



## Preview - Information



**Thank you for your interest in this bundle.  
Within this preview, you will see:**

- ✓ **A selection of worksheets included in each workbook. Keep scrolling to find the next resource included in the bundle.**

**When you make a purchase, you will receive a folder with the .pdf workbook files inside.**

**Thank you for shopping with us. Please let us know if you have any questions at:**

**[rob@supersimplesheets.com](mailto:rob@supersimplesheets.com)**



# Workbook Preview

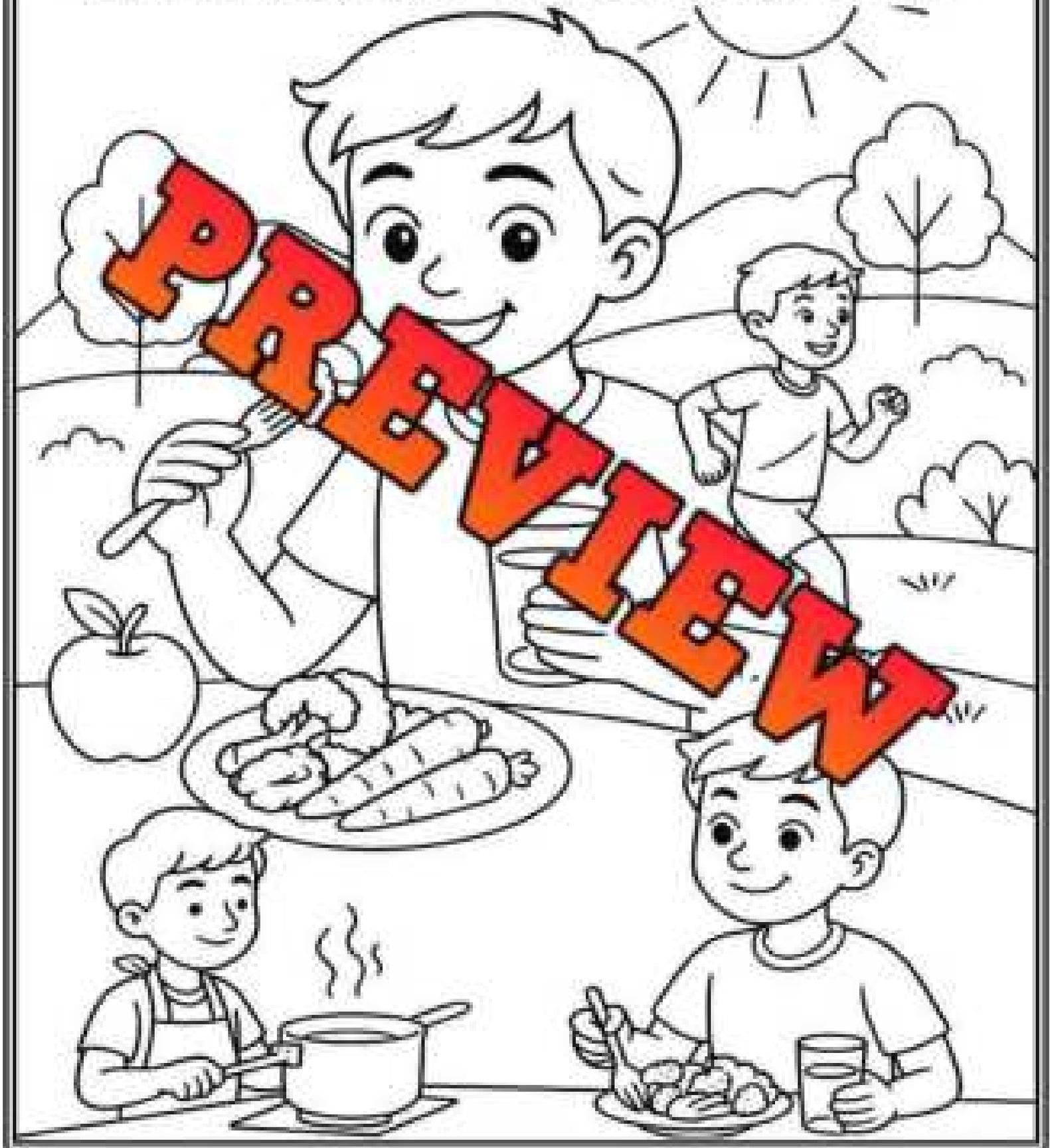


# Grade 4 Health Unit

## HEALTHY EATING AND PHYSICAL ACTIVITY

	Curriculum Expectations	Pages
USCA.1a	Examine personal, past, and present knowledge about healthy eating and physical activity (e.g., exercise as important to health, trends such as jogging and home gyms, females and exercise/sports)	6-8, 52, 82-85, 94-97
USCA.1b	Investigate personal, family, community, and cultural factors that influence healthy eating (e.g., time, serving size, cultural food practices and values, water consumption, access to healthy foods)	9, 56-59, 61, 64, 70-71, 75-77
USCA.1c	Discuss factors of healthy eating over which one has control (e.g., drinking more water)	49-50, 60, 62-63, 65, 72-74
USCA.1d	Explain the importance of particular eating practices, including drinking water as a thirst quencher and eating breakfast	13-17, 49-50, 52-53, 60, 62-63, 65-67, 70-74
USCA.1e	<p style="color: red; font-size: 1.2em; font-weight: bold;">Preview of 80 pages from this product that contains 153 pages total.</p>	53-55
USCA.1f		87-90, 97
USCA.1g		91-93
USCA.1h		88-89, 80-81
USCA.2i	and physical activity	
USCA.2j	Explore the consequences (both positive and negative) of following or resisting peer norms and/or popular trends related to eating and physical activity	86, 91-93
USCA.2j	Investigate the physical activity opportunities in the community that benefit and/or challenge mental, socio-emotional, and spiritual well-being for pre/adolescence (e.g., develop personal gifts, and potential)	80-81, 87-88
USCA.2k	Investigate personal changes that need to be made for better nutrition (e.g., serving sizes, variety of foods) and appropriate amounts of physical activity (see Canada's Guide to Physical Activity)	7-8, 56-57, 61, 68-69
APA.1a	Identify basic steps to design and carry out effective action plans (i.e., who, what, where, when, why, how)	58-59
APA.1b	Design and follow a brief outline of a plan, including a schedule	58-59
APA.1c	Implement the action as outlined	51, 82-85
APA.1d	Document and reflect on implementation (e.g., What did I do well? What will I do differently next time? Did I effectively communicate my action?)	51, 82-85

# HEALTHY EATING AND PHYSICAL ACTIVITY



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

6

Copyright © 2013  
www.superduperkids.com

# Healthy Eating and Physical Activity

**What I Already Know** Try to answer the questions below with your prior knowledge.

1	I think exercise is important because:	It keeps my body strong	It helps me feel happy	Both of these
2	I think healthy foods include:			
3	How long should I exercise each day?	10 minutes	30 minutes	60 minutes
4	Which activities do I like most often?	Running Swimming Dancing	Biking Other: _____	Playing sports
5	I think these foods give my body energy: (Circle all that you think)	_____	Candy	Fruit
6	Which food group gives your body the MOST energy?	Grains	_____	Meat
7	Which snack do you think is the healthiest?	Fruit	_____	Chips
8	I think drinking water is important because:	_____ _____ _____		
9	In the past, families ate mostly:	Fast food	Home-cooked meals	Packaged snacks
10	A healthy eating habit I already know about is:	_____ _____ _____ _____		

**PREVIEW**

## Canada's New Food Guide

Canada's New Food Guide does not have 4 food groups. Instead, it recommends eating the following 3 food categories.

Food Category	Fruits and Vegetables	Whole Grains	Protein Foods
Servings/Day	½ (half) of your plate	¼ of your plate	¼ of your plate
	Choose darker green vegetables - pair with fruit - pair with nuts	- Choose whole grain options instead of grains that have been processed	- Select plant based proteins and lean meats
Examples	- broccoli - bell peppers - oranges	- Bread, pita, oatmeal, quinoa, rice, pasta, quinoa	- Beans, lentils, nuts, seeds, lean meats and poultry, fish, shellfish, eggs

Have plenty of vegetables and fruits



Choose whole grain foods

**PREVIEW**

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

Questions

Draw pictures or use words of foods you like that would fit Canada's Food Guide

Eat plenty of \_\_\_\_\_  
and \_\_\_\_\_

Eat \_\_\_\_\_ foods



Make \_\_\_\_\_  
your drink of  
choice

**PREVIEW**

Choose \_\_\_\_\_  
\_\_\_\_\_ foods

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

## Canada's Food Guide - Servings

**Serving** Luke eats pretty healthy, but is he following the Canada's Food Guide?

What Luke Eats - Number of Servings				Yes	No
Day	Vegetables & Fruits	Protein	Grains		
1	4	2	2	Yes	No
2	8	4	4	Yes	No
3	5	5	5	Yes	No
4		3	2	Yes	No
5		5	5	Yes	No
6			3	Yes	No
7	8		8	Yes	No

**Serving** Help Elliot fill in the table by telling him how many servings of each food group he should have.

What Elliot Should Eat - Number of Servings			
Day	Vegetables and Fruits	Protein	Grains
1	10		
2		6	
3			7
4	8		
5		8	
6			3

# Canada's Food Guide – Food Categories

Food Group

Which group does the food belong to?



	Food	Vegetable	Fruit	Protein	Grain
1	Crackers	Vegetable	Fruit	Protein	Grain
2	Almonds	Vegetable	Fruit	Protein	Grain
3	Apple	Vegetable	Fruit	Protein	Grain
4	Walnut	Vegetable	Fruit	Protein	Grain
5	Spinach	Vegetable	Fruit	Protein	Grain
6	Pineapple	Vegetable	Fruit	Protein	Grain
7	Fish	Vegetable	Fruit	Protein	Grain
8	Carrots	Vegetable	Fruit	Protein	Grain
9	Grapes	Vegetable	Fruit	Protein	Grain
10	Bread	Vegetable	Fruit	Protein	Grain
11	Chicken	Vegetable	Fruit	Protein	Grain
12	Beans	Vegetable	Fruit	Protein	Grain
13	Pasta	Vegetable	Fruit	Protein	Grain
14	Granola Bar	Vegetable	Fruit	Protein	Grain
15	Tomato	Vegetable	Fruit	Protein	Grain
16	Kale	Vegetable	Fruit	Protein	Grain
17	Potatoes	Vegetable	Fruit	Protein	Grain
18	Peanut Butter	Vegetable	Fruit	Protein	Grain
19	Corn	Vegetable	Fruit	Protein	Grain
20	Celery	Vegetable	Fruit	Protein	Grain

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

**Food Groups**

Write 10 examples of foods that belong to each food category

Grains		Grains	
1		6	
2		7	
3		8	
4		9	
5		10	

Fruits and Vegetables		Fruits and Vegetables	
1		6	
2		7	
3		8	
4		9	
5		10	

Proteins		Proteins	
1		6	
2		7	
3		8	
4		9	
5		10	

**PREVIEW**

**Food Groups** Examine the meals below and write which food categories are represented.

1

Meal	Proteins, Fruits and Vegetables, and Grains
	

2

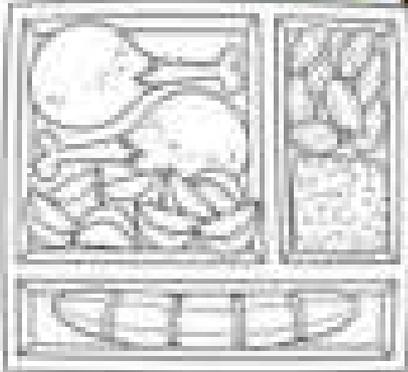
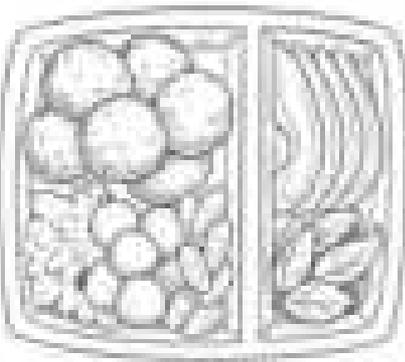
Meal	Fruits and Vegetables, and Grains
	

3

Meal	Proteins, Fruits and Vegetables, and Grains
	

**PREVIEW**

**Food Groups** Examine the meals below and write which food categories are represented.

1	Meal	Food Groups - Proteins, Fruits and Vegetables, and Grains						
		<table border="1"> <tr> <td data-bbox="571 351 1060 536"></td> <td data-bbox="1060 351 1549 536"></td> </tr> <tr> <td colspan="2" data-bbox="571 536 1549 600">What could you add to this breakfast to balance the meal?</td> </tr> <tr> <td colspan="2" data-bbox="571 600 1549 808"></td> </tr> </table>			What could you add to this breakfast to balance the meal?			
What could you add to this breakfast to balance the meal?								
2	Meal	Food Groups - Proteins, Fruits and Vegetables, and Grains						
		<table border="1"> <tr> <td data-bbox="571 893 1060 1166"></td> <td data-bbox="1060 893 1549 1166"></td> </tr> <tr> <td colspan="2" data-bbox="571 1166 1549 1229">What could you add to this lunch to balance the meal?</td> </tr> <tr> <td colspan="2" data-bbox="571 1229 1549 1436"></td> </tr> </table>			What could you add to this lunch to balance the meal?			
What could you add to this lunch to balance the meal?								
3	Meal	Food Groups - Proteins, Fruits and Vegetables, and Grains						
		<table border="1"> <tr> <td data-bbox="571 1521 1060 1761"></td> <td data-bbox="1060 1521 1549 1761"></td> </tr> <tr> <td colspan="2" data-bbox="571 1761 1549 1825">What could you add to this lunch to balance the meal?</td> </tr> <tr> <td colspan="2" data-bbox="571 1825 1549 2013"></td> </tr> </table>			What could you add to this lunch to balance the meal?			
What could you add to this lunch to balance the meal?								

**PREVIEW**

# Exit Cards

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

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

Sort each into: **FV** - Fruits & Vegetables **WG** - Whole Grains  
**PF** - Protein Foods

1) Kiwi	FV	WG	PF
2) Eggs		WG	PF
3) Carrots			PF
4) Oatmeal		WG	PF
5) Rice		WG	PF
6) Beans	FV		PF
7) Broccoli	FV	WG	PF
8) Chicken	FV	WG	PF

Mark:

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

Sort each into: **FV** - Fruits & Vegetables **WG** - Whole Grains  
**PF** - Protein Foods

1) Kiwi	FV	WG	PF
2) Eggs	FV	WG	PF
3) Carrots	FV	WG	PF
4) Oatmeal	FV	WG	PF
5) Rice	FV	WG	PF
6) Beans	FV	WG	PF
7) Broccoli	FV	WG	PF
8) Chicken	FV	WG	PF

Mark:

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

Sort each into: **FV** - Fruits & Vegetables **WG** - Whole Grains  
**PF** - Protein Foods

1) Kiwi	FV	WG	PF
2) Eggs	FV	WG	PF
3) Carrots	FV	WG	PF
4) Oatmeal	FV	WG	PF
5) Rice	FV	WG	PF
6) Beans	FV	WG	PF
7) Broccoli	FV	WG	PF
8) Chicken	FV	WG	PF

Mark:

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

Sort each into: **FV** - Fruits & Vegetables **WG** - Whole Grains  
**PF** - Protein Foods

1) Kiwi	FV	WG	PF
2) Eggs	FV	WG	PF
3) Carrots	FV	WG	PF
4) Oatmeal	FV	WG	PF
5) Rice	FV	WG	PF
6) Beans	FV	WG	PF
7) Broccoli	FV	WG	PF
8) Chicken	FV	WG	PF

Mark:

## Canada's Food Guide - Recommendations

### Canada's New Food Guide's Recommendations

**1) Be Mindful of Your Eating Habits** - Being mindful of your eating habits means thinking when you eat. Thinking about how much you eat, why you eat, what you eat, when you eat and where you eat. Being mindful of your eating habits can help you make healthier choices more often.

**2) Cook at Home** - You can prepare your own meals and eat less processed foods. When you cook at home you can control the amount of sodium and empty calories. You can choose healthy ingredients in the recipes listed in the New Food Guide.

**3) Enjoy Your Food** - Enjoying your food means taking time to taste it. Eating more slowly and chewing more. It is about choosing a variety of textures and flavours you like. Enjoy eating foods that are culturally important.

**4) Eat Meals With Others** - Try socializing at mealtimes. Turn off your devices at mealtimes so you have a chance to talk to those at your table. Take part in the preparation of your food.

**5) Use Food Labels** - Read food labels so that you can choose foods that have the nutrients you need. Reading labels helps you know what is in your food, and helps you make healthier choices.

**6) Limit Highly Processed Foods** - highly processed foods have excess sodium, sugars and saturated fats.

**7) Be Aware of Food Marketing** - Food marketing is based on companies trying to make profits, not on helping you make healthy food choices, so that you maintain good health. The products marketed often have excess sodium, sugar and saturated fats.



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

**Summarize**

Explain each recommendation in one sentence.

**Be Mindful**

**Cook More Often**

**Enjoy Your Food**

**Eat With Others**

**Use Food Labels**

**Limit Sugar, Sodium, Fat**

**Understand Food Marketing**

**PREVIEW**

**Think**

Why does the new food guide say healthy eating is more than just the food we eat?

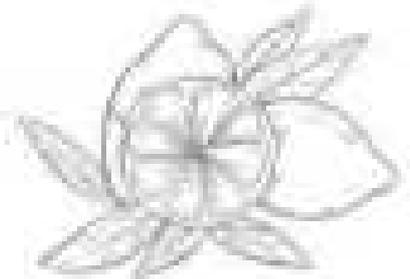


## Micronutrients

### What are Micronutrients?

Micronutrients are vitamins and minerals that our bodies need in small amounts to stay healthy. They help us grow, develop, and stay strong. They are found in foods like fruits, vegetables, whole grains, and meats. Here is a list of some common micronutrients:

- Vitamin A: Helps with healthy vision and immune function
- Vitamin B: Helps with energy production and brain function
- Vitamin C: Helps with skin health and wound healing
- Vitamin D: Helps with bone health and immune function
- Vitamin E: It is an antioxidant that protects your cells from getting a disease.
- Vitamin K: Helps with blood clotting and bone health
- Iron: Helps with red blood cell production and oxygen transport
- Calcium: Helps with bone health and muscle function
- Zinc: Helps with immune function and wound healing



### Sample Meals – High in Micronutrients

A great example of a meal that provides a lot of different micronutrients is a colorful salad made with leafy greens, fruits and vegetables. For example, a chicken salad with:

- Spinach or kale as the base, which is high in Vitamin K and Vitamin A
- Tomatoes, which are high in Vitamin C and Vitamin A
- Carrots, which are high in Vitamin A
- Berries, which are high in Vitamin C and antioxidants
- Grilled chicken or fish, which are high in Vitamin B and iron
- And top it with some nuts or seeds, which are high in Vitamin E and zinc.



Remember that the more colourful the meal, the better it is for you.

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

19

Worksheet Generator  
©2022

**True or False** Is the statement true or false?

1) Vitamins and minerals can be found in food.	True	False
2) Vitamin C helps with skin health and wound healing.	True	False
3) Vitamin K helps with bone health and muscle function.	True	False
4) Vitamin B and iron are found in grilled chicken and fish.	True	False
5) We do not need to worry about the vitamins and minerals in our food.	True	False

**Questions** Answer the questions below using evidence from the text.

1) Why are vitamins and minerals important? How do they help us?

---

---

---

---

2) Inference: What do you think could happen if we don't eat vitamins?

---

---

---

---

**Making Connections** Describe a meal you could eat with lots of micronutrients.

---

---

---

---

---

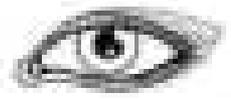
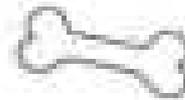
---

**PREVIEW**

## Micronutrients - Vitamins

**Question**

Answer the questions below.



1) a) Which vitamins help with eyesight?

b) What can you eat to help your eyesight?

2) a) Which vitamins help your blood/heart?

b) What can you eat to help your blood/heart?

3) a) Which vitamins help your memory?

b) What can you eat to help your memory?

4) a) Which vitamins prevent cancer?

b) What can you eat to prevent cancer?

5) a) Which vitamins help your immune system?

b) What can you eat to help your immune system so you do not get sick as often?

6) a) Which vitamins strengthen bones?

b) What can you eat to strengthen your bones?

**PREVIEW**

## Foods High in Micronutrients

### Foods And Their Micronutrients

It is helpful to know which **micronutrients** are in which foods. For example, if you have a cut that you wanted to heal more quickly, you could eat lots of **vitamin C** as it helps heal wounds and you could also eat **vitamin K** as it clots our blood. In addition, if you have weak bones that break easily, you could eat foods high in calcium.

- Spinach - Vitamin K, Vitamin A, Vitamin C, Folate, Iron
- Blueberries - Vitamin C, Vitamin A, Vitamin B6, Folate
- Tomatoes - Vitamin A, Vitamin K, Vitamin B6, Folate
- Carrots - Vitamin A, Vitamin B6, Folate
- Berries - Vitamin C, Antioxidants
- Salmon - Vitamin D, Vitamin B12, Omega-3 fatty acids, Protein
- Chicken - Vitamin B3, Vitamin B6, Vitamin B12
- Eggs - Vitamin D, Vitamin B12, Choline, Protein
- Almonds - Vitamin E, Vitamin B2, Vitamin B6, Magnesium
- Sweet potatoes - Vitamin A, Vitamin C, Vitamin B6
- Avocado - Vitamin K, Vitamin B6, Vitamin C, Healthy fats
- Broccoli - Vitamin C, Vitamin K, Vitamin A, Fiber
- Oranges - Vitamin C, Vitamin A, Fiber
- Kiwi - Vitamin C, Vitamin K, Vitamin E, Fiber
- Quinoa - Protein, Fiber, Magnesium, Phosphorus
- Black beans - Protein, Fiber, Folate, Iron
- Greek yogurt - Calcium, Vitamin B12, Protein, Probiotics
- Sunflower seeds - Vitamin E, Vitamin B1, Vitamin B5, Magnesium
- Poultry - Vitamin B3, Vitamin B6, Vitamin B12, Protein
- Lentils - Protein, Fiber, Iron, Folate



**Questions**

Answer the questions below using evidence from the text.

1) If you had low iron in your blood what are some foods you could eat to increase your iron level in your blood?

---



---



---

2) Create a list of ingredients for a salad with lots of different micronutrients.

---



---



---

**Diagram**

Draw an example of the micronutrient listed below.

Vitamin C	Iron	Vitamin A

**True or False**

Is the statement true or false?

1) Avocado is a good source of Vitamin A.	True	False
2) Sunflower seeds are a good source of Vitamin B1.	True	False
3) Sweet potatoes are a good source of fibre.	True	False
4) Oranges are a good source of calcium.	True	False
5) Eggs are a good source of protein.	True	False

# Micronutrients - Infographic

## BRAIN POWER FOOD

INFOGRAPHIC



### Questions

Answer the questions below

1) What did you learn from the infographic?

---

---

---

2) What features do infographics contain?

---

---

---

## Micronutrients – Infographic Assignment

Create an infographic that displays information about a micronutrient of your choice. The infographic should teach the audience about the benefits of consuming the micronutrient you chose. Draw pictures or find illustrations that help support your information.

Research the questions below to find information for your infographic.

1) Which micronutrient did you choose?

2) Describe at least three benefits of consuming the micronutrient.

1

2

3

4

5

3) What foods contain the micronutrient?

**Research**

Answer the questions below to find information for your infographic.

4) Other interesting facts about the micronutrient.

---

---

---

---

---

---

---

---

5) What images will you use on your infographic? Practise them below.

**PREVIEW**

6) What text will you include? Write the text below.

---

---

---

---

---

---

---

---

---

---

## Macronutrients

### What are Macronutrients?

**Macronutrients** are the types of food that our bodies need in large amounts to work properly. There are three macronutrients: **carbohydrates**, **proteins**, and **fats**.

All food is made up of these three macronutrients. Some foods have high amounts of one macronutrient and other foods have some of all three macronutrients.

- Carbohydrates** are found in foods like bread, rice, potatoes, fruits, and vegetables. They provide the energy to do things like run, play, and think.
- Proteins** are found in foods like meat, eggs, beans, and nuts. They help our bodies build and repair muscles and other tissues.
- Fats** are found in foods like butter, oil, and nuts. They help our bodies absorb certain vitamins and keep our skin healthy.

### Macronutrients in a Peanut Butter Sandwich

A peanut butter sandwich has a balance of all three macronutrients: carbohydrates, proteins, and fats. Here is a breakdown of the macronutrients in a peanut butter sandwich:

- **Carbohydrates:** The bread in the sandwich is made of carbohydrates, with around 15-20 grams of carbohydrates per slice.
- **Proteins:** Peanut butter is a good source of protein, with around 8 grams of protein in a sandwich.
- **Fats:** Peanut butter is also a good source of healthy fats, with around 16 grams of fat in a sandwich.



**True or False**

Is the statement true or false?

1) Protein is a macronutrient.	True	False
2) Vitamin C is a macronutrient.	True	False
3) Peanut butter is high healthy fats.	True	False
4) A piece of bread has about 15 to 20 grams of carbohydrates.	True	False
5) Protein is found in fruits.	True	False

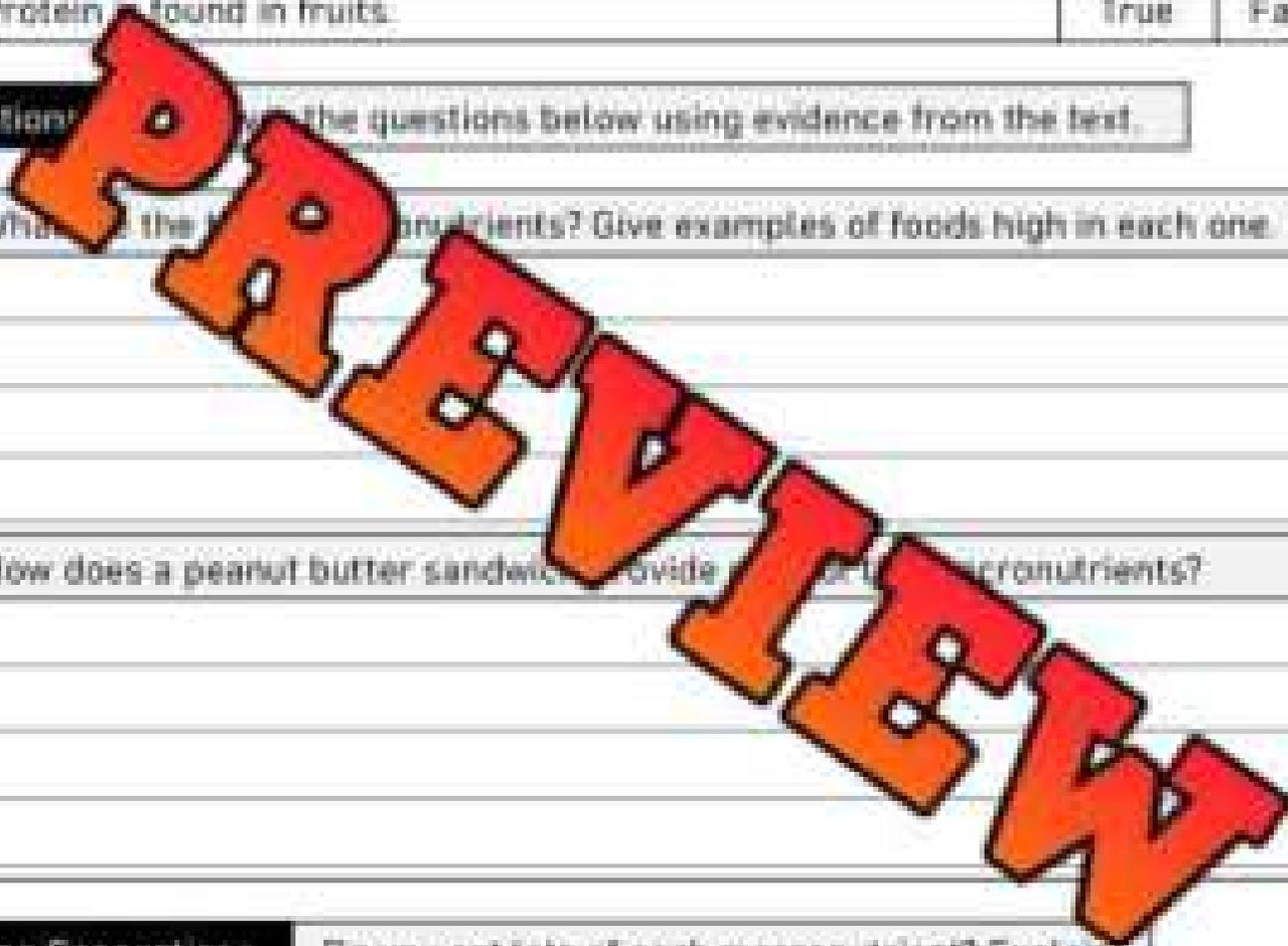
**Questions** Answer the questions below using evidence from the text.

1) What are the three macronutrients? Give examples of foods high in each one.

2) How does a peanut butter sandwich provide each macronutrient?

**Making Connections**

Do you eat lots of each macronutrient? Explain.



# Macronutrients – Foods

**Directions**

Circle the macronutrient that the food has the most.



Carbohydrate	Protein
--------------	---------



Carbohydrate	Fat	Protein
--------------	-----	---------



Carbohydrate	Fat	Protein
--------------	-----	---------



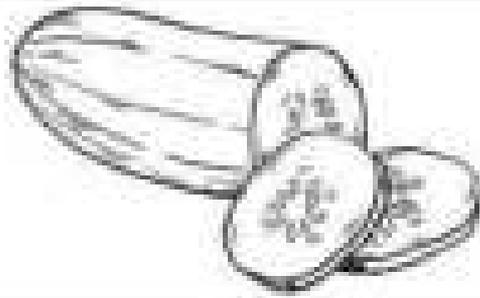
Carbohydrate	Fat	Protein
--------------	-----	---------



Carbohydrate	Fat	Protein
--------------	-----	---------



Carbohydrate	Fat	Protein
--------------	-----	---------



Carbohydrate	Fat	Protein
--------------	-----	---------



Carbohydrate	Fat	Protein
--------------	-----	---------

**PREVIEW**

**Fill in the Blanks**

Use the word bank to fill in the blanks.

