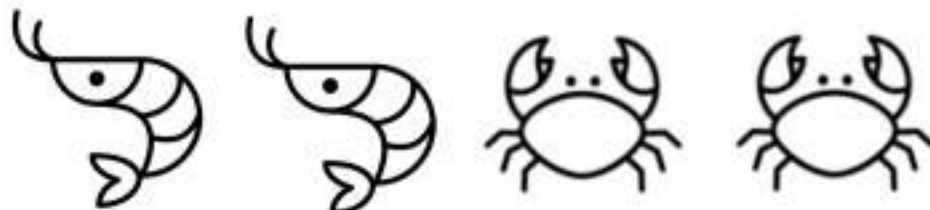
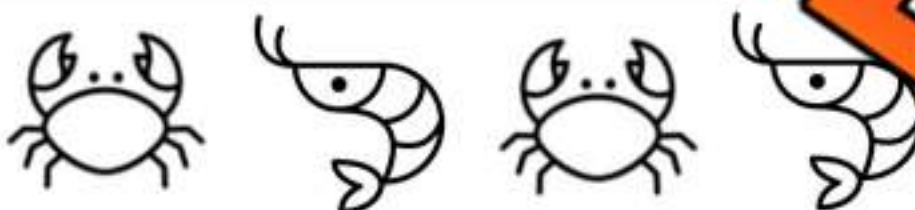
Sequencing

Number the events from 1 to 6 in the box below in the order they happened in the story.

	Nia saw ripples and a jumping fish.
	They caught a salmon.
	Nia and her dad walked to the lake.
	They cooked the salmon for dinner.
	Nia tossed her line into the water.
	They brought the salmon home.

Fish Patterns

Draw the fish that comes next in the list!



Hunting and Traditional Foods

Food from Nature

Hunting is a way people get food from nature. Animals like deer and ducks can be hunted for meat. Did you know one deer can provide enough food for many meals?

A Special Tradition

For many Indigenous communities, hunting is an important tradition. It's not just about food—it's also about respecting the land and animals. Hunters only take what they need.

How Hunting Helps

- Provides healthy, natural food.
- Teaches respect for animals and nature.
- Connects people to cultural traditions.

Hunting has been a way to gather food for thousands of years, especially in Canada's forests and lakes!



Multiple Choice

Circle the correct answer.

1) What animal can be hunted for food?

A) Cat

B) Ant

C) Deer

2) Where do hunters go to hunt?

A) School

B) Forest

C) Kitchen

3) What do hunters provide?

A) Toys

B) Food

C) Pet

4) What is hunting a?

A) Tradition

C) Toys

5) What animal might you find in Canada?

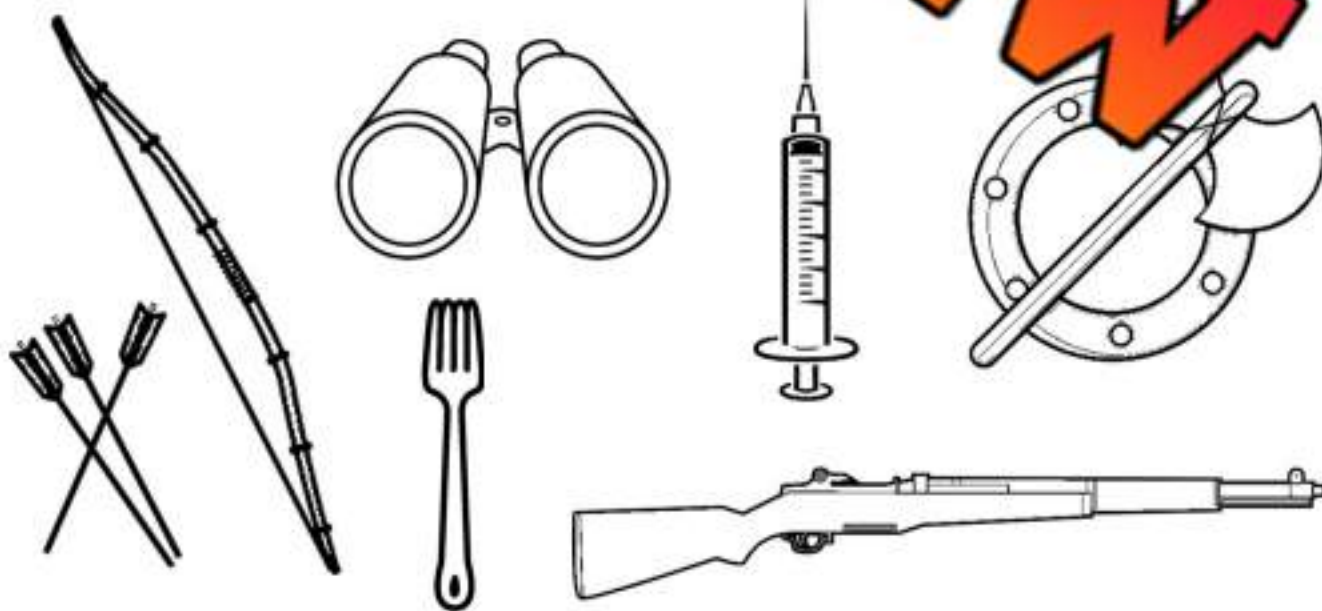
A) Moose

B) Dog

C) Cat

Colour

Colour the hunting tools.



**Animal
Footprint**

Get to know each animal's footprint to help the hunter find the animals on the next page!



Animal Hunt Help the hunter hunt the correct animals with their footprints!

PREVIEW

Activity – Dress Like a Farmer Day

Objective

What are we learning about?

Students will learn about a farmer's role by dressing up as farmers and sharing information about food items grown or raised on a farm.

Material

What you will need for the activity.

- Farm-style clothing (overalls, hats, boots, etc.) brought from home
- A food item that comes from the farm (fruit, vegetable, dairy, or grain)
- A whiteboard or chart for group discussion



Instructions

How you will complete the activity

1. Ask students to come to school dressed as farmers (overalls, hats, boots, or any similar clothing they have at home).
2. Have each student bring one food item that comes from the farm (an apple, carrot, or cheese).
3. Begin the activity with a group discussion about farmers and their work. Discuss how farmers grow crops, raise animals, and provide food for people.
4. Have each student take turns showing their food item to the class and sharing one fact about it. If they don't know a fact, help them by sharing where the food comes from and how it grows or is made.
5. Allow students to place their food items on a class "Farm Food Table" for display.
6. End the activity by having students draw themselves as farmers with their food items and sharing their drawings with the group.

Name: _____

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Curriculum Connection
HEK 2

My Outfit

How do you look? Draw or paste your picture below.

PREVIEW

My Farm Food

Draw the farm food that you bring.

Why We Should Not Waste Food

Food is Precious

Farmers work hard to grow food, and it takes time, water, and sunlight. Wasting food means all that hard work is lost.



How Food Travels

Food travels far from farms to stores and our homes. Throwing it away wastes the time it took to get to us.



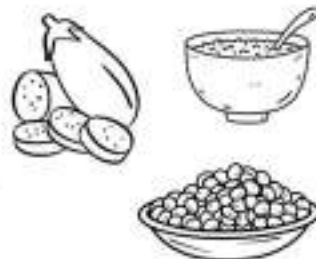
Eat What You Need

Taking only what you can finish helps avoid waste. Leftovers can be saved for later, so no food goes to the garbage.



Variety Helps Us Grow

Eating many different foods—grains, fruits, veggies, and proteins—helps our bodies grow big and strong, just like plants need sunlight and water to thrive.



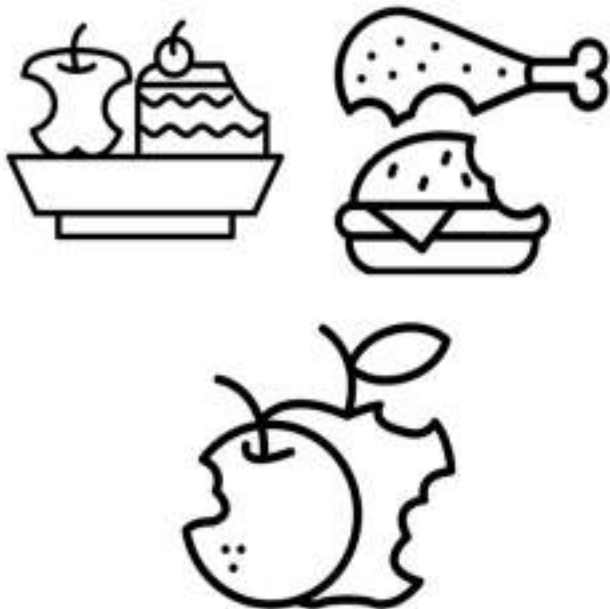
Yes or No

We should not waste food because:

1)	Farmers work hard to produce them.	✓	✗
2)	Food travels far to get to our homes.	✓	✗
3)	My mom said so.	✓	✗
4)	It helps grow and keep us healthy.	✓	✗
5)	I don't like any foods.	✓	✗
6)	Not everyone has enough food.	✓	✗
7)	Food takes time to grow.	✓	✗

Draw

What should you do with these leftovers?



Water: The Most Important Drink

Why We Need Water

Water is super important for our bodies! Did you know our bodies are made of about 60% water? That's why we need to drink it every day to stay healthy.

Water Helps

Water keeps us hydrated, which means it helps our bodies feel good. Just like plants need water to grow and stay green, we need water to run, play, and learn!

Choose Water First

Sugary drinks like soda taste sweet but don't help you as much as water. Water keeps you strong and gives you energy!

Smart Water Tips

- Drink water with meals.
- Take a water bottle to school.
- Drink extra water after running or playing!





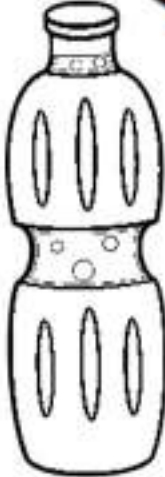


True or False

Is the statement true or false?

1. Soda is better for our bodies than water.		
2. Drinking water keeps us healthy.		
3. Drinking water makes us tired.		
4. Plants do not need water to grow.		
5. Carrying a water bottle is a good idea.		

Arrange

Write numbers 1-5 to rank drinks according to which drink should be consumed the most to the least.

				
Milk	Soda	Water	Juice	Milk Tea

Story: What Makes a Meal Balanced?

Lila's Balanced Lunch

Lila was excited to pack her lunch for school. "What makes a healthy lunch?" asked her dad. "A balanced meal has different foods to help you grow!"



First, Lila added a sandwich with bread and turkey. "Bread gives you energy, and turkey helps your muscles grow," dad said.

Next, she added some vegetables. "Vegetables like carrots are good for your eyes!" Lila smiled.

Then, she packed an apple for dessert. "Fruits give your body vitamins," said her dad.

Finally, she grabbed a carton of milk. "Milk makes your bones strong!" Lila cheered. "I'm ready to eat healthy!"

Identify

Answer each question with 'YES' or 'NO'

1) Did Lila pack a sandwich for lunch?	YES	NO
2) Are carrots good for your eyes?	YES	NO
3) Did Lila's dad help her pack her lunch?	YES	NO
4) Did Lila pack a candy bar for dessert?	YES	NO
5) Is milk good for strong bones?	YES	NO

Draw

Draw the food included in Lila's balanced lunch meal.

--	--

Sequencing

Number the events from 1 to 5 in the order they happen in the story.

	Lila added an apple for dessert.
	Lila added a sandwich with bread and turkey.
	She grabbed a carton of milk.
	She packed carrot sticks for her lunch.
	Lila said she was ready to eat healthy!

Activity – Rainbow Meal Challenge

Objective

What are we learning about?

To help students understand the importance of eating a variety of colourful foods for a balanced and healthy meal.

Materials

What you will need for the activity.

- White paper or plate-shaped templates.
- Crayons, markers, or coloured pens.
- A reference sheet of foods of each colour.



Instructions

How you will complete the activity.

1. Explain to students that colourful meals are healthy and fun. Introduce the concept of making a "rainbow meal" by including foods of each colour.
2. Hand out the paper or plate templates and the reference sheet of rainbow-coloured foods.
3. Ask students to think about which foods they would like to include in their meal for each colour of the rainbow.
4. Have students draw and colour their "rainbow meal" on the paper plate.
5. Encourage students to label the foods on their plate.
6. Once everyone is done, let students share their rainbow meals with the class.

Handout

Foods by colour reference sheet.

Red	Strawberries, tomatoes, red peppers, apples, raspberries, cherries, watermelon, pomegranates.
Orange	Carrots, oranges, sweet potatoes, pumpkins, peaches, apricots, tangerines, orange peppers.
Yellow	Bananas, corn, lemons, pineapples, yellow squash, sweet potatoes.
Green	Broccoli, spinach, cucumbers, green beans, lettuce, zucchini, peas, green peppers, kale, kiwi.
Blue	Blueberries
Purple	Grapes, eggplant, plums, purple cabbage, figs, blackberries.
White/ Brown (Optional)	Cauliflower, potatoes, onions, mushrooms, garlic, whole grain bread, rice.

Balanced Plate

Fill the plate with a variety of food for a balanced meal!























PREVIEW

Unit Test – Healthy Eating

True or False

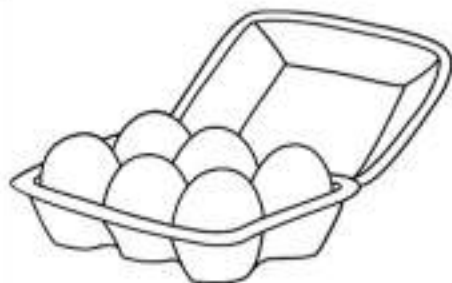
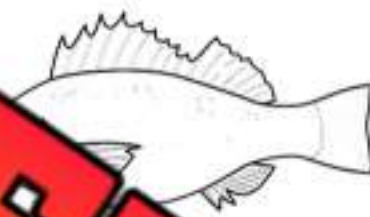
/10

1. Healthy foods give us energy.		
2. Bread and rice makes us feel tired.		
3. Farmers grow crops in the lake.		
4. A balanced meal is made of fruits and candies.		
5. Fishers use nets to bring their fish to shore.		
6. Plants only need water to grow.		
7. Hunting teaches respect for animals.		
8. You should drink water with meals.		
9. Taking only what you can finish helps avoid waste.		
10. Sugary drinks keep us hydrated.		

Colour

Colour the source of the food. (Blue – If it is fished; Green – If it is planted; Yellow – If it is raised)

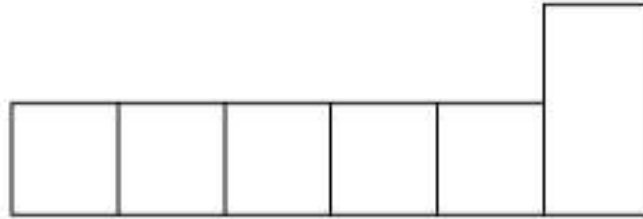
PREVIEW



Instructions

Trace, copy, and draw the healthy foods provided below.

carrot

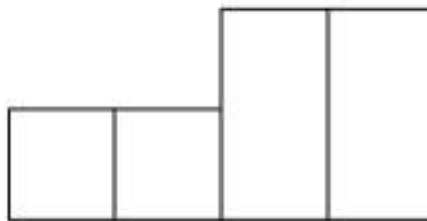


PREVIEW

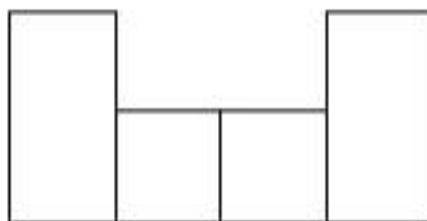
peas



milk



fish





Google Slides Lessons Preview





Alberta Health and Wellness

Healthy Relationships – Kindergarten

3-Part Lesson Format

Part 1 – Minds On!

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

Healthy Relationships

LEARNING GOAL






We are learning to **be kind and take turns** so we can **have happy and safe relationships with others.**



Healthy Relationship	Unhealthy Relationship

Sorting: How to Treat Others

Drag each picture to where it belongs.

Care or Love	Respect	Kindness	Hurt or Abuse
			
			

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 – Gesture Exit

Show a thumbs up, sideways, or down to tell how well you understood the lesson about healthy relationship.

I Understand Everything!	I Need A Little Help	I Need A Lot of Help
		



Alberta Health and Wellness

Healthy Relationships – Kindergarten

Drag the feeling to show how the person feels in each picture.

Feelings Match!

Angry	Excited
Sad	Hurt
Scared	Loved
Happy	Surprised

What Makes a Good Friend?

