

Grade 1 – 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 contribute to self-understanding? | |
| Learning Outcome | Students examine personal characteristics, feelings, and emotions and explore self-understanding. | |
| | Skill and Procedures | Pages |
| Preview of 70 pages from this product that contains 108 pages total. | | |
| CD1.2 | view personal characteristics as gifts that can contribute to individuals and community. Recognize that cultures celebrate personal characteristics in a variety of ways. | 15-55 |
| CD1.3 | Recognize how emotions can be expressed. Identify and communicate feelings in a variety of contexts. | 56-70 |
| CD1.4 | Identify responses to emotions. | 65-79 |
| CD1.5 | Reflect on feelings and emotions that result from various personal experiences. | 61-64, 76-79 |

NAME: _____

CHARACTER DEVELOPMENT



What Makes Us Special

We Are All Special

Everyone in our class is special in their own way! We all have things that make us different from each other. Some of us might have curly hair, and others have straight hair. Maybe some people love to play soccer, and others love to draw pictures. These differences make us unique!

What Makes Us Unique?

Here are some ways that people can be unique:

- Looks: Some people have blue eyes, and others have brown eyes.
- Talents: Some of us are fast runners, while others are great at singing.
- Hobbies: Some students love reading books, and some like to build with blocks.



Why Being Unique Is Important

Being unique is a good thing because it makes our class more fun and interesting! If everyone were the same, we wouldn't learn new things from each other. When we celebrate what makes us different, we become stronger as a group.

Name: _____

7

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1. Everyone in the class is special. | True | False |
| 2. Everyone enjoys the same hobbies. | True | False |
| 3. Differences make us unique. | True | False |
| 4. Being different is fun and interesting. | True | False |
| 5. Celebrating differences helps us learn. | True | False |

Describe Yourself

Colour the words that describe you.

| | | | |
|---------|----------|----------|----------|
| Kind | Faithful | Creative | Funny |
| Brave | Generous | Careful | Friendly |
| Patient | Honest | Calm | Smart |
| Loud | Happy | Silly | Shy |

Making Connections

What makes you special?

Activity – Class Talent Show

Objective

What are we learning about?

Allow students to showcase their unique talents in front of their peers, helping them build confidence, celebrate their individuality, and appreciate the diverse abilities of their classmates.

Materials

What you will need for the activity.

- A small stage or open space for performing
- Simple props (optional)
- Music player (optional for background music during performances)



Instructions

How you will complete the activity

1. Tell the class about the upcoming Talent Show and encourage them to think about what they're good at. Give examples like singing, drawing, or building with blocks, or even telling a story.
2. They can practise their performance at home or in class.
3. Set a day for the Talent Show and create a performance schedule so each student knows when it's their turn.
4. Arrange an open space in the classroom or a small stage area where students can perform.
5. Call each student up one by one to showcase their talent. Encourage the audience to clap or cheer after each performance to support their classmates.
6. After the performances, have a group discussion about the different talents and how each student's uniqueness contributes to the classroom community.

Talent Awards

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

Talent Show Awards**Best Performer Award***Goes to the student who gave the best overall performance in the show!***Most Creative Talent Award***Goes to the student who had the most creative talent in the show!***Best Comedian Award***Goes to the student who showed the most comedy on stage!***Best Dance Performance Award***Goes to the student who had the best dance during their performance!***Best Singer Award***Goes to the student who sang beautifully in the talent show!***Greatest Imagination Award***Goes to the student who had the most imaginative act!***Funniest Performance Award***Goes to the student who made everyone laugh with their performance!***Biggest Showstopper Award***Goes to the student who had the most exciting or impressive act!***Kindness on Stage Award***Goes to the student who was kind and supportive to their classmates during the show!*

We Have Lots in Common

What We Share With Our Friends

Even though we are all different, we have lots of things in common with our friends. Sometimes, we like the same things, like playing soccer or drawing pictures. Other times, we share important traits like being kind or helpful. Our shared traits help us get along with others and make new friends!

Things We Have in Common

Here are some things you might share with your friends:



- **Favourite Games:** Do you both like playing tag or building with blocks?
- **Being Kind:** Maybe you and a friend both love helping others.
- **Hobbies:** You might both love drawing or reading stories.

Why It's Good to Have Things in Common

Having things in common with others helps us work together and have fun! It makes our classroom feel like a team where everyone belongs. Even when we are different, finding what we share makes our friendships stronger.

Name: _____

11

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1. We all have things in common with friends. | True | False |
| 2. Sharing traits helps us make new friends. | True | False |
| 3. Everyone likes to play the same games. | True | False |
| 4. Having differences helps us get along. | True | False |
| 5. Being helpful is not something you can share. | True | False |

Draw

Draw pictures that you share with your friends.



Question

Why is it good to have things in common with friends?



Activity – Common Traits Hunt

Objective

What are we learning about?

The objective of this activity is to help students discover similarities they share with their classmates, promoting connections and teamwork. Through this scavenger hunt, students will learn that even though everyone is different, we often have common traits that help us bond.

Materials

What you will need for the activity.

- Pre-made scavenger hunt sheets with prompts (e.g. "Find someone who likes the same colour as you.")



Instructions

How you will complete the activity.

1. Prepare scavenger hunt sheets for each student with different prompts that ask them to find classmates who share specific traits. Examples: "Find someone who likes the same animal as you," "Find someone who enjoys the same hobby."
2. Explain the objective of the scavenger hunt to the class. They will move around the classroom and ask their friends questions to find common traits.
3. Hand out the scavenger hunt sheets and pencils to each student.
4. Tell students to begin the hunt by walking around the classroom, asking their friends the questions from their sheet.
5. Once they find someone with a common trait, they can write down that classmate's name next to the corresponding prompt.
6. Encourage students to complete the scavenger hunt by interacting with as many classmates as possible. When the hunt is over, come together as a class to reflect on what they learned.

**Scavenger Hunt
Sheet**

Walk around the classroom and ask your friends questions to find out what you have in common.

1) Find someone who has the same favourite colour as you:

Name:

2) Find someone who loves the same animal as you:

Name:

3) Find someone who always plays the same game as you:

Name:

4) Find someone who has the same eye colour as you:

Name:

5) Find someone who enjoys reading books like you do:

Name:

6) Find someone who has a pet like you:

Name:

7) Find someone who likes the same food as you:

Name:

8) Find someone who likes the same kind of weather as you (e.g. sunny, rainy):

Name:

Exit Cards

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

Name: _____

Is the statement true or false?

| | | |
|---|------|-------|
| 1) Being kind can make us find new friends. | True | False |
| 2) We share a lot of things in common with our friends. | True | False |
| 3) It's bad when somebody likes the same toy as me. | True | False |
| 4) Shared traits help us fight with other children. | True | False |

Name: _____

Is the statement true or false?

| | | |
|---|------|-------|
| 1) Being kind can make us find new friends. | True | False |
| 2) We share a lot of things in common with our friends. | True | False |
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| 3) It's bad when somebody likes the same toy as me. | True | False |
| 4) Shared traits help us fight with other children. | True | False |

Story: The Superpowers Inside Me

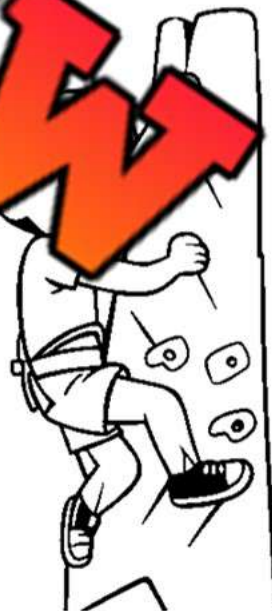
Ted and the Playground Challenge

Ted loved the playground, especially the climbing wall. One day, his friend Avery asked, "Can you climb all the way to the top?" Ted felt nervous, but then he remembered something important—he had superpowers inside him.

First, Ted showed his bravery by deciding to try, even though he felt scared. He climbed slowly, using his strength and keeping his focus. Halfway up, he wanted to quit, but then he remembered his other superpower: patience. "I'll take my time," he told himself.

When he reached the top, his friends cheered! Ted was proud, but he knew it wasn't just about climbing. He also used his kindness by encouraging his friends to try too.

Ted realized that patience, kindness, and bravery weren't just for playgrounds—they were superpowers he could use anywhere, every day!



Fill in the Blanks

Circle the missing word.

| | | | |
|----|---|--------|------------|
| 1) | Ted loved playing at the _____. | beach | playground |
| 2) | Ted felt _____ when he started to climb. | scared | silly |
| 3) | Halfway up, Ted wanted to _____. | quit | jump |
| 4) | His friends _____ when Ted reached the top. | slept | cheered |
| 5) | Ted knew his superpowers could be used _____. | once | everywhere |

Colour all bubbles that show a superpower trait.