**Word Bank**

Vitamins    Fat    Minerals    Carbohydrates    Iron    C  
 Perform    B    Empty    Protein    Potassium    Calcium



Micronutrients are the \_\_\_\_\_ and \_\_\_\_\_ our body  
 needs to \_\_\_\_\_ All foods are made up of the 3 macronutrients: \_\_\_\_\_  
 \_\_\_\_\_, and \_\_\_\_\_, but not all foods have  
 micronutrients. \_\_\_\_\_ do not have any vitamins and/or minerals are called  
 \_\_\_\_\_. \_\_\_\_\_ tries to avoid eating too many empty calories  
 because they do not help \_\_\_\_\_ properly. Some examples  
 of vitamins are: vitamin \_\_\_\_\_ and vitamin \_\_\_\_\_. Some examples of minerals  
 are: \_\_\_\_\_ and \_\_\_\_\_.

**Directions**

Read the foods below and label them as Vitamin (V) rich foods, Mineral (M) rich foods, or Empty Calories (E).

Foods	V, M, E
Banana	
Steak	
Lollypop	
Oranges	

Foods	V, M, E
Donuts	
Whole Grain Cereal	
Chicken	
Fruit Juice	



## Fats

### Fats

Fats are nutrients that provide us with energy. Fats also help with the absorption of vitamins including Vitamin A. Eating fats helps us feel full, which stops us from eating too much. The membranes or walls of our cells and our hormones are made of fats, so we need to eat fats in our diet. Fats are essential for our healthy body, but some fats are better for our bodies than others.

### Types of Fats

**Saturated Fats** are found in animal-based foods including meats, cheese and butter. Coconut oil and coconut oil are also saturated fats and are used in making pastries.



**Unsaturated Fats** are found in plant-based foods including olive oil, soybean oil, canola oil, corn oil, nuts, flaxseed oil, and avocados.

### Healthy Fats

Healthy fats are unsaturated fats which are found in plant-based foods including, nuts, olive oil and avocados and in fish. Since our bodies need fats, we should choose fats that are healthy.

### Less Healthy Fats

The saturated fats found in meat, packaged baked products and butter are less healthy for our bodies, so we should eat them in small amounts. They can raise the cholesterol level in our blood and cause heart disease.

## Multiple Choice

What kind of fat is this food?

Food	Saturated	Unsaturated
1) Butter		
2) Avocado		
3) Salmon		
4) Palm oil		

Food	Saturated	Unsaturated
5) Beef		
6) Fish		
7) Flaxseed		
8) Nuts		

Question 1 Write three questions below using evidence from the text.

1) What health problems does eating too much saturated fat cause?

---

---

---

---

2) Why should we have some fat in our diet?

---

---

---

---

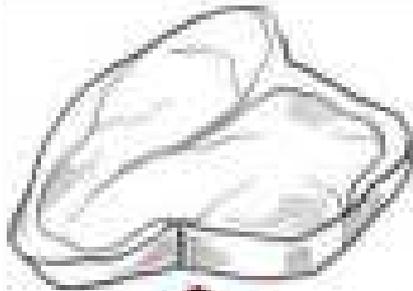
## Questioning

Write three questions you have after reading the text.

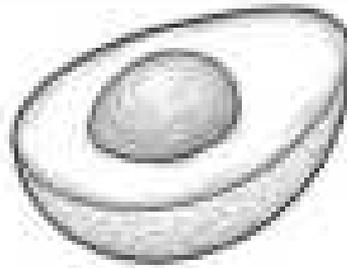
1	<hr/> <hr/>
2	<hr/> <hr/>
3	<hr/> <hr/>

Directions

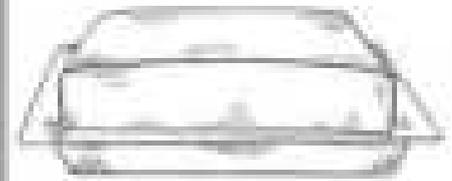
Circle the correct answer.



Saturated    Unsaturated



Saturated    Unsaturated



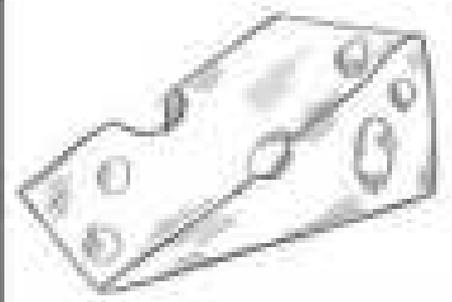
Saturated    Unsaturated



Saturated    Unsaturated



Saturated    Unsaturated



Saturated    Unsaturated



Saturated    Unsaturated



Saturated    Unsaturated



Saturated    Unsaturated

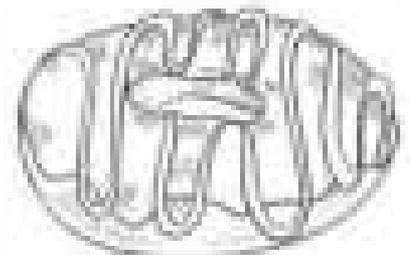
Soybeans



Saturated    Unsaturated



Saturated    Unsaturated



Saturated    Unsaturated

**PREVIEW**

# Carbohydrates

## Carbohydrates

**Carbohydrates** are a type of food that gives your body energy. They can be found in many foods such as bread, rice, fruits, and sweets. Your body uses carbohydrates as fuel to help you run, play, and think. Just like a car needs gas to run, your body needs carbohydrates to keep going!



## Type of Carbohydrates

There are different types of carbohydrates including:

- 1. Simple Carbohydrates:** These are found in sweets and candies and are quickly converted to sugar by the body.
- 2. Complex Carbohydrates:** These are found in foods like vegetables and grains. They take longer to break down and give you more energy.
- 3. Fibre:** This type of carbohydrate is found in fruits, vegetables, and whole grains. It helps keep your digestive system healthy. You can't get energy from it.

## Problems with Eating Too Many Simple Carbohydrates

Eating too many simple carbohydrates can lead to several health problems:

- 1. Blood sugar spikes:** Simple carbohydrates are quickly converted to sugar, causing spikes in blood sugar levels which can be harmful for those with diabetes.
- 2. Teeth decay:** Simple carbohydrates are a main cause of tooth decay as they can stick to teeth and cause cavities.
- 3. Poor nutrition:** Consuming too many simple carbohydrates can lead to a lack of nutrients in your diet and increase the risk of nutrient deficiencies.
- 4. Increased risk of heart disease:** A diet high in simple carbohydrates has been linked to an increased risk of heart disease.

**True or False**

Is the statement true or false?

1) Simple carbohydrates are nutritious.	True	False
2) Fibre is not digested in the body.	True	False
3) Complex carbohydrates are found in vegetables and grains.	True	False
4) You can get cavities from eating candy.	True	False
5) Carbohydrates give you energy.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) What are two types of carbohydrates? Give examples of each.

2) What are the health problems that happen when you eat too many sweets?

**Making  
Connections**

The food we eat is fuel for our bodies. Explain a time when you ate something that made you feel tired, hyper, or sick.

# Protein

## Protein

Proteins are one of the 3 types of macronutrients. Proteins are like building blocks that help our body grow and repair itself. They help make our muscles strong, our bones healthy, and our skin and hair shiny. Proteins also help us fight off sickness and keep our energy levels up.

## Which Foods Are High in Protein?

Healthy protein sources include:

- Lean meats (chicken, turkey, fish)
- Eggs
- Greek yogurt
- Nuts and seeds
- Beans, peas and lentils
- Tofu and tempeh
- Dairy products (milk, cheese)
- Quinoa

These sources of protein are also rich in essential vitamins and minerals and low in unhealthy fats and added sugars.

## Not All Protein Is Good For You

There are some protein-rich foods that are not considered healthy due to their high levels of unhealthy fats, salt, and/or added sugars. Examples include:

- Processed meat products (bacon, hot dogs, sausage)
- Fried chicken and fish
- Some high-fat dairy products (whole milk, certain cheeses)
- Fast food burgers and sandwiches



**True or False** Is the statement true (T) or false (F)?

1) Protein is the macronutrient that is like a building block in our bodies.	T	F
2) All protein is healthy for us.	T	F
3) Beans are a protein.	T	F
4) Protein helps improve our vision.	T	F
5) Protein makes our bones strong.	T	F

**Question** Answer the questions below using evidence from the text.

1) What does protein do in our body?

2) What makes some protein unhealthy?

**Making Connections** Name a healthy protein and an unhealthy protein you eat.

_____
_____
_____
_____
_____

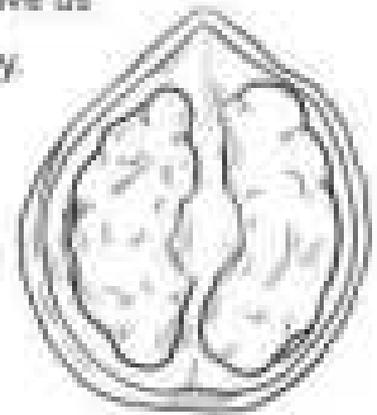
_____
_____
_____
_____
_____

# Minerals

## What are Minerals?

**Minerals** are special substances found in the earth that our bodies use to help us grow strong and healthy. Just like we need food to give us energy, we also need minerals to help our bodies work properly.

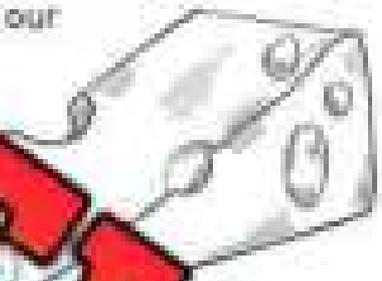
We can get them by eating foods like dairy, nuts, fruits, and vegetables. It's important to eat a variety of foods to get all the minerals our body needs.



## Minerals We Need

Minerals are substances found in the earth that are important for our bodies to function properly. Here are some examples:

- ✓ **Calcium** helps build strong bones and teeth.
- ✓ **Iron** helps carry oxygen in our blood.
- ✓ **Sodium** helps regulate fluid balance in our bodies.
- ✓ **Potassium** helps control our heart rate and blood pressure.
- ✓ **Magnesium** helps our muscles and nerves work properly.



## Foods High in Minerals

- **Calcium:** dairy products (milk, cheese, yogurt), kale, almonds
- **Iron:** red meat, poultry, tofu, beans, lentils
- **Sodium:** table salt, cured meats, pickles, soy sauce
- **Potassium:** bananas, sweet potatoes, avocado, spinach, salmon
- **Magnesium:** nuts and seeds (almonds, cashews, pumpkin seeds), leafy greens (spinach, Swiss chard), whole grains (brown rice, quinoa)



**True or False** Is the statement true or false?

1) Minerals are found only in rocks.	True	False
2) Minerals are found in our food.	True	False
3) Cheese is high in calcium.	True	False
4) Nuts and seeds are high in minerals.	True	False
5) Magnesium controls our heart rate and blood pressure.	True	False

**Questions** Answer the questions below using evidence from the text.

1) Why do we need minerals? How does our body need them?

---

---

---

---

2) What could happen to our bodies if we do not get enough minerals?

---

---

---

---

**Making Connections** What foods do you eat that are high in minerals? What minerals do you get a lot? What minerals should you eat more?

---

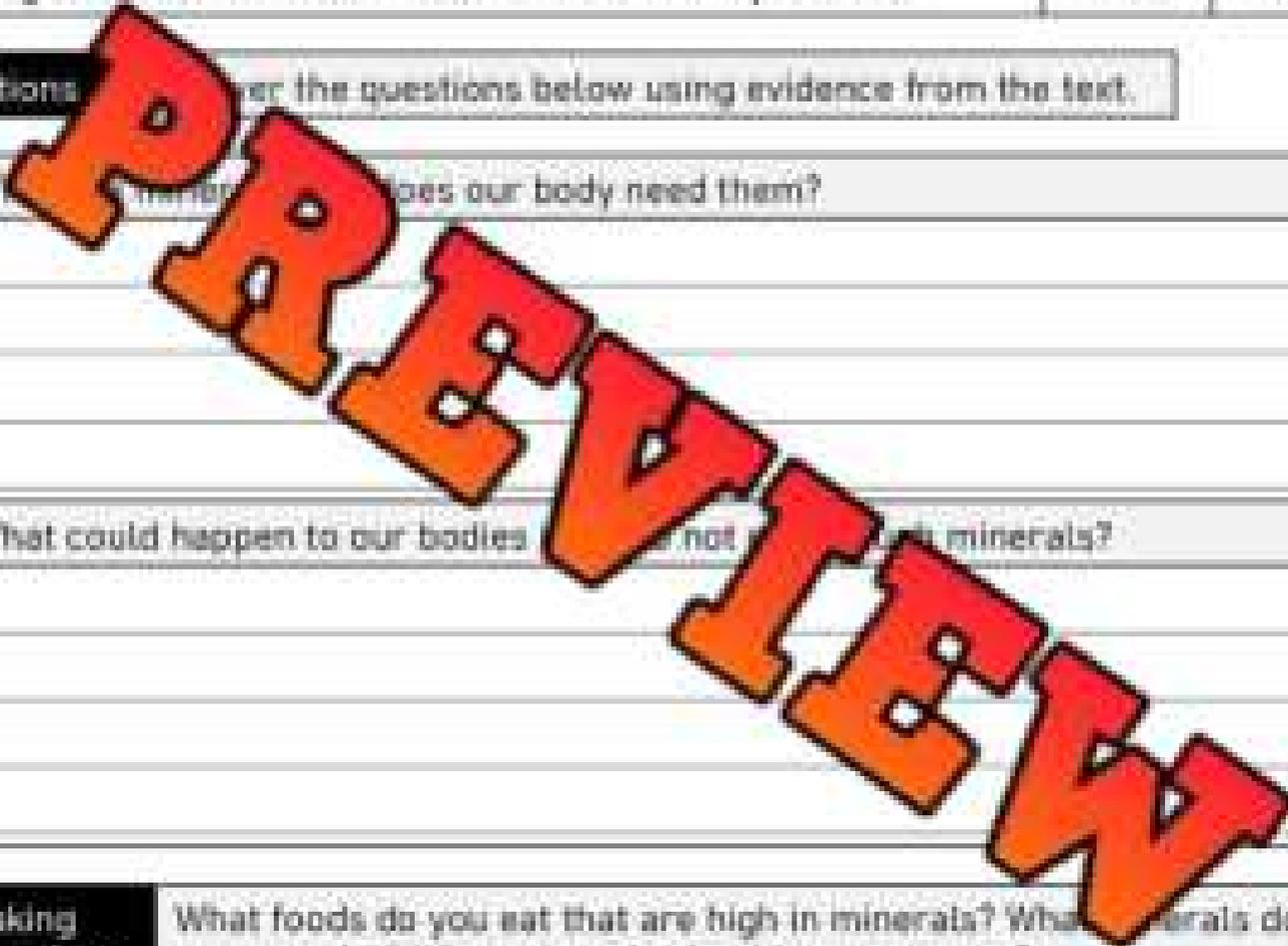
---

---

---

---

---



## Fibre

### What is Fibre

Fibre is the part of plant foods your body cannot digest or absorb. Unlike the macronutrients, fats, proteins or carbohydrates, which your body breaks down and digests, fibre is not digested by your body. Instead, it passes relatively intact through your stomach, small intestine and colon and out of your body.

### What it does

Fibre helps regulate bowel function by adding bulk to stool, promoting regular bowel movements, and preventing constipation. It also feeds the beneficial gut bacteria we need for digestion, which speeds up the digestive process, allowing the body to absorb nutrients more easily.

### Where Can You Get Fibre

Eating a variety of foods high in fiber is important for maintaining good health. Fruits, vegetables, grains, nuts, and seeds are good sources of dietary fiber including:

- pears, apples, bananas
- strawberries, raspberries
- avocados
- broccoli flowerets
- brussels sprouts
- asparagus,
- acorn squash
- green peas, carrots
- whole-wheat spaghetti, brown rice, oats, and barley
- nuts and seeds.



**True or False** Is the statement true or false?

1) Your body cannot digest fibre.	True	False
2) Fibre is found in meat and dairy foods.	True	False
3) Fibre in our diets helps speed up digestion.	True	False
4) Fibre feeds the healthy gut bacteria in your digestive system.	True	False
5) Fibre is found in fruits and nuts.	True	False

**Questions** Answer the questions below using evidence from the text.

1) Where is fibre?

---

---

---

---

2) Why do we need to eat fibre?

---

---

---

---

**Drawing** Draw and label foods that are high in fibre.


# Water

## Canada's Food Guide

The new **Canada's Food Guide**, emphasizes the importance of drinking water. It recommends that adults drink at least 8 cups (2L) of water per day and children aged 9-13 should drink 5-6 cups (1.4L) and to choose water as the drink of choice. Drinking water provides many health benefits, including:



- 1) **Hydration:** Water is essential for hydration, which is important for overall health.
- 2) **Temperature regulation:** Water helps regulate body temperature, especially during physical activity.
- 3) **Digestion:** Water is important for digestion, as it helps break down food and move waste through the digestive system.
- 4) **Skin health:** Drinking water can improve skin health by keeping it hydrated.
- 5) **Kidney function:** Water intake helps kidneys filter out waste from the body.
- 6) **Joint health:** Drinking water can help maintain healthy joints, as it acts as a lubricant and cushion.
- 7) **Headache relief:** Dehydration is a common cause of headaches.

In general, drinking water is essential for maintaining overall health and well-being.

## Is Drinking Juice and Milk As Healthy As Drinking Water?

Milk and juice can contribute to hydration, but they are not the same as drinking water. Water is the most efficient drink for hydration, because it is absorbed quickly and easily by the body.

Milk and juice contain other nutrients, such as sugar, fat, and protein, which can slow down hydration and make the body work harder to absorb the fluids. Some juices can be high in sugar, which can contribute to weight gain and other health problems.



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

30

Copyright © Good and Beautiful  
www.goodandbeautiful.com

**True or False**

Is the statement true or false?

1) Canada's Food Guide says to drink milk with every meal.	True	False
2) A 10 year old should drink 8 glasses of water per day.	True	False
3) Drinking water helps cool you down after exercise.	True	False
4) You can get a headache from being dehydrated.	True	False
5) Drinking juice is the same as drinking water.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) Why is drinking water important?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) Does drinking juice or milk have the same benefit as drinking water?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Visualizing**

Draw what you were picturing while you were reading about hydration.

	_____
	_____
	_____
	_____
	_____
	_____

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

# Weekly Water Tracker Chart

**Instructions:** In the "Daily Goal," draw the glasses you aim to consume daily. For each glass you drink, mark  in the corresponding box under "Number of Glasses."  
The "Notes" section can be used to note anything relevant, such as how you felt that day, specific times you felt particularly thirsty, or activities that required more hydration (bike sports).

Daily Goal: \_\_\_\_\_

Day	Number of Glasses	Notes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		



# Exit Cards

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

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

Mark

2 Truths and a Lie – Can you find the one that's not true?

	Drinking water helps regulate body temperature during very hot weather.
	Water helps joints stay healthy by acting as a cushion.
	Milk hydrates the body faster than plain drinking water does.

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

Mark

2 Truths and a Lie – Can you find the one that's not true?

	Drinking water helps regulate body temperature during very hot weather.
	Water helps joints stay healthy by acting as a cushion.
	Milk hydrates the body faster than plain drinking water does.

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

Mark

2 Truths and a Lie – Can you find the one that's not true?

	Drinking water helps regulate body temperature during very hot weather.
	Water helps joints stay healthy by acting as a cushion.
	Milk hydrates the body faster than plain drinking water does.

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

Mark

2 Truths and a Lie – Can you find the one that's not true?

	Drinking water helps regulate body temperature during very hot weather.
	Water helps joints stay healthy by acting as a cushion.
	Milk hydrates the body faster than plain drinking water does.

**PREVIEW**

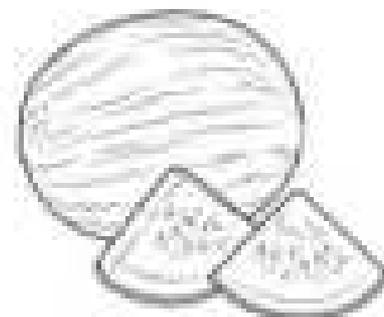
## Hydrating Foods

### Hydrating Foods

Did you know that eating certain foods can also help you stay hydrated, just like drinking water? Let's dive into this juicy topic!

### Juicy Joy

Fruits aren't just tasty, they're also full of water. Whether it's a slice of cantaloupe or a slice of watermelon, you're not just eating—you're drinking water, too!



### Watery Snacks

Some snacks can quench your thirst. Think tomatoes, cucumbers, and oranges—they're all full of water. Eating them is like giving your body a little drink.



### Cooking with Hydration

When we prepare food, we can keep it watery and hydrating. Here are some ideas on how to do it:

- **Splashy Salads:** Tossing together a salad with lettuce, tomatoes, and cucumbers is not just delicious; it's also like a drink in a bowl.
- **Fruity Freeze:** Frozen fruit pops can be a fun way to hydrate. Blend your favourite fruits with some water, freeze them, and voila—hydration on a stick!
- **Sippy Soups:** Making soups with veggies can be a yummy and hydrating meal. It's like a drink and dinner in one.

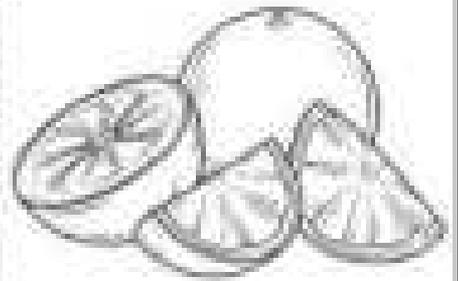
### Raw Refreshers

Sometimes, the crunchiest way to get water is to eat your fruits and veggies raw. Just give them a good wash, and they're ready to eat—and drink!

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

**True or False** Is the statement true or false?

1) Salads are like a drink in a bowl.	True	False
2) Watery snacks can quench thirst.	True	False
3) Soups are a hydrating food.	True	False
4) Only drinks hydrate our body.	True	False
5) All snacks are hydrating.	True	False



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

1) Cucumbers are a _____ food.	hydration	digestion
2) Drinking water is good for _____.	breathing	hydration
3) A _____ is fun to eat.	cookie	watermelon
4) We need to drink _____ every day.	soda	water
5) _____ foods help us stay hydrated.		juicy

**Draw** Draw 3 hydrating foods you eat often.

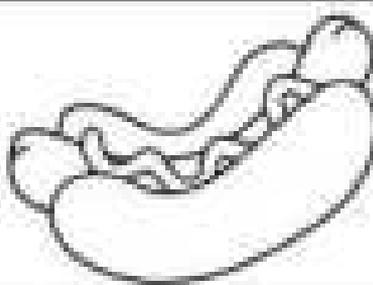
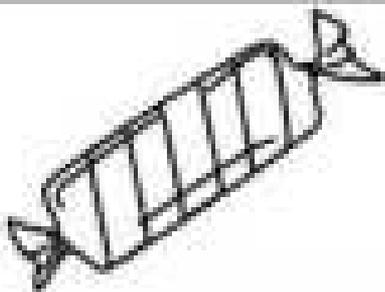
--	--	--

**PREVIEW**

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

**Directions**

Name each food below and colour only the hydrating foods.



**PREVIEW**

## How to Create a Healthy Habit

### Why Should We Try to Make Healthy Choices A Habit?

Creating healthy habits is a way to make lasting changes and improve your overall health and well-being. Creating healthy habits has several benefits:

- 1) **Sustainability:** Habits are actions that we do regularly and automatically, which makes it more likely that you will stick with your healthy lifestyle changes.
- 2) **Improved health:** Healthy habits, such as eating nutritious food, exercising, and getting enough sleep, can improve your overall health.
- 3) **Increased energy:** By making healthy habits, you will likely have more energy.
- 4) **Better self-control:** By making positive changes to your lifestyle, you will likely feel better about your ability to control over your health.
- 5) **Improved mental health:** Making healthy habits can have a positive impact on your mental health, helping you to reduce stress and improve your mood.

### Here's how to create a healthy habit:

- 1) **Choose a habit:** Decide on a habit that you want to do, such as drinking water, eating fruits and vegetables, or exercising every day.
- 2) **Start small:** Make it easy for yourself by starting with a small goal, such as drinking one glass of water a day or doing 5 jumping jacks.
- 3) **Make it a routine:** Do the habit at the same time every day.
- 4) **Track your progress:** Keep a record of when you did the habit, so you stay motivated.
- 5) **Be patient:** Creating a habit takes time, so be patient and do not give up if you slip up.
- 6) **Get support:** Tell your family and friends about your goal and ask for their support. It can also help to find a friend to do the habit with you.

Remember, creating a healthy habit is a process, so take it step by step and have fun!



**True or False** Is the statement true or false?

1) Starting a healthy habit can make you feel better.	True	False
2) Having healthy habits will make you healthier.	True	False
3) It is impossible to start healthy habits.	True	False
4) You should track your habits to make sure you keep doing them.	True	False
5) Creating a habit happens fast.	True	False

**Questions** Answer the questions below using evidence from the text.

1) What are some healthy habits?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) How can you start a healthy habit?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Making Connections** Do you have any healthy habits? Explain them.

\_\_\_\_\_

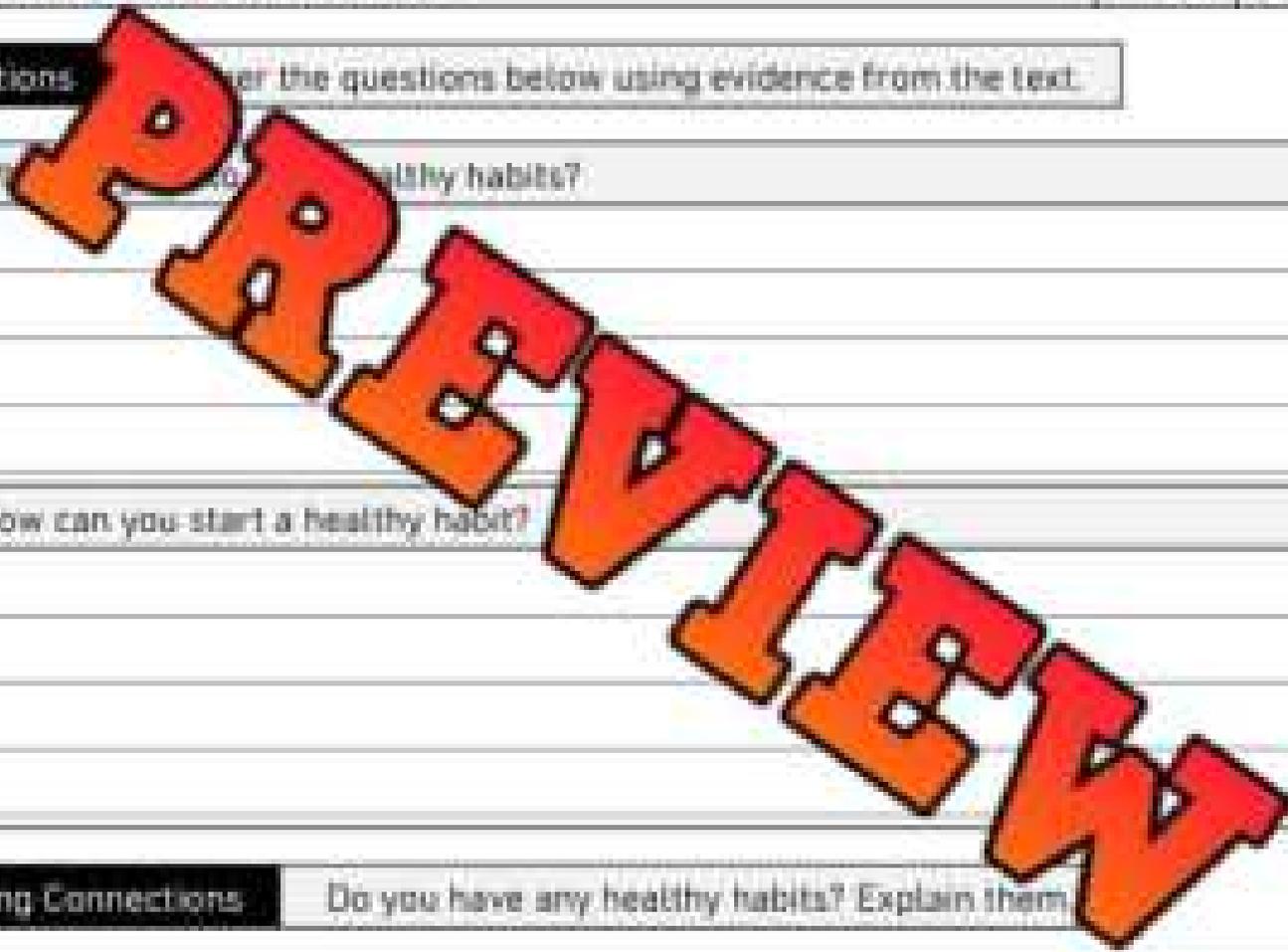
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

# Tracking Your Healthy Habits

**Plan** Choose 5 healthy habits you can track

1	
2	
3	

**Track** Write your healthy habits in the first column and track them by putting an  or a

Healthy Habit	Day 2	Day 3	Day 4	Day 5



# Healthy Food Choices

Some foods are full of vitamins and minerals and should be part of our diets anytime. Other foods have flavours we like but may be high in sugar, sodium or fats and should be eaten only sometimes.

## Directions

Are the foods anytime or sometimes foods?