Fun	Loyal
Patient	Loving
Kind	Generous
Caring	Honest

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

Help the Earth!

Drag each picture to the green box if it helps the Earth, or to the red box if it hurts the Earth.

Helps The Earth
Hurts The Earth



Alberta Health and Wellness

Healthy Relationships – Kindergarten

Be a Friend to Animals

Drag the pictures that show how to be kind and friendly to animals.

What Respectful?

Instruction: Drag the card to the right box to show if it is respectful or disrespectful.

Respectful	Disrespectful

Draggable cards:

- Eye Rolling
- Respect Differences
- Make Face when an adult talks to you
- Use Polite Words
- Yell at others
- Give Eye Contact
- Use Manners
- Being Greedy
- Act Rudely
- Listen when Others Talk

Should a Kind Friend Do?

Drag the pictures to show if the action shows empathy or not.

Icons: Two red hearts.



Workbook Preview



Kindergarten – Health Unit

Healthy Relationships

Organizing Idea

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

Guiding

Learning Outcomes

**Preview of 60 pages from
this product that contains
102 pages total.**

Skill and Procedures

Pages

HRK.1

Describe ways people develop healthy relationships with other people, the land, animals, places, or objects.

Define and practise friendship.

6-9, 13-40,
44-47, 53-74

HRK.2

Discuss the impact healthy relationships have on personal feelings.

10-12, 41-43,
48-52

NAME: _____

HEALTHY RELATIONSHIPS

PREVIEW



Healthy Relationships

Healthy Relationships Make Us Feel Good

A healthy relationship is when you have a special bond with someone who makes you happy. This can be with your friend, your teacher, or even a pet.



What Does a Healthy Relationship Mean?

- **Kind Words:** Saying "please" and "thank you" to someone.
- **Helping Each Other:** Sharing toys or helping someone.
- **Feeling Safe:** You trust the person and feel happy with them.
- **Taking Turns:** Listening or letting someone go first.











Why Are Healthy Relationships Special?

Healthy relationships help us feel loved, safe, and happy. When we are kind and respectful, we can make strong, happy connections with others!



True or False

Is the statement true or false?

1. Saying "thank you" shows kindness.		
2. Sharing toys is being mean.		
3. Helping a friend shows care.		
4. Ignoring someone is friendly.		
5. Listening to a friend is kind.		

Word Search

Find words in the word search about feelings in healthy relationships.

LOVED
HAPPY
SAFE
KIND
CALM
JOY
CARE
TRUST
PROUD
FRIENDLY

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

Activity – “Healthy Relationships” Sing - Along

Objective

What are we learning about?

Help students learn about the importance of healthy relationships through a fun, interactive song activity that combines singing, movement, and reflection.

Material

What you will need for the activity.

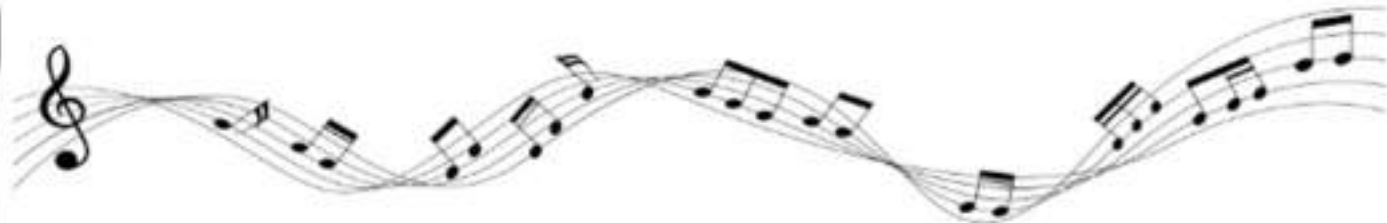
- Printed lyrics for “Healthy Relationships” song
- Music player or background rhythm (optional)
- Space for movement (classroom or gym)



Instructions

How you will complete the activity.

1. Gather students in a circle and introduce the “Healthy Relationships Song.” Explain that it teaches them about kindness and how sharing and healthy friendships help us grow.
2. Hand out printed lyrics (if needed) so everyone can follow along with each line of the song with the students to help them understand.
3. Play a simple background rhythm (optional), or clap your hands to set the beat for the song.
4. Begin singing the first verse together. Encourage students to follow along with actions, like pretending to share a toy or giving a hug.
5. Sing the song twice, adding movements like pointing to a friend, pretending to listen, or showing a smile for kindness.
6. After singing, discuss with the group what makes relationships special. Let students share their favourite part (e.g., sharing, helping, or showing kindness).



Healthy Relationships

(Tune: "London Bridge Is Falling Down")

We are kind to everyone, everyone, everyone,
We are kind to everyone, that's how we grow!

Sharing toys and helping one another too, helping too,
Sharing toys and helping too, helps friendships grow!

Using kind words every day, every day, every day,

Using kind words every day, shows we care.

Healthy friendships keep us strong, keep us strong, keep
us strong,

Healthy friendships keep us strong, all life long!

Feelings in Healthy Relationships

Love Feels Warm and Fuzzy

Love is when someone cares for you, like when a parent hugs you or a friend smiles at you. It makes your heart feel happy.



Respect Means Being Kind

Respect is listening and being kind. It's like waiting your turn or sharing a friend with a toy.



Caring Feels Like a Big Hug

Caring is showing someone you like them, like helping a friend who is sad or giving a high-five to cheer them up.



Happiness Brings Big Smiles

Healthy relationships make us feel happy, like when we laugh with friends or play a fun game together. Happiness is a great feeling to share!

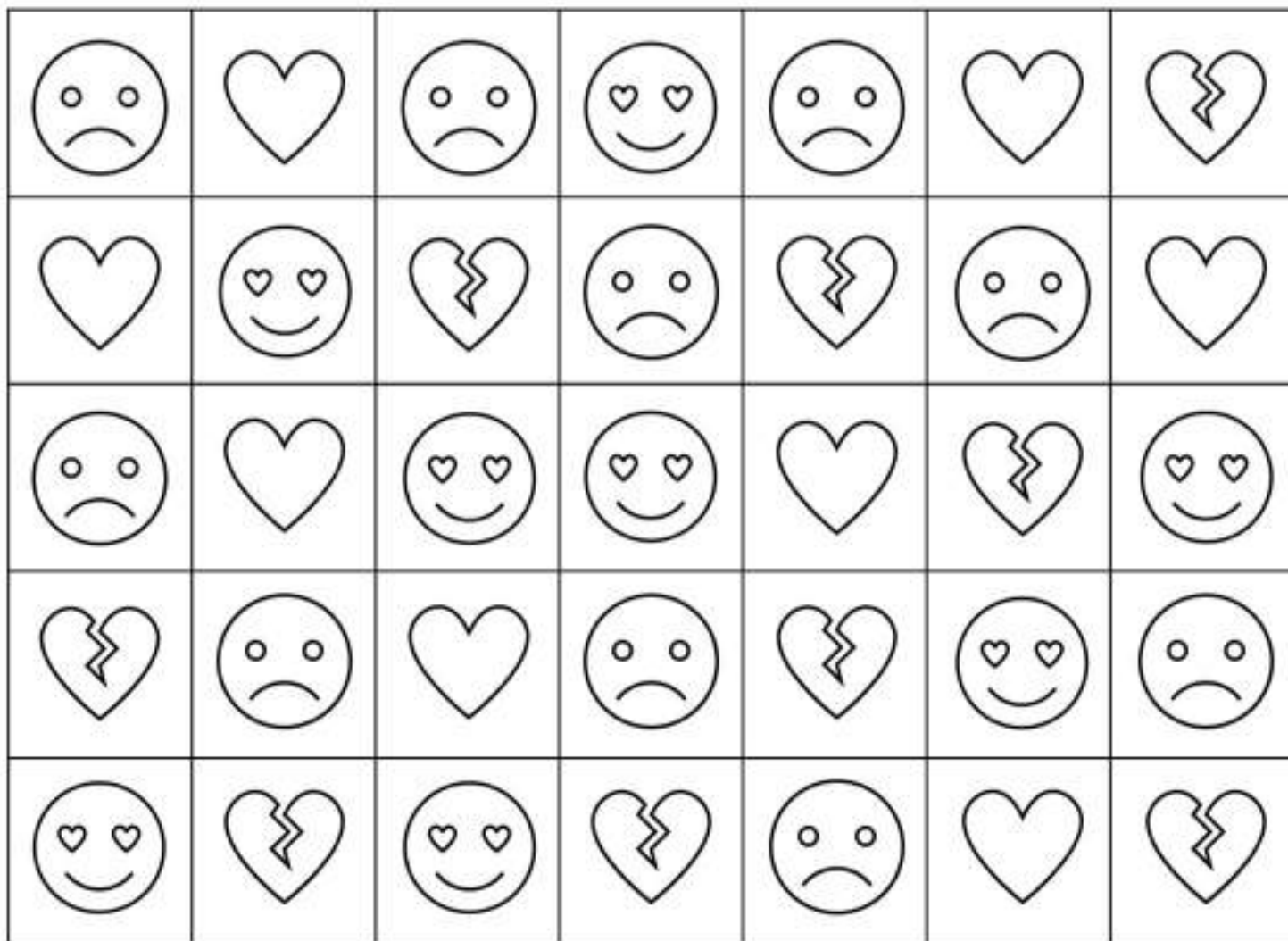


Fill in the Blanks**Circle the missing word.**

1)	Sharing shows you are _____.	happy	sad
2)	Saying "please" is _____.	respectful	rude
3)	Helping a friend is _____.	mean	kind
4)	Playing together makes us feel _____.	scared	happy
5)	Kind words help us feel _____.	angry	good

Colour

Find and colour all ♥ and 😊 which symbolize healthy relationships



Draw Your Feeling

How would you feel when:

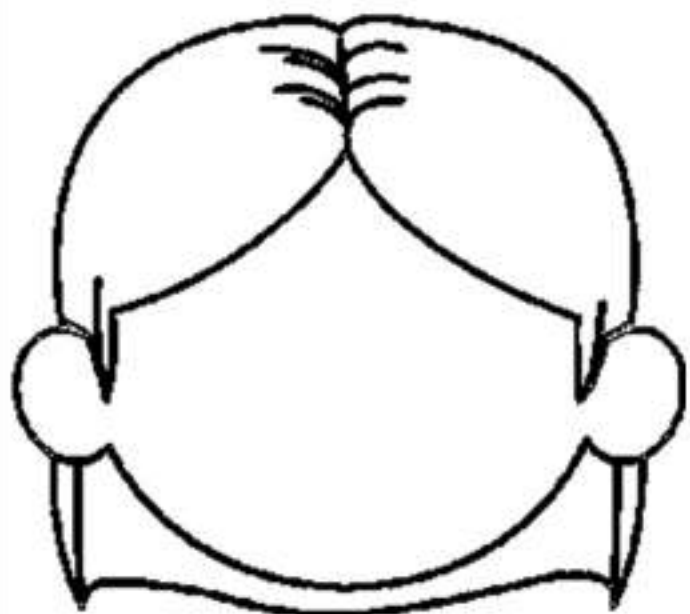
Your mom gives you a big hug.

Your teacher says, "Good job!"



A friend invites you to play a game.

You see a dog at the park.



Story: What is Friendship?

The Friendship Garden

Tasha loved planting flowers in her garden.

One day her friend Zara asked, "Can I

help?" Together they dug, sowed, and

laughed. Tasha shared her blue verbena

can, and Zara brought sunflower seeds.



When the flowers started to grow, Tasha noticed a bird building a nest

nearby. "Look, Zara! Even the birds love our garden!" Zara said

and said, "Our friendship made this garden special." They decided to add a











sign that said, "Friendship Garden." Each day, they visited, adding new

plants and talking about their dreams, knowing their friendship would

grow as strong as the flowers.

True or False

Is the statement true or false?

1. Tasha loved planting flowers in her garden.		
2. Zara helped Tasha water the plants.		
3. They named the garden "Magic Garden."		
4. Tasha shared her watering can with Zara.		
5. Tasha and Zara only visited the garden once.		

Sequencing

Number the events from 1 to 6 in the order they happened in the story.

	They dug, watered, and laughed together.
	A bird built a nest near the garden.
	Tasha loved planting flowers in her garden.
	They added a sign that said "Friendship Garden."
	Zara asked, "Can I help?"
	Tasha shared her watering can, and Zara brought seeds.

Activity – The Flower Friendship

Objective

What are we learning about?

To help students identify and reflect on the qualities they value in a friend while fostering creativity and social-emotional learning.

Materials

What you will need for the activity.

- Printed flower centers (circles) with students' names or blank space for them to write their names.
- Pre-written petals with traits or blank space for traits.
- Scissors (child-safe).
- Glue sticks or tape.
- Crayons, markers, or colored paper.



Instructions

How you will complete the activity.

1. Give each student a flower center and a set of pre-written petals. Explain that they will choose and attach petals with traits they value in a friend.
2. Ask students to colour and decorate the flower center and the petals. Encourage them to use bright, happy colours.
3. Once coloured, students cut out the petals (with assistance if needed).
4. Have students select 4–6 petals with traits they value the most and glue or tape them around the flower center to build their "Friendship Flower."
5. Allow students to share their completed flowers with the class, explaining one or two traits they chose and why.
6. Display the flowers together in a "Friendship Garden" area of the classroom.

Instructions

Cut 6 petals and paste them to the flower next page.

Kind

Sharing

Helpful

Funny

Friendly

Caring

Honest

Playful

Patient

PREVIEW

Name: _____

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Curriculum Connection
HRK.1

Instructions

Choose 6 petals with qualities you want in a friend.

PREVIEW



How to Build Friendships

1**Step 1: Say Hello**

Walk up to someone, smile, and say,

"Hi! My name is [Your Name]."

"What's your name?"

**2**

Smile and

Use kind words like "Please" or "Thank you."

Show that you are listening by looking at

what they say.

**3****Step 3: Share and Play**

Share toys, take turns, and invite them to play. Playing together helps you both have fun and become friends!.

**4****Step 4: Keep Talking and Helping**

Keep talking, helping each other, and showing kindness every day. That's how friendships grow strong!



Multiple Choice

Circle the correct answer

1) What should you say to make friends?

A) Hi

B) Go away

C) Don't talk

2) What should you do when someone talks?

A) Talk loudly

B) Ignore

C) Listen

3) What makes others feel welcome?

A) Yelling

B) Smiling

C) Turning away

4) What should you do with toys?

A) Share

B) Hide them

C) Keep them away

5) What makes a friend a friend?

A) Ignoring

B) Arguing

C) Helping

Good or Bad

Draw ☺ if it shows good friendship. Draw ☹ if it shows bad friendship.



Directions

Trace the letters and write the unscrambled word in the box.



--	--	--	--	--	--	--	--	--	--

I F E S D R P I N H

Feeling Close to Nature

What is the Land?

The land is where we live, play, and explore! It includes parks, forests, lakes, and even your backyard. Nature gives us trees, flowers, and fresh air to breathe.



How Can We Show We Care?

When we take care of nature, it stays healthy and beautiful. You can help by picking up litter, planting trees, or walking and playing outdoors.

Fun Ways to Connect with Nature

- Climb a tree or sit under its shade.
- Smell flowers and look for buzzing bees.
- Go for a walk and listen to the birds sing.



Taking care of nature helps us feel happy and connected!

Fill in the Blanks

Circle the missing word.

1)	Trees and flowers grow on the ____.	land	sky
2)	We can pick up ____ to keep nature clean.	toys	litter
3)	We ____ flowers to help them grow.	water	pick
4)	Parks and ____ are part of nature.	forests	cars
5)	We ____ to make the land healthy.	cut	plant

Color the nature below.



Activity – Nature Walk Scavenger Hunt

Objective

What are we learning about?

To encourage students to observe and connect with their natural environment by identifying and drawing items they find during a nature walk.

Materials

What you will need for the activity.

- Scavenger hunt checklist and paper (e.g., tree, flower, bird, rock, etc.)
- Clipboards or sturdy paper with paper clips
- Pencils or crayons



Instructions

How you will complete the activity.

1. Explain to the students that they will be going on a nature walk to explore and find items on a scavenger hunt list.
2. Hand out the scavenger hunt checklists, clipboards, and paper to each student.
3. Lead the students on a walk around the schoolyard, park, or nearby nature area. Encourage them to observe their surroundings closely.
4. Ask students to check off the items they find on their scavenger hunt lists.
5. After the walk, have students sit down and draw one or two things they found, such as a tree, flower, or bird.
6. Display their drawings on a classroom wall or create a "Nature Discovery" bulletin board to celebrate their findings.