Question

What is the bravest thing you have done in your life?

Activity – Design My Superhero

Objective

What are we learning about?

Students will design their own superhero and identify three traits that make their superhero strong or helpful. Through this activity, they will reflect on their personal strengths and how they can use those traits to help others.

Materials

What you will need for the activity.

- Superhero template (shown in the image)
- Crayons, markers, or coloured pencils



Instructions

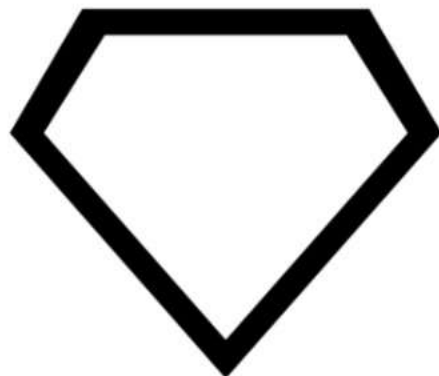
How you will complete the activity

1. Begin by explaining to the students that every student has their own “superpowers” that make them special. These superpowers are traits like bravery, kindness, or patience, just like superheroes.
2. Hand out the superhero template to each student so that they will be designing their own superhero, and this superhero will have their own traits.
3. Students will start by colouring and decorating their superhero. They can add details like a special costume, a cape, a mask, or other fun accessories.
4. Below the superhero, in the three diamond shapes, students will write or draw three traits they want their superhero to have. These traits could be things like bravery, kindness, or patience—traits they believe are important in helping others.
5. After completing their superhero and badges, students will take turns sharing their superhero with the class, explaining the traits they chose and why those traits are important.

Name: _____

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Curriculum Connection
CD1.2



What First Nations, Métis, and Inuit Teach Us

The Gifts We All Have

In First Nations, Métis, and Inuit communities, special traits like patience, kindness, and wisdom are seen as **gifts**. These aren't gifts you can wrap up like a present—they are things you feel. People in these communities believe everyone has special gifts to share with others.



Why These Gifts Matter

When we are patient, we help others feel calm. When we show kindness, we make people happy and cared for. Wisdom is when we learn from others or from experiences. First Nations, Métis, and Inuit people teach that these gifts help make our community stronger.

How We Can Share Our Gifts

Here are some ways we can use these special gifts:

- Patience: Wait quietly for your turn.
- Kindness: Help someone when they need it.
- Wisdom: Listen carefully when someone teaches you something new.



Fill in the Blanks

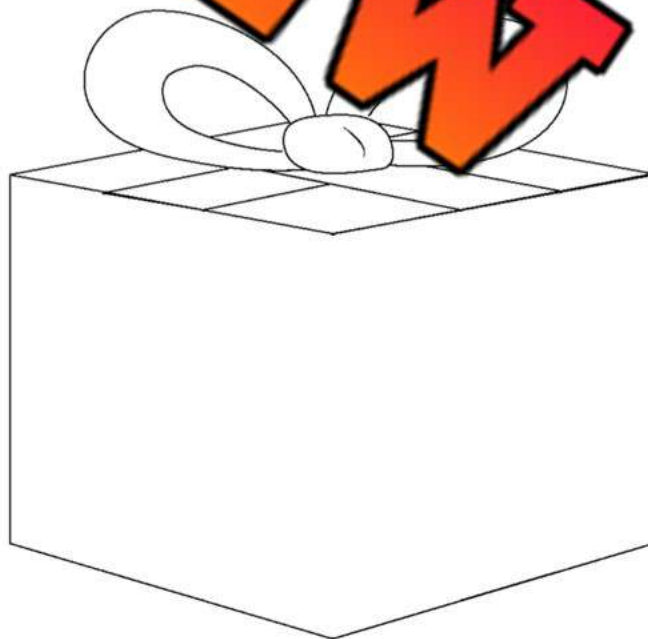
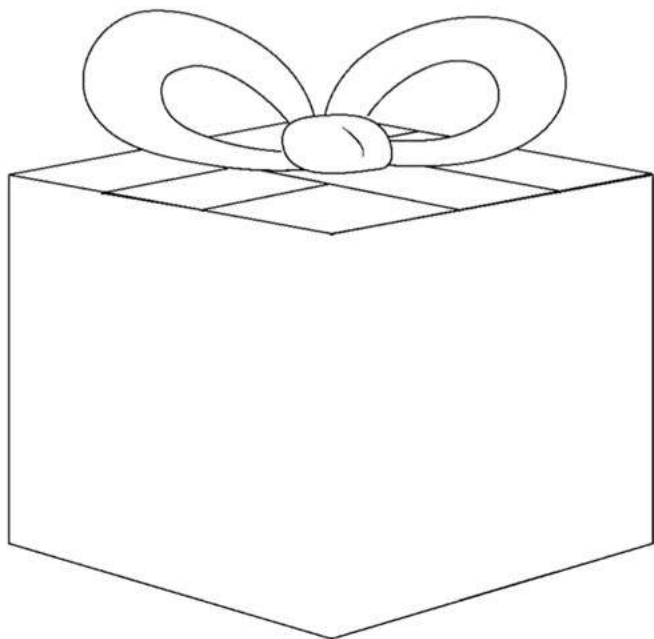
Circle the missing word.

| | | | |
|----|--|-----------|-----------|
| 1) | First Nations people see traits as _____. | gifts | toys |
| 2) | _____ helps people feel cared for. | Fun | Kindness |
| 3) | These traits help make the _____ stronger. | classroom | community |
| 4) | We can share wisdom by _____ carefully. | listening | playing |
| 5) | These _____ are _____ for everyone to share. | special | hidden |

Question: How can we use our gifts to make others feel happy?

Gift Giving

If you are to give trait gifts to your community, what gifts would they be?



Gift Ladder

Use the clues to show the gifts that help make our community stronger.

R E T V Y

Using your imagination to
make new things.

G A I T D

Being thankful for what
you have.

K I S

Treating everyone equally
and playing by the rules.

K N

Being nice and caring to
others

A T N C

Calmly without
getting upset.

S H R G

Letting someone have
something that is theirs.

E S C T

Treating others nicely and
listening to them.

H N E T Y

Telling the truth.

Exit Cards

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

Name: _____

Colour all traits that are seen as gifts.

| | |
|------------|-------------|
| Patience | Selfishness |
| Rudeness | Honesty |
| Creativity | Dishonesty |
| Impatience | Kindness |
| Respect | Cowardice |

Name: _____

Colour all traits that are seen as gifts.

| | |
|------------|-------------|
| Patience | Selfishness |
| Rudeness | Honesty |
| Creativity | Dishonesty |
| Impatience | Kindness |
| Respect | Cowardice |

Name: _____

Colour all traits that are seen as gifts.

| | |
|------------|-------------|
| Patience | Selfishness |
| Rudeness | Honesty |
| Creativity | Dishonesty |
| Impatience | Kindness |
| Respect | Cowardice |

Name: _____

Colour all traits that are seen as gifts.

| | |
|------------|-------------|
| Patience | Selfishness |
| Rudeness | Honesty |
| Creativity | Dishonesty |
| Impatience | Kindness |
| Respect | Cowardice |

Story: Patience

Draw

Draw pictures that show the story.

Toby and the Big Slide Adventure

Toby loved going to the playground, but today, the line for the big slide was long. He really wanted to go down, but he had to wait his turn. Toby started to feel a bit wiggly and impatient. His feet tapped on the ground, and he wanted to run to the front. But then, he remembered what his teacher had said: "Patience is a superpower!"

PREVIEW

Toby decided to give it a try. He took a deep breath and _____ and while he waited. He watched his friends laughing and sliding down the slide one by one. It looked like so much fun! Toby smiled as he watched them enjoy their turns. Finally, it was his turn! He climbed to the top of the slide, sat down, and zoomed all the way to the bottom. Toby felt proud of himself for waiting and thought, "That was worth it!"

At school the next day, Toby got to practise patience again. His teacher asked a tricky question, and Toby knew the answer right away. He wanted to shout it out, but instead, he raised his hand and waited. His teacher called on him, and when Toby answered, she smiled and said, "Toby, you're showing great patience!" Toby felt proud of his super patience.

PREVIEW

PREVIEW












Later, in art class, Toby really wanted to use the blue paint that his friend Alex was using it first. Instead of feeling upset, Toby used other parts of his painting while he waited his turn. When Alex finished, Toby happily used the blue paint to finish his picture of the sky.

Toby discovered that being patient wasn't just for the playground—it helped him in school, at home, and with his friends too. He felt stronger and more in control each time he waited his turn.

Patience Puzzle

Your teacher says it's almost time to go outside for recess! But first, you must clean up your area and sit quietly. It's hard to wait, but waiting patiently will make recess more fun!