	
Sometimes	Anytime

	
Sometimes	Anytime

	
Sometimes	Anytime

	
Sometimes	Anytime

	
Sometimes	Anytime

	
Sometimes	Anytime

	
Sometimes	Anytime

	
Sometimes	Anytime

**PREVIEW**

## Mindful Eating

### Healthy Eating

**Mindful eating** is a practice of being consciously aware of your choices and behaviours related to food. It is a way to improve your relationship with food and eating, as well as your overall health. It can involve slowing down while eating and being aware of how the food looks, smells, tastes, and feels.

Mindful eating also involve paying attention to hunger and fullness cues, being aware of your emotions around eating, and choosing foods that nourish your body and mind. Mindful eating is about being aware of and honoring your needs.

### What Are The Benefits of Mindful Eating?

The benefits of mindful eating include:

- Improved digestion,
- Increased satisfaction,
- Better health
- Less mindless eating when you overeat junk food, which can lead to weight gain.
- Mindful eating allows us to pay attention to how food tastes, smells, and how it makes us feel.
- It makes us slow down and enjoy our food, the flavours, textures, and aromas.
- Mindful eating also focuses on being aware of how food makes us feel, including our physical and emotional reactions. Recognizing these reactions can help us make better food choices.
- Mindful eating can help us to become more aware of our body's hunger and fullness cues, helping us to eat when we are actually hungry and stop when we are satisfied.





## Preparing Healthy Snack

### Preparing Healthy Snacks

There are many benefits to getting kids involved in meal and snack preparation.

- 1) **Improved nutrition:** When kids are involved in meal preparation, they are more likely to try new foods and make healthier choices. They also gain an understanding of what goes into their meals and the importance of balanced nutrition.
- 2) **Confidence and self-esteem:** By participating in meal preparation, kids develop new skills, a sense of accomplishment and pride.
- 3) **Life skills:** Meal preparation teaches kids valuable life skills such as cooking, budgeting, and planning that they can use throughout their lives.
- 4) **Family bonding:** Meal preparation is a fun and bonding experience for families.
- 5) **Better eating habits:** When kids are involved in meal preparation, they take ownership of their food choices and develop healthy eating habits that can last a lifetime.

### What Are Some Healthy Meals Or Snacks You Can Help Prepare?

- Veggie wrap
- Fruit smoothie
- Baked sweet potato fries
- Vegetable Sticks and Dip
- Peanut Butter and Jam Sandwich
- Quesadillas
- Yogurt Parfait



Remember, the goal is to have fun while learning about healthy eating, so pick a recipe that interests you with most ingredients you like.

**True or False** Is the statement true or false?

1) Following a recipe often requires math skills.	True	False
2) There are delicious snacks you can make from fruits and vegetables.	True	False
3) Kids under 12 are too young to help with cooking.	True	False
4) Kids should stay out of the way when someone is making dinner.	True	False
5) Making meals together can be a bonding family experience.	True	False

**Questions** Answer the questions below using evidence from the text.

1) Why is meal preparation important for kids?

2) What life skill do we learn from preparing meals?

**Making  
Connections**

Describe ways that you help with meal preparation. Examples: Meal planning, grocery shopping, cleaning or chopping vegetables, etc.

## Choosing a Healthy Snack

### Questions

How do we know what the healthiest choice is?

When we are trying to make the healthiest food choice there are several things to consider, including how much fat, salt and sugar the food has. Also does the item have nutrients or is it just empty calories?

Imagine you are going to a coffee shop for a morning snack. You have a choice between a chocolate chip muffin, a bagel or a glazed donut.

Nutrient and how much we need each day*	Chocolate chip muffin	Bagel with cream cheese**	Glazed donut
Fibre 15 – 20 g	2 g	1 g	1 gram
Fat 66 g	16 g	10 grams	10 grams
Carbohydrates 130 g	66 g	41 grams	41 grams
Calories 2000	620	380	270
Sodium 1800 mg	330 mg	615 mg	100 mg
Protein 34 g	6 g	12 g	6 grams
Calcium 1300 mg	60 mg	83 mg	60 mg
Iron 8 mg	4 mg	4 mg	1mg

\*A typical serving of cream cheese on a bagel is 2 tbsp.

\*\*Everyone is different. These values are averages. It depends on your size and activity level.

Which item do you think is the healthiest choice? Why?

---



---



---

**True or False** Is the statement true or false?

1) You can just look at calories to know if a food is healthy.	T	F
2) You can just look at fibre to know if a food is healthy.	T	F
3) We should look at all nutritional facts before deciding if a food is healthy.	T	F
4) Muffins are always healthy.	T	F
5) Bagels are always healthy.	T	F

**Questions** Answer the questions below using evidence from the text.

1) What **nutritional facts** help you decide if a food is healthy?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Why is it helpful to look at the nutritional facts before deciding if a food is healthy?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Reflect** What foods do you eat that might not be as healthy as people think?

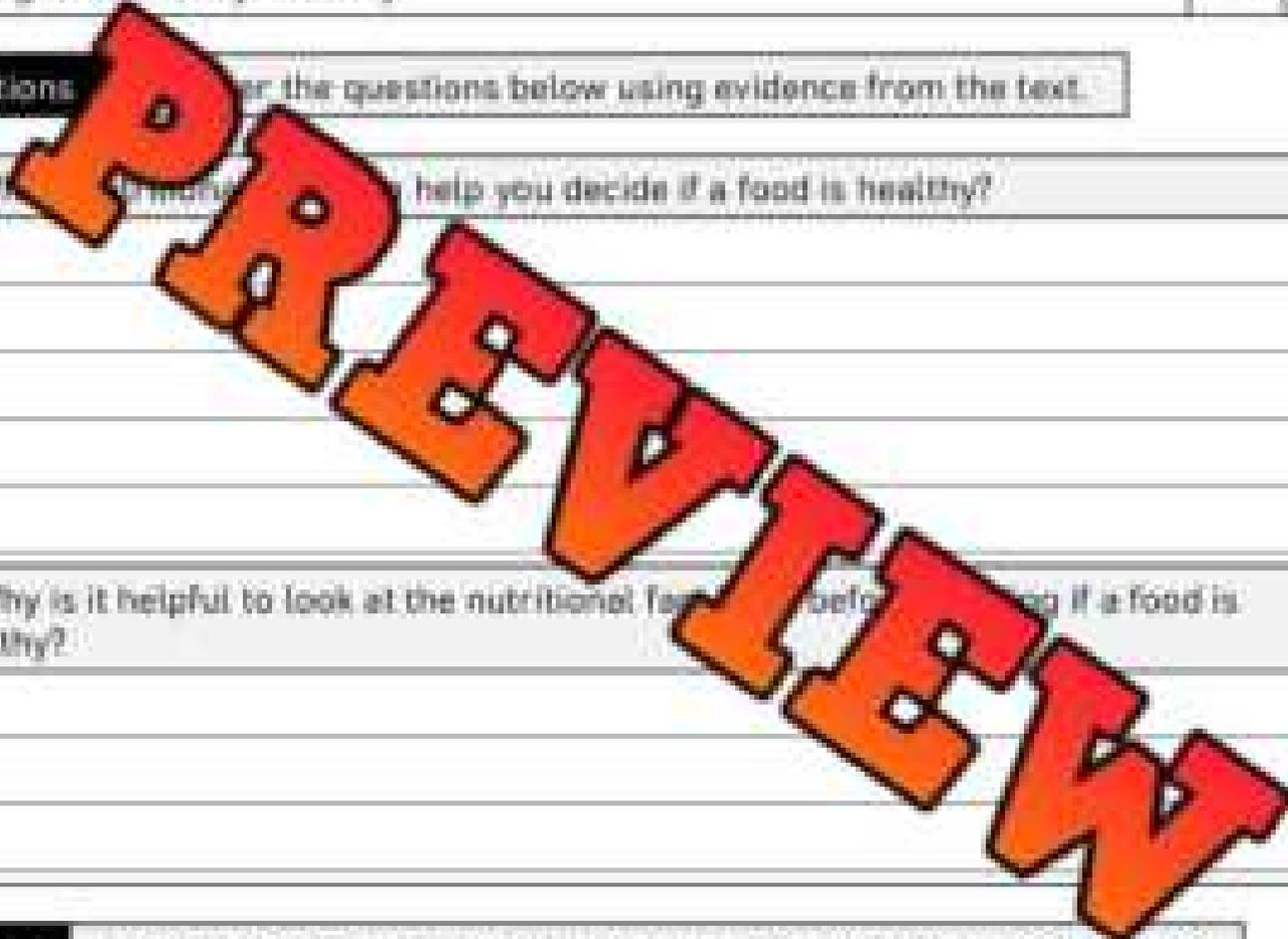
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Planning to Eat Healthy

### Healthy Eating Takes Planning

When you want to eat a healthy diet, the best way is to eat more meals and snacks at home. When you eat at home you can choose healthy fresh ingredients and choose cooking methods that add less fat. When preparing and serving food at home you have more control over how much fat, sugar and salt is added.



### Cooking

Certain cooking methods are healthier. When we deep fry foods, it means we cook them covered in oil. Fried chicken and french fries are cooked this way which adds more fat than when we boil or poach. Boiled or poached potatoes or potatoes. A boiled or poached egg has no added fat, but a fried egg has added fat from the butter or oil, so it has more fat.



### Eating Outside Your Home

When you will be away from home at mealtimes, it is easy to buy take-out because it is convenient and often the marketing of fast food is very appealing. Eating takeout sometimes is okay but if we eat out often, we are getting more sodium, fat and sugar in our diets than is good for us.



### Plan To Have Healthy Food With You

Planning to eat healthy starts at the grocery store. Having a variety of foods that are healthy and that you enjoy is the best way to improve your eating habits. Talk with your parents about your healthy eating goals and gradually change your food choices so you make healthy choices more often. You can start by:

- Set a goal of eating 5 servings of fruits and vegetables each day.
- Choose whole grain instead of white flour products.
- Prepare school lunches the night before. Fruits and vegetables and dip, low fat yogurt, whole-grain crackers and cheese are healthy choices.
- Limit candy, chips and sugary drinks.



**True or False**

Is the statement true or false?

1) Eating healthy takes planning.	True	False
2) For healthy food the ingredients are more important than the cooking methods.	True	False
3) Fast food is usually a healthy choice for lunch.	True	False
4) A plan to eat healthy could include packing a lunch before school.	True	False
5) Healthy eating starts by buying healthy ingredients.	True	False

**Questions**

Answer the questions below using evidence from the text.

1) What cooking methods add fat?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) List some foods and drinks to which you would add less salt or fat? Remember that dips, salad dressing and butter are fats. What could a healthy diet be made to add less?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Grocery List**

Make a grocery list for a week of healthy school lunches.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

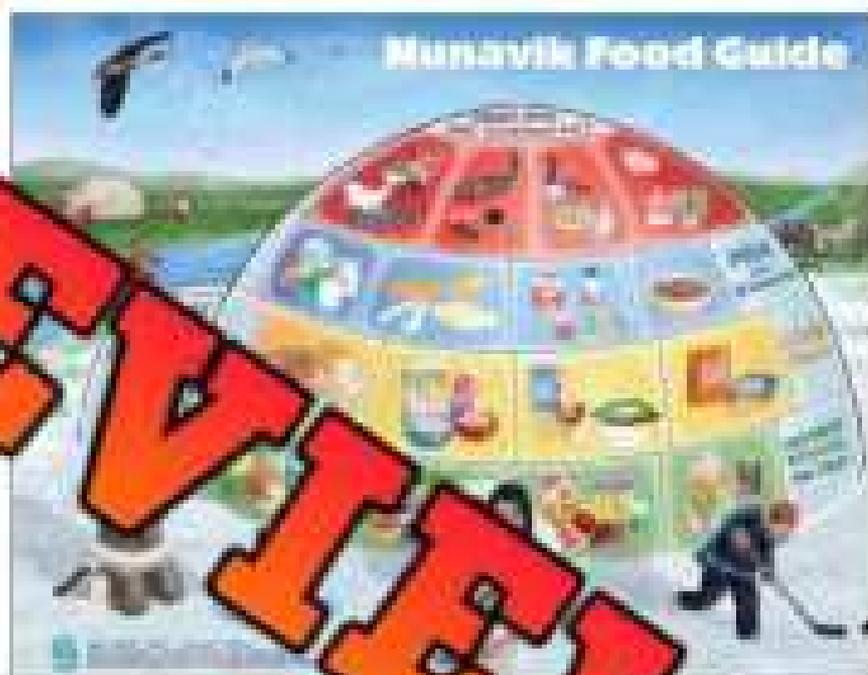
## Case Study: Nunavik Food Guide

### Healthy Eating in Nunavik: Country and Store-Bought Foods

Nunavik is the northern part of Quebec, where many Inuit people live. In Nunavik, a healthy life involves eating two types of food: country food, which includes things like fish and caribou, and store-bought food, like cereal and milk.

### Using the Nunavik Food Guide

The Nunavik Food Guide is a tool that helps you choose the right foods and how much to eat. It's for everyone older than two years and includes both country food and store-bought food.



### What Are Country Foods?

Country foods are all the foods Inuit people get from nature. Examples include fish, seal, and berries. These foods are very healthy and provide our bodies with all of the different nutrients it needs.

### Eating From the Four Food Groups

We should eat foods from these four groups every day:

- **Vegetables, Berries, and Fruit** - cloudberry and crowberry: eat the most
- **Grain Products** - like bannock (Inuit bread): second most
- **Milk and Alternatives** - such as caribou milk: third most
- **Meat, Fish, and Alternatives** - like Arctic char and seal meat: eat the least

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

76

Copyright © Education  
2005, 10, 2006, 11

**Multiple Choice**

Circle the best answer.

1) Nunavik is in the _____ part of Quebec.	Southern	Northern
2) Food that is not bought in stores is called	Country Food	Arctic Food
3) Country food is food that is	Bought	Found
4) An example of country food is	Arctic Char	Cookies
5) Are berries a type of country food?	Yes	No

**List** \_\_\_\_\_ that Nunavik people eat in each category.

Vegetables, Berries, Fruit	
Grains	
Milk and Alternatives	
Meat, Fish, Alternatives	

**Look  
Closely**

What do you notice in the Nunavik Food Guide picture? What  
you see. Example: Kids playing

**PREVIEW**

# Exit Cards

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

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

Mark

What does "country food" mean, and what foods does it include?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Mark

What does "country food" mean, and what foods does it include?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Mark

What does "country food" mean, and what foods does it include?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Mark

What does "country food" mean, and what foods does it include?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PREVIEW**

## What Does Physical Activity Mean?

### What is Physical Activity?

**Physical activity** is any movement that uses energy. It can be fun and exciting while keeping your body healthy. Some examples of physical activity include running, cycling, swimming, dancing, or playing team sports like soccer, basketball, or hockey. Even small activities like walking your dog, jumping rope, or playing tag with your friends are great ways to stay active.

### Why is Physical Activity Important for Kids?

Physical activity is important for children because it helps your body grow strong and healthy. When you exercise, your bones get stronger, and your heart becomes healthier. Regular exercise also helps your brain work better, making it easier to focus and learn in school.

Being active also helps you feel happier. When you exercise, your body makes special chemicals called endorphins. These chemicals make you feel good and can even help you sleep better at night.

### How Much Physical Activity Do Kids Need?

To stay healthy, kids should get at least 60 minutes of physical activity every day. This activity should include things that:

- Make your heart beat faster, like running or jumping.
- Build your muscles, like climbing or lifting light objects.
- Strengthen your bones, like hopping, skipping, or playing basketball.

Physical activity is also a great way to make new friends and learn teamwork when you join sports or games. Remember, every little bit of movement counts toward being healthy and strong!



**Summarize**

Explain how exercise helps in the ways mentioned below

<p><b>Helps Your Heart Stay Healthy</b></p>	<hr/> <hr/> <hr/>
<p><b>Strengthens Your Muscles and Bones</b></p>	<hr/> <hr/> <hr/>
<p><b>Improves Focus in School</b></p>	<hr/> <hr/> <hr/>
<p><b>Boosts Your Mood</b></p>	<hr/> <hr/> <hr/>
<p><b>Helps You Sleep Better</b></p>	<hr/> <hr/> <hr/>
<p><b>Makes New Friends Through Sports</b></p>	<hr/> <hr/> <hr/>

**PREVIEW**

**Question**

Why do experts say physical activity is important for growing children?

---

---

---

---

## Blog Post: Stay Active at Home

### Top 5 Physical Activities You Can Do at Home

Date: December 02, 2025

Author: Ms. Taylor Hayes

5-minute read

Getting moving at home is one of the easiest ways to stay healthy — and it can be fun! The World Health Organization says kids aged 5–17 should get about 60 minutes of physical activity a day, on average. Here are five great activities you can do in your house or yard.



**1. Jumping Rope:** Jumping rope makes your heart beat faster and wakes up your muscles. It helps build strong bones and keeps you fit.



**2. Walk or Run Around the Block:** Walking or running is easy and counts as physical activity. It helps you breathe heavier. This helps your heart stay healthy and you feel energized.



**3. Body-Weight Exercises (Like Push-Ups or Squats):** Exercises like push-ups, squats or climbing on playground equipment help your muscles grow and stay strong. These also help build strong bones.



**4. Bike or Scooter Ride (Around Your Neighborhood):** If you ride a bike or scooter, your heart works hard and your muscles get stronger. It keeps your body strong and helps you stay energetic for other activities.



**5. Active Games or Sports (Tag, Basketball, Dance):** Playing tag, basketball or dancing can be super fun. They make your heart healthy, strengthen bones, and help you make friends — good for your body and mood!

### Comments:



Alex – December 02, 2025

I like jumping rope, but sometimes I get tired fast. Is 60 minutes really needed every day?

Like Reply 1d ago



Jordan – December 03, 2025

Experts say kids need about 60 minutes a day, but it's okay to do more or less. Even 20–30 minutes helps, and mixing activities still keeps you healthy.

Like Reply 30m ago

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

**Yes or No**

Answer the following questions with either "Yes" or "No".

1) Is walking slowly counted as hard exercise?	Yes	No
2) Do body-weight exercises help muscles grow?	Yes	No
3) Is riding a bike only for fun?	Yes	No
4) Is dancing listed as a home activity?	Yes	No
5) Do experts say kids should avoid sports?	Yes	No



**Questions**

Answer the questions below.

1) Why is walking good for your heart?

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

2) How might strong bones help in your daily life?

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

3) Why is mixing different activities better than doing one?

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

**PREVIEW**

**Comment**

What comment would you post to the blog post?

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

Like

Reply

Just now

## Activity: My Fitness Journal

### Objective

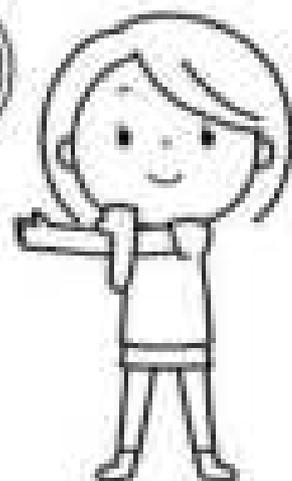
What are we learning about?

We are learning to understand how regular physical activity affects our mood and energy levels throughout the week.

### Materials

What will you need for the activity?

- "My Fitness Tracker" journal pages provided
- Pens or pencils for recording activities and reflections
- A stopwatch or timer to track duration (optional).



### Instructions

How will you complete the activity?

- 1) Review what physical activity is and why it is important for health and wellbeing.
- 2) At the beginning of the week, predict how you think physical activity will affect your mood and energy.
- 3) Each day except Sunday, record your physical activities in "My Fitness Tracker," including the type of activity, duration, and intensity.
- 4) Immediately after each activity, write down how you felt compared to before starting the activity.
- 5) Rate your energy and mood levels on a scale from 1 to 10, with 1 being low and 10 being high, before and after the activity.
- 6) At the end of the week, reflect on your overall experiences and identify any patterns you notice.
- 7) Share your findings with a partner or group and discuss the importance of staying active.
- 8) As a class, create a wall chart illustrating the class's overall activity levels and mood/energy ratings to visualize the impact of physical activity on wellbeing.

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

**Monday**

Activity		Duration	
Pre-Activity Mood		Post-Activity Mood	
Pre-Activity Energy Level		Post-Activity Energy Level	
Note:	_____		
	_____		
	_____		

**Tuesday**

Activity		Duration	
Pre-Activity Mood		Post-Activity Mood	
Pre-Activity Energy Level		Post-Activity Energy Level	
Notes:	_____		
	_____		
	_____		

**Wednesday**

Activity		Duration	
Pre-Activity Mood		Post-Activity Mood	
Pre-Activity Energy Level		Post-Activity Energy Level	
Notes:	_____		
	_____		
	_____		

**PREVIEW**

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

**Thursday**

Activity		Duration	
Pre-Activity Mood		Post-Activity Mood	
Pre-Activity Energy Level		Post-Activity Energy Level	
Note:	_____ _____ _____		

**Friday**

Activity		Duration	
Pre-Activity Mood		Post-Activity Mood	
Pre-Activity Energy Level		Post-Activity Energy Level	
Notes:	_____ _____ _____		

**Saturday**

Activity		Duration	
Pre-Activity Mood		Post-Activity Mood	
Pre-Activity Energy Level		Post-Activity Energy Level	
Notes:	_____ _____ _____		

**PREVIEW**

**Reflection** Think about your week of physical activity and answer the questions below

1) Which activity made you feel the most energetic this week? Why?

---

---

---

2) Did any activity improve your mood a lot? Which one and how?

---

---

---

3) Which activity was the hardest for you? Why do you think that is?

---

---

---

4) How did your energy change before and after activity?

---

---

---

5) What patterns did you notice in your mood across the week?

---

---

---

6) What goals do you want to set for next week's activities?

---

---

---

7) How do you feel about your effort this week? Circle one.

Amazing

Great

Good

Okay

Needs Work



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

## Activity: Active Living Web

**My Active Web**

Think about your favourite physical activity and write it in the centre of the web. Then list its benefits in the circles using clear, simple words.



Describe the ways in which your favourite activity has positively influenced your life.

---

---

---

---

---

## Social Media Post – Active Living Challenges

@EcoExplorer4 CA 

Why is it getting harder for kids to stay active, even though we have parks, trails, and school yards? What real solutions can help families stay active every day?

11:30 AM - 11/17/2025 - 1,979 SHARES 4,721 LIKES    

 @M... - I think kids are less active because many families are busy. Having long drives take away outdoor play time. In Ontario, experts recommend at least 60 minutes of movement a day to stay healthy.

 @... - Lots of activities cost money, like sports teams or classes. Some have club fees or equipment. That makes staying active harder for some families.

 @LeoSask - Some cities are offering free programs. Many Ontario cities have free sports events, and after-school clubs so more kids can join without paying.

 @Megan12 - Weather is also a challenge. Hot sun and cold make outdoor play tough. But indoor school activities and community centres can help kids stay active even when the weather is bad.

 @SamK - Screens take up a lot of time too. Kids spend hours a day on screens. That leaves less time for activities like biking or walking.

 @LeoSask - Families could set a "movement break" every 30 minutes. Walking to school or using stairs at home also helps.

 @Megan12 - Active games like tag or skipping rope cost nothing and keep kids moving. School yards and local parks are great free places to play.

 @SamK - Still, not all neighbourhoods have safe play spaces. Some areas lack sidewalks or clean parks. That limits outdoor activity for many kids.

 @LeoSask - Community planning matters. When cities build more trails, parks, and safe walkways, kids get more chances to stay active.

 @Megan12 - Staying active helps your body and your mood. Finding simple solutions makes it easier for everyone.

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

92

Distribution Statement  
©2012 by Linda A.

**True or False** Is the statement true or false?

1) Kids lose outdoor time because families stay busy.	True	False
2) Winter weather can limit outdoor activities.	True	False
3) Every neighbourhood has clean and safe parks.	True	False
4) Walking to school can increase daily movement.	True	False
5) Kids normally spend under one hour on screens.	True	False

**Questions** Answer the questions below.

1) What challenges face to staying active?

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

2) What are the best ways to solve these challenges?

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

**Opinion** Write a comment that you would add to this conversation.

Username: \_\_\_\_\_

Date: \_\_\_\_\_

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

**PREVIEW**



## Snowman – Physical Activity Terms

### Objective

What are we learning about?

Students will learn and understand vocabulary related to physical activities by playing a fun guessing game. They will also discuss where and how these activities can be done, reinforcing their understanding of physical activity terms.

Materials: What will you need for the activity?

- Whiteboard and marker
- Dry erase markers (one for each team)
- List of vocabulary words (see unit plan)
- Eraser or cloth for erasing



### Instructions

How will you complete the activity?

- 1) Divide the class into two teams.
- 2) Select a vocabulary word from the unit without showing it to the class.
- 3) Draw blanks on the board for each letter in the word.
- 4) Ask Team 1 to guess a letter. If the letter is in the word, write it in the correct spaces.
- 5) If it is not, start drawing the snowman (start with the base).
- 6) Alternate between teams for each guess.
- 7) If a team correctly guesses the word before the snowman is completed, they earn a point. If the snowman is completed before the word is guessed, the other team earns a point.
- 8) Discuss the meaning of the word after it has been guessed or revealed.
- 9) Continue with new words, alternating which team starts.

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

Optional Words

You may use some of these words for your game.

Stretch	Jump	Run	Soccer
Dance	Swim	Bike	Yoga
Skip	Hike	Climb	Throw
C	Balance	Kick	Roll
Side	Sprint	Jog	Skate
Dribble		Swing	Twist
Lunge		Crawl	Push
Pull	Dive	Tap	Row
Toss	Flip		March
Gallop	Vault	Tap	
Balance	Somersault	Skip	Stretch
Shuffle	Box	Shuffle	Stretch
Kneel	Climb	Crawl	Skate
Twist	Stretch	Jump	Roll
Catch	Kick	Throw	Hike

**PREVIEW**

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

**Snowman**

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

Draw Your Snowman

Cross off incorrect guesses

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

Write the number of blanks for your word below

Draw Your Snowman

Cross off incorrect

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

Write the number of blanks for your word below

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

**Draw**

Draw and label two words from the Snowman Game. Show what each word means using a simple picture.

The Words

The Drawings

**PREVIEW**

# Activities – Healthy Eating & Physical Activity

## Word Search

Find the word bank words in the puzzle!



## Word Bank

- Nutrition
- Calcium
- Protein
- Minerals
- Magnesium
- Carbohydrates
- Fats
- Heart
- Yoga
- Fibre
- Nutrients
- Muscles
- Physical
- Activity
- Fitness
- Vegetables
- Meat
- Sport
- Stretch
- Football

## Word Scramble

Read the clue and then unscramble the word.

ITSFSNE		RSENUINTT	
UTONINRT		TFLOBLAO	
LYLBYALOLE		AGUMIEMNS	
EMLIRSAN		EEEVLASGBT	
HYAPCILS		ESUSCML	

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

99

Total

Mark

/

## Unit Test

### Healthy Eating & Physical Activity

/

1) Canada's New Food Guide has:

- a) 3 food categories: fruits and vegetables, whole grains, and protein foods
- b) 5 food groups: meats, dairy, fruits, vegetables, and grains
- c) Proteins, grain and dairy
- d) Carbohydrates and proteins

2) Fat is a food that:

- a) is bad for you and should be eaten as little as possible
- b) Gives us energy and help with vitamin absorption
- c) Causes heart disease
- d) Are a micronutrient

3) Canada's Food Guide says to:

- a) Eat more dairy
- b) Cook more at home
- c) Eat with others
- d) All of the Above

4) Micronutrients are

- a) Small healthy snacks eaten between meals
- b) Carbohydrates and fats
- c) Vitamins and minerals
- d) Carbohydrates and protein

5) Macronutrients are:

- a) Meat and dairy
- b) Carbohydrates, proteins and fats
- c) Whole grains and fibre
- d) Vitamins and minerals

6) Which of the following can be challenges to eating healthy?

- a) Busy schedules
- b) Limited money
- c) Too many choices
- d) All of the above

7) The different types of carbohydrates are:

- a) simple, complex and fibre
- b) fibre, protein, milk products and grains
- c) Multi grains and breads
- d) breads, rice and beans

8) Children aged 9-13 should drink:

- a) 8 cups of water per day
- b) 5-6 cups of water per day
- c) 3 cups of water and 3 cups of milk per day
- d) 4 cups of water per day

9) Fibre...

- a) is not digested by your body
- b) is full of nutrients
- c) Helps build strong bones and teeth
- d) All of the above

10) Instead of milk, try drinking:

- a) Soy milk
- b) Soda
- c) Sparkling Water
- d) All of the above

**PREVIEW**

Define

What do the terms below mean?

Mark

/

Processed  
FoodMindful  
EatingPhysi-  
Activity

Short Answer

Answer questions by

Mark

/

1) Name 3 macronutrients and tell what they do in our body? healthy?

2) Name 3 micronutrients and tell what it does in our body?

3) What are 2 types of fats and 2 examples of each?

**PREVIEW**





# Workbook Preview



# Grade 4 Health Unit

## HEALTH CHALLENGES

### Traditional Healing and Western Advances

	Curriculum Expectations	Pages
USC4.2a	Investigate and distinguish points of view expressed about health opportunities and challenges, both past and present.	6, 25-29, 37-41, 56-57, 63-64
USC4.2b	Categorize and compare a variety of health challenges as short-term/long-term and as serious/not serious.	6, 7-12, 30-38, 42-52, 73-76
USC4.2c	Explain how the mind, body, and spirit may be affected by health challenges.	6, 11-29, 73-76
USC4.2	<p style="color: red; font-size: 1.2em; font-weight: bold;">Preview of 60 pages from this product that contains 109 pages total.</p>	58-60
USC4.2		63-64
USC4.2		53-55,
USC4.2		61-62
USC4.2g	Examine strategies to reduce the prevalence and the impact of potential current health challenges.	6, 30-34, 37-41, 53-55, 73-76
AP4.1a	Identify basic steps to design and carry out effective action plans.	65-72
AP4.1b	Design and follow a brief outline of a plan, including a schedule.	65-72
AP4.1c	Implement the action as outlined.	65-72
AP4.1d	Document and reflect on implementation.	65-72

# HEALTHY CHALLENGES

TRADITIONAL HEALING AND WISDOM ADVANCES

# PREVENTION



# Short and Long-Term Health Challenges

## Fact Sheet: Short-Term and Long-Term Health Challenges

Health challenges are problems that affect a person's body, mind, or feelings. Some health challenges last for a short time, while others can stay for many years. **Short-term health challenges** usually get better quickly. **Long-term health challenges** take much longer to manage, and many need ongoing care from doctors, counsellors, or other health professionals.