Checklist

Check the items once you see them in nature.

<input type="checkbox"/>	Tree	<input type="checkbox"/>	Butterfly
<input type="checkbox"/>	Flower	<input type="checkbox"/>	Cloud
<input type="checkbox"/>	Bird	<input type="checkbox"/>	Grass
<input type="checkbox"/>	Rock	<input type="checkbox"/>	Ant
<input type="checkbox"/>	Leaf	<input type="checkbox"/>	Stick

Draw

Draw two items you enjoyed seeing in your nature walk.

Poem: Relationships in Our Community**Our Community Connections**

In our town, we all belong,

Neighbours, friends, we get along.

The mail carrier brings our letters each day,

A smile and "thanks" can brighten their way.



The baker sells us bread and cheese,

We say "thank you, please!"

Doing our part is always right,

It fills our hearts with joy and light.

Our neighbours might need a helping hand,

To shovel snow or carry a load.

Being kind is easy to do.

It shows we care for others too.



Respect and kindness make us strong,

Our community is where we all belong.

Saying kind words and lending a hand,

Helps build friendships across the land!

True or False

Is the statement true or false?

1. Ignoring neighbours shows kindness.		
2. Saying "thank you" is kind.		
3. Helping others brings joy to everyone.		
4. Kind words make others feel sad.		
5. Shovelling snow helps the community.		

Colour

Which friendly words would you say to people in your community?

Thank You!	I don't like you!
Enjoy the day!	I don't like you!
Go Away!	Hello!
You are mean!	You're welcome!
Please!	Shut Up!

Activity – Thank You Letter

Objective

What are we learning about?

To help students express gratitude and appreciation for community helpers by tracing and decorating a thank-you letter.

Materials: What you will need for the activity.

- Pre-printed thank-you letter templates with large, traceable words (e.g., Dear Community, Thank you for helping us).
- Crayons, markers, or colored pencils.
- Stickers, glitter glue, or other craft supplies for decoration.



Instructions

How you will complete the activity

1. Provide each student with a pre-printed thank-you letter template. Explain that they will trace the words to practise writing and decorate the letter to make it special.
2. Ask students to trace the thank-you message using crayons or markers. Encourage them to say the words aloud as they trace to understand the message.
3. Once the words are traced, allow students to colour and decorate the letter using markers, stickers, and other craft supplies.
4. If desired, have students draw a picture of their favourite community helper (e.g., a mail carrier or shopkeeper) on the letter.
5. After the letters are complete, discuss how these letters will show appreciation to the people who help the community.
6. Collect the letters to deliver to community helpers or display them in the classroom as a gratitude wall.

To community helpers:

Thank you for

the ways you

help. We are

thankful for

your kindness.

PREVIEW

Story: Playing Together

The Sandcastle Team

One sunny day, Ruby and Mateo played at the beach. Ruby wanted to build a sandcastle, and Mateo wanted to make a moat. "Let's work together!"



They took their bucket and shovel, taking turns digging and pouring water.

When the castle started to fall, Mateo said, "We need strong walls!"

Ruby added more sand, and the problem was solved.

By the end of the day, their castle stood tall with a deep moat. Ruby smiled, "We make a great team!" Mateo laughed, "Playing together is the best!" Their friendship grew stronger with every scoop of sand.

Sequencing Number the events from 1 to 6 in the order they happened in the story.

The castle started to lean.

They wanted to build a sandcastle and a moat.

The castle stood tall, and they celebrated!

Ruby and Max played at the beach.

They added more sand to fix it.

They shared the truck and shovel.

Draw

Draw the sandcastle Ruby and Max built.

Activity – Teamwork Colour-By-Number

Objective

What are we learning about?

To practise teamwork and collaboration by working together to complete a colour-by-number picture.

Material

What you will need for the activity.

- Colour-by-number sheets (one per team).
- Crayons or markers of the required colours.
- Small trays or containers for the crayons.



Instructions

How you will complete the activity.

1. Divide the students into small groups of 4-6 students. Give each group a colour-by-number sheet.
2. Assign a specific number to each student in the group. For example, one student colours all the "1" sections, another all the "2" sections, and so on.
3. Explain that they must work together to complete the picture, ensuring they only colour their assigned sections.
4. Distribute the crayons and allow students to start colouring. Encourage them to communicate and check their work with each other.
5. Once the picture is complete, discuss how working as a team made the activity successful.
6. Display the finished colour-by-number pictures in the classroom to celebrate their teamwork.

Name: _____

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Curriculum Connection
HRK.1



1 - Blue

2 - Grey

3 - Brown

4 - Beige

Name: _____

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Curriculum Connection
HRK.1



1 - Light Blue

2 - Dark Blue

3 - Beige

4 - Brown

5 - Green

6 - Yellow

Name: _____

40

Curriculum Connection
HRK.1



1 - Green

2 - Dark Brown

3 - Grey

4 - Light Brown

5 - Pink

6 - Red

Respect in Relationship

Being Respectful

Respect means treating others kindly and showing you care about their feelings. It is about understanding that everyone's ideas and feelings matter.

How Do We Show Respect?

Here are some ways to show respect:

- Listen when someone is talking.
- Wait your turn to speak.
- Use polite words like "please" and "thank you".
- Help others when they need it.



Why is Respect Important?

When we show respect, we make others feel happy and cared for.

Respect makes friendships and relationships strong because it shows we value each other!

Multiple Choice

Circle the correct answer

1) What does "please" show?

A) Anger

B) Silence

C) Respect

2) How do you show respect when someone is talking?

A) Listen

B) Shout

C) Ignore

3) What makes others feel happy?

A) Kind

B) Interrupting

C) Fighting

4) How do you treat a friend?

A) Walk away

B) Take things

C) Share toys

5) What makes a friend angry?

A) Yelling

B) Ignoring

C) Respect

Colour

Colour everything that should be respected.

yourself

friends

teachers

home

environment

brother

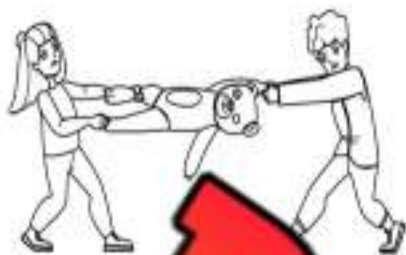
sister

community

parents

Respect Maze

Follow the path that shows respect.



START

PREVIEW

How Can We Show Empathy

What is Empathy?

Empathy means trying to understand how someone else feels. It's like putting yourself in their shoes and thinking, "How would I feel?"



Helping a Friend

If a friend feels sad or upset, show empathy by giving them a hug, sitting with them, or saying, "It's okay. I'm here for you."



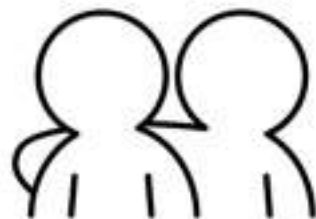
Listening to Others

When someone talks about their feelings, listen carefully. Show you care by saying kind words like, "I understand," or "That sounds hard."



Why Empathy is Important

When we show empathy, we help our friends feel better and build strong, happy relationships. Caring for others makes everyone feel good!



Multiple Choice

Circle the correct answer

1) What shows empathy?

A) Walking away

B) Giving a hug

C) Yelling loudly

2) What should you do if a friend is sad?

A) Run away

B) Ignore them

C) Hug them

3) Which words are kind to say?

A) I'm sorry

B) Go away

C) I don't care

4) How do you show empathy?

A) Cover your eyes

C) Listen

5) What builds strong friendship?


A) Riding a bike

B) Reading

C) Sleeping

Scenario

You saw your friend sad. How can you show empathy?

I'm here
for you!

Don't cry.

How can I
help you?You're
being silly!Stop
feeling that
way!Do you want
to talk?

Activity – Empathy Scenarios

Objective

What are we learning about?

Teach children to recognize when someone might need help and how to empathize with others by identifying emotions in everyday situations.

Materials

What will be needed for the activity.

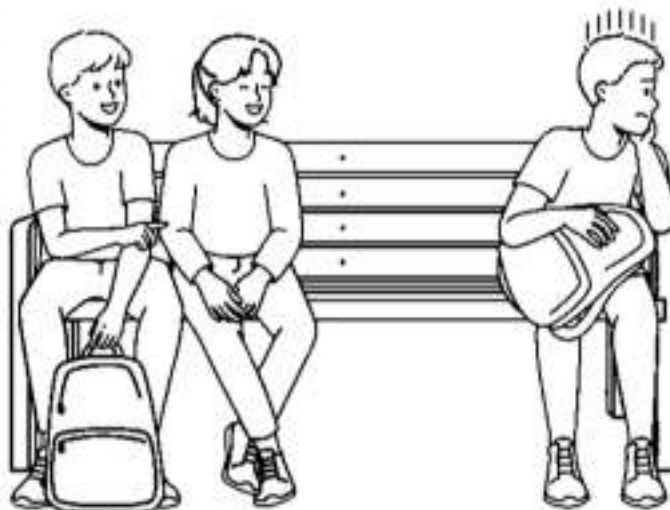
- Printed pictures of children in different situations.
- Two sorting baskets or labeled areas: "Needs Help" and "Okay."
- Scissors (for teacher use).

Instructions

How you will complete the activity

1. The teacher cuts out the provided pictures of children in different situations.
2. Show one picture at a time to the class.
3. Ask the students to describe what they see in the picture and why they think the child might need help or is okay.
4. Have the students decide if the picture belongs in the "Needs Help" or "Okay" category.
5. Place the picture in the corresponding basket or area as a group.





Needs Help

Needs Help

Okay



Needs Help

Okay

Needs Help

Okay



Needs Help

Needs Help

Okay



Needs Help

Okay

Needs Help

Okay

Story: Being Kind Every Day

Draw

Draw pictures that show the story

The Magic of Kindness

It was a sunny day, and Ella brought her shiny red ball to the park. She spotted a boy sitting on a bench, looking at the ground. Ella thought, "Maybe he needs a friend."

She walked over and said, "Would you like to play with my ball?" Leo's face lit up, and he nodded. They threw the ball back and forth, laughing together.

PREVIEW

Nearby, a little girl dropped her toy truck in the mud. Ella picked it up and handed it to her. "Here you go!" Ella said, and the girl smiled, saying, "Thank you!"

Ella saw a boy struggling to carry a heavy bucket of water. "Let me help!" she said, grabbing one side of the bucket. The boy smiled and said, "Thanks, you're so kind!"

Before leaving the park, Ella saw Leo again. She said, "You're really great at catching!" Leo grinned and replied, "Thanks for playing with me today."

As Ella walked home, she felt warm and happy inside. She had made new friends and helped others feel good too.

PREVIEW

PREVIEW

Before leaving the park, Ella saw Leo again. She said, "You're really great at catching!" Leo grinned and replied, "Thanks for playing with me today."

As Ella walked home, she felt warm and happy inside. She had made new friends and helped others feel good too.

Special Objects

Why Do We Love Certain Things?

Some objects, like a teddy bear or a blanket, feel extra special because someone we love gave them to us. Maybe it's a gift from Grandma or a prize. These items remind us of happy moments and people we care about!

How Can We Take Care of Them?

Special things need extra love and care. Touch them gently and keep them in a safe spot, so they stay nice and last a long time.

Ways to Care for Special Things











- Hug your teddy gently to keep it fluffy.
- Wash your blanket if it gets dirty.
- Keep gifts in a special box so they don't get lost.



Taking care of these treasures shows how much they mean to us!

True or False

Is the statement true or false?

1. A teddy bear can feel special.		
2. Special things don't need to be cared for.		
3. Gifts from family are often special.		
4. You should keep special items on the floor.		
5. A toy becomes special when a friend gave it.		

Draw

Draw and colour your special item, add words to show why it is special.

Activity – Show-and-Tell Your Special Object

Objective

What are we learning about?

Students will practice communication skills and learn about the importance of special objects by sharing their own and listening to others.

Materials

What you will need for the activity.

- A small table to play on the objects.
- Chairs or a carpet for a circle setup.



Instructions

How you will complete the activity.

1. Ask students to bring one special object from home that it should be meaningful to them, like a favourite toy, book, or picture.
2. Arrange the students in a circle and set up a small table to play on the objects, if desired.
3. One at a time, invite each student to hold their special object and share why it is important to them. Encourage them to explain who gave it to them or where it came from.
4. Ask follow-up questions, such as how they take care of their object and how it makes them feel.
5. Encourage the other students to listen carefully and think about what makes their classmates' objects special.
6. After everyone has shared, discuss how everyone's special objects are unique and valuable, just like people.

How to Handle Conflicts

①

Step 1: Stay Calm

Take a deep breath and stay calm. It's easier to solve problems when everyone feels calm and ready to listen.



②

Step 2: Be Kind

Say, "I didn't mean to do that, could we try it this way?" instead of blaming.



③

Step 3: Listen to Each Other

Take turns talking and listen carefully to your friend's side. Everyone deserves to be heard.



④

Step 4: Find a Solution Together

Work as a team to find a compromise, like sharing or taking turns. Solving problems together makes your friendship stronger!



Fill in the Blanks

Circle the missing word.

1)	To stay calm, take a deep _____.	laugh	breath
2)	_____ to your friend when they talk.	Yell	Listen
3)	Use _____ words, not mean words.	kind	loud
4)	Always find a _____ to the problem.	solution	mess
5)	Sharing is a _____ way to play.	nice	selfish

Word Search

Find the words in the wordsearch

SHARE	S H A R E Z
TALK	T A L K
KIND	K I N D
BREATHE	B R E A T H E
CONFLICT	C O N F L I C T
CALM	C A L M
PLAY	P L A Y
LISTEN	L I S T E N
SORRY	S O R R Y
PROBLEM	P R O B L E M
SOLVE	S O L V E

Colour

Colour the ways to solve conflicts.

To resolve conflicts, I can...

Say I'm

Share toys

Yell

Say mean
wordsHit my
friend

Stay calm

Find a
solution

Take turns

Say kind
words

Walk away

Say please

Put blame
on othersLaugh at
othersTake deep
breathsSay thank
you

Relationship with Family Members

What Makes Family Special?

Family members love and care for each other. They show love by giving

hugs, helping with homework, or reading

bedtime stories. Families are like a team

that works together.



How Does Family Help Us?

Families teach us to be kind and respectful. They help us learn how to share, say "thank you," and take care of others.











Ways Families Show Love

- Spending time together, like playing games.
- Helping with chores or homework.
- Saying kind words like "I'm proud of you!"



True or False

Is the statement true or false?

1. Families help us learn to be selfish.		
2. Helping with chores is a way to show love.		
3. Families never spend time together.		
4. Family hugs make us feel loved.		
5. Spending time with family is special.		

Colour

Colour and trace family members below



grandfather
grandmother
father
mother
daughter
son
baby

Name: _____

69

Curriculum Connection
HRK.1

Draw

Finish the house by drawing your family inside.

PREVIEW

The Role of Trust

Ella's Secret

During lunch, Ella leaned over to Mateo and whispered, "I have a secret!

I'm making a gift for my dad's birthday." Mateo smiled and said,

"I promise I won't tell anyone."

The next day, Ella brought the gift. It had

a drawing of her family. "Do you think

like it?" Ella asked nervously. Mateo nodded

and said, "He'll love it because you made it with care."

When Ella gave the gift to his dad, she felt proud and happy. "Thanks for











keeping my secret, Mateo!" Ella said. Trust made their friendship even

stronger.



True or False

Is the statement true or false?

1. Ella made a drawing for Mateo..		
2. Mateo promised to keep the secret.		
3. Ella's dad was for her mom.		
4. Mateo thought the gift was nice.		
5. Ella's dad didn't like the gift.		

Sequencing

Number the events from 1 to 6 in the box below in the order they happened in the story.

	Ella made a drawing for her dad.
	Ella showed the drawing to Mateo and asked him to keep it.
	Ella told Mateo her secret during lunch.
	Ella felt proud and happy because Mateo kept her secret.
	Mateo promised not to tell anyone.
	Ella gave the gift to her dad.

Activity – Trust the Safe Globes

Objective

What are we learning about?

Students will develop trust and communication skills by working with a partner to identify safe globes while avoiding the "bomb" globes.

Materials

What you will need for the activity.

- One "Safe or Bomb" worksheet (with symbols) for each pair
- One "Blank Globe" worksheet for each pair
- Pencils or crayons



Instructions

How you will complete the activity

1. Pair up the students and explain that one partner will hold the "Safe or Bomb Globes" sheet, while the other will hold the blank sheet.
2. Tell the class that their goal is to work together to identify safe globes by drawing only on the "safe" numbers.
3. The partner with the blank sheet will ask, "Is it safe to draw on number [X]?"
4. The partner with the reference sheet (bombs and hearts) will look at the number and say either, "Yes, it's safe!" or "No, there's a bomb!"
5. If the partner says it's safe, the student with the blank sheet draws a heart or a small design inside the globe.
6. If it's not safe, they move to another number and ask again.
7. Students switch roles after a few rounds to let both practice trust and communication.