To find out what you need to do to be patient, match the words that are opposites (words that mean the opposite of each other). Then, copy the circled letter into the numbered spaces to find the answer.

| | |
|-------------|--|
| | Q _____  _____ |
| H _____ |  _____ |
| NIGHT _____ |  _____ |
| COLD _____ |  _____ |
| FAST _____ |  _____ |
| LEFT _____ | R  _____ |
| HAPPY _____ | S  _____ |
| SIT _____ | S _____   _____ |
| FULL _____ | E  _____  _____ |

_____ 1 _____ 2 _____ 3 _____ 4 _____

_____ 5 _____ 6 _____ 7 _____ 8 _____

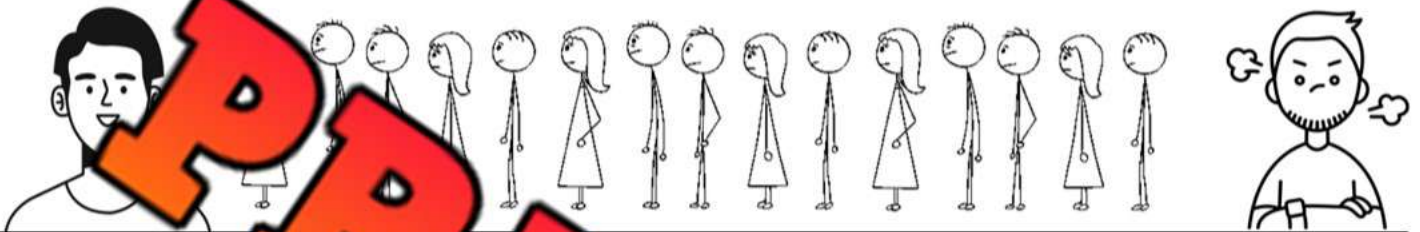
_____ 9 _____ 10 _____ 11 _____

_____ 12 _____ 13 _____ 14 _____ 15 _____

Planning To Be Patient

Sometimes we feel upset or impatient, but we can choose to be calm and patient instead!

Read the situations below and think about what you could do to stay patient. Fill in how you will respond.



Example: When I can't play with my toy, instead of getting upset, I will ask nicely if I can have it.

When I have to wait for my turn, instead of getting mad, I will _____

When I can't finish my work quickly, instead of feeling upset, I will _____

When my friend isn't sharing with me, instead of yelling, I will _____

When I'm waiting in line for recess, instead of pushing in line, I will _____

When I don't understand my homework, instead of getting angry, I will _____

Newspaper Article: Kindness Everywhere

Kindness Marathon Inspires Students

Published on October 04, 2024

Today at Riverdale School, students participated in a Kindness Marathon, where they were encouraged to do as many kind things as possible throughout the day. The marathon began in the morning when Sara, a Grade 1 student, shared her lunch with a friend who forgot theirs. The act of kindness quickly spread across the school, with students helping each other in big and small ways.

"I felt really happy when I gave my friend half of my sandwich," said Sara. "It made her smile, and that made me feel good too!"

Ms. Clark, a teacher at Riverdale, said, "The students are learning



that kindness doesn't need to be something huge. Helping a friend or doing something nice can make a big difference.

By the afternoon, students had created kindness posters for classmates, and even helped teachers organize their supplies. The kindness marathon left the entire school buzzing with positive energy, showing how small acts can create a caring community.

True or False

Is the statement true or false?

| | | |
|---|------|-------|
| 1. Kindness must always be something huge. | True | False |
| 2. Saying something nice is part of kindness. | True | False |
| 3. Helping teachers organize is an act of kindness. | True | False |
| 4. Small acts can help create a caring community. | True | False |
| 5. Being kind makes a difference. | True | False |

Question How can you show kindness?

PREVIEW

Kind or Unkind

Does it show kind or unkind act?

| | | |
|--|------|--------|
| 1. Alex gave his friend crayons when she didn't have any. | kind | unkind |
| 2. Mark invited a classmate to play when he was alone. | kind | unkind |
| 3. Emma refused to share her blocks with a friend. | kind | unkind |
| 4. James pushed ahead in line to get on the slide first. | kind | unkind |
| 5. Jasmine helped her friend carry a heavy book. | kind | unkind |
| 6. Ella called her friend a mean name when she was upset. | kind | unkind |
| 7. Ben said "thank you" when his teacher gave him a sticker. | kind | unkind |
| 8. Lily told someone they couldn't play tag with her group. | kind | unkind |

**Kindness
Cards**

Cut out the cards below and give them to four of your classmates to make their day a little better!

♥ KINDNESS CARD ♥

Hi _____!

Just a note to say, you really:

from, _____

♥ KINDNESS CARD ♥

Hi _____!

Just a note to say, you really:

_____ today!

♥ KINDNESS CARD ♥

Hi _____!

Just a note to say, you really:

_____ today!

from, _____

♥ KINDNESS CARD ♥

Hi _____!

Just a note to say

_____ today!

from, _____

Kindness Self-Reflection

Read the sentences below. Think about how often you do the kind things listed. Choose "Often," "Sometimes," or "Rarely." There are NO wrong answers! Then, add up your score to see how strong your kindness skills are!

| Showing Kindness | Often (3 points) | Sometimes (2 points) | Rarely (1 point) |
|---|---------------------|-------------------------|---------------------|
| 1. I share _____ with others. | | | |
| 2. I help _____ friends. | | | |
| 3. I use nice words _____. | | | |
| 4. I say good things _____ people. | | | |
| 5. I wait my turn when _____. | | | |
| 6. I help clean up after play _____. | | | |
| 7. I listen when someone else speaks _____. | | | |
| 8. I say "please" and "thank you." | | | |
| 9. I try to make a sad friend smile. | | | |
| 10. I greet people when I see them. | | | |
| TOTAL SCORE | | | |

If you scored between...

- **10-15:** You show some kindness, but there's room to show more! Try thinking of little ways to help your friends or family.
- **15-25:** You show a good amount of kindness! Keep up the good work, and remember to keep looking for ways to be even kinder.
- **25-30:** You are super kind! You brighten up everyone's day with all the kind things you do!

Story: The Magic of Compassion

Caring for Others

One day at recess, Sophie saw her friend Noah sitting alone on the bench. He looked sad, and Sophie felt worried. She remembered that showing compassion means caring when someone is upset. So, Sophie walked over to Noah and asked, "Are you okay?"

Noah told her he didn't get to play in the soccer game, and that made him feel left out. Sophie understood how that could feel and said, "Let's play together until the next game starts."



Soon, more kids joined in, and Noah was smiling again. Sophie was happy because she knew she helped him feel better.

In class, their teacher explained that compassion means noticing when someone needs help and showing kindness. By showing compassion, we make our friends feel included and cared for. Sophie learned that small acts of kindness can make a big difference.

Fill in the Blanks

Circle the missing word.

| | | | |
|----|--|--------|----------|
| 1) | Sophie saw her friend _____ sitting alone. | Noah | Ben |
| 2) | Noah didn't get picked for the _____. | soccer | swimming |
| 3) | Sophie asked Noah, "Are you _____?" | upset | okay |
| 4) | Noah felt _____ after playing with Sophie. | happy | sad |
| 5) | Sophie and Noah feel _____ and included. | tired | better |

Question: _____ You do the same for Noah as Sophie did?

Compassionate or Not

Do these actions show _____ and _____?

| | | | |
|----|---|-----|----|
| 1) | Ignoring a friend who is upset | YES | NO |
| 2) | Sharing your snack with someone who forgot theirs | YES | NO |
| 3) | Making fun of someone's mistakes | YES | NO |
| 4) | Laughing at someone who fell down | YES | NO |
| 5) | Listening when someone tells you how they feel | YES | NO |
| 6) | Pushing others to get what you want | YES | NO |

Taking Care of Myself

Sometimes, just like we take care of others, we need to be kind to ourselves! It's called self-care. Think about what makes you feel happy and calm. Is it resting, playing, or maybe talking to a friend?

Draw inside the cloud what you need to take care of yourself. It could be something that makes you feel good when you're feeling sad, tired, or upset. Remember, it's important to be kind to yourself!

PREVIEW

Empathy: Walking in Someone Else's Shoes

What Is Empathy?

Empathy is a big word, but it's something really simple and important. It means understanding how other people feel. When your friend is happy, you can feel happy with them. When they are sad, you can understand why and help them feel better.

Why Is Empathy Important?