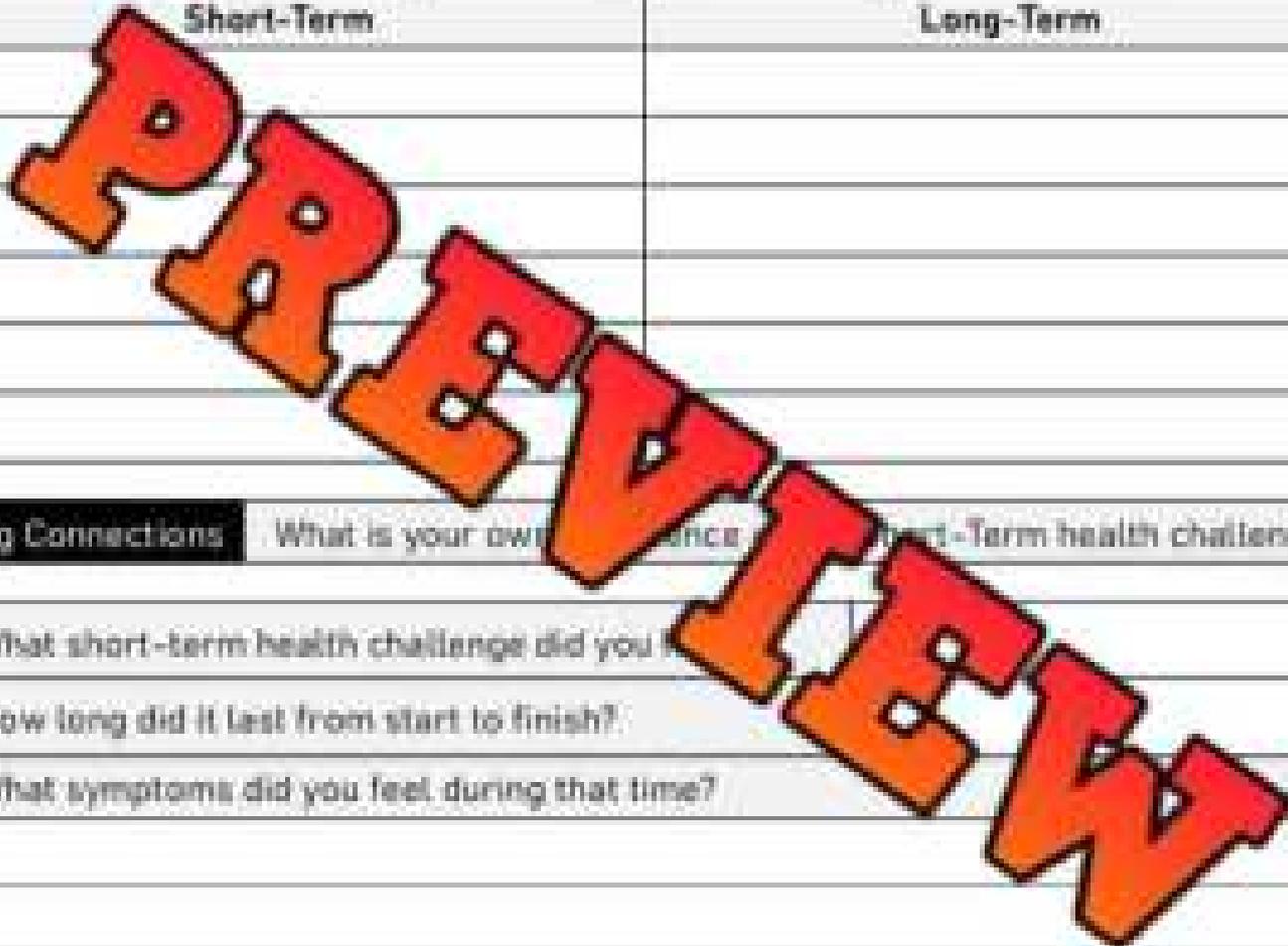
Type	Description
Short-Term	<b>Cold</b> A cold usually lasts about 3-7 days. It causes a runny nose, cough, and sore throat. Most people get better with rest and fluids.
	<b>Flu</b> The flu usually lasts about 1-2 weeks. It often causes fever, body aches, and fatigue. Many people get the flu each winter.
	<b>Sprained Ankle</b> A sprained ankle usually lasts about 2-4 weeks. It happens when the ankle twists. It causes swelling and pain during walking.
	<b>Stomach Bug</b> A stomach bug lasts 1-3 days. It causes vomiting and cramps. It spreads easily through coughing and sneezing.
	<b>Ear Infection</b> An ear infection lasts about 1-2 weeks. It causes ear pain and trouble hearing. Many children get ear infections. Antibiotics can help.
Long-Term	<b>HIV</b> HIV is a lifelong illness. People take daily medicine to stay healthy. More than 62,000 Canadians are living with HIV.
	<b>Depression</b> Depression can last months or years. It affects thoughts, feelings, energy, and interest. Counselling and medicine can help people manage it.
	<b>Diabetes</b> Diabetes is a long-term illness where the body cannot control sugar well. People check their blood sugar daily and use medicine.
	<b>Asthma</b> Asthma is a lifelong breathing illness. It causes coughing and tight airways. Many people use inhalers to control symptoms.
<b>Arthritis</b> Arthritis lasts many years. It causes joint pain and stiffness. Adults often need daily exercises and medicine to manage it.	

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

**Sort**

Sort each health challenge below into the correct group. Write each example under Short-Term or Long-Term.

Cold	Depression	Asthma
Broken Leg	Migraine Headache	COVID-19
High Blood Pressure	Toothache	Concussion
Arthritis	Diabetes	HIV
<b>Short-Term</b>		<b>Long-Term</b>



**Making Connections**

What is your own experience with a Short-Term health challenge?

- 1) What short-term health challenge did you experience?
- 2) How long did it last from start to finish?
- 3) What symptoms did you feel during that time?  
\_\_\_\_\_  
\_\_\_\_\_
- 4) How did the health challenge make your body feel?  
\_\_\_\_\_  
\_\_\_\_\_
- 5) What things helped you get better?  
\_\_\_\_\_  
\_\_\_\_\_

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

Sort

Read each health challenge below. Sort them into the two groups: **Serious** and **Not Serious**. Think about how the illness spreads, how it harms the body, and what treatment is needed.

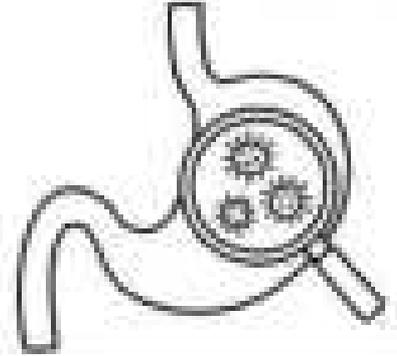
HIV/AIDS



Common Cold



Stomach Bug



Allergies



Cancer



Diabetes



Sprained Ankle



Depression



**PREVIEW**

# Exit Cards

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

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

Mark

Circle whether each health challenge is short or long-term.

1) Cold	Short	Long
2) Sprained Ankle	Short	Long
3) HIV	Short	Long
4) Diabetes	Short	Long
5) Arthritis	Short	Long
6) Stomach Bug	Short	Long
7) Asthma	Short	Long
8) Ear Infection	Short	Long

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

Mark

Circle whether each health challenge is short or long-term.

1) Cold	Short	Long
2) Sprained Ankle	Short	Long
3) HIV	Short	Long
4) Diabetes	Short	Long
5) Arthritis	Short	Long
6) Stomach Bug	Short	Long
7) Asthma	Short	Long
8) Ear Infection	Short	Long

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

Mark

Circle whether each health challenge is short or long-term.

1) Cold	Short	Long
2) Sprained Ankle	Short	Long
3) HIV	Short	Long
4) Diabetes	Short	Long
5) Arthritis	Short	Long
6) Stomach Bug	Short	Long
7) Asthma	Short	Long
8) Ear Infection	Short	Long

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

Mark

Circle whether each health challenge is short or long-term.

1) Cold	Short	Long
2) Sprained Ankle	Short	Long
3) HIV	Short	Long
4) Diabetes	Short	Long
5) Arthritis	Short	Long
6) Stomach Bug	Short	Long
7) Asthma	Short	Long
8) Ear Infection	Short	Long

## Mental Health

### Mental Health

**Mental health** is how we think, feel, and handle stress each day. It affects how we solve problems, make choices, and get along with others. **Good mental health** helps us stay calm during hard times and enjoy school, family, and friends. **Poor mental health** can make even simple tasks feel harder. Students in Canada report that stress from school is one of the top reasons they feel tired or worried. Mental health connects to the mind, the body, and the environment. Learning it can change our thoughts, our energy, and how we feel inside.

### What Is Mental Illness?

A **mental illness** is a health condition that affects how a person feels or acts. Two common examples are **depression** and **anxiety**. Depression can make someone feel sad for many weeks and lose interest in things they once enjoyed. Anxiety can make a person feel scared or nervous even when there is no danger. Mental illness can affect sleep, marks at school, friendships, and motivation. In Canada, about 5 people will face a mental illness each year.

### Ways People Can Get Support

People use many supports to care for their mental health. First Nations and Métis communities use **traditional healing** such as talking circles, smudging, and time on the land. These practices help people feel connected and calm. Western medicine also helps through doctors, counsellors, and safe medicines. Many people use both types of support.

Here are extra facts about mental health in Canada:

- More than 50% of mental illnesses begin before age 14.
- Youth who talk to a trusted adult are more likely to feel better within weeks.



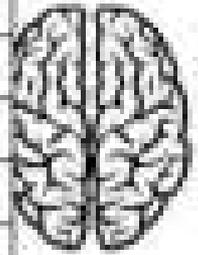
Name: \_\_\_\_\_

12

Copyright © 2013 by Linda Ward Beech

**True or False** Is the statement true or false?

1) Mental health affects only the mind and not the body.	True	False
2) Stress from school is a top reason students feel worried.	True	False
3) Anxiety always appears only when a real danger is present.	True	False
4) Depression makes someone sad for a short time only.	True	False
5) Talking to a trusted adult can help youth feel better.	True	False



**Questions** Answer the questions below using evidence from the text.

1) Why is mental health important and why does it matter in our lives?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What kinds of support can Western cultures give?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3) What are two common examples of mental illness from the text?

\_\_\_\_\_

\_\_\_\_\_

**PREVIEW**

**Scenario Questions** Is this a Mental Illness or Not?

1	A student feels sad for one day after losing a soccer game but feels fine the next day.	Yes	No
2	A girl has felt worried every day for weeks, even when nothing scary is happening. She often feels tense and cannot sleep well.	Yes	No
3	A boy is nervous before a class presentation but feels better once it is over.	Yes	No
4	A student used to enjoy art club but has stopped going for many weeks and says nothing feels fun anymore.	Yes	No

## Interview: A Therapy Session About Anxiety

**Therapist:** I'm glad you're here. What made you come talk with me today?

**Patient:** I keep thinking I'm going to fail my grade, and it scares me.

**Therapist:** When did these thoughts first start for you?

**Patient:** It started when I got a low mark on my math test. Nothing was falling apart.

**Therapist:** What happens in your body when you think about failing?

**Patient:** My stomach feels tight, and I feel like crying.

**Therapist:** Those feelings are scary. What thoughts come up during those moments?

**Patient:** "I'm not smart enough" and "I'm going to fail without me."

**Therapist:** Anxiety often tells us scary things. Let's take a slow breath together... in and out. How do you feel now?

**Patient:** My chest feels a little better. The twist in my stomach is not so bad.

**Therapist:** Good. What subjects make you feel the most nervous?

**Patient:** Mostly math. I try hard, but sometimes the numbers confuse me.

**Therapist:** We can make a support plan—practice steps, calming breathers, and talking to your teacher when you're stuck. Would that help?

**Patient:** Yes. I don't want this fear to control me anymore.

**Therapist:** One helpful way forward is to face the fear by breaking it into small steps, like practising one part of math each day instead of avoiding it. Remember, this fear is a feeling, not a fact. You can pass your grade by asking for help, trying strategies, and believing in your progress.

**Patient:** Thank you. I actually feel calmer now. I think I can try these steps.

**Therapist:** I'm glad to hear that. We'll keep working together so school feels easier again.



**PREVIEW**

**Questions**

Answer the questions below using evidence from the text.

1) What made the patient feel scared about school?

---

---

---

2) What body feelings did the patient experience during anxiety?

---

---

---

3) How did the therapist help the patient start calming down?

---

---

---

**PREVIEW**

**Two Truths and a Lie**

Read each group. Tick  for two truths. Mark  for the one lie.

<input type="checkbox"/>	Anxiety made the patient's stomach twist and chest feel tight.
<input type="checkbox"/>	The therapist said anxious thoughts are always real and true.
<input type="checkbox"/>	Slow breathing helped the patient feel calm again in the room.

<input type="checkbox"/>	Practicing slow breathing in the classroom might help the patient feel better.
<input type="checkbox"/>	Practicing slow breathing in the classroom was part of the patient's treatment plan.
<input type="checkbox"/>	The therapist told the patient to avoid math every day.

**Making Connections**

Have you ever felt anxious about something? What made you feel that way, and how do you feel about it now?

---

---

---

---

## Activity: Stress Management Techniques

### Objective

What are we learning about?

Teach students how stress can be a health challenge that affects the mind, body, and spirit, and explore both traditional and contemporary techniques—such as deep breathing, mindfulness, and muscle relaxation—to help manage stress and support overall well-being.

### Materials

What do you need for the activity?

- Fact sheets that describe each stress management technique
- Comfortable seating for students to sit or lie down on
- A quiet space where students can practise techniques



### Instructions

How will you complete the activity?

- 1) Start by discussing the impact of stress on mental, physical, and emotional health and why it's important to manage it.
- 2) Distribute fact sheets that explain deep breathing, mindfulness, and progressive muscle relaxation.
- 3) Guide students through deep breathing: sit comfortably, close eyes, inhale slowly through the nose, and exhale through the mouth.
- 4) Practise mindfulness: sit quietly, focus on the present moment, and observe breathing and sensations without judgment.
- 5) Guide progressive muscle relaxation: lie down, tense, and relax muscle groups from toes to head, noticing the difference between tension and relaxation.
- 6) After practising, have students complete the reflection worksheet on their experience.

## Handout

## Fact sheet on stress management techniques

**Deep Breathing**

A simple technique that helps calm your mind and body by focusing on your breath.

**How to do it:**

- 1) Sit or lie down in a comfortable position.
- 2) Close your eyes and relax your shoulders.
- 3) Inhale slowly through your nose for a count of four, filling your lungs with air.
- 4) Hold your breath for a count of four.
- 5) Exhale slowly through your mouth for a count of four, releasing all the air from your lungs.
- 6) Repeat this cycle a few minutes, focusing on the rhythm of your breath.

**Benefits:**

- 1) Reduces anxiety and stress
- 2) Lowers blood pressure
- 3) Improves focus and concentration

**Mindfulness**

The practice of being fully present in the moment without judgment. It helps you become aware of your thoughts, feelings, and surroundings.

**How to do it:**

- 1) Sit comfortably and close your eyes if you like.
- 2) Focus on your breathing, noticing the sensation of air moving in and out of your body.
- 3) Pay attention to the sounds around you, the feeling of your body on the chair or floor, and the sensations in your body.
- 4) If your mind starts to wander, gently bring your focus back to your breathing or the present moment.
- 5) Practise this for a few minutes each day to build your mindfulness skills.

**Benefits:**

- 1) Increases awareness and focus
- 2) Helps manage emotions and stress
- 3) Enhances mental clarity

## Handout

## Fact sheet on stress management techniques

**Progressive Muscle Relaxation**

Involves tensing and then relaxing each muscle group in your body. This helps release physical tension and promotes relaxation.

**How to do it:**

- 1) Lie down in a comfortable position with your arms at your sides.
- 2) Start with your toes: curl them tightly for a few seconds, then release and relax them.
- 3) Move to your calves: tense them by pointing your toes upwards, hold for a few seconds, then release.
- 4) Continue up your body, tensing and relaxing each muscle group—thighs, lower back, upper back, shoulders, and face.
- 5) After you've relaxed all muscle groups, take a moment to enjoy the feeling of complete relaxation.

**Benefits:**

1. Relieves physical tension
2. Reduces stress and anxiety
3. Improves sleep quality

**Visualization**

Is a relaxation technique where you imagine a peaceful scene or a place where you feel calm and happy. It helps reduce stress by engaging your mind in positive imagery.

**How to do it:**

- 1) Sit or lie down in a comfortable position.
- 2) Close your eyes and take a few deep breaths to relax.
- 3) Picture a place where you feel completely at peace. This could be a beach, a forest, a mountain, or any place that makes you feel calm and happy.
- 4) Imagine the details of this place: the sights, sounds, smells, and how it feels. For example, if you're imagining a beach, think about the sound of the waves, the warmth of the sun, and the feel of the sand under your feet.
- 5) Stay in this imagined place for a few minutes, fully experiencing the peacefulness it brings.
- 6) When you're ready, slowly bring your focus back to the present, taking a few deep breaths as you open your eyes.

**Benefits:**

- 1) Reduces stress and anxiety
- 2) Enhances mood and relaxation
- 3) Improves focus and mental clarity

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

**Meditation  
Journal**

Write a journal entry describing your experience with the stress management techniques you practised. Reflect on what worked well, what was challenging, and the lessons you learned from using these techniques.

**PREVIEW**

## Fact or Fiction: Mental Health

**Objective**

What are we learning about?

To help students build a stronger understanding of mental health by exploring common ideas and deciding which statements are true or false, allowing them to recognize accurate information and common misconceptions.

**Materials**

What do you need for the activity?

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign, with the two sides of the room
- Designated areas in the classroom for 'Fact' and 'Fiction' signs, allowing students to move to either side

FACT  
OR  
FICTION

**Instructions**

How will you complete the activity?

- 1) Your teacher will read statements. Pay close attention as each statement is read.
- 2) Consider carefully whether you think the statement is true or false.
- 3) If you decide the statement is true, walk to the 'Fact' side of the room.
- 4) If your guess is that it's not true, move to the 'Fiction' side of the room.
- 5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
- 6) When the right answer is announced, return to your seat, ready for the next round.
- 7) Have fun getting up and moving!

## Fact or Fiction

Read the statements to the class.

#	Statement	
1	Mental health only affects emotions, not the body.	Fiction
2	Regular exercise can improve mental health.	Fact
3	It's normal to feel anxious sometimes, especially during childhood.	Fact
4	Only people with serious problems need to talk about their mental health.	Fiction
5	Eating a healthy diet can help improve mental well-being.	Fact
6	Drinking alcohol is a good way to make it go away.	Fiction
7	Depression is just a sign of weakness.	Fiction
8	Self-care practices like taking a walk and getting enough sleep help maintain good mental health.	Fact
9	Asking for help when feeling overwhelmed is a sign of weakness.	Fact
10	Mental health challenges are uncontrollable and happen to you.	Fiction
11	Spending time with friends can boost your mood and mental health.	Fact
12	Only doctors can help with mental health issues, not family members.	Fiction
13	Taking breaks and relaxing is important for managing stress.	Fact
14	Anxiety is just about being nervous, it doesn't affect other parts of your body.	Fiction
15	Developing hobbies and interests can positively impact mental health.	Fact
16	Keeping feelings to yourself is the best way to deal with them.	Fiction
17	Seeking support from family and friends can help you manage mental health challenges.	Fact
18	Only adults should worry about their mental health.	Fiction
19	Writing in a journal can help process emotions and improve mental well-being.	Fact
20	Watching too much TV has no impact on mental health.	Fiction

**Quiz  
Check-In**

This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity. Cut along the lines and give each section to a student.

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

Mark: \_\_\_\_\_

Is the statement true or false?

1) Mental health only affects emotions, not the body.	True	False
2) Depression is a sign of personal weakness.	True	False
3) Only adults should worry about their mental health.	True	False
4) Regular exercise can improve mental health.	True	False
5) Mental health challenges are uncommon in young people.	True	False
6) Eating a balanced diet can help improve mental well-being.	True	False

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

Mark: \_\_\_\_\_

Is the statement true or false?

1) Mental health only affects emotions, not the body.	True	False
2) Depression is a sign of personal weakness.	True	False
3) Only adults should worry about their mental health.	True	False
4) Regular exercise can improve mental health.	True	False
5) Mental health challenges are uncommon in young people.	True	False
6) Eating a balanced diet can help improve mental well-being.	True	False

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

Mark: \_\_\_\_\_

Is the statement true or false?

1) Mental health only affects emotions, not the body.	True	False
2) Depression is a sign of personal weakness.	True	False
3) Only adults should worry about their mental health.	True	False
4) Regular exercise can improve mental health.	True	False
5) Mental health challenges are uncommon in young people.	True	False
6) Eating a balanced diet can help improve mental well-being.	True	False

## Newspaper Article: Mental Health Struggles

### Michael Phelps Opens Up About Mental Health Struggles

Publish Date: August 17, 2024

Michael Phelps, the most decorated Olympian in history, shocked the world when he opened up about his battles with depression and anxiety. Despite winning 23 gold medals at the 2008 Beijing Olympics, Phelps struggled with mental health issues for years.

In an interview, Phelps shared that after the 2012 Olympics, he felt lonely and depressed. "I didn't want to be alive anymore," Phelps admitted. His story is a powerful reminder that mental health issues can affect anyone, no matter how successful they appear.

Phelps decided to seek help by attending therapy, which he describes as life-saving. Therapy allowed him to talk about his feelings and find coping strategies. According to the Canadian Mental Health Association, 1 in 5 Canadians experiences a mental health issue each year, and therapy is a proven way to manage these challenges.

In addition to therapy, Phelps found that speaking openly about his struggles helped him heal.

“Talking about it is what got me through it.”

he said. Research supports this approach; a study by CAMH found that people who talk about their mental health are 70% more likely to seek help.

Phelps has since become an advocate for mental health, encouraging others to seek help and share their stories. His openness has inspired many, showing that even the strongest athletes need support.

As Phelps continues to speak out, he uses his platform to challenge the stigma around mental health. His message is clear: mental health matters as much as physical health, and seeking help shows strength. Through his advocacy, he hopes to change how society views mental health, so others don't suffer in silence.



**True or False** Is the statement true (T) or false (F)?

1) Michael Phelps is the most decorated Olympian in history.	T	F
2) Phelps revealed his struggles with depression after the 2012 Olympics.	T	F
3) Therapy was described by Phelps as life-changing.	T	F
4) Phelps believes talking about mental health issues is unnecessary.	T	F
5) Phelps thinks seeking help is a sign of weakness.	T	F

**Questions** Answer the questions below using evidence from the text.

1) Why is mental health so crucial for athletes and their performance?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) How does therapy support people living with mental health issues?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Advice** Write a letter to someone struggling with mental health. Using what you learned from Phelps' story, give them advice on how to seek help and why it's important.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Activity – Therapy Simulation

### Objective

What are we learning about?

To promote empathy and understanding of how therapy can help people with mental health challenges. Students will learn how talking about feelings, listening, and offering support are important parts of staying mentally healthy.

### Materials

What will you need for the activity?

- Scenario cards for the role-play
- One chair for the therapist
- Reflection worksheets for the activity



### Instructions

How do we do the activity?

- 1) Begin by discussing with the class why it can be helpful for people dealing with mental health challenges.
- 2) Divide the class into pairs. Each pair will consist of one student playing the role of the “therapist” and the other playing the role of the “patient” with a specific mental health challenge (using the scenario cards provided).
- 3) Distribute the role cards to each pair. The “therapist” will receive prompts and questions to guide the conversation, while the “patient” will receive background on the particular challenge they are dealing with.
- 4) Instruct the pairs to begin the role-play. The “therapist” will ask questions and offer supportive strategies, while the patient will practise expressing their feelings and discussing their challenges.
- 5) Allow each role-play to continue for about 5-10 minutes. Encourage students to take the conversation seriously and to engage fully with the emotions involved.
- 6) After the role-play, ask the pairs to switch roles and repeat the exercise, so each student has the opportunity to experience both perspectives.
- 7) Once both rounds of role-play are complete, have the students return to their seats and distribute the reflection worksheets.
- 8) Give the students time to complete the reflection questions, then discuss the activity as a class, focusing on what they learned about the therapy process and the importance of seeking help.

## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>Academic Pressure</b>	<p>You're feeling overwhelmed by the pressure to perform well in school. The constant stress of tests, homework, and maintaining good grades is making it hard for you to focus or enjoy your free time. Discuss with the therapist how this academic pressure is affecting you and explore ways to manage it.</p>
<b>Anxiety about the Future</b>	<p>You're often feeling anxious about the future, unsure of what path to take or how to handle the uncertainties ahead. The thought of making important decisions, like choosing a high school or college, feels overwhelming. Talk to the therapist about more strategies to cope with this anxiety.</p>
<b>Difficulty Opening Up</b>	<p>You find it hard to share your feelings with others because you worry they won't understand or think less of you. You often keep your emotions bottled up, which makes you feel even more isolated. Discuss with the therapist how to start opening up about your feelings and the importance of trusted people.</p>
<b>Social Isolation</b>	<p>You often feel isolated from your peers, like you don't belong. Even when you're around others, you feel awkward and disconnected. This feeling of isolation is starting to affect your mood and self-esteem. Share with the therapist how this social isolation impacts you and discuss ways to build stronger connections with others.</p>
<b>Balancing Expectations</b>	<p>You're struggling to balance the expectations placed on you by your parents, teachers, and friends. It feels like everyone wants something different from you, and you're not sure how to meet these expectations while staying true to yourself. Discuss with the therapist how to manage these expectations and prioritize your own well-being.</p>

## Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
<b>Body Image Issues</b>	<p>You've been feeling insecure about your appearance and body image. Comparing yourself to others on social media and at school makes you feel like you're not good enough. This insecurity is starting to affect your confidence and self-worth. Talk to the therapist about these feelings and explore ways to improve your body image and self-esteem.</p>
<b>Fear of Failure</b>	<p>You're constantly afraid of failing, whether it's in school, sports, or other situations. This fear is preventing you from trying new things or taking risks because you don't want to disappoint yourself. Discuss with the therapist how this fear of failure is affecting you and explore strategies to overcome it.</p>
<b>Relationship Struggles</b>	<p>You're having difficulties in your relationships with friends or family members. Misunderstandings, arguments, or feelings of being unsupported are causing stress in your life. Share with the therapist how these relationship struggles are affecting you and discuss ways to communicate and resolve conflicts.</p>
<b>Dealing with Peer Pressure</b>	<p>You've been facing peer pressure to do things that feel uncomfortable, like trying something risky or going along with something you don't believe in. This pressure is making you feel conflicted and stressed. Talk to the therapist about how this peer pressure is affecting you and discuss ways to stand up for yourself.</p>
<b>Managing Stress and Being Overwhelmed</b>	<p>You've been feeling overwhelmed by the number of responsibilities you have, from schoolwork to extracurricular activities to social obligations. It seems like there's never enough time to relax or take care of yourself. Discuss with the therapist how this stress is impacting you and explore strategies to manage your time and stress levels more effectively.</p>

**Therapist Card**

Use these questions and prompts to guide the conversation.

**1. Start the conversation**

- "How are you feeling today?"
- "Can you tell me what has been bothering you?"

**2. Help the patient talk more**

- "What happened that made you feel this way?"
- "When did you first notice this problem?"
- "What thoughts keep coming up for you?"

**3. Explore feelings**

- "How does this make your mind feel?"
- "How does your body feel when this happens?"
- "Is it getting stronger? What helps it calm down?"

**4. Offer support**

- "Have you tried talking to someone you trust?"
- "Would doing \_\_\_\_\_ for you, or taking a break help?"
- "What is one thing you can do to feel better?"

**5. End the conversation**

- "Thank you for sharing with me today."
- "You showed courage by talking about your feelings."
- "Let's think of a next step together."

**Patient Card**

Use these prompts to help you describe your feelings.

**1. What happened**

- "Something happened that made me feel upset."
- "I've been struggling with..."

**2. How it makes you feel**

- "I feel nervous when..."
- "My body feels tense when..."
- "I get sad because..."

**3. When it happens**

- "This usually happens at school / at home / at bedtime..."
- "It started a little while ago..."

**4. What you have tried**

- "I tried ignoring it, but it didn't help."
- "I tried talking to someone / taking a break / calming down..."

**5. What you need**

- "I need someone to listen."
- "I want ideas for how to feel better."
- "I want help understanding my feelings."



**Reflection**

Answer the questions below.

1) Rate your group's performance by shading the stars. 5 stars indicate the best experience, and 0 stars indicate the worst experience.

Use of Active Listening Skills	☆☆☆☆☆
Display of Empathy	☆☆☆☆☆
Ability to Express Feelings Clearly	☆☆☆☆☆
Effectiveness of Role-Playing as Therapist	☆☆☆☆☆
Effectiveness of Role-Playing as Patient	☆☆☆☆☆
Overall Understanding of the Therapeutic Process	☆☆☆☆☆

2) What went well during your role-play session?

---



---



---

3) What could have been improved during your role-play session?

---



---



---

4) What are the key lessons you learned about the importance of therapy and seeking help?