Reference

Keep your partner safe; draw only in the globes with hearts!



Draw

Trust your partner and draw only at the safe numbers!

1 2 3 4 5

6 7 8 9 10

11 12 13 14 15

16 17 18 19 20

21 22 23 24 25

PREVIEW

Unit Test – Healthy Relationships

True or False

/10

1. Healthy relationship is a special bond.		
2. Helping each other shows a healthy relationship.		
3. Respect is not listening to others.		
4. Happiness should be shared.		
5. We must take care of our nature to stay healthy.		
6. Animals can be our friends too.		
7. Respect makes friendships weak.		
8. Our home is the only special place for us.		
9. Empathy is understanding how others feel.		
10. Family teach us to be kind and respectful.		

Identify

Cut out the family members and paste it under the matching pictures



grandmother

mother

brother

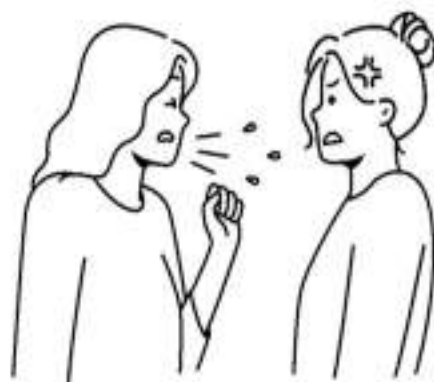
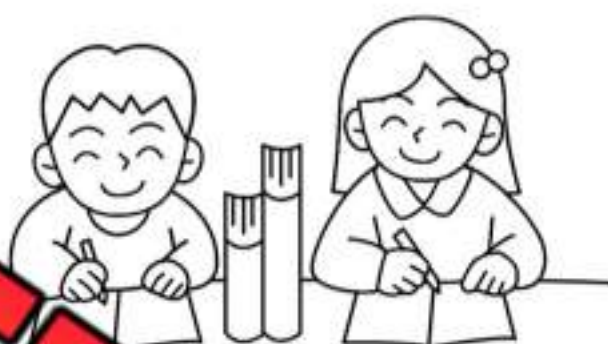
grandfather

father

sister

Colour

Colour the pictures that show a healthy relationship.





Google Slides Lessons Preview





Alberta Health and Wellness

Growth and Development – Kindergarten

3-Part Lesson Format


Part 1 – Minds On!

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

Growing Up

LEARNING GOAL













We are learning to **understand**
how we grow so we can **know how**
our bodies and minds change.



What Grows and What Doesn't?

Things That Grow	Things That Do Not Grow

Look at each picture and drag it to the box where it belongs.

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 – Gesture Exit

Show a thumbs up, sideways, or down to tell how well you understood the lesson about growing up.

I Understand Everything!	I Need A Little Help	I Need A Lot of Help
		















Alberta Health and Wellness

Growth and Development – Kindergarten

Match the Growing Animals

It is not just people who grow, animals grow too. Drag the litter to the right grown-up animal.

A	B	C	D	E	F
					

Can Your Body Do This?

Drag the picture to Yes or No to show what your body can do.

YES



No



Word Search - Bones

Hip	Elbow
Rib	Ankle
Skull	Spine
Pelvis	Knee

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



Alberta Health and Wellness

Growth and Development – Kindergarten





Workbook Preview



Kindergarten – 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 we understand growth and development?	
Learning Objectives	Preview of 50 pages from this product that contains 86 pages total.	
GDK.1	Recognize that physical growth is different for everyone.	6-12, 21-23, 46-62
GDK.2	Describe physical changes in the body since birth.	6-45

NAME: _____

GROWTH AND DEVELOPMENT



Growing Up

What Does Growing Mean?

Growing is when living things get bigger, stronger, and learn new things.

People grow taller and smarter. Plants grow from tiny seeds into flowers. Animals grow, too, like how puppies become dogs and caterpillars turn into butterflies. Everything grows in its own special way!

How Do We Grow?











- 1. Our Bodies Change:** We grow taller and stronger. We start crawling, then walking, and later running!
- 2. Our Minds Grow:** We learn new things like numbers, colors, and how to share to other children.
- 3. Everything Takes Time:** Just like a tree takes years to grow big, we grow step by step.



Growing is exciting and makes us all unique!





True or False

Is the statement true or false?

1. Growing means getting bigger and stronger.		
2. Babies start walking before crawling.		
3. Growing happens all at once.		
4. Eating fruit helps us grow strong.		
5. Growing is different for everyone.		

Identify

Colour your answers for each question.

What should you eat to grow?			
			

What helps our minds grow?

			
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Activity – Watch Me Grow

Objective

What are we learning about?

Students will explore and understand the stages of growth for humans, plants, and butterflies through arranging pictures and guided storytelling.

Materials

What you will need for the activity:

- Worksheets for humans, plants, and animals
- Scissors
- Glue sticks
- Crayons or markers



Instructions

How you will complete the activity:

1. Begin by reading the guide aloud to the students, explaining the stages of growth for humans, plants, and butterflies. Use an engaging tone and point to visual cues on the worksheets.
2. Distribute the three worksheets (Human, Plant, Animal) to the students.
3. Allow students time to colour the images for each stage of growth on their worksheets.
4. Instruct students to cut out the pictures at the bottom of each worksheet along the dotted lines.
5. Guide them to arrange the pictures in the correct order in the circles provided on each worksheet.
6. Once students have arranged the pictures, they can glue them in place.
7. Encourage a brief class discussion where students share their favourite stage of growth for each living thing and explain why.

Instructions

Read this description as the students arrange how humans, animals, and plants grow.

HUMAN

We start as babies, small and curious, learning to crawl and laugh. Then we grow into children, running, playing, and learning every day. As we get older, we become adults, big and strong, working and helping. Finally, we grow into seniors, wise and kind, sharing stories and love with everyone around us. Each stage is special and helps us grow in our own way!

We start as a tiny seed, waiting for water and sunlight to help us grow. Soon, we sprout a little plant with small green leaves reaching up to the sun. As we grow taller, we become a strong plant with many leaves, soaking in the sunlight and swaying in the breeze. Finally, we bloom into a big, beautiful flower or delicious fruits, sharing our beauty and goodness with the world. This shows how plants grow, step by step!

ANIMAL

We start as a tiny egg, resting safely on a leaf, waiting to hatch. Soon, we become a wiggly caterpillar, munching on leaves and growing bigger every day. After that, we turn into a chrysalis, hiding in a special shell while we change inside. Finally, we become a beautiful butterfly, spreading our colourful wings and flying high in the sky. Each stage is amazing and shows how a butterfly grows!

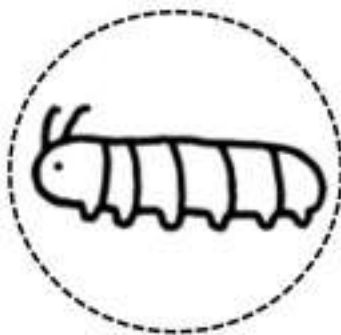
Watch Me Grow - Human**Cut**

Cut and paste these pictures, then arrange their growth.



Watch Me Grow - Animal**Cut**

Cut and paste these pictures, then arrange their growth.



Story: How Our Bodies Change

How Ruby Grew Up

Ruby looked at her hands. "These hands used to be so tiny!" she said.



Mom smiled. "You've grown so much,

Ruby. You're taller now, and you can

run so fast!"

"I can't wait until I'm about when she was a

boy. "I can't wait to walk back then!"

she giggled. Mom said, "That's right! Did you know you grow about 6

centimetres every year? Your bones and muscles are growing, too."











too!"

Ruby stood tall. "I'm getting better at climbing, too! I climbed the playground ladder all by myself!"

Mom hugged her. "That's what growing is all about, Ruby—changing and learning every day!"

True or False

Is the statement true or false?

1. Ruby is shorter now than she was before.		
2. Kids grow about 6 cm every year.		
3. Growing makes bones and muscles stronger.		
4. Babies can do things like Ruby.		
5. Growing is only about getting taller.		

Sequencing

Number the events from 1 to 6 in the box below in the order they happened in the story.

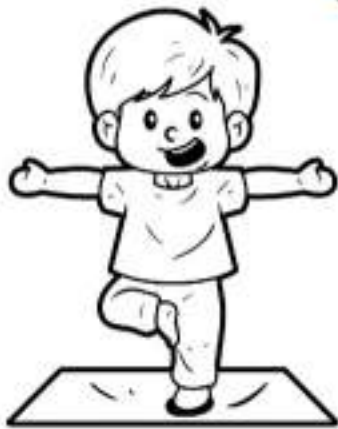
	Ruby thought about being a baby because she couldn't walk.
	Ruby climbed the playground ladder by herself.
	Ruby looked at her tiny hands.
	Ruby's mom said growing is about learning every day.
	Ruby's mom said she's grown taller and can run fast.
	Ruby's mom explained kids grow about 6 cm every year.

Poem: Our Bodies Are Special

We Are All Amazing



Our bodies are special, strong, and true,
They grow and change as we do, too.
Our hair can be curly, straight, or long,
Every kind is perfect, nothing is wrong.



Our noses smell the flowers and air,
They help us breathe and show we care.
Our ears can hear the birds that sing,
They make us smile everything.

Our eyes are shining, how can we see?
They help us see both near and far.
Our hands can colour, wave, and play,
They help us work and learn each day.



Our legs are strong; they help us run,
They jump and skip and have such fun.
From head to toe, it's easy to see,
We're all as special as we can be!







Fill in the Blanks

Circle the missing word.

1)	Our noses help us _____.	breathe	sing
2)	Our legs help us _____.	jump	sit
3)	Our ears help us _____.	sleep	hear
4)	Our hands can _____.	fly	draw
5)	Our eyes help us _____.	see	run

Identify

parts of the body.

			foot
	nose		hand
	neck		
	mouth		leg
	nose		palm
	chin		feet

Body Check

Observe your body and count how many of each part you have.

How many?

I have _____ hands

I have _____ feet

I have _____ eyes

I have _____ ears

I have _____ nose

I have _____ mouth

I have _____ arms

I have _____ legs



Matching

Match the parts of the body to what they do.

**PREVIEW**

Exit Cards

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

Name: _____

Draw the body part responsible for:

Smelling	Tasting
Hearing	Seeing

Name: _____

Draw the body part responsible for:

Smelling	Tasting
Hearing	Seeing

Name: _____

Draw the body part responsible for:

Smelling	Tasting
Hearing	Seeing

Name: _____

Draw the body part responsible for:

Smelling	Tasting
Hearing	Seeing

We All Grow in Our Own Way

What is Growing?

Growing means our bodies and minds get bigger, stronger, and smarter!

Everyone grows differently, and that's what makes us all special.

We Grow at Our Own Pace

Some kids grow up quicker and others grow more slowly. That's perfect! Just like trees grow at different speeds, people grow in their own way.



Amazing Facts About Growing Differently











- Some kids start walking at 9 months, others at 12 months. Both are great!
- Teeth don't fall out at the same age for everyone.
- Some kids grow taller in summer, others in winter—it's all normal!



No matter how you grow, it's your journey! Celebrate your own special way of growing, because every pace is amazing!

True or False

Is the statement true or false?

1. We all grow in our own way.		
2. Some kids grow faster than others.		
3. Kids start walking at different ages.		
4. Growing slowly is okay.		
5. It's okay to grow differently.		

Draw

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

--	--

Amazing Things Our Bodies Can Do

Running and Jumping

Our legs help us run fast and jump high!

As we grow, our muscles get stronger, and we can run faster and jump higher.



Dancing and Moving

Dancing is a fun way to move to music. Our arms, legs, and feet work together, and we get better with practice!



Using Our Hands

Our hands help us draw, build, and catch balls.

As we grow, our fingers become stronger, making it easier to do tricky things like tying shoes.



Growing and Learning

Our bodies grow and learn every day! From crawling to running, every step helps us become faster, stronger, and ready for new adventures.



Fill in the Blanks

Circle the missing word.

1)	Our legs help us _____.	jump	fly
2)	Dancing helps us _____.	move	sit
3)	Our arms and legs work _____ when we dance.	apart	together
4)	Jumping is _____.	fun	boring
5)	Running helps us grow _____.	weak	strong

Word Search

Find the words in the word search.

JUMP	J	U	M	P	H	T	W	I	R	L	Q	P
RUN	R	U	N	Y	Y	M	W	S	B	P		
WALK	W	A	L	K	E	A	C	H	L			
DANCE	D	A	N	C	E	P	M	N	V			
SKIP	S	K	I	P	L	B	I	D	W			
HOP	H	O	P	K	S	N	I					
TWIRL	T	W	I	R	L							
SWING	S	W	I	N	G	E	K	I	C	K	C	
SHAKE	S	H	A	K	E	I	Z	W	U			
SLIDE	S	L	I	D	E							
SPIN	S	P	I	N								
CLIMB	C	L	I	M	B							
BEND	B	E	N	D								

Activity – Colouring What Our Bodies Can Do

Objective

What are we learning about?

To help students learn about the amazing things their bodies can do, like dancing, jumping, or going on adventures, and celebrate their unique abilities.

Materials

What you will need for the activity:

- Colouring pages showing pictures of children dancing, running, jumping, and exploring.
- Crayons, markers, or colored pencils.



Instructions

How you will complete the activity:

1. Begin by discussing the amazing things our bodies can do. Use examples like dancing to music, running at the park, or jumping over a hurdle.
2. Hand out the colouring pages showing children in fun activities like jumping, dancing, and exploring. Explain each picture to the students.
3. Encourage students to think about what their bodies can do as they colour the pictures. For example, ask, "Have you ever jumped as high as the child in the picture?"
4. Ask students to add details to their pictures if they want, like drawing their favourite place to dance or run.
5. Once students have finished colouring, gather the class and have them share their favourite body activity. Discuss how using our bodies helps us grow and have fun.
6. Display the completed colouring pages on a classroom board titled "Our Amazing Bodies in Action!"

Name: _____

27

Curriculum Connection
GDK.2



Name: _____

28

Curriculum Connection
GDK.2





Our Bones

What Are Bones?

Bones are the hard parts inside our bodies that keep us standing tall.

They are like the frame of a house, holding us up and keeping us strong.

How Bones Work

Bones let us jump and run. They work with muscles to help us play. Did you know you have 206 bones in your body?

Do Bones Grow?

Yes! Bones grow as we grow. When you were born, you had about 300 bones, but some joined together as you got older.











Taking Care of Bones

- Drink milk for strong bones.
- Eat veggies like broccoli.
- Move and play every day!



True or False

Is the statement true or false?

1. Bones help us stand tall.		
2. Eating candy makes bones strong.		
3. Playing helps bones grow stronger.		
4. Drinking milk makes bones grow strong.		
5. Bones work with muscles to help us move.		

Colour

Colour the bones as follows.



	Red
• Rib bones	Red
• Hip bones	Yellow
• Thigh bone	Pink
• Leg Bone	Orange
• Arm Bone	Brown

Activity – Building Our Bones

Objective

What are we learning about?

Students will learn about how bones help our bodies by creating a skeleton model using cut-and-paste techniques. This hands-on activity will teach them about the importance of bones for movement, strength, and protection.

Material

What you will need for the activity:

- Printable skeleton parts (skull, rib bones, arm bones, etc.)
- Child-safe scissors
- Glue sticks
- Cardboard or thick paper



Instructions

How you will complete the activity:

1. Print out skeleton parts for each student, ensuring they are large enough to be cut out and assembled.
2. Provide each student with a piece of cardboard or thick paper to use as a base for their skeleton.
3. Instruct students to carefully cut out the skeleton parts using child-safe scissors.
4. Show them how to arrange the bones on the cardboard to form a complete skeleton (e.g., skull on top, rib cage in the middle).
5. Guide students to paste the bones in the correct positions on the cardboard.
6. Allow them to decorate their skeleton or label the bones if they'd like.
7. Display the finished skeletons in the classroom and discuss how each bone helps our body.

Skeleton Parts

Glue all parts together and build a skeleton.



Story: Getting Taller Every Day

Draw

Draw pictures that show the story:

Growing Up, Up, Up!

Sophia stood by the wall, ready for her height to be measured. "Let's see how much you've grown!" said her dad, holding a pencil to mark the wall.