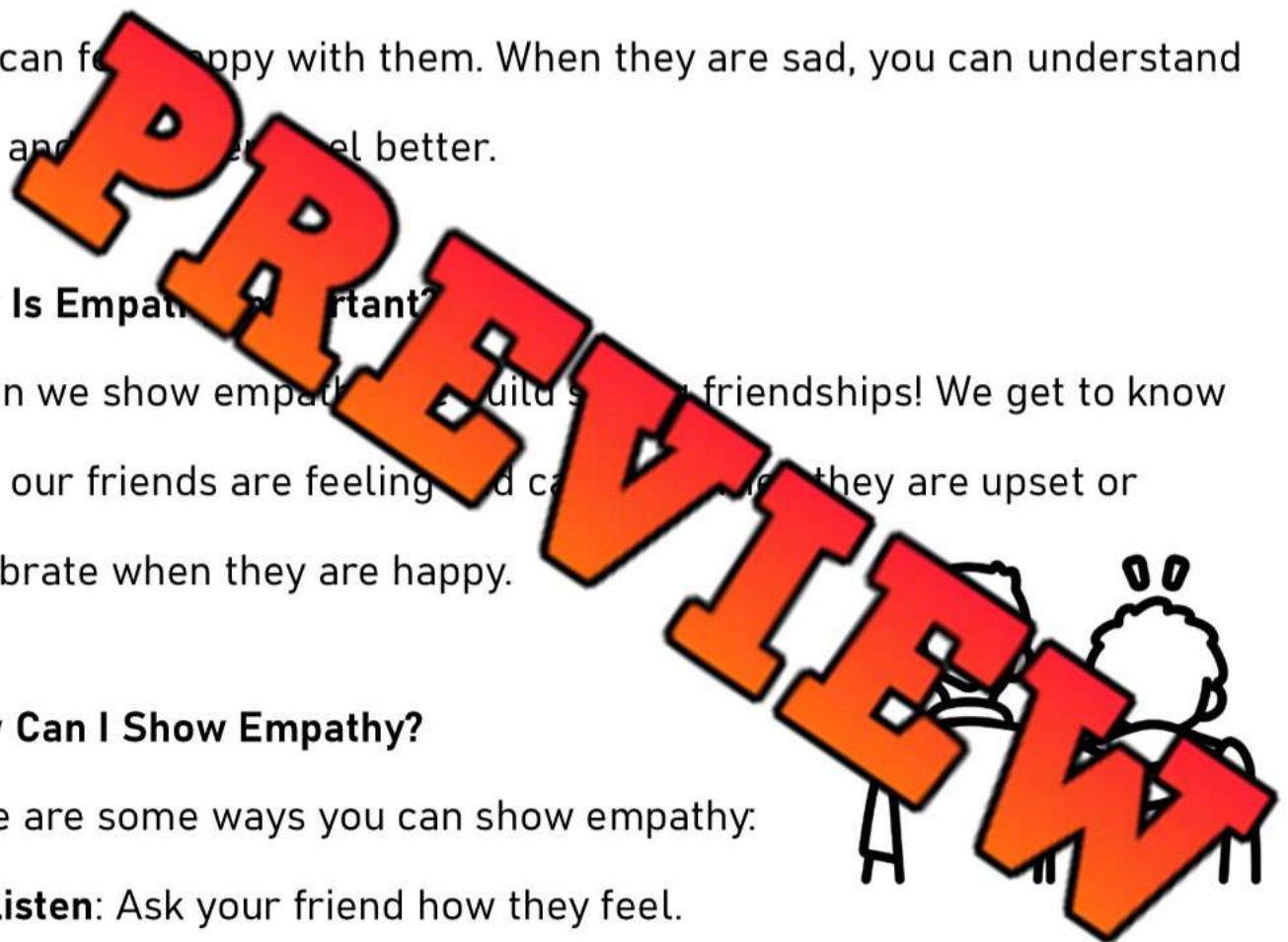
When we show empathy, we build strong friendships! We get to know how our friends are feeling and can help them when they are upset or celebrate when they are happy.

How Can I Show Empathy?

Here are some ways you can show empathy:

- **Listen:** Ask your friend how they feel.
- **Help:** If they are sad, maybe give them a hug or play with them.
- **Celebrate:** If they are happy, cheer them on!

When we understand how others feel, we can be better friends and make everyone feel included and cared for!



True or False

Is the statement true or false?

| | | |
|---|------|-------|
| 1. Empathy means understanding how others feel. | True | False |
| 2. When your friend is sad, you should ignore them. | True | False |
| 3. You can show empathy by listening to your friends. | True | False |
| 4. Asking a friend how they feel shows empathy. | True | False |
| 5. Empathy helps us build strong friendships. | True | False |

What to Feel: Write down what you think the person might feel in the situations below?

| | |
|---|--|
| 1. Marko drops his toy car on the ground. | |
| 2. James gets a surprise birthday card from a friend. | |
| 3. Ana forgets her homework at home. | |
| 4. Elsa wins a prize for a drawing she made. | |
| 5. Hans is not invited to play a game with friends. | |
| 6. Ella's pet is lost, and she can't find it. | |
| 7. Marc's teacher praises him for being kind to a friend. | |

Question

What does empathy mean?

| |
|-------------------------|
| <hr/> <hr/> <hr/> <hr/> |
|-------------------------|

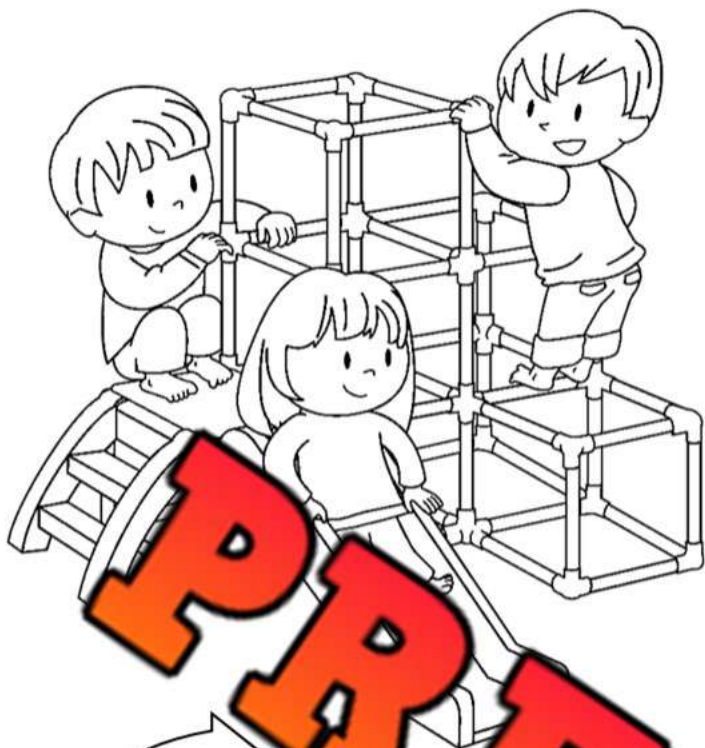
Putting Yourself in Someone Else's Shoes

Empathy is when you understand how someone else feels. Look at the picture and write how you think each person feels.



How does this person feel?

How does this person feel?



How do these children feel?

How does this child feel?

Exit Cards

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

Name: _____

Does it show empathy?

| | | |
|---------------------------------------|-----|----|
| 1) "I understand you're feeling sad." | YES | NO |
| 2) "Do you want to talk about it?" | YES | NO |
| 3) "That's not a big deal." | YES | NO |
| 4) "I'm sorry you feel upset." | YES | NO |
| 5) "Stop crying, it's annoying." | YES | NO |

Name: _____

Does it show empathy?

| | | |
|---------------------------------------|-----|----|
| 1) "I understand you're feeling sad." | YES | NO |
| 2) "Do you want to talk about it?" | YES | NO |
| 3) "That's not a big deal." | YES | NO |
| 4) "I'm sorry you feel upset." | YES | NO |
| 5) "Stop crying, it's annoying." | YES | NO |

Name: _____

Does it show empathy?

| | | |
|---------------------------------------|-----|----|
| 1) "I understand you're feeling sad." | YES | NO |
| 2) "Do you want to talk about it?" | YES | NO |
| 3) "That's not a big deal." | YES | NO |
| 4) "I'm sorry you feel upset." | YES | NO |
| 5) "Stop crying, it's annoying." | YES | NO |

Name: _____

Does it show empathy?

| | | |
|---------------------------------------|-----|----|
| 1) "I understand you're feeling sad." | YES | NO |
| 2) "Do you want to talk about it?" | YES | NO |
| 3) "That's not a big deal." | YES | NO |
| 4) "I'm sorry you feel upset." | YES | NO |
| 5) "Stop crying, it's annoying." | YES | NO |

Being Honest

Why Honesty Is Awesome

Honesty means telling the truth. When we are honest, we help our friends and family trust us. Sometimes it can be hard to tell the truth, but being honest makes us feel good inside and helps keep our relationships strong!



Why Is It Important to Be Honest?

When we are honest, people can trust us. If we tell the truth, even when it's hard, we build strong relationships. Telling lies can hurt others and make us feel sad.