---



---

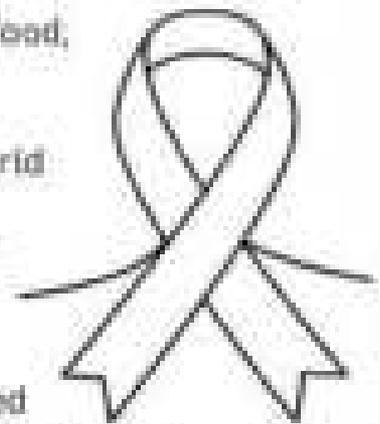


---

# HIV/AIDS

## How HIV Affects the Body

HIV is a virus that attacks the immune system, which is the part of the body that fights germs. When the immune system becomes weak, it is harder for the body to stay healthy. If HIV is not treated, it can lead to **AIDS**, which is a very serious stage of the illness. HIV spreads through certain body fluids, not through air, food, or casual contact like hugging or sharing a desk. Doctors first identified HIV in the 1980s, and many people around the world became sick because there was no strong treatment at that time.



## Changes in Treatment Over Time

At first, treatment for HIV was very limited, and many people faced stigma because others were afraid of the virus. Modern **antiretroviral** medicines allow people with HIV to live long and healthy lives. These medicines lower the amount of virus in the body, helping the immune system stay stronger. Supportive communities also use supports such as counselling, support groups, and safe education programs that help people feel respected and understood.

## How People Can Prevent HIV

Prevention is important to stop HIV from spreading. People can stay safe by getting testing, learning correct information about the virus, and avoiding stigma so that others feel safe asking for help. Education programs in Canada teach safe practices, respect, and care for people living with HIV.

## Key Facts

- About 63,000 people in Canada were living with HIV in 2018.
- Regular testing helps find HIV early so treatment can start right away.
- Medicines can lower the virus so much that it becomes hard to pass on.

**True or False** Is the statement true or false?

1) HIV makes the immune system weaker and unable to fight germs.	True	False
2) HIV can spread from hugging someone who has the virus.	True	False
3) HIV is a later stage of AIDS when the body is weak.	True	False
4) Doctors first found HIV in Canada during the early 2000s.	True	False
5) Testing early helps people start treatment quickly and safely.	True	False

**Questions** Answer the questions below using evidence from the text.

1) What is one of the ways HIV is spread?

2) Describe how the treatment for HIV has changed since the 1980s.

3) How does stigma affect people living with HIV?

**PREVIEW**

**Matching** Draw a line from the terms to their corresponding description.

HIV <input type="radio"/>	<input type="radio"/> Talking with a trained helper to get support
Stigma <input type="radio"/>	<input type="radio"/> Later stage of HIV when the body becomes very weak
Antiretroviral <input type="radio"/>	<input type="radio"/> Helps lower the amount of virus
AIDS <input type="radio"/>	<input type="radio"/> Virus that attacks the body's defences
Counselling <input type="radio"/>	<input type="radio"/> Unfair judgement toward someone

## Hepatitis C

### How Hepatitis C Affects the Liver

Hepatitis C is a virus that harms the liver, which is the organ that cleans the blood and helps the body stay healthy. When the liver becomes inflamed or damaged, it cannot work well. People with Hepatitis C may feel tired, have stomach pain, or sometimes feel no symptoms at all. If the virus stays in the body for many years, it can cause long-term illness and make the liver very weak. In Canada, many people learned they had Hepatitis C through a blood test, because the virus can stay hidden for a long time.

### How Treatment Has Changed

In the past, treatment for Hepatitis C with older medicines caused strong side effects like fever, weakness, and nausea. These medicines did not always cure the illness. Today, new antiviral medicines can remove the virus from the body completely in as little as 8 to 12 weeks. These medicines are much easier to take, and the liver heal. Communities also use supports such as wellness groups, peer support with community health workers, and programs that teach people how to care for their liver.

### Extra Facts About Hepatitis C in Canada

- More than 200,000 people in Canada are living with Hepatitis C.
- New medicines cure over 95% of cases when taken correctly.
- The liver can repair itself after the virus is removed.

### Ways to Prevent Hepatitis C

Hepatitis C spreads through blood-to-blood contact. People can stay safe by using clean needles in health-care settings, getting tested, and learning accurate information about how the virus spreads. Public education helps reduce stigma, so people feel safe asking for help.



**Multiple Choice**

Circle the correct answer.

1) Which organ does Hepatitis C damage most?	Kidney	Liver
2) How Hepatitis C spreads	Blood contact	Sneezing
3) What test helps find Hepatitis C early?	Vision test	Blood test
4) What type of illness is Hepatitis C?	Bacteria	Virus
5) What type of medicine removes the virus?	Antiviral	Antibiotic

**Questions** Answer the questions below using evidence from the text.

1) Explain why Hepatitis C can be hard to notice at first.

2) Describe how the virus affects the liver and other organs.

**Questioning**

Write 3 questions you have about the reading.

1)

2)

3)

	_____
	_____
	_____
	_____
	_____

# Exit Cards

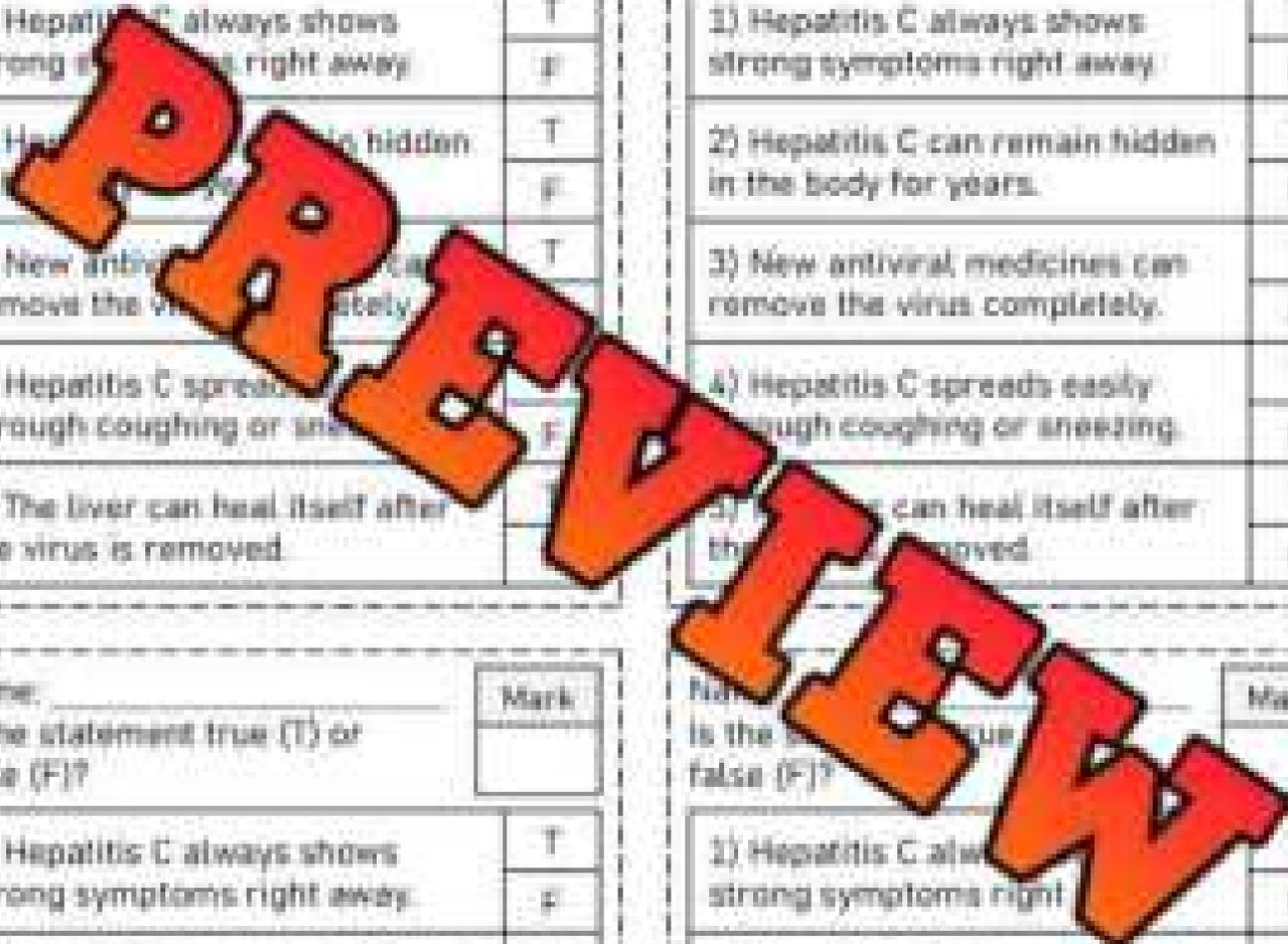
**Cut Out** Cut out the exit cards below and have students complete them at the end of class.

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Hepatitis C always shows strong symptoms right away.	T	
	F	
2) Hepatitis C can remain hidden in the body for years.	T	
	F	
3) New antiviral medicines can remove the virus completely.	T	
	F	
4) Hepatitis C spreads easily through coughing or sneezing.	T	
	F	
5) The liver can heal itself after the virus is removed.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Hepatitis C always shows strong symptoms right away.	T	
	F	
2) Hepatitis C can remain hidden in the body for years.	T	
	F	
3) New antiviral medicines can remove the virus completely.	T	
	F	
4) Hepatitis C spreads easily through coughing or sneezing.	T	
	F	
5) The liver can heal itself after the virus is removed.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Hepatitis C always shows strong symptoms right away.	T	
	F	
2) Hepatitis C can remain hidden in the body for years.	T	
	F	
3) New antiviral medicines can remove the virus completely.	T	
	F	
4) Hepatitis C spreads easily through coughing or sneezing.	T	
	F	
5) The liver can heal itself after the virus is removed.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Hepatitis C always shows strong symptoms right away.	T	
	F	
2) Hepatitis C can remain hidden in the body for years.	T	
	F	
3) New antiviral medicines can remove the virus completely.	T	
	F	
4) Hepatitis C spreads easily through coughing or sneezing.	T	
	F	
5) The liver can heal itself after the virus is removed.	T	
	F	

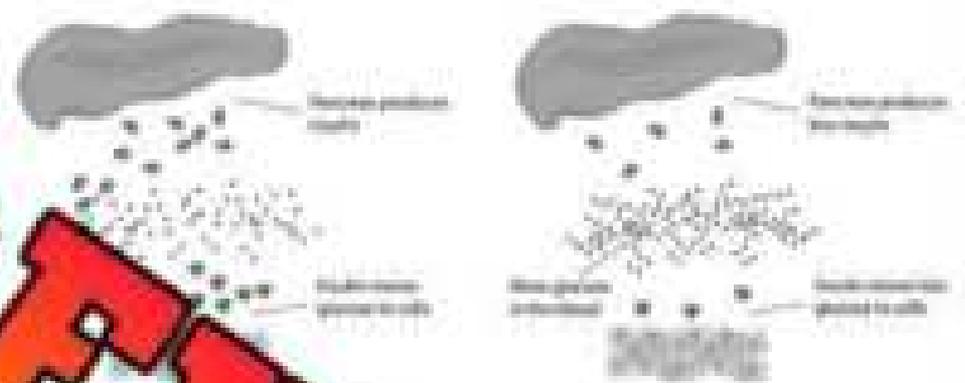


## Diabetes

### What Diabetes Does to the Body

**Diabetes** is a long-term health problem that changes how the body uses **blood sugar**. The body needs sugar for energy, but it must be moved into the cells by a hormone called **insulin**. People with diabetes either do not make enough insulin or their bodies

cannot use it well. When sugar stays in the blood for too long, it can damage organs like the eyes, kidneys, and heart. Many people live with diabetes for years, and around one out of every ten people



### Early History and a Canadian Discovery

Before **insulin** was discovered, people with diabetes often became very sick because their bodies could not control blood sugar. In 1921, two Canadian scientists, Dr. **Frederick Banting** and **Charles Best**, helped create insulin, which is used as medicine. This discovery saved lives around the world and earned them the Nobel Prize. In this, some communities, including First Nations and Métis, used to eat the wild berries and fish to help keep energy levels steady.

### Tools, Supports, and Healthy Living

People with diabetes use tools such as **glucose monitors** to check their sugar levels. Some monitors show numbers every few minutes, helping people stay safe. Community nurses, dietitians, and school supports also help children understand how to live well with diabetes. Healthy eating and daily movement lower the chances of getting **Type 2 diabetes**. Access to fresh food and regular medical care is important, especially in northern or rural areas.



## Social Media Post – Obesity Challenges

**@EcoExplorer4 CA** 

Why is Canada seeing more people with obesity today, and how does this rise affect heart health, diabetes rates, and overall energy in our communities?

11:30 AM · 05/12/2025 · 1,929 SHARES · 4,721 LIKES    

 **@megan12** - More than one in four Canadians live with obesity now. Doctors warn it can hurt heart health and raise diabetes risk.

 **@bryan\_views** - It's not just about weight. People keep saying that, but size alone does not decide someone's health.

 **@jasmine\_balance** - High obesity rates often mean more low-energy days. Many studies show that lack of movement is a big factor.

 **@megan12** - I used to live with obesity. I remember walking to school and my doctor warned me about high blood sugar.

 **@bryan\_views** - But that's just one story. Some people stay healthy even if they weigh more.

 **@megan12** - Sure, but a lot of kids today are struggling. I wish there were more daily walks and eating more veggies.

 **@jasmine\_balance** - Some First Nations teachings say balance between mind and body helps people stay strong. That matches what doctors say now.

 **@bryan\_views** - Healthy food still costs too much. Not every family can change their meals so easily.

 **@jasmine\_balance** - Some towns added free gardens and walking clubs. Small community steps can help everyone.

 **@megan12** - Canada can lower obesity rates if we support families with good food and more ways to move.

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

**True or False** Is the statement true or false?

1) Rising obesity rates do not change diabetes risk at all.	True	False
2) More than one in four Canadians face obesity today.	True	False
3) Everyone agrees size never affects any health outcome.	True	False
4) Healthy food is easy for every family to afford.	True	False
5) Walking clubs were created to encourage more daily movement.	True	False

**Questions** Answer the questions below.

1) What health risks are linked to rising obesity? Explain.

---

---

---

---

---

2) Explain how obesity might change a person's

---

---

---

---

---

**Opinion** Write a comment that you would add to this conversation.

Username: \_\_\_\_\_ Date: \_\_\_\_\_

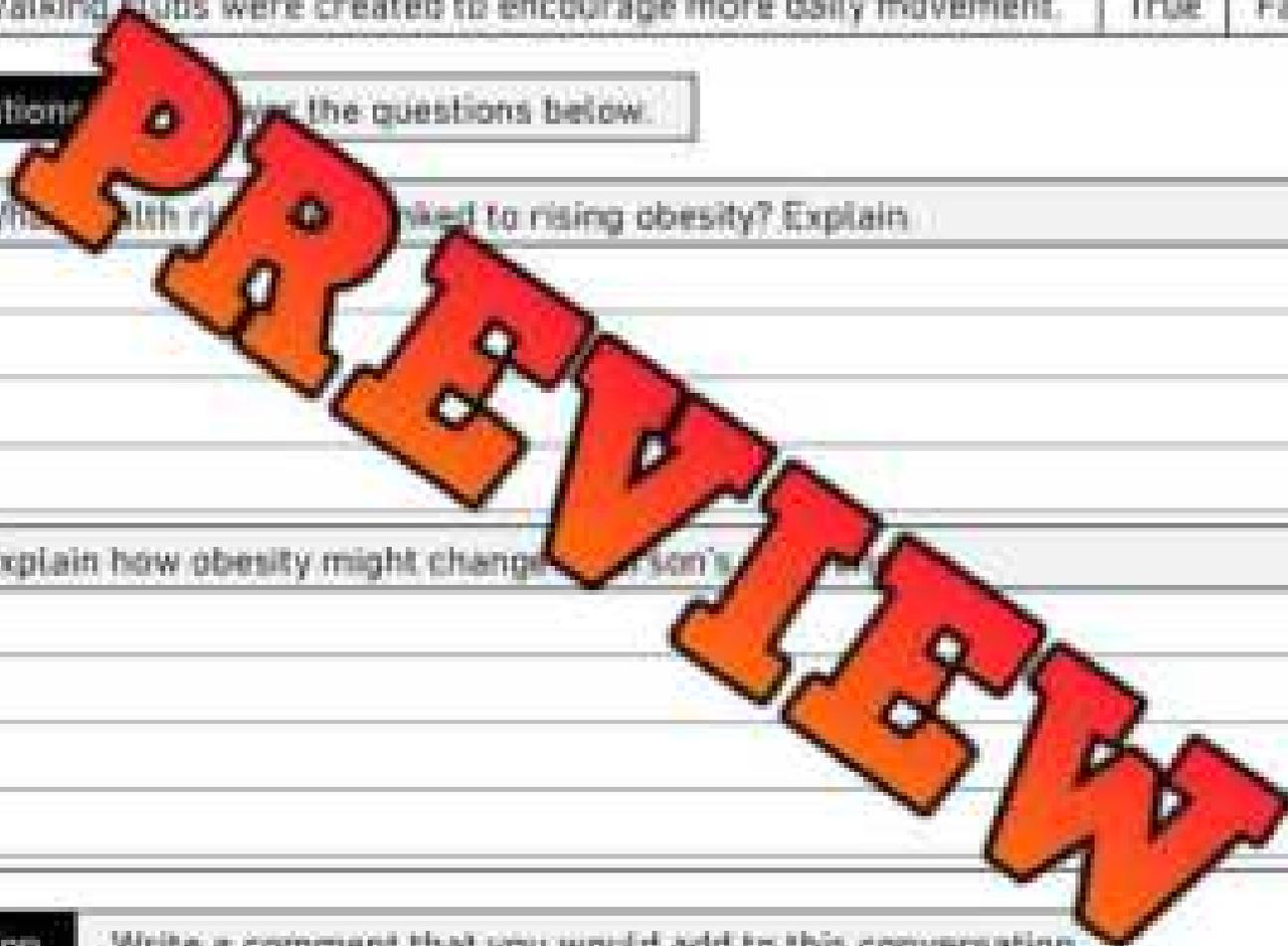
---

---

---

---

---



## Pandemics: COVID-19

### A Time Canada Faced a Big Health Challenge

Do you remember the time during the COVID-19 pandemic when schools closed, roads were quiet, and many families stayed home? COVID-19 is caused by the **coronavirus**, a new virus that spread very fast in early 2020. A pandemic happens when a virus moves across many countries and people do not yet have immunity. Canada found its first case in January and by March the World Health Organization declared a global emergency. Governments closed schools, rinks, and libraries to slow the spread.

### How COVID-19 Spread Across Canada

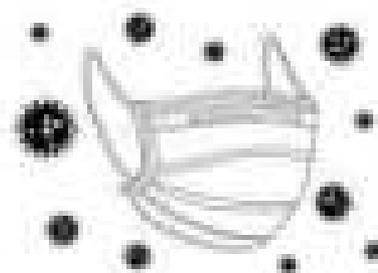
COVID-19 travels through the air when breathing, talking, or coughing. It can cause fever, cough, and fatigue. Some people lose their sense of smell or taste. Most children had mild symptoms. Seniors and people with weak immune systems were at higher risk. Hospitals in Canada saw more patients in 2020 and 2021. Health workers used PCR tests to check if someone had the virus. Public health teams called people who may have been exposed to someone with the virus.

### How Communities Responded

Canada used many tools to control COVID-19. The vaccine program started in November 2020 for health-care workers and elders. Families used masks, distance, and handwashing to lower spread. First Nations and Métis communities used online talking circles and wellness circles to support mental health. Many people used virtual counselling and phone calls to stay connected.

### Key Facts List

- Over 6 million PCR tests were done in Canada in 2020.
- Over 4.6 million Canadians tested positive for COVID-19.
- More than 60,000 Canadians died from the virus.



**Fill in the Blanks** Fill in the blanks with the missing word.

- 1) COVID-19 is caused by a new virus called a \_\_\_\_\_.
- 2) COVID-19 spreads through tiny \_\_\_\_\_ in the air.
- 3) Doctors used \_\_\_\_\_ tests to confirm the virus.
- 4) Some people lost their sense of \_\_\_\_\_ during infection.
- 5) Over \_\_\_\_\_ million Canadians tested positive for COVID-19.

**Questions** Answer the questions below using evidence from the text.

1) What is COVID-19, and how does it affect people's health?

2) How did COVID-19 change daily life for families?

**Making Connections**

Do you remember any changes in your life during COVID-19, and how did those changes make you feel?

---

---

---

---

**PREVIEW**

# Exit Cards

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

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

Mark

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	COVID-19 spreads mainly through tiny droplets in air.
<input type="checkbox"/>	More than 60,000 Canadians died from COVID-19.
<input type="checkbox"/>	A pandemic happens when a virus stays in one country.

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

Mark

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	COVID-19 spreads mainly through tiny droplets in air.
<input type="checkbox"/>	More than 60,000 Canadians died from COVID-19.
<input type="checkbox"/>	A pandemic happens when a virus stays in one country.

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

Mark

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	COVID-19 spreads mainly through tiny droplets in air.
<input type="checkbox"/>	More than 60,000 Canadians died from COVID-19.
<input type="checkbox"/>	A pandemic happens when a virus stays in one country.

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

Mark

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	COVID-19 spreads mainly through tiny droplets in air.
<input type="checkbox"/>	More than 60,000 Canadians died from COVID-19.
<input type="checkbox"/>	A pandemic happens when a virus stays in one country.

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

Mark

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	COVID-19 spreads mainly through tiny droplets in air.
<input type="checkbox"/>	More than 60,000 Canadians died from COVID-19.
<input type="checkbox"/>	A pandemic happens when a virus stays in one country.

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

Mark

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	COVID-19 spreads mainly through tiny droplets in air.
<input type="checkbox"/>	More than 60,000 Canadians died from COVID-19.
<input type="checkbox"/>	A pandemic happens when a virus stays in one country.



## Memory Game – Health Challenges

**Objective** What are we learning about?

Students will learn about many health challenges and how they affect the body, mind, and spirit. Each card shows a health challenge or its matching description. Students will understand short- and long-term illnesses, serious and not serious challenges, and how treatment and people manage them.

**Materials** What do we need for the activity?

- Set of Memory Game cards for each group (provided)
- A small table or clear area on the floor for the activity



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

- 1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards (provided).
- 2) Have each group lay all the cards face down in a grid on the table.
- 3) The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
- 4) If a student finds a match, they remove those cards from the grid and keep them.
- 5) If the cards do not match, they are turned back over, and the next student takes a turn.
- 6) The game continues until all the cards have been matched.
- 7) After the game, review the terms and definitions with the class.
- 8) Discuss why these terms are important to understand and how they relate to the topic.

## Cards

## Memory Game Cards

**Migraine**

A long-term condition where blood vessels near the brain cause strong head pain and light sensitivity.

A short-term infection that irritates the eye's outer lining, causing redness, itching, and discharge.

**Bronchitis**

A short-term illness where the tubes in the lungs become inflamed, causing coughing and chest discomfort.

**Tooth Decay**

A long-term problem where bacteria damage tooth enamel, causing pain, holes, and sensitivity.

**Anxiety**

A long-term mental condition where the brain overreacts to stress, causing worry and body tension.

**PREVIEW**

**Sinus Infection**

A short-term infection behind the face causing pressure, headaches, and a stuffed nose.

**PREVIEW**

A short-term problem where stomach acid moves upward into the chest causing burning pain.

**Food Poisoning**

A short-term illness caused by eating contaminated food containing harmful bacteria, leading to symptoms such as nausea, vomiting, and weakness.

**High Blood Pressure**

A long-term condition where the blood pushes too hard on artery walls, stressing the heart.

**Heart Disease**

A long-term problem where blood vessels around the heart narrow, reducing oxygen to the heart muscle.

## Cards

## Memory Game Cards

**Chronic Kidney Disease**

A long-term condition where the kidneys slowly lose strength and cannot filter waste well.

A long-term brain condition that affects electrical signals, causing repeated seizures or sudden movements.

**Diabetes**

A long-term condition where the pancreas cannot control blood sugar; patients must eat right, exercise, and careful.

**Asthma**

A long-term breathing condition where airways stay inflamed and tighten easily during activity or illness.

**Head Lice**

A short-term problem where tiny insects live on the scalp, causing itching and discomfort.

**PREVIEW**

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

**Quiz  
Check-In**

This quiz will assess students' understanding of the health challenges and their descriptions introduced in the memory game activity.

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

Mark	
------	--

Describe what each of the two health challenges below means.

Diabetes	Anxiety

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

Mark	
------	--

Describe what each of the two health challenges below means.

Diabetes	Anxiety

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

Mark	
------	--

Describe what each of the two health challenges below means.

Diabetes	Anxiety

**PREVIEW**

# Antibiotic Resistance: Superbugs & Immunity

## How Antibiotics Changed Health Care

Antibiotics are medicines that kill harmful germs in the body. Before antibiotics, even small cuts could cause deadly infections. In 1928, a scientist named Alexander Fleming found penicillin, the first antibiotic. By the 1940s, hospitals used it to treat infections that once killed thousands each year. Today, antibiotics help treat illnesses like pneumonia and strep throat by stopping germs from growing so the body's immunity can fight the rest.

## What Happens When Antibiotics Are Overused

When people use antibiotics incorrectly or when they do not finish the full dose, some germs learn to survive. These are called superbugs. Superbugs are hard to treat because many common medicines don't work on them. Some countries report more than 700,000 deaths each year from infections caused by superbugs. Doctors warn that if superbugs keep growing, simple infections may again become dangerous.

## How People Protected Themselves Before Antibiotics

Before antibiotics, people used treatments like boiled water to clean wounds, and isolation rooms to stop infections from spreading. These methods were helpful, but many people became sick from infections that are now easy to treat.

## Ways to Protect Immunity Today

Keeping our hygiene strong stops germs from spreading. Vaccines train the immune system to fight infections before they make us sick. Careful antibiotic use helps keep medicines working.

## Extra Facts to Know

- At least 30% of antibiotic use in Canada is not needed.
- New antibiotics can take 10 years to create and test.
- Some superbugs spread in hospitals when equipment is not cleaned well.



**True or False** Is the statement true or false?

1) Penicillin was first used in hospitals in 1928.	True	False
2) Superbugs grow when germs resist antibiotics.	True	False
3) Before antibiotics, small cuts could be deadly.	True	False
4) Vaccines help the immune system fight infections early.	True	False
5) Thirty percent of Canadian antibiotic use is unneeded.	True	False

**Questions** Answer the questions below.

1) Explain how and why infection care has changed over time.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

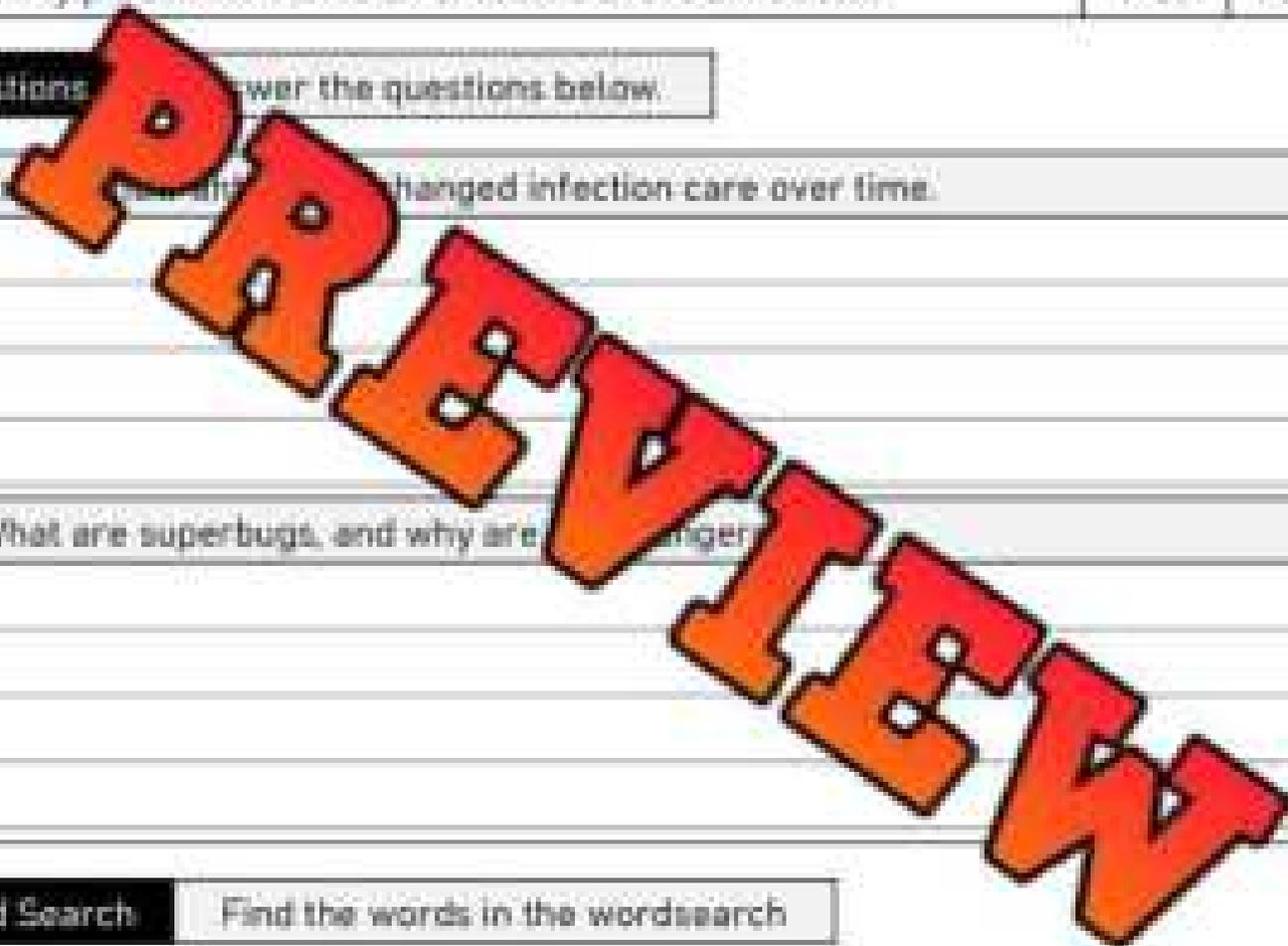
2) What are superbugs, and why are they dangerous?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Word Search** Find the words in the wordsearch

Antibiotics	Penicillin
Pneumonia	Immunity
Infection	Hygiene
Vaccine	Immune
Superbugs	Dose
Medicine	Cytoplasm

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

## Blog Post: Tobacco Laws & Your Health

### Top 5 Ways Tobacco Harms People in Canada

Date: December 12, 2025

Author: Ms. Taylor Hayes

5-minute read

Canada has tobacco laws to help protect people from harm. One law sets the legal age to buy tobacco, which is 18 or 19, depending on the province. Another law says tobacco packages must have large health warning pictures to show the danger of smoking. There are also smoking laws, which do not allow smoking in many public places like schools, buses, and workplaces. These laws try to lower smoking rates and keep people from getting sick and smoke. Here are five important ways tobacco harms people, and why strong public health.