Last year, her head was in the middle of the wall. Now it was higher, almost as tall as her shoulders. "Wow, Sophia, you've grown 6 centimetres in one year!" her dad said.

PREVIEW

Sophia smiled and stretched her arms. "I'm going to grow up to be a tree!" she laughed. "Maybe even taller than you!" She twirled around, imagining herself reaching the clouds.

Her dad chuckled. "You're getting there! Eating healthy snacks like apples and carrots helps you grow." He pointed to her plate. "And don't forget milk—it helps make your bones strong!"

Sophia looked at her feet. "Do my toes grow, too?" she asked. Her dad nodded. "Yes! That's why your shoes get tighter. Your bones grow, making your whole body taller!"

Later, Sophia ran outside to play with her friend Leo. "Let's see who can touch the highest branch!" Leo said. They jumped and laughed, reaching ever higher.

PREVIEW

PREVIEW

That night, Sophia looked at her height mark again. "I'm growing every day," she whispered. "I can't wait to see how tall I'll be next year!"

Her dad smiled and gave her a hug. "Just keep eating, sleeping, and playing. Growing is fun, and you're doing great!"

Jump and Reach for Growth

Objective

What are we learning about?

Students will learn how growing taller every day helps them reach higher objects. They will compare their standing reach with their jumping reach to understand how growth impacts what they can reach.

Materials

What you will need for the activity:

- Washable paint or ink pads (safe for handprinting)
- Large sheet of paper or a flat wall for marking reach
- Markers or stickers for labeling
- Wet wipes or towels for cleanup



Instructions

How you will complete the activity:

1. Start by discussing how their bodies grow taller every day. Explain that growing taller helps them reach higher places and do more things.
2. Have each student dip their hand into the washable paint or ink to create a handprint.
3. Ask each student to stand against the wall or paper and make a handprint at their normal standing reach height. Label the handprint with their name or a sticker.
4. Next, have each student jump and touch the wall as high as they can, leaving a second handprint at their highest jump.
5. Compare their standing reach with their jumping reach and encourage them to talk about how they might reach higher as they grow taller.
6. Display the handprints on a classroom board or wall under the title "We Grow Taller and Reach Higher!"

Poem: Playing and Moving**Move and Play, Grow Each Day**

Running and jumping, we're on our way,
Playing outside makes a happy day.
Swinging and sliding, up and down,
Exercise brings smiles all around!

Skipping and hopping, it's so much fun,
Spinning circles under the sun.
Stretching out, reaching up high,
Strong muscles grow as time goes by.

Kicking a ball and running fast,
Climbing up hills or flying fast.
Moving our bodies keeps us strong and right,
Happy and healthy, feeling just right.

So let's keep playing, every day,
Grow big and strong in every way.

Exercise is what we need,
For healthy hearts and a happy speed!

Multiple Choice

Circle the correct answer.

1) What helps us grow strong?

A) Running

B) Sleeping

C) Eating Candy

2) What makes us happy?

A) Sitting inside

B) Doing Nothing

C) Playing Outside

3) What is exercise?

A) Running

B) Watching TV

C) Lying down

4) What makes us strong?

A) Sitting

B) Eating cookies

C) Exercise

5) What keeps us active?

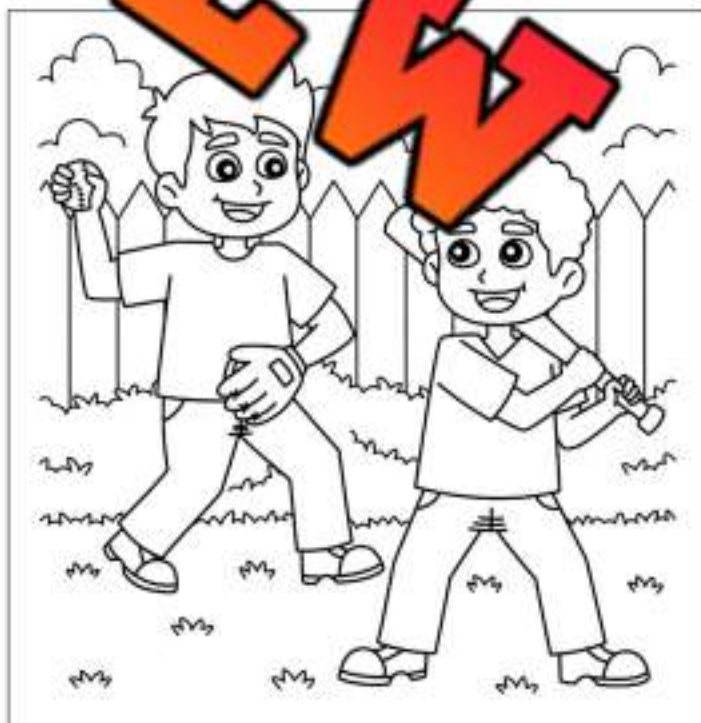
A) Riding a bike

B) Reading a book

C) Sleeping

Colour

Colour these fun activities.



Muscles That Help Us Move

What Are Muscles?

Muscles are like little engines inside your body! They help you run, jump, and even wave hello. You have more than 600 muscles! Some are big, like the ones in your legs, and some are tiny, like the ones in your fingers. Without muscles, you wouldn't be able to move at all!

How Do Muscles Get Stronger?

Muscles grow when we move a lot. Running, jumping, and even dancing make them stronger. Eating healthy food and getting enough sleep also help! Muscles also like to rest after working hard, so they can get even bigger.











Fun Muscle Facts!

- Your heart is a muscle!
- You use 17 muscles to smile!
- Walking uses 200 muscles!



True or False

Is the statement true or false?

1. Muscles help us run and jump.		
2. We have more than 600 muscles.		
3. Eating fatty food makes muscles weak.		
4. Muscles grow when we play and move.		
5. Muscles are soft and squishy.		

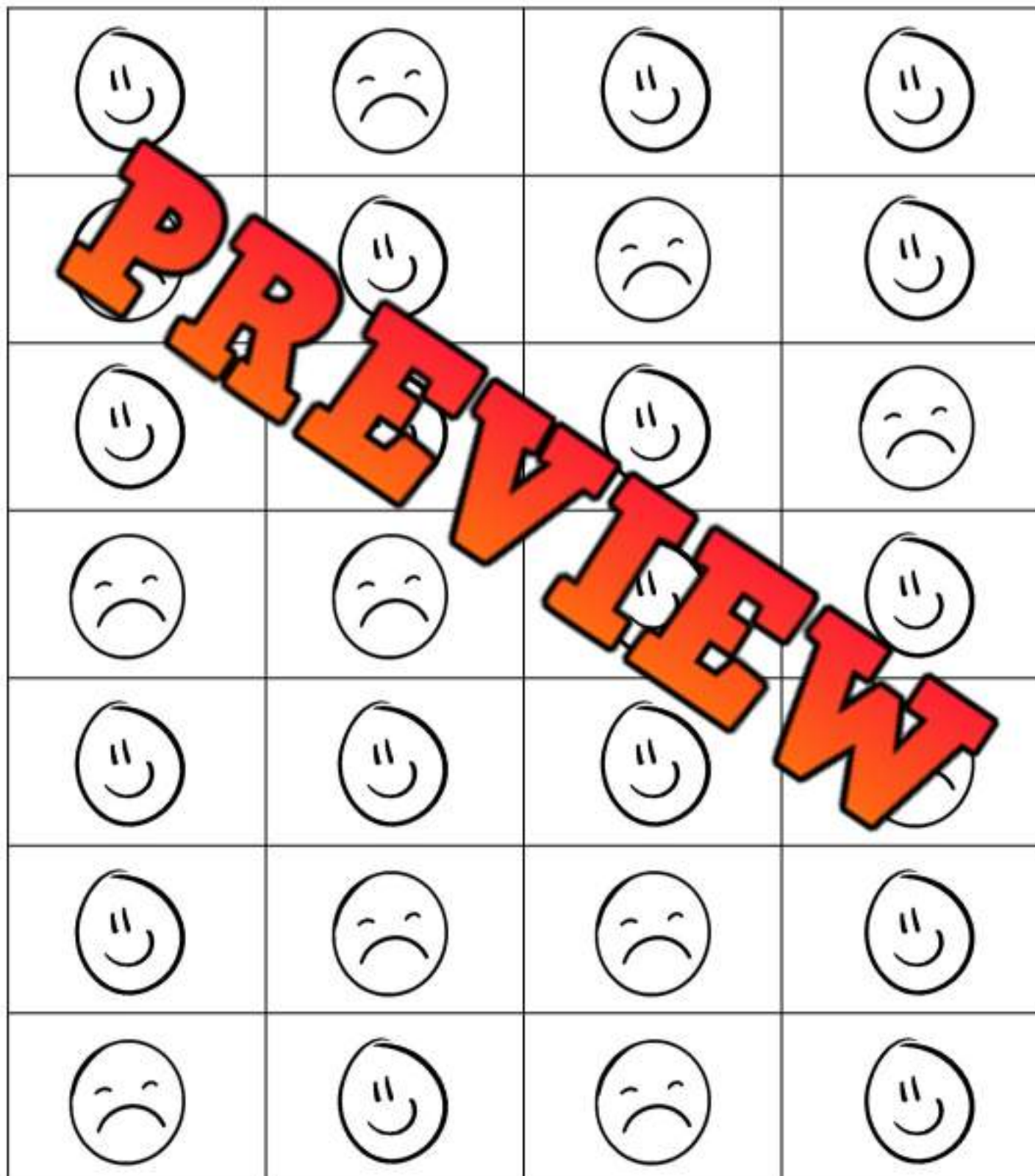
Draw

Draw two of your favourite activities that help your muscles grow.

--	--

**Find the
smiles!**

When you frown, you use 43 muscles in your face! That's a lot more than the 17 muscles you use to smile. Find and colour all the 17 smiley faces!



What Makes Us Look Different

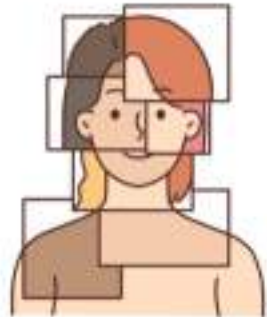
Our Hair Colours

Some kids have blonde, brown, black, or even red hair! Each colour is unique, and it makes us all special in our own way.



Our Skin Tones

Our skin can be light, dark, or in between. Every shade is beautiful, showing how different and unique we all are!



Our Heights

Some kids are tall, and some are small. Height is another way we're different and wonderful just the way we are.













Our Smiles and Eyes

Big smiles, little smiles, blue eyes, or brown—every face is special and helps us show who we are!



True or False

Is the statement true or false?

1. Some kids have red hair.		
2. Everyone has the same skin tone.		
3. Some are tall, and some are short.		
4. Our eyes can be blue.		
5. Every face is a different shape.		

Draw

Draw and colour your drawing, adding eyes, hair, and smile!

What Makes Us Unique Inside

Our Special Talents

Everyone has something they're really good at! Some kids are great at drawing, some love building blocks, and some are fast runners. Talents make us amazing.

What We Love

Some kids enjoy reading books, others like singing or dancing.

What we love shows who we are and what makes us happy.

Our Personalities

Some kids are quiet, others are loud and playful.

Both are great! Personalities make us special.



Fun Facts About Us

- No one in the world is just like you!
- You have your very own way of thinking and feeling.
- Being different is what makes us wonderful!



Fill in the Blanks

Circle the missing word.

1)	Everyone has a special _____.	talent	hair
2)	Personalities make us _____.	sad	special
3)	Being _____ is what makes us wonderful.	same	different
4)	What _____ shows who we are.	love	hate
5)	You _____ your own way of _____.	thinking	sleeping

This or that _____ the one that is most like you!

1) Are you...?	loud	quiet
2) Are you...?	fast	slow
3) Are you...?	shy	friendly
4) Do you like to...?	run	
5) Do you like...?	reading	drawing
6) Do you like to...?	sing	dance
7) Are you more...?	silly	serious
8) Do you like...?	playing outside	staying inside

Activity – All About Me Puzzle

Objective

What are we learning about?

To help students explore and share what makes them unique while fostering teamwork and connection through a fun and creative puzzle activity.

Materials

What you will need for the activity:

- Blank puzzle pieces (one per student)
- Crayons, markers, or colored pencils
- Stickers or other small decorations (optional)
- Envelopes or small bags to store puzzle pieces



Instructions

How you will complete the activity:

1. Distribute a blank puzzle template to each student so that they will decorate it to show what makes them special.
2. Have students decorate each puzzle piece with drawings or writing representing something unique about themselves (e.g., their name, age, food, activity, or talent).
3. Once complete, help them carefully cut out the pieces and place them in an envelope or small bag.
4. Students exchange their puzzle with a classmate and work together to assemble each other's puzzles.
5. After completing a classmate's puzzle, encourage students to talk about what they learned about their friend from the puzzle.
6. Display the completed puzzles on a bulletin board under the title "All About Us!"

Name: _____

52

Curriculum Connection
GOK.1

PREVIEW

Activity – Healthy Habits Bingo

Objective

What are we learning about?

To encourage students to adopt and track healthy habits such as eating nutritious food, staying hydrated, and being physically active, while fostering excitement and self-awareness.

Materials What you will need for the activity:

- Printable bingo cards with healthy habits (e.g., "ate a fruit," "drank water")
- Crayons, markers, or stickers for marking completed squares
- A classroom chart or board to display progress together



Instructions

How you will complete the activity:

1. Hand out a bingo card to each student at the start of the week.
2. Explain that each square represents a healthy habit, such as eating vegetables, playing outside, or washing hands.
3. Encourage students to complete the activities at home or during school hours and mark the squares when they do.
4. Students can use stickers, crayons, or markers to track their progress on the card.
5. At the end of the week, gather as a class to share experiences and celebrate healthy habits.
6. For added fun, recognize students with completed rows or full cards with a certificate or sticker.


Instruction

Complete each healthy habit square by doing the activity and marking it off with a crayon or sticker!

B	I	N	G	O
Ate	Drank	Brushed teeth	Played Outside	Helped a friend
Ate a vegetable	Went to bed early	Said kind words to someone	Jumped or skipped	
Read a book	Danced to music	Helped clean up	Tried new food	Deep breaths
Smiled at someone	Stretched in the morning	Shared a toy	Coloured a picture	Walked or ran around

Poem: Growing Up is Special

As We Grow



We jump and run, we play all day,
Our bodies grow in every way.
We try new things, we learn so fast,
Each moment's fun, it's such a blast!



We build and draw, we build and bake,
Learning a skill's a joy to make.
We learn to read,
Everything we need.

We climb up high, we explore,
Adventure's waiting all around.
The world's so big, there's lots to see,
We grow and learn, just you and me.

**ON A
JOURNEY**

So let's be brave and try our best,
Each day's a chance, a brand-new quest.
Growing up is so much fun,
Our journey's only just begun!

True or False

Is the statement true or false?

1. We grow every day.		
2. Reading books is not fun.		
3. Tyndal's experiment is a new skill.		
4. Drawing and singing are creative.		
5. Growing up is a process.		

Colour





















Colour the activities that you find fun and that you would like to try.



Unit Test – Growth and Development

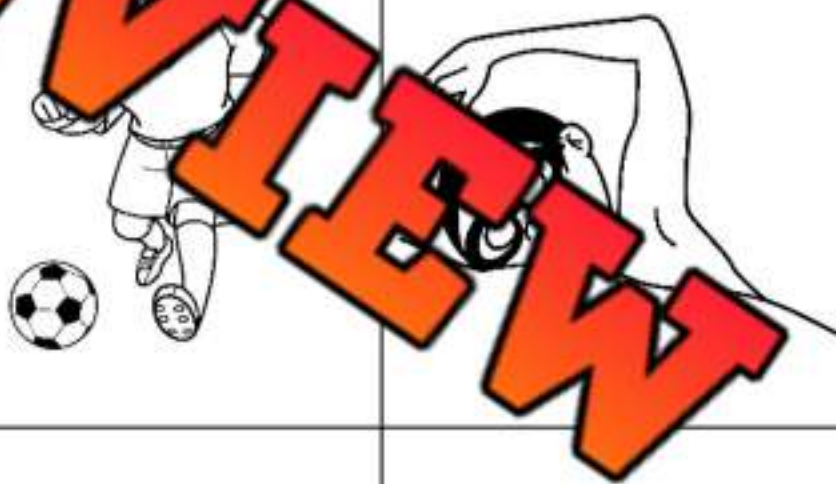
True or False

/10

1. People grow shorter.		
2. Our mind grows when we learn new things.		
3. We grow quickly.		
4. Our bodies grow a little each year!		
5. Bones let us move, jump, and run!		
6. We should sit all day to take care of our bodies.		
7. It takes 17 muscles to smile.		
8. Our skin tones can only be light.		
9. Being different is what makes us wonderful!		
10. Talent makes you a boring kid.		