How to Be Honest Every Day

Here are some easy ways to show honesty:

- **Tell the truth:** If you broke something, admit it!
- **Be fair:** Share what really happened, even in games.
- **Own up:** If you made a mistake, it's okay to be honest about it.

When we practise honesty, it makes us feel proud and helps us become good friends and classmates!

True or False

Is the statement true or false?

| | | |
|---|------|-------|
| 1. Honesty means telling the truth. | True | False |
| 2. Telling lies makes us feel good. | True | False |
| 3. Being honest helps people trust us. | True | False |
| 4. We should be honest even if it's hard. | True | False |
| 5. Lying can hurt others and make us sad. | True | False |

Think

What would you feel if your close friend lies to you? Has anyone ever lied to you?

PREVIEW

Honesty

Colour in yellow for words similar to 'honesty' and green for words opposite to 'honesty'.

| | | | |
|--------|-------|-------|---------|
| Truth | Lie | Good | Bad |
| Fake | Safe | Fair | Cheat |
| Trust | Trick | Wrong | Good |
| Sneaky | Clear | Real | Pretend |

Activity – Honesty Scenarios

Objective

What are we learning about?

Students will learn to recognize and differentiate between honest and dishonest actions. They will then creatively transform a dishonest action into an honest one through drawing.

Materials

What you will need for the activity.

- 4 honesty scenarios (scenarios listed)
- Crayons or coloured pencils





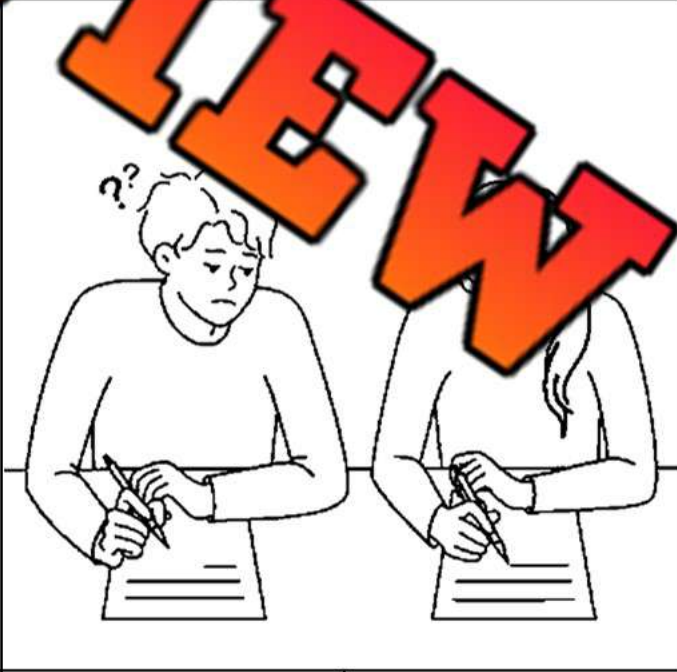
Instructions

How you will complete the activity

1. Give each student a worksheet with four different scenarios.
2. Instruct students to look carefully at each scenario and think about whether it shows honesty or not.
3. Students will colour the scenarios that show honesty using the crayons or coloured pencils.
4. Once they have coloured the honest scenarios, ask students to colour "Yes" for the scenarios that show honesty and "No" for those that don't.
5. For the dishonest scenarios, students will choose one they think represents dishonesty.
6. On a separate piece of paper, students will redraw the scenario but change it to show how the situation could have been honest instead.

Instructions

Colour the picture if it shows honesty, then circle YES if it does and NO if it does not.

| | | | |
|---|----|--|----|
|  | |  | |
| YES | NO | YES | NO |
|  | |  | |
| YES | NO | YES | NO |

Name: _____

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Curriculum Connection
CD1.1, CD1.2

Instruction

Choose one dishonest scenario and recreate it to show an honest approach to your chosen scene.

PREVIEW

Story: What Makes a Great Student

Sophia's Art Adventure

One afternoon, Sophia's class was asked to create a picture using different shapes and colours. Sophia wasn't sure what to draw at first, but her classmate helped her think of a fun idea: she decided to make a big, colorful rainbow. She loved using lots of colours!



As Sophia started drawing, some parts didn't turn out right. But she didn't give up! Sophia knew that using persistence was important. So, she kept trying, even when her drawing didn't look exactly how she imagined.

Sophia also felt curious about what would happen if she mixed the colours. She tried it out and found that red and blue made purple! That discovery made her smile.

In the end, Sophia's artwork turned out beautifully. She was proud of herself for using her creativity, curiosity, and persistence to finish her project, even when it was tricky!

Name: _____

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Curriculum Connection
CD1.1, CD1.2

True or False

Is the statement true or false?

| | | |
|---|------|-------|
| 1. Sophia gave up when her drawing didn't look right. | True | False |
| 2. Sophia used her creativity to finish her artwork. | True | False |
| 3. Sophia was unhappy with her rainbow in the end. | True | False |
| 4. Persistence helped Sophia finish her art project. | True | False |
| 5. Sophia was proud of her art project in the end. | True | False |

Question: Write down a time when you didn't give up on something.

| |
|--|
| |
| |
| |
| |
| |

List

Write three traits on what makes a student great.

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |

Fact or Fiction – What Makes a Great Student

Objective

What are we learning about?

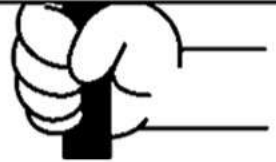
Students will learn about important traits that make a great student. They will engage in a fun activity where they determine if a statement is true (fact) or false (fiction) about great student behaviour.

Materials

What you will need for the activity.

- A list of statements about great student traits (from the "What Makes a Great Student" page)
- "Fact" and "Fiction" signs to mark the two sides of the room
- Open space for students to move freely between "Fact" and "Fiction" areas

**FACT
OR
FICTION**



Instructions

How you will complete the activity

1. Your teacher will read a statement about what makes a great student (like "Great students never ask questions" or "Sharing is what great students learn"). Think about whether you believe the statement is a fact or fiction.
2. If you think the statement is true, walk to the "Fact" side of the room.
3. If you think it's not true, go to the "Fiction" side.
4. Once everyone has chosen a side, your teacher will reveal if the statement is fact or fiction.
5. After learning the correct answer, return to your seat and get ready for the next round.
6. Continue the game with new statements about great students. Have fun learning about good student behaviours, and try to guess correctly!

Fact or Fiction

Read the statements to the class.

| # | Statement | Fact or Fiction |
|----|--|-----------------|
| 1 | A great student always tries their best, even when things are hard. | Fact |
| 2 | Great students never ask questions in class. | Fiction |
| 3 | Being curious helps students learn new things. | Fact |
| 4 | A great student only pays attention when they like the subject. | Fiction |
| 5 | Great students use their creativity to solve problems. | Fact |
| 6 | A great student never makes mistakes. | Fiction |
| 7 | Persistence helps when something is tricky. | Fact |
| 8 | Great students only work hard when the teacher is watching. | Fiction |
| 9 | Sharing ideas with others helps great students learn more. | Fact |
| 10 | Great students give up when they don't understand something. | Fiction |
| 11 | Being proud of your work, even if it's not perfect, makes a great student. | Fact |
| 12 | Great students only care about doing their work well. | Fiction |
| 13 | Listening to others helps great students learn better. | Fact |
| 14 | Great students don't care about helping their friends. | Fiction |
| 15 | A great student knows it's okay to ask for help when they need it. | Fact |
| 16 | Great students can't have fun while learning. | Fiction |
| 17 | Using patience when working on a hard project makes a great student. | Fact |
| 18 | Great students only care about getting the right answer. | Fiction |
| 19 | Working together as a team can help great students do better in class. | Fact |
| 20 | Great students never try new things or explore new ideas. | Fiction |

Celebrating Strengths Around the World

How People Celebrate Strengths Around the World

Each community has its own traditions to show how much they value these strengths.

In First Nations, Métis, and Inuit cultures, **bravery** is celebrated with stories passed down from elders. These stories teach children about being brave and facing challenges. Sometimes, there are special gatherings where everyone comes together to listen and learn from the brave actions of others.

In Japan, **kindness** is celebrated during the festival "Obon," where people do kind acts to honour their ancestors. Families visit graves and clean them to show respect. In some communities, people perform dances to share joy and kindness with others.

In many African cultures, **wisdom** is celebrated with special ceremonies where elders share their knowledge. These ceremonies are important, as the wise elders guide young people on how to live well.



True or False

Is the statement true or false?

| | | |
|---|------|-------|
| 1. Bravery is celebrated in First Nations cultures. | True | False |
| 2. Elders teach children about kindness in Japan. | True | False |
| 3. In Africa, wisdom is celebrated with stories. | True | False |
| 4. Kindness is not important in any culture. | True | False |
| 5. Ceremonies in Africa focus on elders' wisdom. | True | False |

Draw

Draw a way in which people celebrate strength from the text.