- 1) **Lung Damage:** Smoking irritates the lungs and makes breathing harder. Smoking is the main cause of lung disease in Canada.
- 2) **Heart Disease:** Tobacco causes the heart to work too hard. Smoking causes about 30% of all heart disease deaths in Canada.
- 3) **Addiction to Nicotine:** Nicotine changes the brain so people want more. This addiction is one reason 12% of Canadians are still smoking in 2021.
- 4) **Second-Hand Smoke:** People nearby breathe the smoke. Second-hand smoke increases the risk of lung problems in children and adults.
- 5) **Higher Risk of Cancer:** Smoking is linked to at least 15 types of cancer. Health labels help people understand these dangers.

### Comments:



Liam - December 12, 2025

In 2023, smoking caused about 48,000 deaths in Canada. This fact shows we need strong laws. 48,000 deaths a year is very serious.

Like Reply 1d ago



Maya - December 13, 2025

I don't know why adults still smoke when we know it is harmful. People should make better decisions, and smoking is not a good choice for health.

Like Reply 20m ago

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

**Yes or No** Answer the following questions with either "Yes" or "No".

1) Does Canada require warning pictures on tobacco packages?	Yes	No
2) Do all provinces have the same legal tobacco age?	Yes	No
3) Is lung cancer the main cause of smoking deaths?	Yes	No
4) Does smoking cause about 30% of heart disease deaths?	Yes	No
5) Is nicotine known for making quitting easier for people?	Yes	No

**Questions** Answer the questions below.

1) Why is this a problem for public health?

2) Explain why Canada created this law.

3) Explain how second-hand smoke affects people who do not smoke.

**Comment** What comment would you post to the blog post?



## Healing Traditions: Smudging

### What Smudging Is

**Smudging** is a sacred healing ceremony used in many First Nations and Métis communities. It is done to clean the **mind, body, and spirit** before meetings, learning, travel, or times of stress. Elders and Knowledge Keepers lead the ceremony and teach the correct way to smudge.

### Plants Used

Each plant has a special purpose. **Sage** clears heavy or upset feelings. **Sweetgrass** brings calm and peace. **Cedar** protects the person. Some Nations also use **tobacco** to give thanks. The plants are harvested in certain seasons and dried with care. Here are three examples of plants used during a smudge:

- **Sage** is waved around the head to clear the mind.
- **Sweetgrass** smoke is pulled toward the heart for healing feelings.
- **Cedar smoke** is moved around the body to clear the spirit.



### How a Smudge is Performed

The dried plants are placed in a shallow bowl or metal dish. An Elder lights only a tiny part and lets it smolder so it smokes gently. People pull the smoke toward themselves to wash their thoughts, feelings, and body. Some communities use eagle feathers or other sacred feathers to guide the smoke.

### Rules and Respect

Smudging has strict rules. People stay quiet, still, and respectful. No one interrupts or jokes during the ceremony. The Elder decides who begins, how the bowl is passed, and when the smudge is complete. Some Nations stand in a circle, while others sit, but all treat smudging with great care and respect.



**True or False** Is the statement true or false?

1) Smudging is used only for travel times.	True	False
2) Cedar smoke is waved only around the head.	True	False
3) People pull smoke toward themselves to wash feelings.	True	False
4) The flame stays burning during the entire smudge.	True	False
5) Smudging must be quiet and respectful at all times.	True	False

**Questions** Answer the questions below using evidence from the text.

1) How do you smudge someone who feels stressed or worried?

---



---



---



---

2) Why do you think the flame must be blown out gently?

---



---



---



---

3) What three parts of a person does smudging clean?

--	--	--

**Matching** Match the plant to its purpose.

Sage <input type="radio"/>	<input type="radio"/> Used for strong protection during ceremonies.
Sweetgrass <input type="radio"/>	<input type="radio"/> Brings calm and kindness to the heart.
Cedar <input type="radio"/>	<input type="radio"/> Used to give thanks in some Nations.
Tabacco <input type="radio"/>	<input type="radio"/> Clears heavy or upset feelings from people.

# Exit Cards

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

Name: _____	Mark
Check the facts that are true about smudging.	
<input type="checkbox"/>	Smudging cleans mind, body, spirit.
<input type="checkbox"/>	People stay quiet during smudging.
<input type="checkbox"/>	Smudging uses plastic bowls only.
<input type="checkbox"/>	Elders lead the smudge ceremony.
<input type="checkbox"/>	Smoke is blown away from people.
<input type="checkbox"/>	Cedar clears upset feelings.
<input type="checkbox"/>	Smudging has strict rules.
<input type="checkbox"/>	Sweetgrass smoke calms the heart.
<input type="checkbox"/>	Sage clears heavy feelings.

Name: _____	Mark
Check the facts that are true about smudging.	
<input type="checkbox"/>	Smudging cleans mind, body, spirit.
<input type="checkbox"/>	People stay quiet during smudging.
<input type="checkbox"/>	Smudging uses plastic bowls only.
<input type="checkbox"/>	Elders lead the smudge ceremony.
<input type="checkbox"/>	Smoke is blown away from people.
<input type="checkbox"/>	Cedar clears upset feelings.
<input type="checkbox"/>	Smudging has strict rules.
<input type="checkbox"/>	Sweetgrass smoke calms the heart.
<input type="checkbox"/>	Sage clears heavy feelings.

Name: _____	Mark
Check the facts that are true about smudging.	
<input type="checkbox"/>	Smudging cleans mind, body, spirit.
<input type="checkbox"/>	People stay quiet during smudging.
<input type="checkbox"/>	Smudging uses plastic bowls only.
<input type="checkbox"/>	Elders lead the smudge ceremony.
<input type="checkbox"/>	Smoke is blown away from people.
<input type="checkbox"/>	Cedar clears upset feelings.
<input type="checkbox"/>	Smudging has strict rules.
<input type="checkbox"/>	Sweetgrass smoke calms the heart.
<input type="checkbox"/>	Sage clears heavy feelings.

Name: _____	Mark
Check the facts that are true about smudging.	
<input type="checkbox"/>	Smudging cleans mind, body, spirit.
<input type="checkbox"/>	People stay quiet during smudging.
<input type="checkbox"/>	Smudging uses plastic bowls only.
<input type="checkbox"/>	Elders lead the smudge ceremony.
<input type="checkbox"/>	Smoke is blown away from people.
<input type="checkbox"/>	Cedar clears upset feelings.
<input type="checkbox"/>	Smudging has strict rules.
<input type="checkbox"/>	Sweetgrass smoke calms the heart.
<input type="checkbox"/>	Sage clears heavy feelings.

**PREVIEW**

## How Asthma Treatment Has Changed

### Understanding Asthma

**Asthma** is a long-term illness that affects the lungs. When a person has asthma, the airways inside the lungs become tight and swollen, which makes breathing hard. Many children in Canada have asthma. In 2021, about 1 in 10 Canadian children were diagnosed with this illness. Asthma can be triggered by smoke, dust, cold air, exercise, or strong emotions. When an asthma attack happens, a person may cough, wheeze, or feel tight in the chest.

### Traditional Breathing Support

Before modern medicine, families used steam made from burning sage or sweetgrass to help with breathing. The steam helped open the chest and calm the body. These practices were also about caring for the spirit as well as the lungs. Families learned from the community, traditions, and teachings from Elders. While steam could provide short-term comfort, it did not stop airway swelling deep in the lungs.



### Modern Inhalers and Asthma Care

Today, doctors use **inhalers**, which send medicine directly into the lung to open the airways quickly. **Ventolin inhalers** work within minutes and help prevent hospital visits. Many children also use long-term **puffers** every day to lower swelling and protect the lungs.

- Canada reports over **40,000 asthma hospital visits** each year.
- **Quick-relief inhalers** relax airway muscles in **less than 5 minutes**.
- Some children use digital breathing tests at home to track symptoms.



**Questions**

Answer the questions below using evidence from the text.

1) What is asthma, and how does it affect a person's health?


2) How are traditional steam treatments and modern inhalers the same for treating asthma, and how are they different?

Traditional	Modern

**True or False**

Is the statement true or false?

1) Asthma makes breathing difficult by tightening airways.	True	False
2) Steam treatments can fully stop airway swelling.	True	False
3) Ventolin inhalers open the lungs very quickly.	True	False
4) Exercise can never trigger an asthma attack.	True	False
5) Strong smells can trigger asthma for some people.	True	False

**Questioning**

Write two questions you have after reading the text.

1	
2	

## Canada's Free Health System

### Canada's Health System and Early Care

Canada's public health system began in 1984 with the **Canada Health Act**, which made hospital and doctor visits free for everyone with a health card. This system was created because leaders saw that untreated health problems were costing families and communities too much money. When people waited too long to get help, illnesses grew worse, and they had to spend more. Today, Canada spends about \$344 billion each year on health care.

### Costs of Unmanaged Problems

When people do not manage their physical, mental, or mental-health stress, the costs grow. Unmanaged stress can lead to long hospital stays. Stress that is not managed can affect school, work, and family life. Smoking, for example, causes high costs. In 2020, tobacco-related illnesses cost Canada over \$12 billion in hospital care, work time, and medicines. These problems also cause worry and stress in families and communities.

### How Early Care Protects Canada

Canada's free system encourages people to visit doctors early. Problems become serious. **Check-ups, vaccines, and mental-health support** can reduce hospital stays. Many communities offer free clinics and support programs to help people stay healthy. Students learn that healthy habits reduce the need for expensive treatments and help the whole country save money and energy.

Here are three important facts about Canada's health system:

- It covers almost all Canadians. (you must have a health card)
- Canada spends over \$344 billion a year on health care.
- Emergency room care is free with a health card.



**True or False** Is the statement true or false?

1) Free healthcare covers fewer than ten million Canadians.	True	False
2) Tobacco illnesses cause high costs for Canada.	True	False
3) Emergency care is paid only by private insurance.	True	False
4) Free clinics help people stay healthy longer.	True	False
5) Canada spends over \$364 billion each year on health care.	True	False



**Questions** Answer the questions below using evidence from the text.

**PREVIEW**

- 1) Why do you think health care is free?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2) How much does Canada spend per person each year?  
\_\_\_\_\_
- 3) How does early treatment save time and end costs?  
\_\_\_\_\_  
\_\_\_\_\_
- 4) What year was the Canada Health Act passed?  
\_\_\_\_\_

**Making Connections** How has free health care helped you or your family when someone was sick?

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

## Word Search – Health Challenges

**Objective**

What are we learning about?

Students will learn key vocabulary related to common health challenges and how they affect the body, mind, and spirit. By creating and solving word searches, students will review important terms, symptoms, treatments, and ways people manage short-term and long-term illnesses.

**Materials**

What do you need for the activity?

- Blank word search template (grid and paper)
- Word list
- Pencils and eraser

**Instructions**

How will you create it?

- 1) Begin by reviewing what students have learned about health challenges and how they affect the body, mind, and spirit.
- 2) Hand out the blank word search templates and the word list.
- 3) Instruct students to create their own word searches by placing words in the grid, either horizontally, vertically, or diagonally.
- 4) Encourage them to fill the remaining spaces with random letters.
- 5) Once they have created their word searches, ask them to exchange papers with a classmate.
- 6) Each student then tries to find all the terms in the word search they received.
- 7) After completing the word searches, discuss the meanings of each term as a class.
- 8) Encourage students to ask questions about any terms they found confusing or interesting.
- 9) Celebrate their efforts in learning and creating.

## Words

List of words for the word search

Asthma	Virus	Bacteria	Superbug
Antibiotic	Immunity	Vaccine	Hygiene
	Diabetes	Insulin	Cancer
Tobacco	Pain	Symptoms	Treatment
Prevention	Infection	Controlling	Stress
Health	Chronic	Controlling	Serious
Mild	Exposure	Germs	
Breathing	Digestion	Circulation	Healing
Support	Recovery	Wellness	Safety
Doctor	Nurse	Clinic	Patient



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

Key  
Word

Which word from the health challenges word search was most interesting? Draw something to show what it means or how it connects to keeping the body, mind, or spirit healthy.

**PREVENTION**

Explain

What does this word mean? Explain.



---

---

---

---

---

---

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

??

## Unit Test

### Health Challenges

Total	Mark	/
/		/
1. Which plant is used for calm feelings during a smudge? a) Sage b) Sweetgrass c) Pine needles d) Maple leaves	2. Diabetes affects the body because it changes how the body uses: a) Water b) Vitamins c) Blood sugar d) Muscles	
3. Which are harmful germs that resist antibiotics? a) Viruses b) Superbugs c) Germs d) Proteins	4. Which word names the hormone needed to manage blood sugar? a) Oxygen b) Protein c) Insulin d) Fibre	
5. HIV mainly harms the body by attacking: a) Teeth b) Skin cells c) Stomach d) Immune system	6. Which illness harms the liver and can stay in the body for years? a) Hepatitis b) Diabetes c) Asthma d) Pneumonia	
7. A vaccine helps the body by: a) Making illnesses stronger b) Replacing all medicines c) Teaching the immune system to fight d) Removing all germs instantly	8. Before antibiotics, people used: a) Honey dressings and vinegar b) Laser treatments c) Digital monitors d) Ventolin inhalers	
9. Which word names the illness that affects the lungs and airways? a) Anxiety b) Diabetes c) Hepatitis d) Asthma	10. The test used to detect COVID-19 in Canada: a) X-ray b) PCR c) MRI d) All of the above	

**PREVIEW**

Define

What do the terms below mean?

Mark

/

Immunity

Canada's  
Health  
Care  
System

Pandemic

Short Answer

Answer questions 1-3

Mark

/

1) Why are obesity rates rising, and how can we prevent this?

2) Why does the body need insulin to control blood sugar?

3) Why is it dangerous to misuse antibiotics?

**PREVIEW**





# Workbook Preview



## Grade 4 Health Unit Healthy Relationships

	Curriculum Expectations	Pages
USC4.3a	Compare qualities of healthy and unhealthy relationships and determine the connections of these relationships to a healthy mind, body, and spirit.	6-10, 14-16, 44-48
USC4.3b	Describe and recommend healthy behaviours, including positive communication skills for getting along with others in play and competitive situations.	6-48, 53-62, 85-94
USC4.3c	Recognize how various factors, including peer pressure, communication strategies, and assumptions, affect relationships.	17-30, 70-71
USC4.3d	Suggest alternatives when play is not enjoyable.	8-10, 72-74
USC4.3e		1, 31-43
USC4.3f		1, 17-22, 53-62, 71
USC4.3g		1, 88-94
USC4.3h	like	1, 66-69, 76-80, 85-87
USC4.3i	Recognize that disagreements are part of healthy and of unhealthy relationships.	49-52, 63-65, 76-80, 88-94
USC4.3j	Recognize and describe anger triggers for self and others.	49-52, 81-84
USC4.3k	Investigate how effectively/ineffectively negotiated disagreements affect relationships.	63-69, 76-80
USC4.3l	Examine how honouring and respecting other points of view, beliefs, and/or values does not mean one has to abandon one's own.	23-24, 28-30, 53-62
AP4.1a	Identify basic steps to design and carry out effective action plans.	N/A
AP4.1b	Design and follow a brief outline of a plan, including a schedule.	N/A
AP4.1c	Implement the action as outlined.	N/A
AP4.1d	Document and reflect on implementation.	N/A

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

# HEALTHY RELATIONSHIPS

PREVIEW



# Healthy Relationships

## Understanding Healthy Relationships

Healthy relationships are connections we share with others that make us feel good about ourselves and them. These can be friendships, family ties, or team memberships. They are essential for our happiness and well-being.

## Key Elements of Healthy Relationships

Healthy relationships are built on several important elements:

- 1. Trust:** This means believing with the other person and believe they will not hurt you or betray you.
- 2. Respect:** You value each other's feelings and opinions and treat each other with kindness.
- 3. Communication:** You talk openly about your thoughts and feelings and listen carefully to each other.
- 4. Support:** You help each other, share encouragement, and stand by each other during tough times.



## Maintaining Healthy Relationships

Keeping a relationship healthy involves effort from everyone involved. Here are some ways to maintain healthy relationships:

- **Be Honest:** Always tell the truth and share your feelings openly.
- **Listen Actively:** Pay attention when others are speaking and show interest in what they have to say.
- **Show Appreciation:** Tell and show others that you value them and their efforts.
- **Solve Conflicts Calmly:** When disagreements happen, discuss them calmly and try to find a solution together.

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

7

Copyright © Good and Beautiful  
2014, 2015, 2016

**True or False**

Is the statement true or false?

1) Trust is optional in a healthy relationship.	True	False
2) Respect involves valuing opinions and feelings.	True	False
3) Communication only involves speaking.	True	False
4) Support includes standing by each other in tough times.	True	False
5) Solving conflicts should involve yelling to express feelings.	True	False

**Support**

Decide, act, and check-in to support a friend in need. What could you do to support your friend? Write an idea in the speech bubble.

**PREVIEW**



**Question**

How can you show respect in a relationship?

---

---

---

---

---

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

8

Copyright © 2015 by Linda Ward Beech, Scholastic Teaching Resources

**Instruction**

Circle whether each scenario shows a healthy relationship or not a healthy relationship.

#	Scenario	Relationship	
1	During a group game, Maya stays quiet for a moment before speaking so she can think and listen to others first.	Healthy	Not Healthy
2	Ben rolls his eyes and says Liam's idea is "terrible" without explaining why.	Healthy	Not Healthy
3	During a group project, Mia complains to her classmates every time they try to share their ideas for the project.	Healthy	Not Healthy
4	During a soccer match, Sofia explains why she disagrees with the referee's call to the other team's point guard.	Healthy	Not Healthy
5	While playing a board game, Priya says, "I don't agree with your idea, but here's another way you can try," focusing on the idea, not the person.	Healthy	Not Healthy
6	Leo laughs when his teammate makes a mistake and tells them they're "bad at the game."	Healthy	Not Healthy
7	During a competitive relay, Sam encourages his team by saying, "Let's try again—we can figure this out."	Healthy	Not Healthy
8	When working in partners, Ella takes a deep breath and asks, "Can we talk about what went wrong without blaming each other?"	Healthy	Not Healthy
9	During a playground game, Max feels frustrated but chooses to take a short break so he does not shout at others.	Healthy	Not Healthy
10	When Zoe loses a round, she accuses her classmates of cheating even though she did not see anything unfair happen.	Healthy	Not Healthy

**PREVIEW**

## Instruction

Choose the healthiest thing to say in each situation.

#	Scenario	A	B	C
1	During a relay race, your teammate tripped while running and your team finished last. They look embarrassed and worried you're upset.	"You ruined everything."	"It's okay—everyone slips sometimes."	"Don't talk to me right now."
2	You and your partner built a tall block tower as a challenge. When you placed the last block, the tower fell. They look disappointed and angry.	"Why would you do that?"	"Just let me do it next time."	"Let's rebuild it together."
3	During a soccer game, the referee calls a foul on you. You feel sure you didn't do anything. You feel angry and your teammates are watching your reaction.	"That call was a mistake!"	"Can you explain why it was a foul?"	"Whatever, I'm done playing."
4	In a group discussion about strategy for a class challenge, every time you start speaking, your teammate talks over you loudly. You feel ignored.	"Can you just stop talking?"	"I'll talk when I'm done."	"Can we take turns so everyone gets a chance?"
5	While playing a board game, your partner accidentally reads the wrong instruction aloud, causing your team to lose points. They immediately apologize.	"It's okay—let's keep going."	"Seriously? How hard is this?"	"I can't win because of you."
6	You are walking down a busy hallway and accidentally bump into another student while turning the corner. Both of you look surprised.	"Watch where you're going!"	"Move next time."	"Are you okay? Sorry about that."
7	At recess, two classmates start arguing loudly about who should use a swing next. They both look stressed and tense.	"You're both being ridiculous."	"Let's take turns so it's fair."	"I don't care—fight it out."

# Exit Cards

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

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

**Check only the healthy relationships.**

- Listens when others speak
- Shares feelings calmly
- Calls names when angry
- Shows respect to others
- Ignores others on purpose
- Yells to get control
- Says sorry and means it
- Encourages friends
- Breaks trust often

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

**Check only the healthy relationships.**

- Listens when others speak
- Shares feelings calmly
- Calls names when angry
- Shows respect to others
- Ignores others on purpose
- Yells to get control
- Says sorry and means it
- Encourages friends
- Breaks trust often

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

**Check only the healthy relationships.**

- Listens when others speak
- Shares feelings calmly
- Calls names when angry
- Shows respect to others
- Ignores others on purpose
- Yells to get control
- Says sorry and means it
- Encourages friends
- Breaks trust often

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

**Check only the healthy relationships.**

- Listens when others speak
- Shares feelings calmly
- Calls names when angry
- Shows respect to others
- Ignores others on purpose
- Yells to get control
- Says sorry and means it
- Encourages friends
- Breaks trust often



# Expressing Emotions with "I Feel" Statements

**Objective** What are we learning about?

To help students clearly express their emotions by practicing "I feel" statements, improving respectful communication, building empathy, and deepening their understanding of how emotions influence interactions, relationships, and problem-solving in everyday situations.

**Materials** Why do we need for the activity?

- Scenario Cards
- Notebooks
- Pens/Pencils



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

- 1) Give each pair a scenario card and explain the purpose of "I feel" statements.
- 2) Students take turns reading their scenario aloud to each other and the situation clearly.
- 3) Each student creates an "I feel" statement that describes how the situation makes them feel.
- 4) Partners share their statements and talk about why those specific feelings might arise.
- 5) Students discuss how expressing their emotions respectfully could influence the interaction in the scenario.
- 6) Partners work together to suggest healthy and respectful ways to respond to the situation.
- 7) Each pair shares their statements, reflections, and suggested responses with the class for further learning.

## Scenario Cards

Cut out the topics below.

## Scenario Descriptions

- 1) You see a friend playing alone at recess.
- 2) Someone laughs when you answer a question in class.
- 3) Your project partner didn't do their part of the work.
- 4) A classmate borrows your pencil without asking.
- 5) You don't get to play a team sport in gym class.
- 6) Your best friend doesn't play with you at the last minute.
- 7) You receive a comment about your artwork.
- 8) You overhear someone talking about a friend.
- 9) A friend shares their snack with you.
- 10) You're not invited to a party that your class is talking about.
- 11) Your teacher praises you for your hard work.
- 12) You find a lost item and return it to its owner.
- 13) Someone cuts in front of you in the lunch line.
- 14) You help a younger student understand a difficult concept.
- 15) Your science experiment doesn't go as planned.
- 16) You score the winning point in a class game.
- 17) You forgot to bring your homework to school.
- 18) A new student joins your class and sits next to you.
- 19) Your group laughs at a joke you didn't understand.
- 20) You feel left out when your friends are talking about a movie you haven't seen.



# Understanding Unhealthy Relationships

## Understanding Unhealthy Relationships

**Relationships** are the connections people form with friends, teammates, classmates, or people online. **Healthy relationships** feel fair, safe, and supportive. An **unhealthy relationship** happens when one person feels controlled, ignored, or treated unfairly over time. These relationships often involve repeated behaviours, not one-time mistakes. Learning to recognize unhealthy relationships helps people protect their well-being and maintain healthy connections.

## Clear Signs of Unhealthy Relationships

Unhealthy relationships often involve repeated patterns. These behaviours usually happen again and again and cause a loss of trust and confidence. Major signs include:

- Being regularly excited about going to work, or team roles
- Repeated teasing, name-calling, or laughing at someone in front of others
- One person controlling choices, such as who to talk to
- Pressure to break rules, lie, or do things that you don't want to do
- Ignoring opinions, cutting someone off, or refusing to listen
- Blaming one person for problems, even when others are involved

## How Unhealthy Relationships Affect People

Unhealthy relationships can lower **self-esteem** and create constant stress. Feeling unwanted or blamed can cause worry, anger, or sadness. Over time, this may affect confidence, friendships, and participation in group activities. People may avoid speaking up or feel afraid of making mistakes.

## Responding in Healthy Ways

Unhealthy situations can improve when clear **boundaries** are set and concerns are shared calmly. Support from trusted adults and fair problem-solving can help restore balance and improve relationships.



**Multiple Choice**

Circle the correct answer based on the article.

1) An example of manipulation in a relationship is:

- A) Sharing toys                      B) Controlling actions                      C) Respecting boundaries

2) If a friend consistently disrespects you, you should:

- A) ignore it                      B) Accept it                      C) Talk to them about it

3) A sign of a healthy relationship is:

- A) Mutual respect                      B) Constant arguments                      C) One person deciding

4) In an unhealthy relationship, you might feel:

- A) Safe and happy                      B) Scared & stressed                      C) Supported and loved

5) When recognizing unhealthy relationships, it's important to:

- A) ignore the signs                      B) seek help                      C) Accept all behaviours

6) A friend who tries to control you is showing:

- A) Respect                      B) Manipulation                      C) Trust

**Questions**

Answer the questions below.

1) Give three signs of an unhealthy relationship.

---

---

---

2) How can you seek help if you are in an unhealthy relationship?

---

---

---



# Exit Cards

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

Name: _____	Mark
Sort the relationships: Write H (Healthy) or U (Unhealthy)	
1) Alex listens while Sam explains why he feels upset.	
2) Ben tells Ava she cannot play at recess.	
3) Emma says sorry after forgetting Olivia's turn.	
4) Max tells Leo who he must sit with.	
5) Jack pressures Tom to break classroom rules.	
6) Sophie encourages Kai after he answers wrongly.	

Name: _____	Mark
Sort the relationships: Write H (Healthy) or U (Unhealthy)	
1) Alex listens while Sam explains why he feels upset.	
2) Ben tells Ava she cannot play at recess.	
3) Emma says sorry after forgetting Olivia's turn.	
4) Max tells Leo who he must sit with.	
5) Jack pressures Tom to break classroom rules.	
6) Sophie encourages Kai after he answers wrongly.	

Name: _____	Mark
Sort the relationships: Write H (Healthy) or U (Unhealthy)	
1) Alex listens while Sam explains why he feels upset.	
2) Ben tells Ava she cannot play at recess.	
3) Emma says sorry after forgetting Olivia's turn.	
4) Max tells Leo who he must sit with.	
5) Jack pressures Tom to break classroom rules.	
6) Sophie encourages Kai after he answers wrongly.	

Name: _____	Mark
Sort the relationships: Write H (Healthy) or U (Unhealthy)	
1) Alex listens while Sam explains why he feels upset.	
2) Ben tells Ava she cannot play at recess.	
3) Emma says sorry after forgetting Olivia's turn.	
4) Max tells Leo who he must sit with.	
5) Jack pressures Tom to break classroom rules.	
6) Sophie encourages Kai after he answers wrongly.	

**PREVIEW**

## Green Flag or Red Flag: Unhealthy Relationships

**Objective** What are we learning about?

Students will learn to differentiate between signs of healthy relationships (Green Flags) and signs of unhealthy relationships (Red Flags), such as manipulation, control, or disrespect.

**Materials** What do you need for the activity?

- A list of 20 practices or behaviours
- Green and red flags for each student
- Interactive whiteboard or projector



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

- 1) Explain to the students that they will be learning to identify healthy and unhealthy relationship practices.
- 2) Give each student a green flag (for healthy practices) and a red flag (for unhealthy practices).
- 3) Recite one practice at a time from your list. After each practice, ask the students to hold up the green flag if they think it's a healthy practice or the red flag if they think it's an unhealthy practice.
- 4) After the students make their choices, discuss why the practice is healthy or unhealthy. Confirm the correct answer by explaining the rationale behind each practice being a green or red flag.
- 5) After all practices have been discussed, ask students to reflect on what they've learned and write down one new thing they will do to recognize or handle unhealthy relationships.

**Green or Red Flag** Read the statements to the class.

#	Statement	Green Flag	Red Flag
1	A friend respects your opinions and listens to you.	✓	
2	A friend often tells you who you can or cannot hang out with.		✓
3	A friend supports you in difficult times.	✓	
4	A friend always wants to know your whereabouts and gets angry if you don't tell them.		✓
5	A friend celebrates your achievements and encourages you.	✓	
6	A friend spreads rumors about you when they're upset.		✓
7	A friend holds you accountable with you and trusts you with theirs.	✓	
8	A friend makes fun of you in public and says it's just a joke.		✓
9	A friend respects your decisions and agrees with them.	✓	
10	A friend pressures you to do things you're not comfortable with.		✓
11	A friend apologizes when they make a mistake.		
12	A friend gets jealous and tries to limit your interactions with others.		
13	A friend is happy for your success and celebrates with you.		
14	A friend makes you feel bad about yourself to feel better.		✓
15	A friend encourages you to be the best version of yourself.	✓	
16	A friend ignores your feelings and opinions.		✓
17	A friend trusts you and keeps your secrets.	✓	
18	A friend pressures you to lie or do something wrong.		✓
19	A friend shows respect and kindness to everyone.	✓	
20	A friend often criticizes you and puts you down.		✓

## Understanding Check

## Unhealthy Relationships

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

How well do you understand the topics discussed below? Rate your understanding from 1 to 5 stars, with 1 being "I don't understand" and 5 being "I understand very well."