Identify

Cut out the action and paste it under the matching picture:



Dance

Jump

Play

Climb

Swim

Run

Matching

Match each pair to its correct name.



LEGS



PREVIEW



FEET



RS



HANDS



EYES





Google Slides Lessons Preview





Alberta Health and Wellness Financial Literacy – Kindergarten

3-Part Lesson Format

Part 1 – Minds On!

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

What is Money?

LEARNING GOAL

We are learning to **understand** what money is so we can know how it helps us buy and share things.

Can You Buy It?

Drag Yes or No to each picture to show if you can buy it with money.

YES		NO	
Happiness	Apple	House	Patience
Puppy	Family	Love	Toy

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 – My Learning Word!

Think of one word you learned today about money. Write it or draw it and tell the class why it is important.



Alberta Health and Wellness Financial Literacy – Kindergarten

Sorting: Canadian Coins

Match each coin to its name by dragging it to the right box.

Quarter	Nickel	Dime













Guess The Color!

Drag the colour to match the correct Canadian bill.



Match the Money!

Drag the right coins or bills to buy each item.

 \$0.20	 \$1.00	 \$5	 \$0.35	 \$0.20
	 	 		 
A	B	C	D	E



Alberta Health and Wellness Financial Literacy – Kindergarten

Sorting: Canadian Coins

Drag each coin from the jar to the right spot in the chart.

Nickel	Dime	Loonie	Toonie

Zoom-In Money Match

Look at the close-up pictures. Drag the correct name of the Canadian bill to match each one.

10 Canadian Dollar	5 Canadian Dollar	20 Canadian Dollar	100 Canadian Dollar

Count and Match!

Match them to the right amount of money.

Dime		\$6
Loonie		\$0.35
Toonie		\$0.15
		\$3



Workbook Preview



Kindergarten – Health Unit

Financial Literacy

Organizing Idea		Informed financial decision making contributes to the well-being of individuals, groups, and communities.
G L O	Preview of 40 pages from this product that contains 71 pages total.	
FLK.1	Explore the value of Canadian coins and bills.	6 – 46
	Identify features of Canadian coins and bills.	

NAME: _____

FINANCIAL LITERACY



What is Money?

Money Buys Things We Need

Money is what people use to buy food, toys, and clothes. It helps us trade for things we need or want.

Coins and Bills

In Canada, money comes in coins and bills.

- Coins are round and come in two types: the **Loonie** (\$1) and **Toonie** (\$2).
- Bills are flat and colourful, like the \$5 bill.



What's on Money?

Money has numbers and pictures to show its value.

- The **Loonie** has a loon (a bird).
- Bills have bright colours and special designs.

Money helps us get what we need and share with others!

True or False

Is the statement true or false?

1. Coins are made of metal.



2. Bills are flat and colourful.



3. The T-100 has a loon on it.



4. Bills have a picture on them.

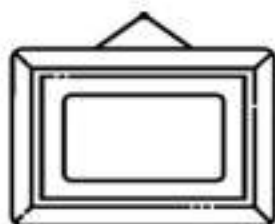


5. The \$5 bill is blue.



Colour

Colour all the _____ in the _____



Coin Maze

Follow and colour the coin!



Name: _____

9

Curriculum Connection
FLK.1

Trace

Trace and colour the bill and draw your own money!



Meet the Canadian Coins

Coins are small, round pieces of metal that we use to buy things. In Canada, we have different coins, each with its own value.

Nickel
(5 cents)



Worth 5 cents, it's silver and shows a beaver.

Dime
(10 cents)



Worth 10 cents, it's the smallest silver coin and shows a Bluenose schooner.

Quarter
(25 cents)



Worth 25 cents, it's silver and has a caribou.

Loonie
(\$1)



Worth 1 dollar, it's gold-colored and shows a loon.

Toonie
(\$2)








Worth 2 dollars, it's silver and gold with a polar bear.

Each coin has a number showing its value and a picture to help us identify it. By looking at the size, colour, number, and image, we can tell which coin it is.

Matching

Match the coins to their pictures.

1) Nickel	<input type="radio"/>	<input type="radio"/>	
2) Dime	<input type="radio"/>	<input type="radio"/>	
3) Quarter	<input type="radio"/>	<input type="radio"/>	
4) Loonie	<input type="radio"/>	<input type="radio"/>	
5) Toonie	<input type="radio"/>	<input type="radio"/>	

Matching

Match the correct amount of each Canadian coin.

1) Nickel	<input type="checkbox"/>	<input type="checkbox"/>	25 cents
2) Loonie	<input type="checkbox"/>	<input type="checkbox"/>	2 dollars
3) Dime	<input type="checkbox"/>	<input type="checkbox"/>	5 cents
4) Quarter	<input type="checkbox"/>	<input type="checkbox"/>	1 dollar
5) Toonie	<input type="checkbox"/>	<input type="checkbox"/>	10 cents

Colour

Colour the pictures that can be found in Canadian coins.



Draw

Complete the drawing of each Canadian coin.



Colour

Colour the coins using the given colours.

Nickel - Red

Dime - Yellow

Quarter - Green

Loonie - Blue

Toonie - Purple







Exit Cards

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



Name: _____

What is the value of these coins?

	
5¢	10¢
	
50¢	25¢
\$1	\$2





Name: _____

What is the value of these coins?

	
5¢	10¢
	
5¢	25¢
\$1	\$2





Name: _____

What is the value of these coins?

	
5¢	10¢
	
50¢	25¢
\$1	\$2

Name: _____

What is the value of these coins?

	
5¢	10¢
	
50¢	25¢
\$1	\$2

What are Bills?

What Do Bills Look Like?

Bills are flat and shaped like a rectangle. In Canada, they feel like paper and are in bright colours!



Meet Some Bills

- **\$5 Bill:** Blue and worth five dollars.
- **\$10 Bill:** Purple and worth ten dollars.
- **\$20 Bill:** Green and worth twenty dollars.



What's on a Bill?

Bills have numbers to show their value, like "5" or "10". They also have special pictures, like famous Canadians and cool designs.

Fun Fact About Bills

- Canadian bills are made of a special plastic, making them durable and even waterproof!

Fill in the Blanks

Circle the missing word.

1)	The \$5 bill is _____ in colour.	blue	purple
2)	Bills are made of _____.	metal	plastic
3)	Bills are shaped _____.	round	square
4)	Bills have _____ to show their value.	numbers	faces
5)	The _____ which is purple in colour is worth _____.	\$5	\$10

Find _____ Bills

Circle the bills only.



Colour

Colour the bills based on their designated colours

\$5	• Colour: Blue
\$10	• Colour: Purple
\$20	• Colour: Green
\$50	• Colour: Red
\$100	• Colour: Brown





Which Bill Do You Use?

Draw a line to match each item with the correct bill!



The Difference Between Coins and Bills

Lily Learns About Coins and Bills

One sunny morning, Lily's mom gave her a shiny coin and a colourful bill. Lily asked, "Mom, why do they look different?"

Her mom explained, "This round, metal coin is a Loonie, worth one dollar, and has a picture of a beaver on it. Bills often feature animals. This rectangular, plastic bill is a one-dollar bill and shows an important Canadian person or place. Bills come in different colours and sizes to show their value."

Lily nodded, understanding. "So, coins have animals, and bills have people or places. And their shapes and colours help us know how much they're worth."

"Exactly!" her mom said, smiling. Lily grinned, excited to use her new knowledge on their next shopping trip.



Bill or Coin

What is described in each statement?

1. Round in shape and made out of metal.	Bill	Coin
2. Important people are seen on this money.	Bill	Coin
3. The 7 is an example of this money.	Bill	Coin
4. You can buy things with this money.	Bill	Coin
5. It is commonly made of plastic.	Bill	Coin

Sequencing

Number the events from 1 to 6 in the order they happened in the story.

	Mom explains the bill is five dollars.
	Lily's mom gives her a coin and a bill.
	Lily learns coins have animals, and bills show people.
	Lily asks why they look different.
	Lily is excited to use her new knowledge.
	Mom explains the coin is a Loonie.

Coin Puzzle

Cut out this coin puzzle and let students paste the puzzle back together on the next page.



Bill Puzzle

Cut out this bill puzzle and let students paste the puzzle back together on the next page.



The Features of Canadian Coins

LOONIE



- At the top, it says "Canada," showing that the coin is Canadian.
- In the centre of the coin, there's a loon swimming on a lake. This bird is special to Canada and gives the coin its name, the "Loonie."

- At the bottom, it says "ONE DOLLAR" showing that this coin is worth one Canadian dollar.
- It is entirely golden in colour, giving it a bright and shiny look.
- The Loonie is smaller than the Toonie, making it easier to distinguish by touch and appearance.

TOONIE



- At the top, it says "Canada" showing that the coin is Canadian.
- In the centre of the Toonie, there is a polar bear standing on ice. This represents Canada's northern wildlife.

- Below the bear, it says "2 Dollars." This tells us the Toonie is worth two Canadian dollars.
- The Toonie is special because it has two colours: Silver outer ring and gold centre.
- Like the Loonie, the Toonie is also round, but it is bigger than the Loonie.

True or False

Is the statement true or false?

1. The Loonie is golden in colour.



2. The Toonie has a polar bear on it.



3. The Toonie has a loon on it.



4. Both the Loonie and Toonie are round.

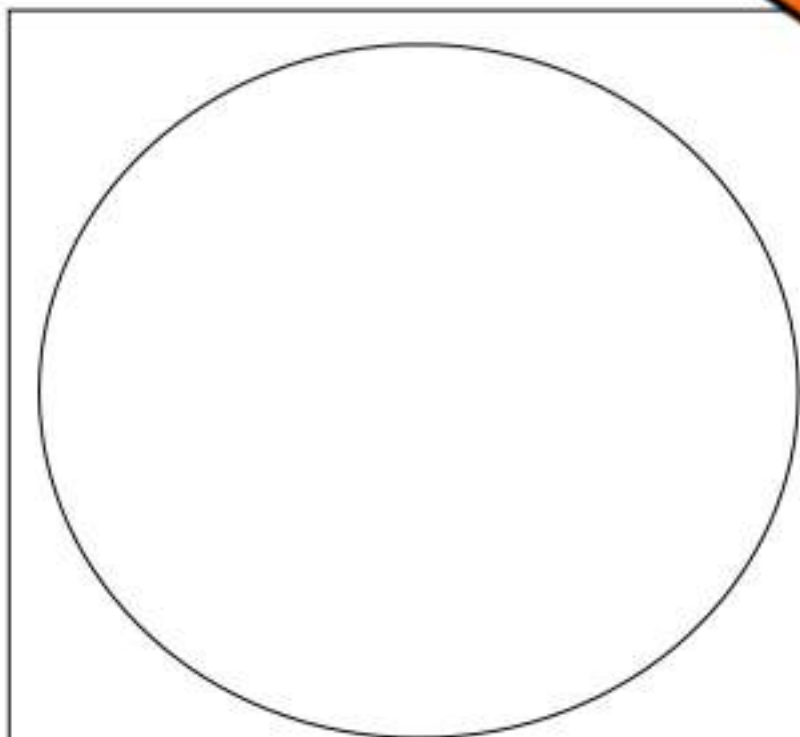


5. The Loonie is rounder than the Toonie.



Draw

Design a coin by choosing an animal symbol to put on it and decide its name and value.



Name: _____

Value: _____

Trace

Read and trace what a Loonie is.

The Loonie is worth
one dollar. It is
coloured and
a loon.

Colour

Find and colour the Loonie.



Trace

Read and trace what a Toonie is

The Toonie is worth
two dollars. It is silver
not gold. It has a
polar bear on it.

Colour

Find and colour the Toonis.



The Features of Canadian Bills



The Canadian \$5 bill is full of amazing details! Let's look closely at its special features.

1. **Bright Blue Colour** - The \$5 bill is easy to spot with its bold blue colour.
2. **Front Side** - A portrait of Sir Wilfrid Laurier, Canada's seventh prime minister.
3. **Back Side - Space Exploration Design** - An amazing design with Dextre, a robotic arm attached to the Canadarm2, showing Canada's contributions to space exploration.
4. **Transparent Window** - There's a clear window you can see through, making it extra special and secure.
5. **Holograms** - Shiny holograms in the window change when you move the bill.
6. **The Number "5"** - Big and clear, the number "5" shows how much the bill is worth.

Multiple Choice

Circle the correct answer.

1) What colour is the \$5 bill?

A) Green

B) Blue

C) Purple

2) What design is on the backside of the \$5 bill?

A) Space

B) Polar Bear

C) Maple Leaf

3) What is on the transparent window?

A) A car door

B) A loon

C) A car

4) What happens to the numbers when you move the bill?

A) They disappear

B) The numbers change

C) They stay the same

5) What number is big on the front of the bill?

A) 20

B) 10

Draw

Finish the design of this \$5 bill by completing its features.



3 In A Row

Find and colour three matching bills in a row!



Story: Counting Coins

Draw

Draw pictures that show the story.

Ella's Market Adventure

Ella clutched her little bag of coins as she walked to the market with her mom. She was so excited to see what she could buy!

At the apple stand, Ella saw shiny, red apples. "An apple costs twenty-five cents," said the farmer. Ella finally found her quarter and handed it over. The farmer smiled and gave her a big, juicy apple.

PREVIEW

Next, they stopped at a lemonade stand. "Lemonade is ten cents," said the vendor. Ella reached into her bag, picked out her nickel, and got a cold, refreshing drink.

At the cookie table, the delicious smell of chocolate chip cookies filled the air. "These are five cents," said the baker. Ella found her nickel and happily gave it to the baker. He handed her a warm cookie, and Ella took a bite.

They walked to the toy stall, and Ella spotted a colourful bouncy ball.

"That's one dollar," said the shopkeeper. Ella handed over her golden Loonie and bounced her new ball.

Finally, she saw a big, fluffy stuffed bear. "This bear is two dollars," said the shopkeeper. Ella gave her Toonie and hugged her new bear tightly.

PREVIEW

PREVIEW

On the way home, Ella looked at her apple, lemonade, cookie, bouncy ball, and bear. "I used all my coins to buy these!" she said proudly.

Her mom smiled and said, "You're so good at counting coins, Ella!" Ella felt proud and happy as they walked home.

Coins in the Jar

Circle the number of coins in each jar.



1

2

3



4

5

6



2

3

4



4

5

6



5

6

7



8

9

10

Matching

Match the number of coins needed to buy the products.



○

○



○

○



○

○



○

○



○

○



Canadian Money is Special

Bright Colours

Canadian money is bright and colourful! Each bill has its own colour, like blue for \$5 and purple for \$10, making them easy to tell apart.



Animals on Coins

Our coins feature animals. The Loonie and the toonie show the Loonie and the polar bear. These animals show Canada's amazing nature.



Famous Canadians on Bills

Bills like the \$10 bill show important Canadians, such as Viola Desmond, who made history. These pictures remind us of their contributions.













Unique and Strong

Canadian money is made of special plastic, with shiny holograms and clear windows to keep it safe and hard to rip! It's strong and unique!



True or False

Is the statement true or false?

1. Canadian money is bright and colourful.		
2. Coins are made of chocolate.		
3. The Loonie is shaped like a triangle.		
4. Canadian money has shiny holograms.		
5. Polar bears are on the Loonie.		

Trace

Trace the reason why Canada is more special.

Canadian money is
colourful, strong,
and has animals and
famous people on it.

Activity – “Canadian Money is Special” Sing - Along**Objective**

What are we learning about?

Help students learn what makes Canadian money unique through a fun, interactive song activity that combines singing, movement, and reflection.