Question

Why should we celebrate our strengths?



My Strengths

Look through the list of strengths, check the ones that describe you.

| | | | | | |
|--|-------------|--|---------------|--|-------------|
| | Honest | | Caring | | Artistic |
| | Kind | | Creative | | Athletic |
| | Thoughtful | | Patient | | Smart |
| | Responsible | | Curious | | Forgiving |
| | Responsible | | Funny | | Adventurous |
| | Leader | | A Leader | | Patient |
| | Loyal | | Understanding | | Talented |

My Top 3 Strengths

1. I am _____

2. I am _____

3. I am _____

Two Strengths I Want To Work On:

1.

2.

The World of Emotions

What Are Emotions?

Emotions are the feelings we have inside that help us know how we're doing. When you're happy, sad, or even excited, that's your emotions talking! Emotions help you understand what's happening around you and how to react. For example, when you're happy, you might smile, and when you're sad, you might want a hug.

Why Do We Have Emotions?

Emotions are like signals that tell us how we feel in different situations. When something makes us laugh, we feel joy. When you see something scary, you might feel afraid. These feelings are natural and help you make choices, like asking for help or saying good-bys.

How Can I Understand My Emotions?

Here's how you can understand your emotions better:

- **Notice:** Pay attention to how you feel.
- **Name:** Is it happiness, sadness, or anger?
- **Talk:** Share your feelings with a friend or teacher.



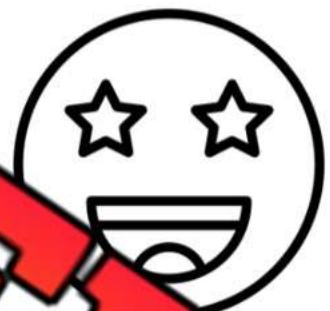
Fill in the Blanks

Circle the missing word.

| | | | |
|----|---|----------|-----------|
| 1) | Emotions tell us how we _____. | play | feel |
| 2) | If you are _____, you might smile. | happy | sad |
| 3) | Being scared is an example of _____. | fear | happiness |
| 4) | Emotions help us make _____. | pictures | choices |
| 5) | We can _____ our feelings with friends. | share | hide |

Guess

These emotions:



Question

Who are the people you can talk to when you are...?

| | | | |
|---------|--|--------|--|
| Happy | | Afraid | |
| Excited | | Angry | |

Let Us Draw

Copy the drawings and colour the different emotions:

HAPPY



SAD



EXCITED



ANGRY



SCARED



CONFUSED



Name: _____

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Curriculum Connection
CD1.3

Draw

Draw how you are feeling today.



I am feeling

today

PREVIEW

Exit Cards

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

Name: _____

Draw these emotions:

| Joy | Sadness |
|------|---------|
| | |
| Fear | Disgust |
| | |

Name: _____

Draw these emotions:

| Joy | Sadness |
|------|---------|
| | |
| Fear | Disgust |
| | |

Name: _____

Draw these emotions:

| Joy | Sadness |
|------|---------|
| | |
| Fear | Disgust |
| | |

Name: _____

Draw these emotions:

| Joy | Sadness |
|------|---------|
| | |
| Fear | Disgust |
| | |

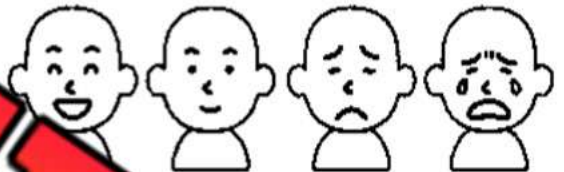
Show Your Feelings

How to Show Your Feelings

We all have feelings like happiness, sadness, and excitement. But how can we show these feelings to others? You can use your **face**, **body**, and **words** to express how you feel. When you're happy, your face might smile, or you might jump up and down. When you're sad, you might frown or sit quietly.

Different Ways to Express Feelings

- **Facial Expressions:** A smile shows happiness while a frown shows sadness.
- **Body Language:** If you're excited, you might wave your arms or run around.
- **Words:** You can always tell someone how you feel by saying, "I'm happy" or "I'm upset."



Tips for Sharing Your Feelings

Here are some ways to express your feelings:

- **Smile** when you feel happy.
- **Say** how you feel to a friend or teacher.
- **Take a deep breath** if you're feeling angry.



True or False

Is the statement true or false?

| | | |
|---|------|-------|
| 1. Smiling is a way to show sadness. | True | False |
| 2. You can express feelings through body and face. | True | False |
| 3. Body language can show if you are excited. | True | False |
| 4. Taking a deep breath can help when you're angry. | True | False |
| 5. Facial expressions can help show how you feel. | True | False |

Match! Which is the appropriate body language for each emotion?

| | | | |
|---|--------------------------|--------------------------|---------|
| 1. A frown and sitting quietly. | <input type="checkbox"/> | <input type="checkbox"/> | Happy |
| 2. Covering your face or hiding. | <input type="checkbox"/> | <input type="checkbox"/> | Sad |
| 3. A big smile and jumping up and down. | <input type="checkbox"/> | <input type="checkbox"/> | Angry |
| 4. Waving your arms and clapping hands. | <input type="checkbox"/> | <input type="checkbox"/> | Excited |
| 5. Crossed arms and stomping feet. | <input type="checkbox"/> | <input type="checkbox"/> | |




Question

How can you show your feelings through your body?

| |
|-------------------------|
| <hr/> <hr/> <hr/> <hr/> |
|-------------------------|

How I Feel

Colour the emotion to show how you have been feeling lately.

| | |
|---|--------------------------------|
|  Yellow | I feel this emotion often. |
|  Green | I sometimes feel this emotion. |
|  Blue | I do not feel this emotion. |

Happy

Worried

Angry

Sad

Relaxed

Stressed

Shy

Nervous

Tired

Bored

Silly

Goofy

Name: _____

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Curriculum Connection
CD1.3, CD1.5

My Feelings

Complete the statements below and draw the emotions.

I feel happy when _____

I get excited when _____

I was surprised when _____

It makes me sad when _____

I get angry when _____

PREVIEW

Activity – Feeling Walk Story

Objective

What are we learning about?

Students will experience how emotions affect their body movements by listening to a provided story and responding to the teacher's instructions to act out different emotions during the story.

Materials

What you will need for the activity.

- A provided story that includes various emotional moments
- Open space for students to move



Instructions

How you will complete the activity.

1. The teacher will read a story aloud to the class. The story should contain moments where characters feel emotions such as excitement, sadness, fear, happiness, or calmness.
2. As the story progresses, the teacher will pause at a moment and call out an emotion for the students to act out. For example, if the character is sad, the teacher might say, "Walk slowly as if you are feeling sad."
3. Students will move around the room or act out the emotion based on the teacher's prompt (e.g., slow walking for sadness, bouncing for excitement, stomping for anger).
4. The teacher will continue reading and pause for additional emotions throughout the story, allowing students to act out at least 5 different feelings.
5. Once the story is finished, students will return to their seats for a discussion.
6. The teacher will ask questions to help students reflect on how their body responded to the emotions during the activity.

Instructions

Read the story and pause at each underlined emotion and direct students to do the action.

The Big Park Adventure

One sunny day, Ben and Emma went to the big park for a fun day of play. They were so excited to see the swings and slides. They ran into the park with big, bouncing steps, smiling and laughing.

(Emotion: Excitement – Students will bounce around the room, pretending to run with excitement.)

First, they ran to the swing set. Ben got there first, but Emma tripped and fell. She felt sad and her shoulders drooped as she sat on the ground.

(Emotion: Sadness – Students will walk slowly, with slumped shoulders and a sad expression.)

Ben helped Emma get back on her feet. She felt better, but now they both were a little nervous to race again. If she could do it all again? They held each other's hands, walking carefully, step by step.

(Emotion: Nervousness – Students will take slow, careful steps, holding their arms close to their body.)

After a while, Emma and Ben got braver and went on the slide. As Emma climbed to the top, she felt her heart race. She was a little scared because it was so high up.

(Emotion: Fear – Students will shiver or stand still, pretending to be scared with wide eyes and quick breaths.)

But when she went down the slide, Emma laughed so hard. She was so happy that she ran to the swings and jumped on, swinging high up into the air.

(Emotion: Happiness – Students will skip or jump around with a big smile, pretending to swing high.)

At the end of the day, Ben and Emma sat down on the grass to rest. They felt so calm after all the fun, just sitting quietly and breathing deeply while watching the clouds go by.

(Emotion: Calm – Students will sit quietly or walk slowly, breathing deeply and looking peaceful.)

Newspaper Article: What Happens When We Are Scared

Fight or Flight Response During Dog Encounter

Published on October 04, 2024

A tense moment unfolded at Greenfield yesterday when two young children had an unexpected encounter with a dog. A dog ran toward them, and they experienced what experts call a "fight, flight, or freeze" response. This is a natural reaction that happens when someone feels scared or in danger.