1) Signs of unhealthy relationships, like control or pressure	☆☆☆☆☆
2) How words and actions can affect relationships	☆☆☆☆☆
3) How to respond to unhealthy behaviour in safe ways	☆☆☆☆☆
4) How calm communication can solve problems	☆☆☆☆☆
5) Why respect and boundaries are important in relationships	☆☆☆☆☆

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

How well do you understand the topics discussed below? Rate your understanding from 1 to 5 stars, with 1 being "I don't understand" and 5 being "I understand very well."

1) Signs of unhealthy relationships, like control or pressure	☆☆☆☆☆
2) How words and actions can affect relationships	☆☆☆☆☆
3) How to respond to unhealthy behaviour in safe ways	☆☆☆☆☆
4) How calm communication can solve problems	☆☆☆☆☆
5) Why respect and boundaries are important in relationships	☆☆☆☆☆

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

How well do you understand the topics discussed below? Rate your understanding from 1 to 5 stars, with 1 being "I don't understand" and 5 being "I understand very well."

1) Signs of unhealthy relationships, like control or pressure	☆☆☆☆☆
2) How words and actions can affect relationships	☆☆☆☆☆
3) How to respond to unhealthy behaviour in safe ways	☆☆☆☆☆
4) How calm communication can solve problems	☆☆☆☆☆
5) Why respect and boundaries are important in relationships	☆☆☆☆☆

## Perspectives in Relationships

### Seeing Different Points of View

People do not always see things the same way. This is because everyone has their own **perspective**. A perspective is the way a person understands a situation, and it is shaped by their **experience**, feelings, and needs. For example, two students may watch the same game at recess. One student may feel proud of how their team worked together, while the other student may notice only mistakes.

### Why We See Things Differently

People react to things differently because of their past.

If someone was hurt before, they may feel hurt faster.

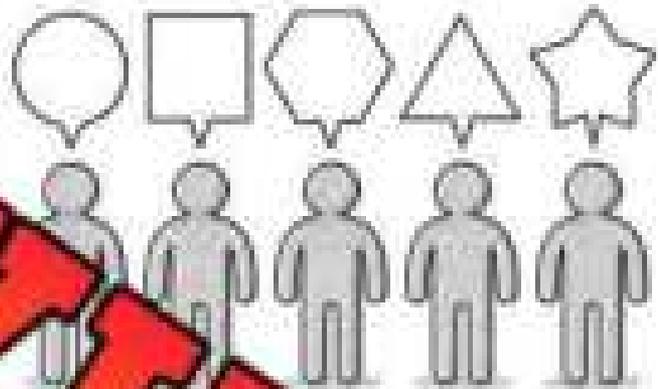
A student who has been teased may react calmly to the same situation.

Our reactions come from our emotions and memories.

When we understand where our feelings come from, we can avoid arguing and

work better with our friends.

Understanding our feelings helps us communicate better.



### How Perspectives Shape Relationships

Different viewpoints can create problems if people do not talk about them. **Communication** helps students share their thoughts and ask questions. When friends understand each other better, showing **empathy**—trying to understand how someone else feels—can make solving problems easier and make friendships stronger.

### Top 5 Ways Perspectives Affect Relationships

- Past experience changes how people react.
- Strong emotions can shape what someone notices.
- Assumptions can cause misunderstandings.
- Different communication styles lead to different interpretations.
- Personal needs affect how people see a situation.



**True or False**

Is the statement true or false?

1) Perspectives are always the same for everyone.	True	False
2) Needs have no effect on someone's viewpoint.	True	False
3) Acknowledging perspectives is necessary for friendship.	True	False
4) Past experiences can change how we react.	True	False
5) Assumptions can lead to misunderstanding others.	True	False

**Questions**

Answer the questions below.

1) Write an answer in your own words.

---



---



---

2) What can shape a person's perspective?

---



---



---

**Feelings**

Make a list of feelings you have when you are understood and a list of feelings you have when you are ignored. Draw a small face to show how you feel.

<b>Understood</b>		

<b>Ignored</b>		



# The Role of Family in Shaping Perspectives

## Learning from Family

Families significantly shape how children see the world and interact with others. For example, if children observe family members resolving disagreements calmly and respectfully, they are likely to adopt similar behaviours in their own relationships.

## Traditions and Values

Family traditions and values are like invisible rules that guide us in making decisions and handling situations. Traditions can be about anything, from celebrating holidays together to rituals like how we welcome guests into our home.

- **Respect:** Families that emphasize treating others with respect, which can lead children to act kindly in their relationships.
- **Honesty:** Families that value honesty teach children the importance of being honest in their interactions.
- **Support:** When family members support each other through tough times, children learn the importance of helping friends in need.
- **Communication:** Families who talk openly and listen to each other teach children how to share ideas, explain feelings, and solve problems.
- **Responsibility:** When families encourage helping with chores or caring for others, children learn accountability and understand how their actions affect those around them.

## Roles and Expectations

Family roles – such as older siblings caring for younger ones – teach responsibility. These roles often set children's expectations for their own relationships, influencing how they think and act with friends. Understanding these family influences helps children appreciate their own views and behaviours.



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

**True or False**

Is the statement true or false?

1) Family actions don't influence how children treat friends.	True	False
2) Respect learned at home can affect school behaviour.	True	False
3) Children mimic family members' behaviours.	True	False
4) Helping at home can teach responsibility to children.	True	False
5) Children learn honesty by observing family behaviour.	True	False

**Questions**

Answer the questions below.

1) Explain how family actions affect children's behaviour.

---

---

---

---

2) Do you believe that families always positively influence children? Why or why not?

---

---

---

---

**Making Connections**

Explain how much your family has affected the person you have become currently.

---

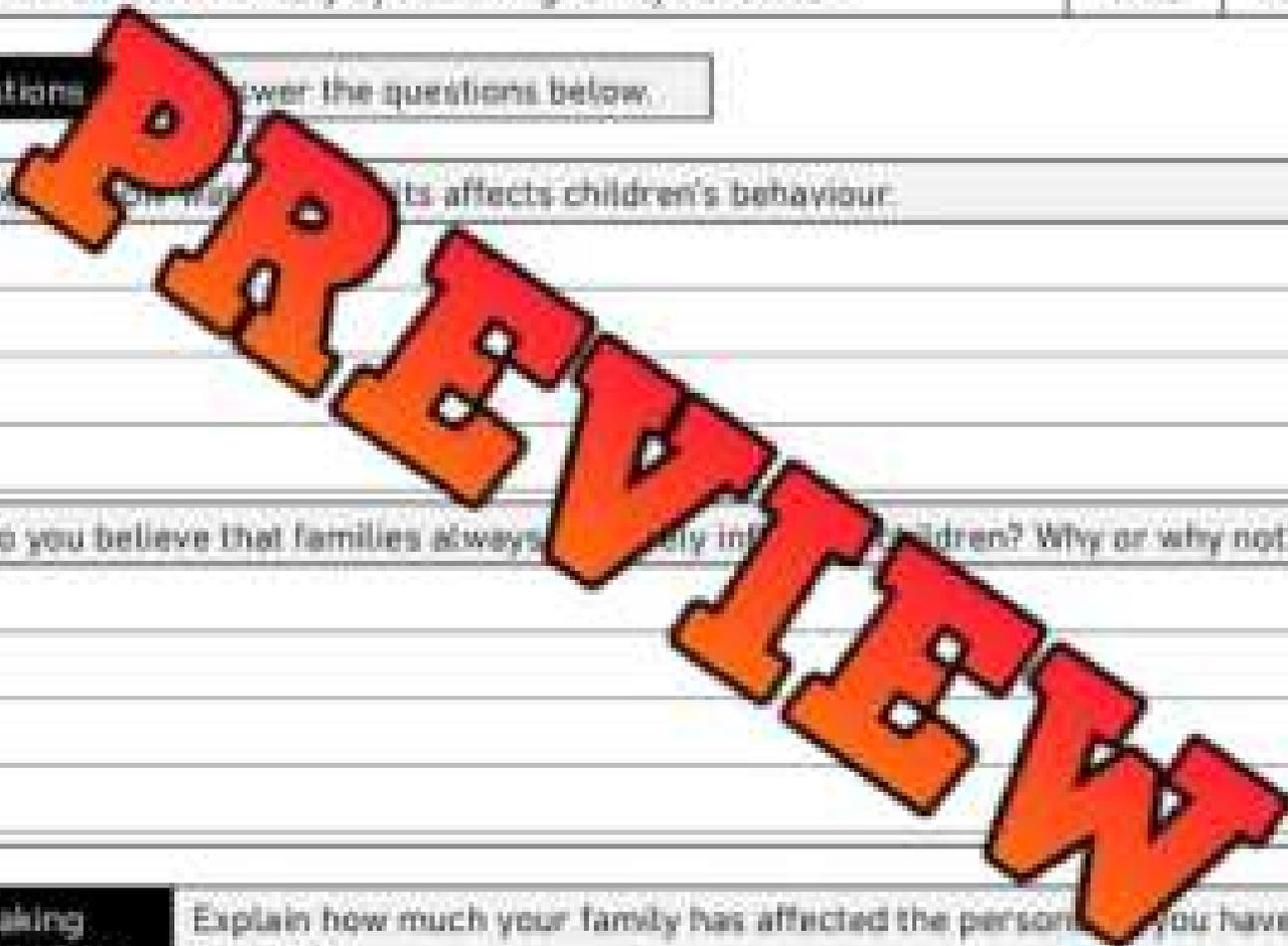
---

---

---

---

---



# Exit Cards

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

Name: _____		Mark
Circle Yes or No for each question.		
1) Can family behaviour influence how children treat friends?	Yes	
	No	
2) Do all families have the same rules and traditions?	Yes	
	No	
3) Can children grow up without family influence?	Yes	
	No	
4) Can children copy how adults solve problems at home?	Yes	
	No	
5) Do family roles help children learn responsibility?	Yes	
	No	

Name: _____		Mark
Circle Yes or No for each question.		
1) Can family behaviour influence how children treat friends?	Yes	
	No	
2) Do all families have the same rules and traditions?	Yes	
	No	
3) Can children grow up without family influence?	Yes	
	No	
4) Can children copy how adults solve problems at home?	Yes	
	No	
5) Do family roles help children learn responsibility?	Yes	
	No	

Name: _____		Mark
Circle Yes or No for each question.		
1) Can family behaviour influence how children treat friends?	Yes	
	No	
2) Do all families have the same rules and traditions?	Yes	
	No	
3) Can children grow up without family influence?	Yes	
	No	
4) Can children copy how adults solve problems at home?	Yes	
	No	
5) Do family roles help children learn responsibility?	Yes	
	No	

Name: _____		Mark
Circle Yes or No for each question.		
1) Can family behaviour influence how children treat friends?	Yes	
	No	
2) Do all families have the same rules and traditions?	Yes	
	No	
3) Can children grow up without family influence?	Yes	
	No	
4) Can children copy how adults solve problems at home?	Yes	
	No	
5) Do family roles help children learn responsibility?	Yes	
	No	

**PREVIEW**

## Blog Post: Listening Skills

### 5 Tips for Best Listening Skills

Date: December 12, 2025

Author: Ms. Taylor Hayes

5-minute read

Good listening skills are important in school and life. They help you understand what others are saying, make new friends, and do well in your schoolwork. Listening carefully also helps avoid misunderstandings, shows respect, and helps people feel heard and valued during conversations. When you listen well, teachers can help you better, friends feel supported, and problems are easier to solve calmly. Here are 5 tips to become a better listener.

- 1) **Make Eye Contact:** When someone talks to you, look at them. It shows you're paying attention and helps you understand what they're saying.
- 2) **Don't Interrupt:** Let the person finish speaking before you talk. Interrupting can make people feel like you aren't interested in what they're saying.
- 3) **Ask Questions:** If you don't understand something, ask questions. This helps you get more information and shows you're really listening.
- 4) **Stay Focused:** Try not to get distracted by your phone or other things around you. Focus on the person speaking to understand them better.
- 5) **Show You're Listening:** Nod your head or say short words like "uh-huh" while following the conversation. This lets the speaker know you care.

### Comments:



Ava - December 12, 2025

Sometimes I feel like people don't really listen to me. They hear my words, but they don't understand how I feel. That makes me not want to talk anymore.

Like Reply 1d ago



Liam - December 13, 2025

I get that, Ava. I feel the same sometimes. I think listening is not just about being quiet, but about trying to understand the other person's feelings too. When people listen better, it helps everyone feel included.

Like Reply 20m ago

**Instruction**

Read each short scenario. Decide if the person is listening well.

1) Maya looks at her friend and nods while they explain a problem.	Yes	No
2) Jordan talks over his classmate before they finish speaking.	Yes	No
3) Liam checks his phone while someone is sharing an idea.	Yes	No
4) Emma rolls her eyes while her partner is talking.	Yes	No
5) Ben says, "I see what you mean," and keeps eye contact.	Yes	No
6) Sophie interrupts about her reply instead of listening carefully.	Yes	No
7) Morgan says yes, though they disagree with the idea.	Yes	No
8) Chloé checks her watch during a serious conversation.	Yes	No

**Questions**

Write your answer below.

1) Name three distractions that can happen while listening.

---

---

---

2) Why is listening helpful during disagreement?

---

---

---

**Comment**

What comment would you post to the blog post?

---

---

---

 Like

 Reply

 Just now

## Empathy in Action

### Understanding Empathy

**Empathy** is when we try to understand and feel what someone else is feeling. It means putting ourselves in their shoes and seeing things from their point of view.

### Why?

Empathy helps us understand and connect with others. When we step into another person's perspective, we can work together better. Empathy makes our classrooms and communities better places.



### Ways to Show Empathy

There are many ways to show empathy in our classrooms. Here are some examples for grade 4 students:

1. **Listening:** Pay attention when your friend talks.
2. **Helping:** Offer to help classmates who are struggling.
3. **Kind Words:** Compliment and cheer up your classmates.
4. **Sharing:** Share your snacks if someone forgets their lunch.
5. **Understanding:** Ask friends what's wrong and try to understand their feelings.

### Key Facts About Empathy

- **Empathy Improves Relationships:** People who show empathy have better friendships.
- **Empathy Can Be Learned:** We can practice empathy every day by thinking about how others feel.
- **Empathy Builds Trust:** When we show empathy, people trust us more.

## True or False

Is the statement true or false?

1) Empathy means understanding how someone else feels.	True	False
2) Sharing snacks is a way to show empathy.	True	False
3) We can practise empathy every day.	True	False
4) Listening to friends is not important for empathy.	True	False
5) Empathy is seeing things from our own point of view.	True	False

Questions Answer the questions below.

1) In your own words, what is empathy?

---



---



---

2) Can empathy be learned? How?

---



---

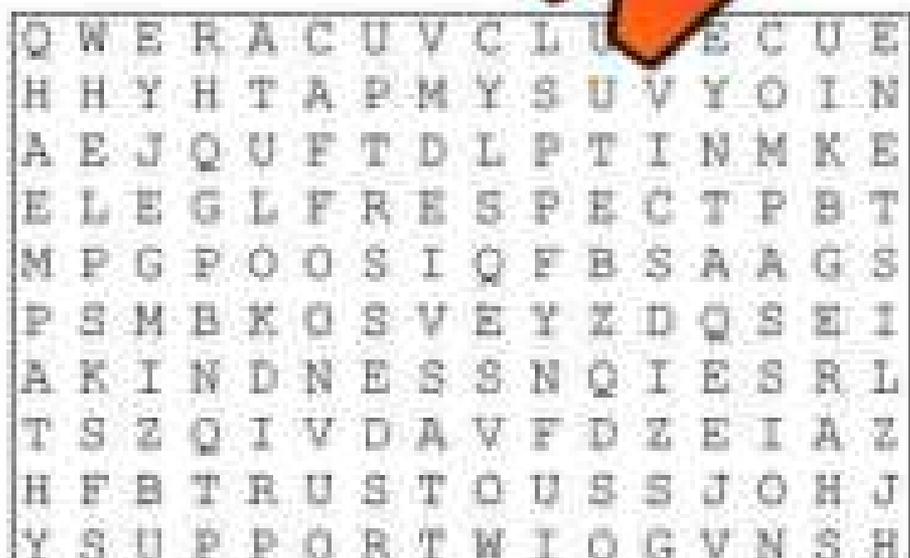


---

## Word Search

Find the words in the wordsearch.

Empathy	Compassion
Kindness	Share
Listen	Friends
Help	Respect
Support	Trust
Care	Sympathy



## Activity – Kindness Cards

### Objective

What are we learning about?

To encourage students to practise empathy and kindness by creating and sharing cards with kind messages for classmates, teachers, or family members.

### Materials

What will you need for the activity?

- Blank card templates (provided)
- Coloured pencils, markers or crayons
- Stickers, cutouts and other decorative materials
- Glue and scissors
- Envelopes (optional)



### Instructions

How will you complete the activity?

1. Explain that students will create Kindness Cards to brighten someone's day. The cards can be given to classmates, teachers, family members or friends.
2. Discuss and share ideas for kind messages to write on the cards.
3. Each student chooses four people to receive their Kindness Cards.
4. Designing the Cards:
  - Distribute blank card templates.
  - Use coloured pencils, markers, stickers, and other materials to decorate the cards.
  - Write a kind message or a drawing inside each card.
5. Encourage adding a personal touch, like a drawing or favourite quote.
6. Place cards in envelopes (if available), write the recipient's name on each, and arrange a time to deliver them.
7. Discuss how it felt to create and give the Kindness Cards and any positive reactions received.

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

Dear \_\_\_\_\_

From, \_\_\_\_\_

Dear \_\_\_\_\_

From, \_\_\_\_\_

**PREVIEW**

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

Dear \_\_\_\_\_

From, \_\_\_\_\_

Dear \_\_\_\_\_

From, \_\_\_\_\_

**PREVIEW**

**Self-Reflection Checklist**

Check the box that best fits you.

1) I felt good while making my kindness cards.

Yes, a lot

Yes, somewhat

Not much

No

2) I think the person who received my card felt happy.

Yes, a lot

Yes, somewhat

Not much

No

3) Giving my card helped me feel more connected.

Yes, a lot

Yes, somewhat

Not much

No

4) I felt calm while spreading kindness.

Yes, totally

Yes, somewhat

Not much

No

5) I want to show kindness and empathy.

Yes, a lot

Yes, somewhat

Not much

No

**Reflection**

Answer the questions below.

1) Why is spreading kindness and empathy important?

---

---

---

---

---

---

2) What other ways can you show kindness and empathy?

---

---

---

---

---

---



## Memory Game – Virtues and Values

**Objective** What are we learning about?

To help students identify, understand, and remember key virtues and values by matching terms and definitions, and to explain how these qualities support healthy relationships, positive communication, and respectful interactions with others.

**Materials** What do you need for the activity?

- Set of Memory Game cards for each group (provided)
- A small table or clear space for the game



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

- 1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (provided)
- 2) Have each group lay all the cards face down in a grid on a table.
- 3) The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
- 4) If a student finds a match, they remove those cards from the grid and keep them.
- 5) If the cards do not match, they are turned back over, and the next student takes a turn.
- 6) The game continues until all the cards have been matched.
- 7) After the game, review the terms and definitions with the class.
- 8) Discuss why these terms are important to understand and how they relate to the topic.

**Respect**

Treating others with kindness and consideration.

**PREVIEW**

**Empathy**

Being truthful in words and actions.

Understanding and caring about the feelings of others.

**Loyalty**

Being faithful and supportive to friends and family.

**Kindness**

Showing care and concern for others.

**Patience**

Staying calm and understanding when dealing with others.

**PREVIEW**

Letting go of anger and resentment towards someone who has wronged you.

**Responsibility**

Being accountable for your actions and duties.

**Fairness**

Treating everyone fairly and justly.

**Trustworthiness**

Being reliable and dependable.

**Generosity**

Willingly sharing time, resources, or help with others.

**PREVIEW**

**Gratitude**

Working together with others to achieve a common goal.

Recognizing and showing appreciation for others and what they do.

**Humility**

Not thinking better than others and being willing to learn from everyone.

**Courage**

Being brave and standing up for what is right, even when it's hard.

## Social Media Post – Social Media Abuse & Trolling

@SafeOnlineKids CA

Why do some people use social media to be mean or hurtful, and how can online abuse and trolling affect kids' feelings, friendships, and sense of safety?

11:30 AM - 05/12/2025 - 1,929 SHARES 4,721 LIKES

@school\_chat - Kids mostly use social media to talk with school friends, share photos, memes or homework together.

@friend\_group\_CA - Group chats can be fun, but if someone gets teased, it can happen to many people at once.

@careful\_clicks - When teasing comes from classmates, it can hurt more because kids have to live with it at school.

@school\_chat - Online teasing can embarrass them and make kids feel embarrassed or left out.

@friend\_group\_CA - Some kids are able to disagree online about different things or sharing opinions.

@careful\_clicks - Trolling happens when someone posts things just to upset others, not to solve problems.

@school\_chat - Hurtful posts can spread fast and are hard to forget, even if deleted later.

@friend\_group\_CA - Kids may stop sharing online if they feel unsafe or judged.

@careful\_clicks - Blocking, reporting, and talking to trusted adults can help stop online abuse.

@school\_chat - Kind words online help friendships feel safe, just like kindness in real life.



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

30

Copyright © 2014 by Linda Ward Beech

**True or False** Is the statement true or false?

1) Online teasing can affect friendships at school.	T	F
2) Hurtful posts disappear fully once deleted.	T	F
3) Trolling usually tries to solve problems.	T	F
4) Mean messages from classmates can hurt more.	T	F
5) Hurtful comments spread slower than kind ones.	T	F



**Questions** Answer the questions below.

1) How does online teasing affect self-esteem?

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

2) Have you ever seen someone treat someone else unkindly? How did it make you feel?

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

**Opinion** Write a comment that you would add to this conversation.

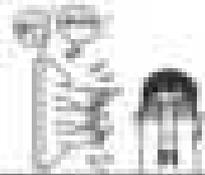
Username: \_\_\_\_\_

Date: \_\_\_\_\_

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

**Identify**

Identify positive and negative effects of social media based on given scenarios. Explain why.



1) Maria uses social media to keep in touch with her cousin who lives in another city. They video chat every weekend and share pictures of their daily activities.

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

2) Chen noticed that some of their classmates have started ignoring them in real life because they are popular online.

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

3) Ayaan joins a class group chat to plan a project. His classmates keep posting memes and jokes, and Ayaan's ideas are often ignored.

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

4) Ava shares a drawing she made at home. Several classmates leave kind comments and ask how she learned to draw that way.

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

**PREVIEW**

## Exit Cards

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

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

Identify the situation that shows social media abuse or trolling.

Mark

1. Someone replies to a classmate's photo online.

- a) "That looks really cool!"
- b) "Where did you take this?"
- c) "This makes me smile."
- d) "Why would you post something this ugly?"

2. Students are chatting in a group video call.

- a) "Can everyone hear me?"
- b) "Let's wait until everyone joins."
- c) "Your voice is so annoying."
- d) "I think my sound is working."

3. Players are messaging during an online game.

- a) "You are terrible at this."
- b) "Good game, everyone!"
- c) "Can someone explain the rules?"
- d) "Thanks for helping our team."

4. A classmate asks a question in an online lesson.

- a) "Good question!"
- b) "I was wondering that too."
- c) "You should already know this."
- d) "Thanks for asking."

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

Identify the situation that shows social media abuse or trolling.

Mark

1. Someone replies to a classmate's photo online.

- a) "That looks really cool!"
- b) "Where did you take this?"
- c) "This makes me smile."
- d) "Why would you post something this ugly?"

2. Students are chatting in a group video call.

- a) "Can everyone hear me?"
- b) "Let's wait until everyone joins."
- c) "Your voice is so annoying."
- d) "I think my sound is working."

3. Players are messaging during an online game.

- a) "You are terrible at this."
- b) "Good game, everyone!"
- c) "Can someone explain the rules?"
- d) "Thanks for helping our team."

4. A classmate asks a question in an online lesson.

- a) "Good question!"
- b) "I was wondering that too."
- c) "You should already know this."
- d) "Thanks for asking."

## Activity: Positive Feedback Post

### Objective

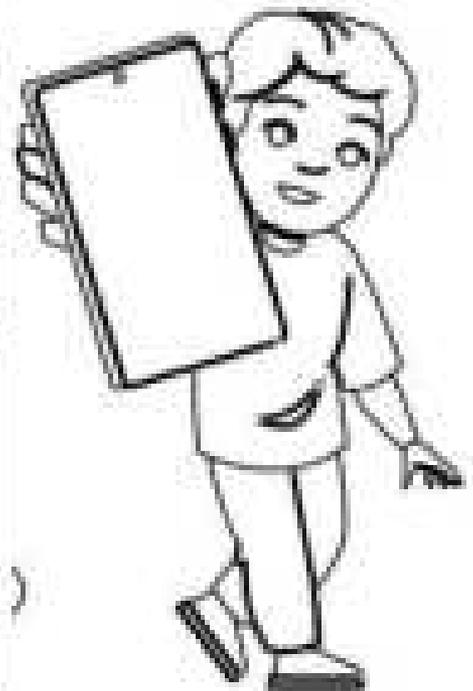
What are we learning about?

To understand how social media interactions can impact relationships and to practise giving positive feedback.

### Materials

What will you need for the activity?

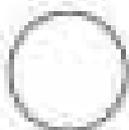
- Printed out a blank social media post
- Coloured paper, markers, scissors, and glue
- Printed photos of students or achievements (optional)



### Instructions

How do I complete the activity?

- 1) Notice the blank spaces on the social media post template. These are for you to fill in.
- 2) Choose a photo or think of something positive you want to share. It could be a trip you enjoyed, an achievement you are proud of, or a special moment.
- 3) Paste your photo or write about your chosen topic in the main area of the post.
- 4) Add a small picture of yourself in the profile picture area.
- 5) Once your post is complete, pass it to a classmate so they can give you a comment.
- 6) When you receive a classmate's post, write a kind and supportive comment in one of the blank comment sections.
- 7) After writing your comment, pass the post to another classmate. Continue this process until most of the comment sections are filled.
- 8) Once everyone has had a chance to comment, take a moment to read the positive feedback on your post. We will then discuss how it felt to receive and give positive comments.
- 9) You can choose to display your completed social media post on the classroom wall to celebrate our positive interactions.
- 10) When it's time to take your post home, place it somewhere special where you can always see it and be reminded of the positive feedback from your classmates.



Hi, I'm  
[Name]



123 likes

45 comments

View more comments

-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_

**PREVIEW**

## Reflection Questionnaire

Cut the reflection questionnaires below.

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

Circle the box of your choice.

1) Did you read other people's comments carefully online?	Yes	No
2) Did you think about how your words might make others feel?	Yes	No
3) Did you always feel comfortable sharing your ideas online?	Yes	No
4) Should people think before posting or commenting online?	Yes	No

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

Circle the box of your choice.

1) Did you read other people's comments carefully online?	Yes	No
2) Did you think about how your words might make others feel?	Yes	No
3) Did you always feel comfortable sharing your ideas online?	Yes	No
4) Should people think before posting or commenting online?	Yes	No

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

Circle the box of your choice.

1) Did you read other people's comments carefully online?	Yes	No
2) Did you think about how your words might make others feel?	Yes	No
3) Did you always feel comfortable sharing your ideas online?	Yes	No
4) Should people think before posting or commenting online?	Yes	No

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

Circle the box of your choice.

1) Did you read other people's comments carefully online?	Yes	No
2) Did you think about how your words might make others feel?	Yes	No
3) Did you always feel comfortable sharing your ideas online?	Yes	No
4) Should people think before posting or commenting online?	Yes	No

## Setting Boundaries

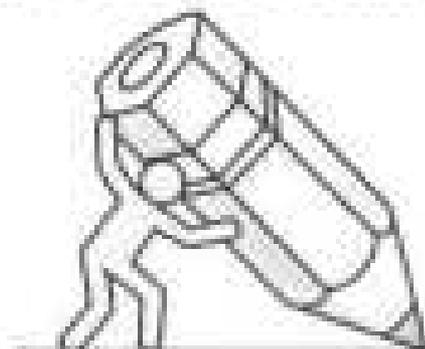
### Understanding Boundaries

Boundaries are like invisible lines we draw around ourselves to let others know what we are comfortable with. They help us decide how we want to be treated by friends, family, and others.

### Why Boundaries Matter

Setting boundaries is important for several reasons:

- **Safety and Comfort:** Boundaries help keep us safe and comfortable in our relationships.
- **Respect:** They help us express our needs and show respect for others' needs and feelings.
- **Healthy Relationships:** Boundaries are essential for healthy relationships where everyone understands and respects each other's limits.



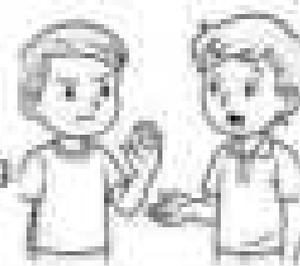
HERE'S WHERE I DRAW THE LINE

### Types of Boundaries

1. **Physical Boundaries:** These involve your personal space and physical touch. For example, deciding who can hug you or how close someone can stand next to you.
2. **Emotional Boundaries:** These are about protecting your feelings. For example, choosing not to listen to someone's secrets if it makes you uncomfortable.
3. **Time Boundaries:** These help manage how you spend your time. For example, doing homework before playing video games.

### Examples:

- Saying "no" to a friend who wants to copy your homework.
- Telling a classmate, you need quiet time when you are reading.
- Asking a friend to stop if their joke makes you feel uneasy.



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

**True or False**

Is the statement true or false?

1) Boundaries are like invisible lines around us.	True	False
2) Respecting boundaries helps build healthy relationships.	True	False
3) Physical boundaries involve personal space and touch.	True	False
4) Boundaries make us feel unsafe.	True	False
5) It's okay to change your boundaries if needed.	True	False

**Question** Answer the questions below.

1) What are some boundaries? Why are they important?