Materials

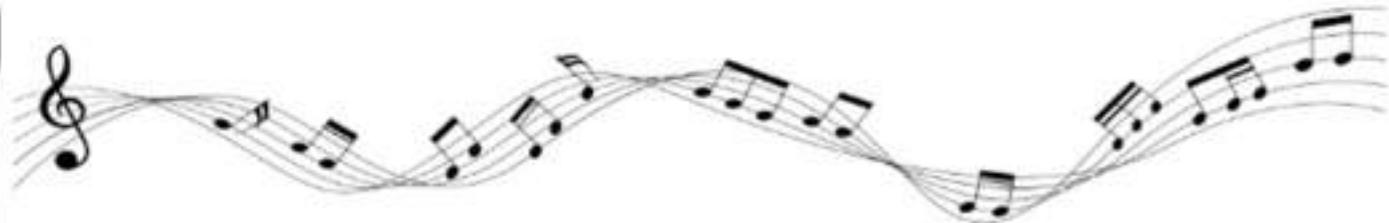
What you will need for the activity:

- Printed lyrics for “Canadian Money” song
- Music player for background music (optional)
- Space for movement (optional)

**Instructions**

How you will complete the activity:

1. Gather students in a circle and introduce the “Canadian Money is Special” song. Explain that it teaches them about Canadian symbols, colours, and animals on coins.
2. Hand out printed lyrics (if needed) so everyone can follow along. Each line of the song with the students to help them understand.
3. Play a simple background rhythm (optional), or clap your hands to set the beat for the song.
4. Begin singing the first verse together. Encourage students to follow along with actions, like pretending to hold a coin or point to colours.
5. Sing the song twice, adding movements like pointing to “blue” or miming looking at a hologram.
6. After singing, discuss with the group what makes Canadian money special. Let students share their favourite part (e.g., animals, colours, or holograms).



Canadian Money is Special

(To the tune of "Old MacDonald Had a Farm")

Canada has colourful bills,
E-I-E-I-O!
With a blue one here and a purple one there,
Here a bill, there a bill, everywhere a bright bill,
Canada has colourful bills,
E-I-E-I-O!

Canada's coins have animals too,

E-I-E-I-O!

With a loon here and a bear over there,

Here a coin, there a coin, everywhere a shiny coin,

Canada's coins have animals too,

E-I-E-I-O!

Unit Test – Financial Literacy**True or False**

/10

1. Money is what people use to buy most foods.		
2. Canadian money uses only coins.		
3. There is a \$1 coin.		
4. Bills are made of paper.		
5. Five dollars is the colour blue.		
6. The Loonie is smaller than Toonie.		
7. Toonie is worth 2 dollars.		
8. Loonie is gold coloured.		
9. Canadian bills have the same colours.		
10. Coins feature Canadian animals.		

Colour

Colour the coin for each question,

1) Which coin is the nickel?



2) Which coin is the dime?



3) Which coin is the nickel?



4) Which coin is the Loonie?



5) Which coin is the Toonie?





Google Slides Lessons Preview






Alberta Health and Wellness Safety Unit – Kindergarten

3-Part Lesson Format

Part 1 – Minds On!


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











Types of Boundaries

LEARNING GOAL

We are learning to understand different kinds of boundaries so we can help everyone feel safe and happy.



Drag the right word to show what kind of boundary it is.

Someone stands too close	Someone gives you a hug	You close the bathroom door	You hide your drawing
			
Someone gives you a high five	You say, "Please don't sit too close"	Keeping a journal in your closet	Someone holds your hand nicely
			

What Kind of Boundary Is It?

Touch

Privacy

Space

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 – Gesture Exit

Show a thumbs up, sideways, or down to tell how well you understood the lesson about types of boundaries.

I Understand Everything!	I Need A Little Help	I Need A Lot of Help
		



Alberta Health and Wellness Safety Unit – Kindergarten

Can You Tell What's Safe or Unsafe?

Drag the word "Safe" or "Unsafe" to each picture

SAFE		UNSAFE	

What Should You Say?

Can I play with that?
May I use it?
May I go out?
Can I have a turn, please?
Excuse me?
Could I have a turn, please?
May I borrow this?
May I have it?

Is It a Yes or No?

Drag the thumbs up if the answer is yes, or the thumbs down if the answer is no

Is it okay to take a toy without asking?	Should we shout when someone says "no"?	Can we say "no" if we need space?	Can we smile to show we agree?



Alberta Health and Wellness Safety Unit – Kindergarten

Match the Feeling to the Body Language

Drag the word that matches how her body shows what she feels.

Scared	Unsure	Confused	Playful	Angry	Frustrated	Surprised
--------	--------	----------	---------	-------	------------	-----------

Word Search – Grown-ups to ask for help

Policeman	Father
Brother	Mother
Teacher	Nurse
Doctor	Sister

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

Are Words Friendly?

Drag the word to the blue box if it is kind, or to the red box if it is unkind.

Kind Words	Unkind Words
Pool of Words	
"Hello!"	"Your clothes are ugly!"
"I Love You."	"You're clumsy!"
"You can't play with us."	"I'm glad we're friends."
"Thank You!"	"We can take turns."
	"I'm sorry"
	"Your hair looks bad!"



Workbook Preview



Kindergarten – Health Unit

Safety

Organizing Idea	A lifetime of optimal well-being is supported by prioritizing health and safety.	
Guiding Question	What might boundaries look like in different situations?	
<div>Preview of 60 pages from this product that contains 109 pages total.</div>		
SK.2	Indicate permission verbally in a variety of contexts. Indicate refusal verbally and nonverbally in a variety of contexts.	25-49, 58-60, 76-78
SK.3	Identify how to communicate personal needs and expectations to others in various situations.	38-41, 50-57, 61-67, 72-78

NAME: _____

SAFETY

PREVIEW



What Are Boundaries?

Our Special Safety Rules

Boundaries are like invisible lines or gentle safety rules! They help us know what is okay and what's not. Imagine a boundary as a gentle "stop" sign that lets us know where we should go, stand, or play.

Why Do We Need Boundaries?

Boundaries help keep everyone safe and feel good. When we follow them, we show respect for each other and make sure no one feels uncomfortable.

Where Can We Find Boundaries?

- **In Class:** Raise hands to share.
- **On the Playground:** Take turns and give space.
- **At Home:** Knock before entering someone's room.



True or False

Is the statement true or false?

1. Boundaries keep us safe.



2. We can run inside the classroom.



3. Knocking is a way to respect space.



4. Boundaries are not for school.



5. Quiet voices are good in the library.



Multiple Choice

Colour the correct answers

1) Who is following boundaries?



2) What do we do to speak in class?



Activity – My Personal Space Bubble

Objective

What are we learning about?

To help students understand the concept of personal space by visually creating "bubbles" around children in pictures, fostering respect for boundaries.

Materials

What you will need for the activity:

- Pictures of children (printed or drawn, showing them in various activities)
- Crayons or markers



Instructions

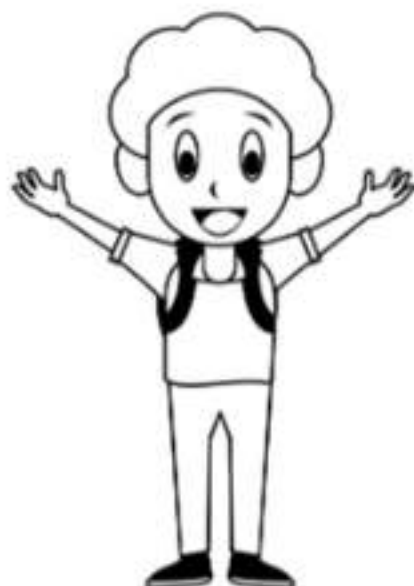
How you will complete the activity:

1. Provide each student with a printed picture of children. The picture should show kids playing, sitting, or standing in various positions.
2. Explain to the students that each child in the picture has to have a "bubble" that represents their personal space.
3. Ask the students to draw a circle around each child in the picture to represent their bubble of personal space.
4. Encourage them to colour the pictures with their favourite colours.
5. Have the students give a name to each child in the picture and write the names next to the bubbles.
6. If desired, mount the completed pictures on a larger sheet of paper for display in the classroom.

Name: _____

9

Curriculum Connection
SK.1



PREVIEW



Types of Boundaries

Personal Boundaries

Personal boundaries are about space!

Everyone has an invisible bubble around them.

We give each other space to feel safe and happy.



Physical Boundaries

Physical boundaries mean respecting our hands, feet, and bodies to ourselves. They give everyone safe and shows respect for each other.



Visual Boundaries

Visual boundaries mean respecting privacy.

We don't peek over shoulders or look in others' bags to give everyone their own space.

Boundaries Keep Us Happy

Boundaries make everyone feel safe and happy.

When we respect each other's space, we create a friendly place to learn and play.



Fill in the Blanks

Circle the missing word.

1)	Boundaries help us feel ____.	safe	loud
2)	We ____ before going into a room.	knock	yell
3)	Quiet voices are for the ____.	park	library
4)	We take ____ to share a toy.	all	turns
5)	It's ____ to peek in someone's bag.	okay	not okay

Draw ____ as a boundary look like to you?



Word Search

Find the words in the word search.

Boundary	Respect
Personal	Bubble
Space	Physical
Happy	Visual
Safe	Friend

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

Colour

Colour your reaction to the given situations:

1) A friend asks, "Can I share your snack?"



2) Someone says, "Can I give you a hug?"



3) A classmate sits very close to you while talking.



4) You say "no," but they keep asking.



5) A friend says, "Can I play with your toy?"



Poem: Boundaries in Familiar Places**Boundaries in Our Spaces**

At school, we raise our hands up high,

We wait our turn, give it a try!

We use kind words and stay in line,

These school boundaries keep things fine.



At home, we knock on every door,

Respect space forevermore.

When we use or play,

Home boundaries help every day.

On the playground, we play our games,

We share and play as each one claims.

Giving space for friends to run,

Playground boundaries make it fun!



In the library, voices are low,

We walk, not run, nice and slow.

These quiet rules help all to read,

Library boundaries, yes indeed!

True or False

Is the statement true or false?

1. At school, we raise our hand to talk.



2. We can run and shout in the library.



3. Taking turns helps everyone have fun.



4. It's okay to push others on the playground.

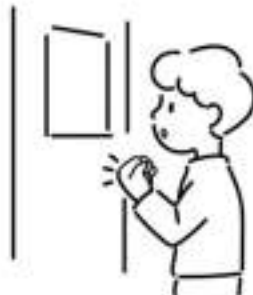


5. In class, we talk with our turn.



Safe or Not Safe

Circle the one that shows a safe boundary.



Rules That Keep Us Safe

Why Do We Have Rules?

Rules are special guidelines that help us know what to do. At school, on the playground, and even at home, rules keep us safe and happy. They make sure everyone is fair and knows how to be kind.

Symbols and Signs That Help

Symbols and signs are reminders of rules. A stop sign tells us to pause and look around. A "Quiet Zone" sign tells us to use our inside voices.

Important Signs to Remember

- **Stop Sign:** Pause and check before moving.
- **Quiet Zone:** Use quiet voices.
- **No Running:** Walk slowly to stay safe.



Story: Staying Safe Online

Ben's Online Adventure

Ben loved playing games on his tablet. One day, he found a new, flashing game. But Ben remembered his dad's rule: "Always ask first before picking up a new game."

"Dad, can I try this new game?" Ben asked.

His dad shook his head. "Not this one, Ben."

Some apps and websites are just for grown-ups.

Ben also remembered another rule: never talk to strangers. When someone he didn't know messaged saying: "Wanna play?" Ben closed the game and told his dad.

"Great job, Ben!" his dad said. "You're being very smart and careful!" Ben felt proud for staying safe online and knew his tablet rules were important.



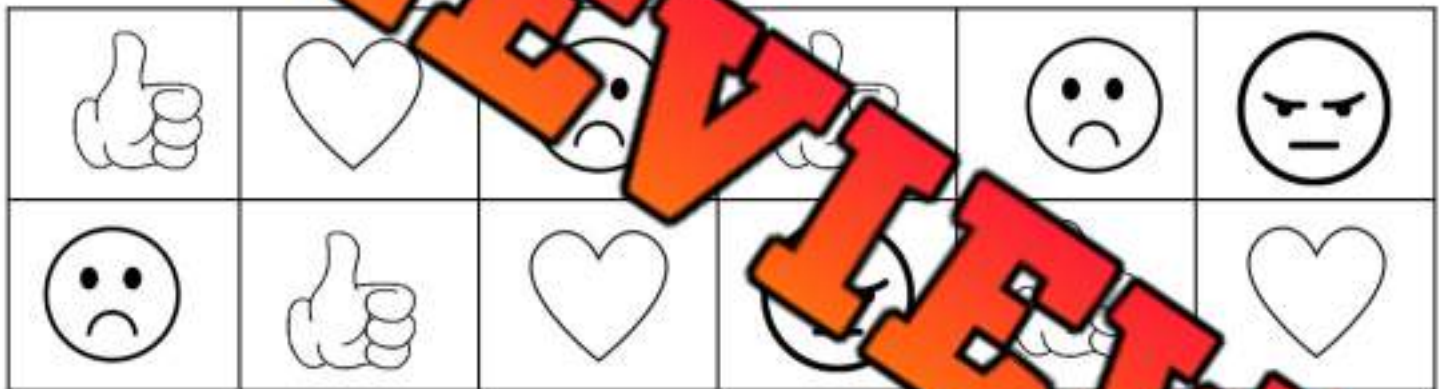
Identify

Answer each question with 'YES' or 'NO'

1) Did Ben see a new app on his tablet?	YES	NO
2) Did Ben's dad say the app was for kids?	YES	NO
3) Did Ben reply to the stranger's message?	YES	NO
4) Is it ok to talk to strangers online?	YES	NO
5) Should Ben ask an adult before clicking on new apps?	YES	NO

Colour

Colour in the "like" and "heart" reactions if you agree to Ben's actions.

**Sequencing**

Number the events from 1 to 5 in the order they happened in the story.

	Dad said, "Not this one."
	Ben closed the game.
	Ben found a flashing app.
	A stranger messaged Ben.
	Ben asked his dad first.

Trace

Trace this online safety rule then write it on your own:

Always ask an

adult before

using anything

online.

PREVIEW

Understanding Yes and No

What Does "Yes" Mean?

"Yes" means we agree or give permission! When someone says "yes," it shows they are happy to share or join in. Saying "yes" is a kind way to show we agree with something.



What Does "No" Mean?

"No" means we don't agree or don't want to do something. "No" is important because it sets a boundary. It's okay to say "no" when we feel uncomfortable or need our space.

Ways to Show Respect











When we hear "yes" or "no," it's important to listen.

Here's how we show respect:

- Stop and listen to others.
- Say "okay" if someone says "no."
- Be happy when someone says "yes!"






True or False

Is the statement true or false?

1. Saying "yes" means you agree or allow.		
2. Saying "no" means you don't agree.		
3. We should ignore when someone says "no."		
4. If someone says "no," we stop.		
5. We should laugh if someone says "no."		

Colour

Colour the picture green if it says "YES" and red if "NO"

		YES!
		

Yes

Follow and colour the YES path to show that you understand that YES means you agree and give permission!

YES

YES

YES

NO

N
OY
E
S

NO

NO

NO

Y
E
S

NO

NO

YES

YES

YES

YES

YES

YES!

No

Follow and colour the NO path to show that you understand that NO means you don't agree or don't want to do something.

NO**NO****YES****NO****YES****YES****YES****YES****N****O****YES****YES****NO!****NO****YES**

Story: Asking Permission**Draw**

Draw pictures that show the story.

Casey Learns to Ask Politely

Casey wanted to play with his friend Zoe at the park. He saw Zoe holding a bright ball. It looked so fun to play with!

Casey really wanted to join in. He took a step forward, but then remembered his teacher's words: "ask politely." Casey thought, "I should ask nicely."

PREVIEW

"May I play with your ball, Zoe?" Casey asked with a big smile. Zoe looked up and nodded, "Yes, Casey! You can join me!"

Later, Casey saw a shiny blue bucket in the sandbox. He wanted to use it for building a tall sandcastle.

"Can I please use the bucket?" he asked another friend, Leo. Leo smiled and said, "Of course, Casey! We can build together."

As they played, Casey found a small red car. He knew it belonged to Zoe, and he thought, "I should ask first!"

PREVIEW

PREVIEW

"Zoe, may I use your car for a little while?" he asked kindly. _____ smiled and said, "Yes, Casey! Thanks for asking!"

Casey felt happy. He learned that asking politely made sharing fun for everyone. Each friend smiled and played together, knowing their things were respected.

Activity – Colouring Permission Pictures

Objective

What are we learning about?

To help students understand the importance of asking for permission in different situations and how it shows respect and care for others.

Material

What you will need for the activity:

- Colouring pages showing scenarios showing children asking for permission
- Crayons, markers, or paint



Instructions

How you will complete the activity:

1. Begin by discussing what "asking permission" means and why it is important. Give examples, like asking before borrowing or entering someone's space.
2. Hand out the colouring pages showing scenarios of children asking for permission. Explain the scene in each picture.
3. Encourage students to think about what is happening in the picture before colouring. For example, a child knocking on a door before entering.
4. Ask students to colour the pictures and add details if they want.
5. Once they have finished colouring, review the pictures together as a class. Discuss how asking for permission makes everyone feel respected and comfortable.
6. Display the completed colouring pages on a classroom board labelled "Permission is Respectful!"