One of the children, Logan, immediately froze, unable to move or speak. His friend, Kayla, felt the urge to run, but remembered something her parents had taught her. "I wanted to run away, but I took deep breaths

and stayed calm instead," Kayla said afterward.

Nearby

adults

stepped in

and explained to the children that

these reactions were normal. "It's

everybody's way of trying to protect

yourself," said a bystander. The parkgoers

then guided the children through

calm exercises, such as breathing

deeply and counting to ten.

By the time the situation was under

control, the children had learned an

important lesson: sometimes,

calming down and thinking through

what to do next can help manage the

body's natural response to fear.



Fill in the Blanks

Circle the missing word.

| | | | |
|----|---|--------|--------|
| 1) | Logan felt _____ when he saw the dog. | brave | scared |
| 2) | Kayla remembered to take deep _____ to calm down. | breath | steps |
| 3) | The calming exercises included counting to _____. | five | ten |
| 4) | Kayla felt the urge to _____ when the dog came. | run | stay |
| 5) | Logan _____ the _____ response. | fight | freeze |

Identify

What do you do fight, flight, or freeze on these scenarios?

| | | | | |
|----|---|-------|--------|--------|
| 1) | You hear thunder and you _____. | fight | flight | freeze |
| 2) | Someone takes your toy and you _____. | fight | flight | freeze |
| 3) | You see a spider, and you can't move. | fight | flight | freeze |
| 4) | Someone surprises you, and you stand still. | fight | flight | freeze |
| 5) | A bug lands on you, and you try to hit it. | fight | flight | freeze |
| 6) | The teacher calls your name, and you can't speak. | fight | flight | freeze |
| 7) | A stranger comes close, and you run. | fight | flight | freeze |

Question

What do you do when you feel scared?

Activity – Scared Scenario Responses

Objective

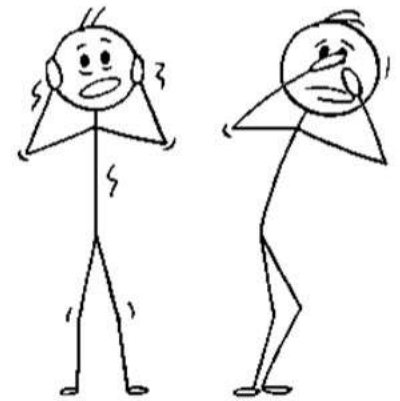
What are we learning about?

Students will learn about the "fight, flight, or freeze" responses by acting out different scenarios. Through this activity, they will recognize how their bodies react to fear and explore different ways to respond to various situations.

Materials

What you will need for the activity.

- Open space in the room for acting out scenarios
- Scenario cards with different inducing situations



Instructions

How you will complete the activity.

1. Begin the lesson by explaining to students what the "fight, flight, or freeze" responses are, and how people react when they are scared.
2. The teacher will shuffle the scenario cards and have students randomly pick one.
3. The teacher will read each scenario aloud for the class, while the student who picked the card will act out how they think they would respond: by fighting, fleeing (flight), or freezing.
4. Encourage the other students to observe their classmate's actions and guess which response they chose (fight, flight, or freeze).
5. After the student acts out their response, the class will discuss other possible ways to react to the situation and what would help them feel better.
6. Continue this process until every student has had a turn to pick and act out a scenario.

Scenario Cards

Cut out the scenarios below.

Scenario Cards

You see a big dog running toward you in the park.

You are lost in a large store and can't find your parents.

You hear a loud thunderclap during a storm.

A stranger tries to talk to you when you're playing outside.

You see a spider crawling on your desk.

Your friend dares you to jump off a high platform at the playground.

You find a strange object under your bed at night.

You are about to speak in front of the whole class for show-and-tell.

You see some strange things on the playground.

The lights suddenly go out while you're in the classroom.

You accidentally break something at home and hear someone coming.

You're being chased by a group of kids during a game of tag.

You get stuck in an elevator with a friend.

A bee starts flying around you while you're eating outside.

You see a snake while you're walking in the woods.

You're about to ride a rollercoaster for the first time.

You spill juice on your homework just before handing it in.

You hear footsteps behind you when walking alone in the hallway.

A loud fire alarm goes off at school while you're in the classroom.

You get separated from your friends during a field trip.

Finding Calm in the Storm

What to Do When You Feel Upset

Sometimes, we all feel upset, angry, or overwhelmed. But guess what? There are fun ways to help ourselves calm down when we feel like this. When you know how to calm down, you can make better choices and feel happy.

Calm Down Like a Pro

Here are some super cool ways to calm down when things feel too big:

- **Take Deep Breaths:** Breathe in for 3 seconds, then breathe out slowly.
- **Take a Break:** If something feels too big, take a few minutes to sit quietly.
- **Talk to an Adult:** Find a teacher or family member who can help you feel better.



Why It Helps

Deep breaths help your heart slow down. Taking a break gives you time to think. And talking to someone you trust can make problems feel smaller. Using these tricks helps you stay calm, even when things get stormy!

Name: _____

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Curriculum Connection
CD1.4, CD1.5

Fill in the Blanks

Circle the missing word.

| | | | |
|----|--|---------|-------|
| 1) | When upset, you can take a _____. | break | run |
| 2) | It is good to talk to an _____ when you are upset. | child | adult |
| 3) | Taking a break helps give you time to _____. | think | run |
| 4) | Deep breaths help you make better _____. | choices | jokes |
| 5) | Calm _____ help you stay _____. | calm | angry |

Identify _____ words that describe how taking a break makes you feel:


| | | | |
|-------|----------|-------|---------|
| Calm | _____ | Happy | Relaxed |
| Angry | Tired | _____ | Focused |
| Bored | Peaceful | _____ | _____ |

Question

What does staying calm help you do?

Help Me Calm Down

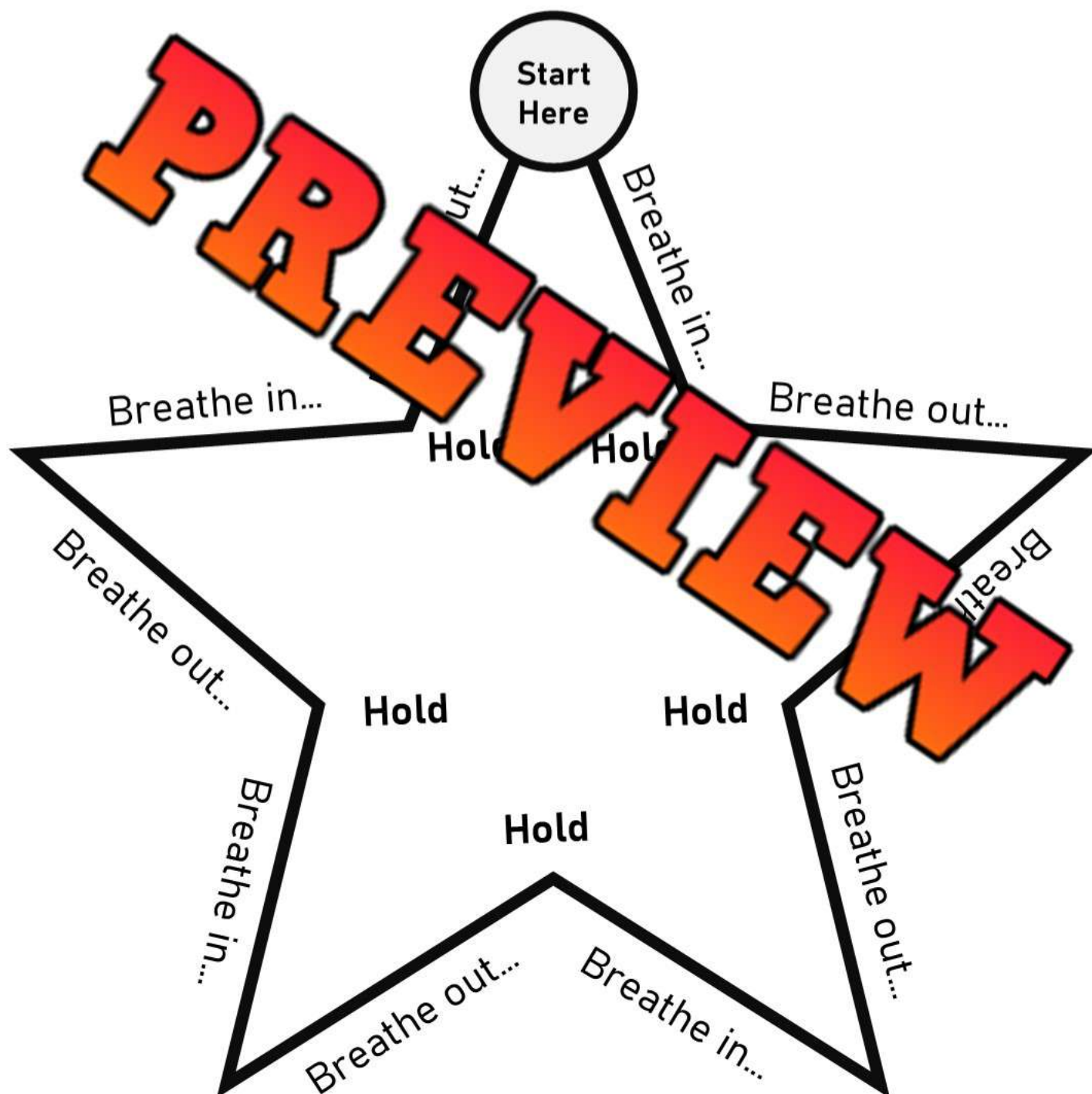
Use this worksheet to share helpful things that an adult can do to help you calm down when you're upset or frustrated. Check "Yes" if it describes something that will help you feel better. Check "No" if it is something that wouldn't help you. Check "Sometimes" if it might work for you, depending on the situation.



| Helpful Actions | Yes | No | Sometimes |
|------------------------------------|-----|----|-----------|
| 1. Give me a hug. | | | |
| 2. Sit quietly with me. | | | |
| 3. Tell me a funny story. | | | |
| 4. Help me take deep breaths. | | | |
| 5. Play a calm game with me. | | | |
| 6. Tell me everything is okay. | | | |
| 7. Let me sit by myself for a bit. | | | |
| 8. Remind me to stay calm. | | | |
| 9. Give me something soft to hold. | | | |
| 10. Talk to me about my feelings. | | | |
| 11. Let me draw a picture. | | | |
| 12. Read a book with me. | | | |
| 13. Help me find a quiet place. | | | |
| 14. Give me space if I need it. | | | |
| 15. Count slowly to 10 with me. | | | |

Star Breathing

Get your finger ready to trace all over the place! Start at the "Start Here" side of the star, breathe in, hold your breath at the point, then breathe out. Keep going until you have travelled around the whole star.



Unit Test – Character Development**Multiple Choice**

/10

| | |
|---|--|
| 1. Which is a good trait? a) Being lazy b) Being greedy c) Being impatient d) Being brave | 2. Coming up with new ideas shows: a) Kindness b) Bravery c) Creativity d) Patience |
| 3. When you wait quietly for your turn, you are showing: a) Patience b) Wisdom c) Kindness d) Honesty | 4. Which does NOT show empathy? a) Listening to others b) Helping when someone is in need c) Always jumping the line to be first d) Celebrating other people's success |
| 5. It means putting yourself in someone else's shoes. a) Sympathy b) Empathy c) Apathy d) None of the above | 6. Which is not related to a happy emotion? a) Excited b) Fearful c) Sad d) Cheerful |
| 7. When you are sad, you will likely: a) Smile often b) Clap hands c) Frown a lot d) Jump up and down | 8. When you run away, you are showing: a) Fly b) Fight c) Flight d) Freeze |
| 9. When you take a break, you will feel: a) Relaxed b) Special c) Tired d) Kind | 10. How do you show your emotions? a) Through facial expressions b) Through body language c) Through words d) All of the above |

Matching

What emotion is described in each statement?

| | | | |
|---|--------------------------|--------------------------|----------|
| 1. Ben stomped his feet after losing. | <input type="checkbox"/> | <input type="checkbox"/> | Happy |
| 2. Max sighed during the long car ride. | <input type="checkbox"/> | <input type="checkbox"/> | Sad |
| 3. Jack bit his nails before the test. | <input type="checkbox"/> | <input type="checkbox"/> | Angry |
| 4. Sam smiled while playing with friends. | <input type="checkbox"/> | <input type="checkbox"/> | Scared |
| 5. Zoe stared at the puzzle, unsure. | <input type="checkbox"/> | <input type="checkbox"/> | Excited |
| 6. Tom barked at the dog. | <input type="checkbox"/> | <input type="checkbox"/> | Bored |
| 7. Lily cried when she lost her doll. | <input type="checkbox"/> | <input type="checkbox"/> | Confused |
| 8. Ella jumped up when she heard a noise. | <input type="checkbox"/> | <input type="checkbox"/> | Nervous |

Response

Give fight, flight, or freeze responses to the given scenario.

Scenario: You see a bear while walking in the woods.

| | |
|---------------|-------------------|
| Fight | <hr/> <hr/> <hr/> |
| Flight | <hr/> <hr/> <hr/> |
| Freeze | <hr/> <hr/> <hr/> |



Alberta Health & Wellness

Character Development Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

**What Makes Us Special**


DISCUSSION QUESTIONS

- 1) What are some ways people look different?
- 2) How does it feel when someone says you are special?
- 3) Why don't we all like the same things?



Help Mia Remember She's Special!

This is Mia. She feels sad because she thinks she's not good at anything. Drag the things that show what makes Mia special into the box.




| | |
|----------------------------------|----------------------------------|
| Mia has lots of friends. | Mia's family has a big house. |
| Mia has nice clothes. | Mia's smile makes people happy. |
| Mia loves to help. | Mia is kind to others. |
| Mia has so many toys. | Mia has great ideas. |
| Mia is the fastest in the class. | Mia enjoys learning and playing. |

Part 2 – Action!

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


Part 3 – Consolidation!

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

**Consolidation: Reflection**

Complete these sentences to reflect on what you learned about what makes us special:

- 1) People are special because we are all _____, _____ and _____.
- 2) I like my _____ because _____.
- 3) I can be kind by _____.

**Consolidation**



Alberta Health & Wellness

Character Development Unit – Grade 1

What Do We Like?

Raise your hand if the answer is "Yes"! We will count how many of us like the same things.

| Question | Tally |
|---------------------------------|-------|
| Who likes to eat ice cream? | |
| Who likes to play outside? | |
| Who likes to draw or colour? | |
| Who has a pet at home? | |
| Who likes to watch cartoons? | |
| Who has helped a friend before? | |

Bravery or Not?

Drag a green thumbs-up if it is bravery, or a red thumbs-down if it is not.

| | | |
|---|--|---|
| Not trying because it's hard | | Talking in front of the class |
| Helping a friend who is sad | | Saying mean things so others won't laugh at you |
| Trying something new even if you're nervous | | Being brave when you feel scared |
| Letting someone else get in trouble | | Copying someone's work |

True or False: My Strengths

Read each sentence about strengths and bravery. Drag the "True" or "False" to show if the sentence is right or wrong.

| | | | |
|---|---|------------------------------------|--|
| Being brave can be a strength. | Knowing your strengths helps you feel good. | Strengths Never help us at school. | Everyone has strengths that make them special. |
| True False | True False | True False | True False |
| Helping a friend is a way to use your strength. | You can only have one strength. | Being kind is not a strength. | Only teachers have strengths. |
| True False | True False | True False | True False |



Alberta Health & Wellness

Character Development Unit – Grade 1

What Should I Do?

Read each situation. Drag the red box to the answer that shows patience.





| | | | |
|--|---|--|--|
| <p>You are waiting for your turn on the slide.</p>  | <p>Your friend is still talking, and you want to speak.</p>  | <p>Your snack is not ready yet.</p>  | <p>You finished your work and want to leave, but others are still working.</p>  |
| <p>A. Wait quietly. B. Push ahead.</p> | <p>A. Talk over them. B. Wait and listen.</p> | <p>A. Complain and yell. B. Be calm and wait.</p> | <p>A. Sit quietly and wait. B. Run around the room.</p> |
| <p>You're in line at the drinking fountain.</p>  | <p>A classmate is taking time to explain something.</p>  | <p>You ask a teacher for help, but they are helping someone else.</p>  | <p>Your game is loading slowly on the computer.</p>  |
| <p>A. Stay in line. B. Cut in front.</p> | <p>A. Say, "Hurry up!" B. Listen carefully.</p> | <p>A. Wait your turn. B. Keep calling their name.</p> | <p>A. Hit the keyboard. B. Breathe and wait.</p> |

Is It Showing Empathy?

Drag the letter of the scenario shown in each picture, then ☒ if it shows empathy.

| | | | | |
|---|---|---|---|--|
|  |  |  |  |  |
| <p>A Walks away when someone is crying.</p> | <p>B Shares toys with a classmate who is feeling left out.</p> | <p>C Asks, "Are you okay?"</p> | <p>D Helps a friend who is crying.</p> | <p>E Laughs at someone who makes a mistake.</p> |

Pics 1 Word - Feelings

| | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|
|  |  |  |  | | | | | | |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | | | | | | |
| P | S | R | S | U | I | R | E | L | I |

Guess the word that connects the four pictures and shows how we feel inside!