Can I pet
your dog?



Can I sit
here?



Can I fly
the kite?

PREVIEW



Saying No With Words and Actions

What Does "No" Mean?

"No" is a powerful word that tells others we're not comfortable or don't want to do something. Saying "no" helps us protect our feelings and our personal space.

Using Actions to Say "No"

Sometimes, we don't need words to say "no." We can:

- Shake our head
- Step back
- Hold up our hand to signal "stop"



When Can We Say "No"?









It's okay to say "no" when:

- Someone is too close, and we need space
- We feel uncomfortable or scared
- We don't want to play a certain game



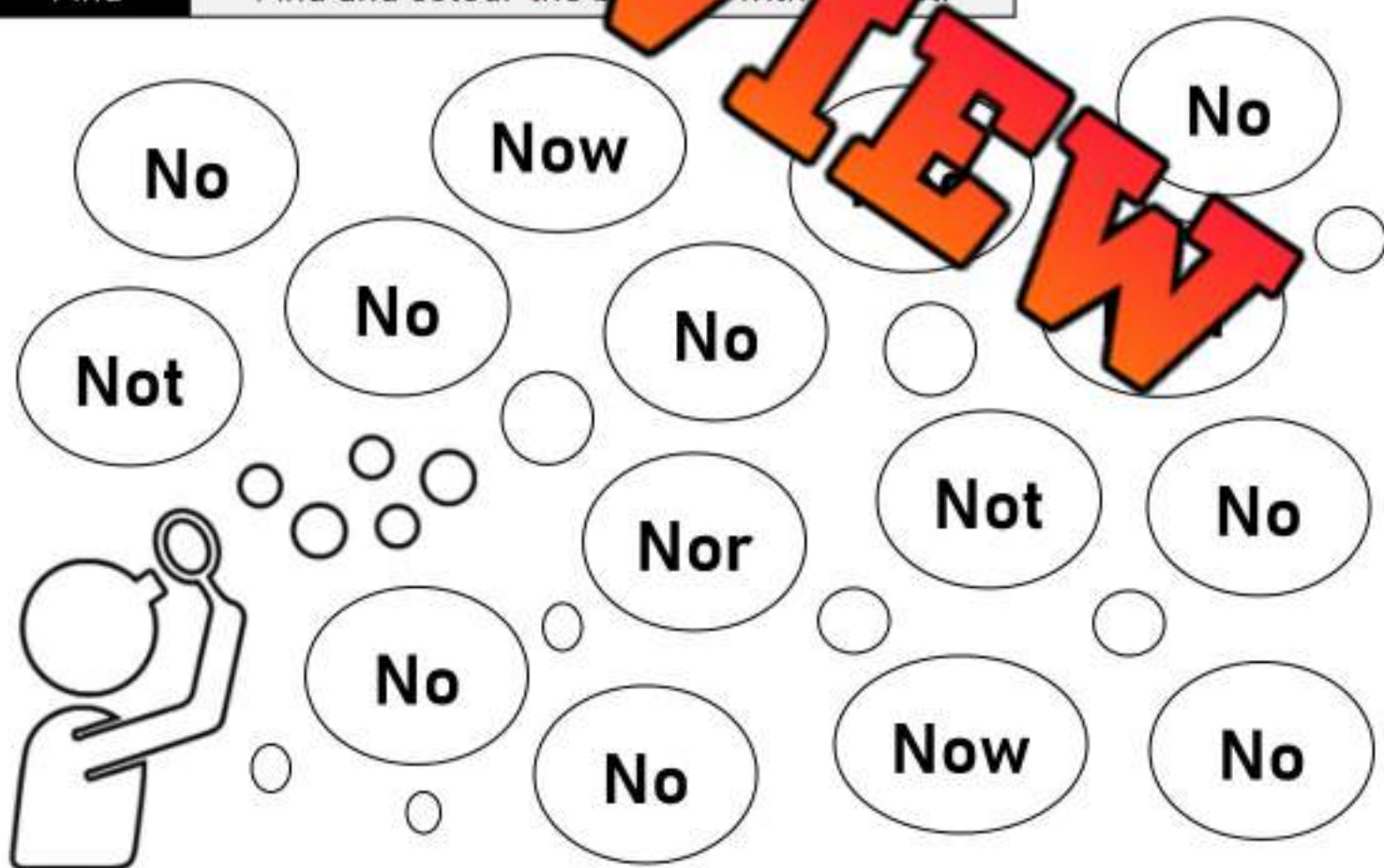
True or False

Is the statement true or false?

1. We can shake our head to say "no."		
2. It's not okay to say "no" when scared.		
3. "No" we want to do something.		
4. We can stop and say "no."		
5. Saying "no" can be used in many ways.		

Find

Find and colour the bubbles with it.



Activity – “No Means No” Sing - Along

Objective

What are we learning about?

Help students understand the importance of saying "no" to protect their boundaries through an engaging, interactive song activity that combines singing, movement, and reflection.

Materials: What you will need for the activity:

- Printed lyrics of “No Means No” song
- Music player for background music (optional)
- Space for movement (if possible)



Instructions

How you will complete the activity:

1. Gather students in a circle and introduce the “No Means No” song, explaining that it teaches them how to protect their boundaries with kind but strong actions.
2. Hand out printed lyrics (if needed) so everyone can follow along with the students to help them understand each line of the song.
3. Play a simple background rhythm (optional), or clap your hands to set the beat for the song.
4. Begin singing the first verse together. Encourage students to follow along with actions, like shaking their head, stepping back, or holding up their hand.
5. Sing the song twice, adding movements to reinforce actions like “step back” or “shake your head.”
6. After singing, sit down as a group and discuss when and why we say “no.” Use a short reflection to reinforce the message.

NO! NO! NO! NO!

No Means No

To the tune of "Twinkle, Twinkle, Little Star")

No means no, it's what we say,

When we need our space today.

Shake your head or stamp your foot slow,

Hold your hand up, let them know.



No means no, it's good to say,

Keeps us safe in every way.



Poem: Using Kind Words for Boundaries

Friendly Words for Boundaries

When someone does something we don't like,

We use kind words, polite and right.

"I don't like that," we gently say,

And keep our friends happy all day.

If someone is too close or won't let go,

Just say, "Please stop," they'll know.

With love so strong and full of care,

We keep things gently everywhere.

Boundaries are the way we say,

To show what's safe, and step away.

Saying it nicely, kind and clear,

Helps friends know we want them near.

So let's use words like "Stop" and "Please,"

To set our boundaries with ease.

Respectful words are what we choose,

So everyone feels safe to use.



Fill in the Blanks

Circle the missing word.

1)	Saying "please" is a _____ word.	kind	loud
2)	"I don't like that" is _____.	rude	polite
3)	Boundaries help us feel _____.	safe	tired
4)	Kind words help friends feel _____.	happy	mad
5)	"Please" shows we are _____.	angry	caring

Poster

this poster in promoting using kind words.



Matching

Match the actions to the kind words below.



Good Job!

I am sorry.

Thank you!

Please stop.

Please?

It is okay.

Body Language and Boundaries

What is Body Language?

Body language is how we show our feelings without using words. When someone crosses their arms or frowns, it might mean they feel uncomfortable. These signals help us know when someone might need space.

Important Signals to Look For

Paying attention to body language helps us understand others. Here are some signals to remember:

- **Crossed Arms:** This can mean someone wants to be alone.
- **Frowning or Looking Away:** They might be upset or uncomfortable.
- **Stepping Back:** They might need more room.











Why It's Important

Watching for these signs helps us know when to give others space and keep everyone feeling good.






True or False

Is the statement true or false?

1. Crossing arms mean someone wants space.		
2. Frowning shows someone is happy.		
3. Smiling can mean someone feels comfortable.		
4. Walking back and forth helps us be kind.		
5. Looking away shows someone is ready to talk.		

Identify

Which body language shows the pictures?

		
---	---	---

A) Crossed Arms

B) Stepping back

C) Frowning

Name: _____

47

Curriculum Connection
SK.2

Happy

Complete the drawing of someone who looks happy.



Upset

Complete the drawing of someone who looks upset:



Activity – Polite Questions Basket

Objective

What are we learning about?

To help students practise forming polite questions using everyday objects, reinforcing kind communication and respectful interactions.

Materials What you will need for the activity:

- A basket
- 30-word cards (e.g., sim, h, g, water, pencil, toy, etc.)



Instructions

How you will complete the activity

1. Place the basket filled with word cards on a table in the class.
2. Explain to the students that they will take turns picking a card from the basket and forming a polite question about the word on the card.
3. Demonstrate first by picking a card (e.g., "pencil") and saying, "May I borrow a pencil, please?"
4. Call on the first student to pick a card. Guide them if needed to form a polite question using phrases like "Can I have," "May I," or "Could I please."
5. Allow the class to respond politely to the question. For example, if the question is, "May I borrow a crayon, please?" the class can respond with, "Yes, you may!"
6. Continue until every student has had a turn. For added fun, you can role-play responses (e.g., handing an imaginary crayon).

Cut out

Cut out these topics for students to ask polite questions:

Water

Pencil

Crayon

Toy

Book

Snack

Chair

Eraser

Paper

Ball

Hair

Marker

Blanket

Glove

Scissors

Cup

Puzzle

Bag

Paintbrush

Tissue

Block

Shirt

Apple

Shoes

Clock

Doll

PREVIEW

Listening to Others' "Yes" and "No"

What Does "Yes" Mean?

When someone says "yes," it means they are happy to agree! Listening to "yes" lets us know when to join in or share. Saying "yes" means "I'm ready!"

YES!



NO!



What Does "No" Mean?

When someone says "no," it means they're not comfortable or don't want to do something. Respecting "no" shows we care about other's feelings.

How to Show Respect

When we hear "yes" or "no," we can:

- Listen carefully to our friends.
- Stop and give space if they say "no."
- Say "thank you" when they say "yes."



Multiple Choice

Circle the correct answer.

1) What does "yes" mean?

A) Happy

B) Sad

C) Angry

2) What do we say when someone says "no"?

A) Why

B) Okay

C) Yes

3) What does "no" show?

A) Games

B) Playing

C) Running

4) How do we show respect?

A) Laugh

C) Ignore

5) When someone says "yes,"

A) Confused

B) Tired

C) Happy

Colour

Colour the "YES" in yellow.

YES

YES

NO

NO

YES

NO

NO

YES

NO

NO

NO

YES

YES

NO

YES

Boundaries in Different Places

Library Boundaries

In the library, we use our "inside voices" and walk slowly.

This helps everyone read and concentrate. The library is a quiet place, so we follow rules to keep it peaceful.



Playground Boundaries

On the playground, we can laugh, play, and

run! It's okay to be louder here because

we're outside. But we still play safely

and take turns on equipment.



Classroom Boundaries

In class, we raise our hands to speak and use our

listening ears. Following classroom rules helps

everyone learn and have fun together.



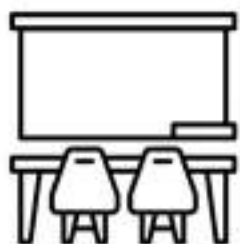
Fill in the Blanks

Circle the missing word.

1)	We should be _____ in libraries.	quiet	loud
2)	Shouting is okay on the _____.	library	playground
3)	We raise our _____ to speak in classroom	foot	hand
4)	On the playground, we play _____.	safely	roughly
5)	Following rules makes playtime _____.	boring	fun

Trace

Follow the paths to the places that have boundaries.



3 in a row

Find and colour three matching pictures in a row!



Activity – Colouring Boundaries

Objective

What are we learning about?

To help students identify and understand boundaries in the classroom, library, and playground, while reinforcing the importance of respecting boundaries in different settings.

Materials

What you will need for the activity:

- Printable colouring pages of boundaries in the classroom, library, and playground.
- Crayons or coloured pencils.



Instructions

How you will complete the activity:

1. Distribute the colouring pages of boundaries in the classroom, library, and playground to each student.
2. Explain the boundaries depicted in each place (e.g., "Use your voice to speak" in the classroom, "Walk quietly" in the library, and "Take turns" in the playground).
3. Ask students to colour the drawings, encouraging them to choose appropriate colours.
4. Below the colouring page is a table with a list of rules in rows (e.g., "Take turns," "Speak quietly," "Raise your hand").
5. Instruct students to review the boundaries they coloured and decide which rules apply to each setting.
6. Have students fill in the table by colouring a box in the column that matches the rule with the correct place.



Colour

Which boundary applies to the classroom setting?

Raise hand	Talk loudly
Ignore teachers	Respect others
Sit quietly	Follow directions



Colour

Which boundary applies to the library setting?

Disturb others	Respect silence
Walk quietly	Stay seated
Use soft voice	Talk loudly



Colour

Which boundary applies to the playground setting?

Take turns	Do not share
Push others	Play gently
Use kind words	Climb unsafely

Story: Respecting Visual Boundaries

Lucy Learns to Give Space

Lucy loves exploring her classroom. One day, she saw her friend Noah looking into his bag. Lucy wanted to peek, but then thought, "Maybe Noah keeps his book a secret."

She decided to give him a little space instead. Lucy felt proud for respecting Noah's privacy and not peeking at his book.



Later, Lucy was drawing a picture. Noah tried to peek over her shoulder, but Lucy smiled and said, "It's a surprise! Can you wait until I'm done?"

Noah nodded and waited. Lucy was happy they respected each other's privacy.

True or False

Is the statement true or false?

1. It is okay to peek in someone's bag.		
2. Giving space to friends shows kindness.		
3. Waiting patiently shows respect.		
4. Asking before touching someone's work.		
5. Respecting privacy is always important.		

Sequencing

Number the events from 1 to 6 in the order they happened in the story.

	She decided to give him space.
	Later, Noah tried to peek at Lucy.
	Lucy saw Noah looking in his bag.
	Lucy asked Noah to wait patiently.
	Lucy wanted to peek but stopped.
	Noah kept reading his book.

When to Ask Help from Grown-Ups

Feeling Uncomfortable

If something feels wrong or makes you upset, it's important to tell a grown-up. They can help you feel safe and solve the problem.



Unsure About

When you're not sure if something is right or what's okay, ask a teacher or parent. Grown-ups can help you learn what to do to stay safe and happy.



If Someone Isn't Listening

If a friend isn't respecting your "no," ask an adult for help. Grown-ups can remind others about boundaries and keep everyone safe.



In Unsafe Situations

If you feel scared, like someone is being too rough, find a grown-up right away. They are there to protect and help you.



Multiple Choice

Circle the correct answer:

1) Who do you ask if you feel unsafe?

A) Stranger

B) Friend

C) Parents

2) What should you do when a friend won't listen?

A) Hide

B) Shout

C) Ask an adult

3) Who do you ask when you're unsure about rules?

A) Teacher

B) Stranger

C) Pet

4) What do you do when you feel scared?

A) Run

C) Ask help

5) Who explains why something is not?

A) Parent

B) Classmate

C) Doll

Colour

Colour the helping hand and the person who helped it.

Mom

Dad

Teacher

Uncle

Grandma

Using Friendly Faces and Tones

What Are Kind Boundaries?

Boundaries are rules we make to feel safe and comfortable. We can set boundaries without being mean. A kind voice and smile make a big difference.

Using Friendly Faces

When we say, "Please" or "I need that," using a gentle voice helps others understand. Smiling shows we are not angry, just setting a rule.

How to Set Boundaries Kindly:

- **Smile:** It shows you're being nice.
- **Speak softly:** Use a kind tone.
- **Be clear:** Say what you need, like "Please give me space."
- **Listen to others:** Respect their boundaries too!

Being kind helps everyone feel respected!



Colour

Colour the emojis that show friendly faces:



Colour

Colour the numbers accordingly to reveal a friendly face!

1 = yellow

2 = black

3 = red



Unit Test – Safety**Yes or No****/10**

1. Boundaries tells us what's okay and not.		
2. In class we raise our hands to answer.		
3. It is okay to touch others' bags.		
4. Boundaries make us feel safe.		
5. A "stop" sign tells us to go.		
6. There are no rules in an online environment.		
7. "Yes" means we agree and give permission.		
8. You should not say "no".		
9. Asking permission is only for adults.		
10. Always ask for help when unsure about rules.		

Colour

Colour your reaction to the given situations:

1) A friend shares their crayons with you.



2) Someone takes your seat without asking.



3) A friend takes a toy away from you without asking.



4) A friend cheers for you when you finish a project.



5) A classmate keeps interrupting you while you are talking.



Matching

Trace and match the trusted grown-ups:

Mom



Dad



Teacher



Grandma



Grandpa