---

---

---

---

2) What will you do if someone crosses your boundary?

---

---

---

---

**Making Connections**

Describe a time you set a boundary.

---

---

---

---

---

---

**PREVIEW**

**Identify**

Decide whether it describes a physical boundary, an emotional boundary, or a time boundary.

#	Scenario Description	Physical	Emotional	Time
1	A friend keeps asking you to share your secrets.			
2	Your classmate stands very close to you while talking.			
3	You decide to do your homework before playing video games.			
4	Your friend hugs you and you don't want to be hugged.			
5	Your friend asks you to come to read after school.			
6	Someone enters your room without asking.			
7	A friend makes fun of your feelings.			
8	You tell your friend you need to study and they say you need to study.			
9	You don't want to share your snacks with someone.			
10	Your classmate keeps interrupting you when you're speaking.			
11	You ask your sibling not to enter your room without knocking.			
12	You feel uncomfortable when someone asks personal questions.			
13	A friend asks you to do something you're not comfortable with.			
14	You decide to go to bed at 9 PM every night.			
15	You ask a friend to stop teasing you.			
16	You explain to a friend that you need time alone sometimes.			
17	You plan your day to include time for both study and play.			
18	You set a time to finish your homework every day.			

**PREVIEW**

## Activity – Boundary Mapping

### Objective

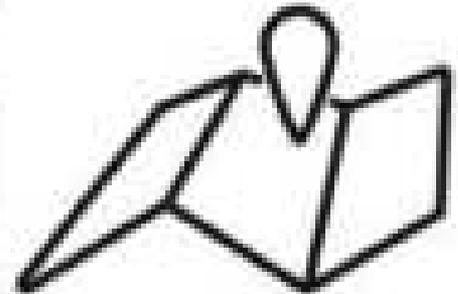
What are we learning about?

To help students visualize and articulate their personal boundaries by creating a map of their comfort zone and listing their rules.

### Materials

What will you need for the activity?

- Blank paper
- Coloured pencils, markers, or crayons



### Instructions

How will you complete the activity?

- 1) **Draw Your Comfort Zone:** Draw a map of your personal space. This could be your bedroom, a favourite spot at home, or any place where you feel safe and relaxed.
- 2) **Label Your Zones:** Divide your map into two zones. One should represent an area where you have specific boundaries.
- 3) **List Your Rules:** Write down the rules you have for each zone to feel safe and comfortable. For example, "No loud noises," "Ask before borrowing," or "Quiet time for reading."
- 4) **Decorate Your Map:** Use coloured pencils, markers, or crayons to decorate your map. Add furniture, decorations, or anything else that makes your personal space feel special.
- 5) **Share Your Maps:** Present your Boundary Map to the class. Explain your comfort zone and the rules you have set.
- 6) **Class Discussion:** After all the presentations, discuss why setting boundaries is important and how it helps maintain healthy relationships and personal comfort.

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

**My Personal  
Space**

Draw a map of your ideal personal space. Include two zones that are important to you.

**PREVIEW**

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

## Zone 1 Rules

## Zone 2 Rules

**PREVIEW**

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

Self-Assessment Checklist

Boundary Mapping Activity

1) What personal space did you choose for your boundary map?

2) Did drawing your map help you understand your boundaries better?

Yes

No

3) Do you think everyone's comfort zones should look the same?

Yes

No

4) Is it sometimes hard to explain your boundaries to others?

Yes

No

5) Did the boundaries help you feel safer or calmer?

Yes

No

6) Can boundaries change in different places or situations?

Yes

No

7) Did this activity help you understand others' boundaries more?

Yes

No

8) Write one rule from your map that is most important to you. Explain why.

9) Connect one rule on your map to something that happens at school.

10) How do I feel about my boundary map?

Amazing

Great

Good

Okay

Poor

**PREVIEW**

## Story: The Power of Apologies

### The Apology That Mended a Friendship

Liam and Cole were best friends. One day, during recess, Liam accidentally broke Cole's favourite toy. Cole was very upset and ran away crying. Liam felt terrible and wanted to make things right.



After school, Liam talked to his mom about what happened. She told him that the best way to fix things was to apologize sincerely. A sincere apology means you're sorry, explaining what happened, and promising to do better next time. Liam knew this was important because he knew that sincere apologies can help repair friendships.

The next day, Liam found Cole and said, "I'm really sorry I broke your toy, Cole. I didn't mean to, and I feel awful about it. Can I help you fix it or replace it?" Cole saw that Liam was truly sorry. He accepted his apology and asked Liam to help him fix the toy.

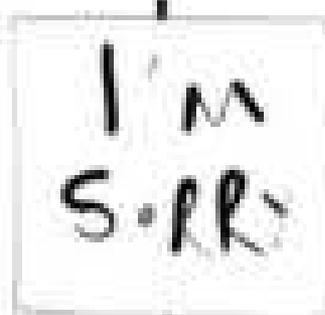
A few weeks later, Cole accidentally spilled juice on Liam's favourite book. Cole remembered Liam's apology and decided to do the same. "Liam, I'm so sorry about your book. It was an accident. Can I help clean it up or get you a new one?" he said.

Liam smiled and replied, "It's okay, Cole. I know you didn't mean to. Let's see if we can clean it up together." They worked on cleaning the book, and Liam appreciated Cole's sincere apology.

Through these experiences, Liam and Cole learned that apologizing can turn a bad situation into an opportunity to show kindness and strengthen friendships. They both knew that no matter what happened, a sincere apology could make things better.

**True or False** Based on the story, is the statement true or false?

1) Liam intentionally broke Cole's toy.	True	False
2) Sincere apologies help rebuild trust.	True	False
3) Liam ignored his mom's advice.	True	False
4) Cole accepted Liam's apology.	True	False
5) Apologizing can turn a bad situation better.	True	False



**Apology** Write whether an apology is needed. Write "Yes" or "No" in the space provided or why not.

Scenario	Apology?	Explanation
1) You accidentally bump into a classmate in the hallway and they drop their books.		
2) You forget to bring your homework to school.		
3) You borrow a friend's pencil without asking and lose it.		
4) You forgot to bring a snack for yourself and ask your friend to share theirs.		
5) You arrive late to a group meeting and everyone is waiting for you.		

**PREVIEW**

# Exit Cards

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

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	A real apology means taking responsibility.
<input type="checkbox"/>	Apologies help rebuild trust between people.
<input type="checkbox"/>	Apologizing is a sign of weakness.

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	A real apology means taking responsibility.
<input type="checkbox"/>	Apologies help rebuild trust between people.
<input type="checkbox"/>	Apologizing is a sign of weakness.

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	A real apology means taking responsibility.
<input type="checkbox"/>	Apologies help rebuild trust between people.
<input type="checkbox"/>	Apologizing is a sign of weakness.

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	A real apology means taking responsibility.
<input type="checkbox"/>	Apologies help rebuild trust between people.
<input type="checkbox"/>	Apologizing is a sign of weakness.

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	A real apology means taking responsibility.
<input type="checkbox"/>	Apologies help rebuild trust between people.
<input type="checkbox"/>	Apologizing is a sign of weakness.

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	A real apology means taking responsibility.
<input type="checkbox"/>	Apologies help rebuild trust between people.
<input type="checkbox"/>	Apologizing is a sign of weakness.

**PREVIEW**

## Activity – Apology Consequence Chain

### Objective

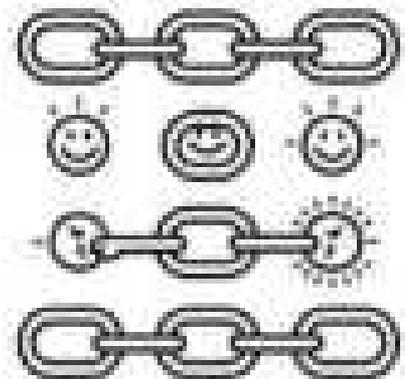
What are we learning about?

Students will explore the outcomes of their choices in response to conflicts, learning to predict and understand the consequences of both apologizing and not apologizing.

### Materials

What will you need for the activity?

- Copy of the "Apology Consequence Chain Worksheet" provided to students.
- Pens or pencils.



### Instructions

How will you complete the activity?

- 1) Introduce the concept of consequence chains and how actions taken during conflicts can lead to a series of positive or negative outcomes.
- 2) Give each student an "Apology Consequence Chain Worksheet."
- 3) Select a conflict from the list of scenarios.
- 4) Students will write their chosen conflict in the "Conflict" section of the worksheet.
- 5) In the "Positive Consequence Chain" section, students will write down the action of apologizing in response to the conflict and then list the possible positive consequences that might result from that action in the space provided.
- 6) In the "Negative Consequence Chain" section, students will write down the action of not apologizing in response to the same conflict and list the possible negative consequences.
- 7) Encourage the students to think of realistic outcomes and write them in order, considering how one consequence can lead to another.
- 8) After completing the worksheet, students will share their consequence chains with a partner or small group.
- 9) Facilitate a class discussion where several students present their consequence chains and explain their thought process.
- 10) Reflect on how understanding the potential consequences can help guide future actions in conflict situations.

**Conflicts**

Cut out the topics below.

During recess, you were playing catch with your friend's favourite toy. You threw it too hard, and it broke. Your friend is very upset because it was a special gift from their grandparents.

You heard a rumour that a classmate failed a test and shared it with other classmates. Later, you find out the rumour was false, and your classmate is hurt because everyone is talking about them.

During a classmate's presentation, you made a joke to your friends, and the classmate lost their train of thought and felt embarrassed in front of the class.

You took your friend's favourite book without asking and accidentally spilled juice on it. Now the book is ruined, and your sibling is upset because it was their favourite story.

At recess, you and your friend were playing a game. A classmate asked to join, but you said no because you thought they wouldn't be good at it. The classmate felt left out and sad.

You forgot to do your homework and copied your friend's work just before class. The teacher noticed the identical answers and scolded both of you. Your friend is upset because they got in trouble too.

During a math lesson, a classmate made a mistake on the board and laughed out loud and made a comment. The classmate felt embarrassed and doesn't want to participate anymore.

You borrowed your friend's favourite pen to use during class. You lost it and couldn't find it before the end of the day. Your friend is upset because it was a gift.

You promised to help your friend with their science project after school. You forgot and went home instead. Your friend struggled with the project alone and felt let down.

While working on a group project, you accidentally deleted the entire file from the computer. Your group members are frustrated because they must redo all the work.

## Reference

Example of positive and negative consequence chain.

<b>Conflict</b>	At lunch, you accidentally knocked over your drink, spilling it all over a classmate's clothes. They are upset because they have to spend the rest of the day in wet clothes.
-----------------	---

## Positive Consequence Chain (Apologizing)

First Consequence	The classmate feels acknowledged and understands it was an accident.
Next Consequence	You offer to help clean up the mess.
Next Consequence	When you finish, he gives Alex an extra sticker as a thank you.
Next Consequence	Your classmate appreciates your help and starts to feel better.
Final Consequence	You both find a solution by borrowing a spare shirt from the school office. Your friendship is strengthened.

## Negative Consequence Chain (Not Apologizing)

First Consequence	The classmate feels ignored and believes you don't care.
Next Consequence	They remain upset and tell other classmates about the incident.
Next Consequence	Alex is asked to apologize, making him feel embarrassed.
Next Consequence	Other classmates might also feel that you are inconsiderate.
Final Consequence	Your relationship with the classmate and possibly others is damaged, and it becomes harder to work together in the future.

**Consequence Chain**

Write down the chosen conflict and the consequences of apologizing or not apologizing on the conflict.

**Conflict****Positive Consequence Chain (Apologizing)**First  
Consequence

Consequence

Next  
ConsequenceNext  
ConsequenceFinal  
Consequence**Negative Consequence Chain (Not Apologizing)**First  
ConsequenceNext  
ConsequenceNext  
ConsequenceNext  
ConsequenceFinal  
Consequence**PREVIEW**

## Scenario Cards - Peer Pressure Situations

Peer pressure can influence the choices we make, even when we feel unsure. These scenarios help you think about safe, respectful decisions and practise standing up for yourself while still caring about others.

### Scenario Cards

Read the scenario to the class and explain how you would handle the situation.

	Scenario
1	Your friend invites you to hang out at the park. They say you're boring if you don't go. What do you do?
2	A group of friends asks a new student to join in. What do you do?
3	Your best friend dares you to cheat on a test. They say it's the only way to pass. What do you do?
4	Your friends are all buying an expensive drink. They say you should get one too, even though you know your parents can't afford it. What do you do?
5	You're at a sleepover and everyone wants to watch a scary movie. You're not comfortable with it. They say you're scared if you don't watch. What do you do?
6	Your friends offer you a snack that you're allergic to. They insist it's no big deal and that you should just try it. What do you do?
7	During recess, your friends want to play a game that excludes another classmate. They tell you it's more fun without them. What do you do?
8	A friend asks you to lie to a teacher about why they didn't do their homework. They say it's just a small lie. What do you do?
9	Your friends are planning to sneak out during a school trip. They ask you to come along. What do you do?

## Scenario Cards

Read the scenario to the class and explain how you would handle the situation.

## Scenario

- |    |   |
|----|---|
| 10 | Your friends are pressuring you to wear clothes you don't like because they say it's cool. What do you do?  |
| 11 | A friend tells you to take something from a store without paying for it. They say they won't get caught. What do you do?  |
| 12 | Your friends are gossiping about another classmate and want you to join in. What do you do?   |
| 13 | A friend tells you to drink alcohol and says it's just for fun. What do you do?   |
| 14 | Your friends are making fun of each other's clothes. They want you to laugh along. What do you do?  |
| 15 | You are at a friend's house, and they want to play a video game that your parents don't allow. What do you do?  |
| 16 | Your friends want to stay out late after a school event, but you have a curfew. What do you do?   |
| 17 | A friend asks you to share the answers during a test. They offer you a deal. What do you do?  |
| 18 | Your friends want to ride their bikes on a busy street without helmets. They say it's fine because they've done it before. What do you do?                                      |
| 19 | You find out your friends are planning to exclude you from a group activity unless you do something risky. What do you do?  |
| 20 | You're at a birthday party, and your friends want to play a prank on the birthday person. They say it's just for fun, but you know it will hurt their feelings. What do you do? |

## Fair or Not Fair: Enjoying Playtime

### Objective

What are we learning about?

To help students identify fair and unfair play by examining different play situations, understanding how choices affect others, and suggesting respectful ways to make play more enjoyable for everyone.

### Materials

What do you need for the activity?

- Fair or Not Fair sign and student cards
- A "Fair" sign and a "Not Fair" sign to push the two sides of the room.
- Designated areas in the classroom for the "Fair" and "Not Fair" signs, allowing time for students to move.

FAIR  
OR  
NOT FAIR



### Instructions

How will you complete the activity?

- 1) Your teacher will read playtime scenarios. Pay close attention to what is shared.
- 2) Think carefully about whether the play situation is fair or not fair.
- 3) If you decide the play is fair, walk to the "Fair" side of the room.
- 4) If you decide the play is not fair, move to the "Not Fair" side of the room.
- 5) Stay on your chosen side and listen carefully during the discussion.
- 6) When the class discussion ends, return to your seat, ready for the next scenario.
- 7) Have fun thinking, moving, and sharing ideas respectfully!

## Fact or Fiction

Read the statements to the class.

#	Scenario	
1	Taking turns using the soccer ball during recess play.	Fair
2	Keeping the only ball and refusing to share with others.	Not Fair
3	Agreeing to change games when some players feel bored.	Fair
4	Changing rules mid-game so one team always wins.	Not Fair
5	Waiting in line before starting a new playground game.	Fair
6	Ignoring children who ask politely to join the game.	Not Fair
7	Stopping a game when someone says they feel unsafe.	Fair
8	Laughing when someone gets hurt playing tag.	Not Fair
9	Voting together to choose which game to play.	Fair
10	Refusing to pass the ball during team games.	Not Fair
11	Switching roles so everyone gets a chance to lead.	Fair
12	Yelling at others for making small mistakes during a game.	Not Fair
13	Sharing playground equipment so everyone gets a turn.	Fair
14	Taking extra turns on the swing without asking others.	Not Fair
15	Calmly talking to solve a disagreement during a game.	Fair
16	Hiding equipment so others cannot continue playing.	Not Fair
17	Choosing a new activity when rules cause too many arguments.	Fair
18	Blocking others from joining a game already in progress.	Not Fair
19	Waiting patiently in line for the slide at recess.	Fair
20	Pushing ahead to be first without waiting your turn.	Not Fair

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

**Assessment**

Read each Not Fair play situation. Suggest a better alternative that would help make play more enjoyable or fair.

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

Write one better choice that would help make play more enjoyable or fair.

One player refuses to share the only ball during recess.	Players keep arguing and will not listen to each other.
_____	_____
_____	_____
_____	_____

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

Write one better choice that would help make play more enjoyable or fair.

One player refuses to share the only ball during recess.	Players keep arguing and will not listen to each other.
_____	_____
_____	_____
_____	_____

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

Write one better choice that would help make play more enjoyable or fair.

One player refuses to share the only ball during recess.	Players keep arguing and will not listen to each other.
_____	_____
_____	_____
_____	_____



# Introduction to Conflict Resolution

## Understanding Conflict Resolution

**Conflict resolution** is a way of finding a peaceful solution to disagreements between people. It is important because it helps us maintain healthy relationships with friends, family, and others. When people disagree, it's normal, but the way we solve these disagreements can really affect how we get along with each other.

## Key Concepts in Conflict Resolution

1. **Communication:** This means talking openly about what you feel and what you need without blaming others. It's important to listen carefully to the other person too, so you understand their perspective.
2. **Negotiation:** Sometimes we have to give up a little to get a little. Negotiation is when each person gives up something to reach an agreement so that everyone can be happy with the outcome.
3. **Finding Peaceful Solutions:** This means coming up with ways to solve a problem that doesn't involve fighting or staying mad. It's about finding a fair solution that everyone can agree on.

## Examples in Everyday Life

- **At School:** If two students want to be the line leader, they could take turns each day, so both get a chance.
- **At Home:** If siblings are arguing over a game, they might decide to play it together or choose a different game that they both enjoy.



Learning how to resolve conflicts is important because it helps us build stronger relationships and teaches us how to cooperate with others. By using communication, negotiation, and looking for peaceful solutions, we can solve problems in a way that makes everyone feel good.

**True or False** Is the statement true or false?

1) Disagreements always lead to bad relationships.	True	False
2) Listening carefully is necessary for communication.	True	False
3) Peaceful solutions involve fighting.	True	False
4) Conflict resolution is useful in friendships.	True	False
5) Conflict resolution is only for children.	True	False

**Questions** Answer the questions below.

1) Why are peaceful solutions beneficial?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) One new thing I learned about conflict resolution is \_\_\_\_\_

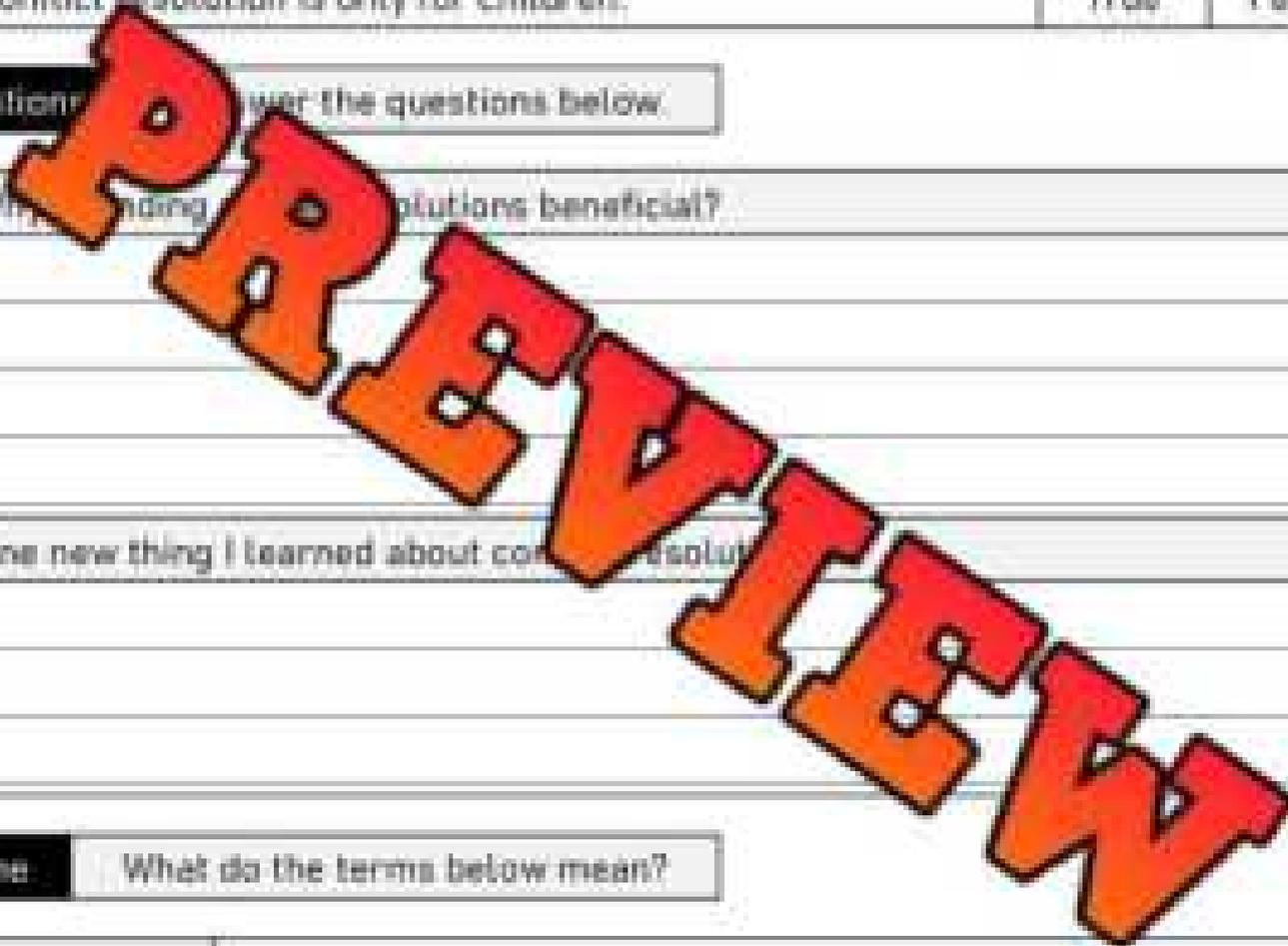
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Define** What do the terms below mean?

<b>Communication</b>	_____
<b>Negotiation</b>	_____
<b>Peaceful Solution</b>	_____



## Counselling Conversation: Conflict Resolution

**Counsellor (Mr. Chen):** Hi Alex, hi Jordan. Thanks for coming in. Can you tell me what brought you here today?

**Alex:** We're here because we had a big problem during a group project, and it hasn't been fixed.

**Jordan:** We stopped talking, and things feel really uncomfortable in class.

**Mr. Chen:** Can you tell me what happened from your point of view?

**Alex:** I was away from school for two days because I was sick. When I came back, my group was upset because I couldn't help with the project, even though I wasn't there and didn't know what was going on.

**Mr. Chen:** That sounds up to you. What was happening for you then?

**Jordan:** I didn't know Alex was sick. The friendship was close, and I felt stressed and worried about our marks.

**Mr. Chen:** So, Alex felt blamed, and Jordan felt stressed. Does that sound right?

**Both:** Yes.

**Mr. Chen:** What happened after that?

**Alex:** We argued in front of the group, and everyone started talking.

**Jordan:** After that, it felt too awkward to talk.

**Mr. Chen:** What has been the hardest part since then?

**Alex:** Feeling like people don't trust me anymore.

**Jordan:** Feeling like I hurt the friendship and made things worse.

**Mr. Chen:** What do you both hope will happen after today?

**Alex:** I want people to know the truth and stop being mad at me.

**Jordan:** I want to clear things up and be friends again.

**Mr. Chen:** Thank you for being honest. We can work on this together, one step at a time.



**PREVIEW**

**Questions**

Answer the questions below using evidence from the text.

1) Explain how assumptions can damage friendships.

---



---



---

2) Why is active listening important during disagreements?

---



---



---

3) Explain how conflicts can be resolved in healthy ways.

---



---



---

**Identify**

Identify whether the scenario shows a conflict with a resolution or not.

Scenarios		Resolution
1) Emma and Jack both want to play with the same toy. Emma says, "You can have it first for 10 minutes, then it's my turn."		
2) During a group project, Mia takes all the credit for the work. When confronted, she says, "It's my idea, so I deserve all the credit."		
3) Sam and Alex argue about which game to play. Sam shouts, "If we don't play my game, I'm not playing with you at all!"		
4) Lily and Sophie disagree about who should lead the group. Lily suggests, "Let's ask everyone to vote to decide who will lead."		
5) Ben accidentally bumps into Max and makes him drop his lunch. Ben quickly says, "Sorry, that was my fault. Can I help you clean it up?"		
6) During recess, Anna and Lucy both want to use the swings. Anna pushes Lucy to get her way.		

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

80

Copyright © 2015 by Linda Ward Beech, Scholastic Teaching Resources

**Crossword  
Puzzle**

Complete the puzzle below using words associated with conflict resolution.



Across	Down
1. Not angry or upset; peaceful	2. To pay attention to what someone is saying
3. To talk about something with someone else	4. An agreement where both sides give up something
6. Believing someone is good and will do what they say	5. A decision that everyone agrees on
7. To say sorry for something you did wrong	7. Understanding and caring about other's feelings
10. Treating others kindly and politely	8. To talk and find a solution that everyone agrees on
11. The solution to a conflict or problem	
12. Treating everyone equally and justly	
13. Being nice and considerate to others	

## Matching Game – Anger Triggers

**Objective** What are we learning about?

To help students recognize and understand common anger triggers by matching real-life situations with trigger names, and to explore how these triggers affect feelings, behavior, and relationships with others.

**Materials** What do you need for the activity?

- Set of Matching Cards and cards for each group (provided)
- A small table or clear area on the floor



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

- 1) Divide the class into groups of three or four students.
- 2) Give each group a set of scenario cards and anger trigger cards.
- 3) Place all scenario cards face up together in one clear group.
- 4) Place all anger trigger cards face up together in another group.
- 5) Students work together to match each scenario with the correct anger trigger.
- 6) After choosing matches, students explain clearly why each match makes sense.
- 7) Continue playing until all scenarios are matched and discussed together.
- 8) After the game, review each anger trigger and discuss when it occurs.

**Cards**

**Matching Game Cards**

**Name calling**

Someone calls you a mean name during recess.

**Being reprimanded**

A friend promises to play, then plays with others instead.

**Embarrassment**

A teacher corrects you loudly in front of the class.

**Feeling excluded**

Others laugh when you make a small mistake in a game.

You are left out when a group starts a game.

**PREVENTION**

**Cards**

**Matching Game Cards**

**Personal space being ignored**

Someone keeps touching your things after you asked them to stop.

**Feeling unappreciated**

Rules are changed suddenly so you lose the game.

**Being blamed unfairly**

You work hard, but no one notices or thanks you.

**Not being listened to**

A classmate blames you for something you did not do.

Someone interrupts you every time you try to speak.

**PREVIEW**

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

**Quiz  
Check-In**

This quiz checks how well students understand key ideas from the matching game.

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

Choose 2 anger triggers that affect you the most. Explain why.


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

Choose 2 anger triggers that affect you the most. Explain why.


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

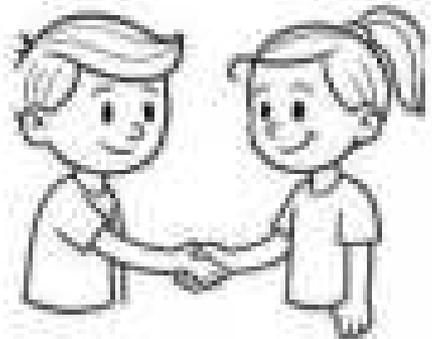
Choose 2 anger triggers that affect you the most. Explain why.


**PREVIEW**

## Steps to a Healthy Conflict Resolution

### 1. Identify the Problem

The first step in solving any conflict is to figure out what the problem is. Each person involved should have a chance to share their feelings and thoughts. For example, if two students disagree over who gets to use a popular library book, each should explain why they want to use it.



### 2. Listen to Each Other

It's very important that everyone listens carefully to what the others are saying without interrupting. This helps everyone understand all sides of the issue. By listening, you might find out that there's a good reason for their actions that you hadn't considered.

### 3. Find Common Ground

Look for things that everyone agrees on. For example, both students might agree that they need the book to complete a project. Finding common ground can make it easier to come up with a solution that works for everyone.

### 4. Suggest Solutions

Everyone should think of ideas to solve the problem. In our example, one solution might be to share the book or to schedule times when each student can use it.

### 5. Agree on a Solution

Choose a solution that seems the best for everyone. It's important that everyone agrees and is happy with the decision.

### 6. Implement the Solution

Put the agreed-upon solution into action. Both students would stick to the schedule they created for using the book.



By following these steps, conflicts can be resolved in a way that is fair and makes everyone feel heard and respected.

**Multiple Choice**

Circle the correct answer based on the article.

1) What is the first step in resolving a conflict?

- A) Finding a solution      B) Identifying the problem      C) Implementing a solution

2) What should everyone do during a conflict?

- A) Share their ideas      B) Vote on the issue      C) Leave the discussion

3) What should you do when listening to others?

- A) Take notes      B) Not interrupting      C) Guessing the solution

4) What should you do to solve a conflict?

- A) Common ground      B) Compromises      C) The quickest solution

5) When suggesting solutions, who should you ask for help?

- A) The teacher      B) Everyone      C) The oldest student

**Questions**

Answer the questions below.

1) How can finding common ground help in a conflict?

---

---

---

---

---

---

---

---

2) What should you do once a solution is agreed upon?

---

---

---

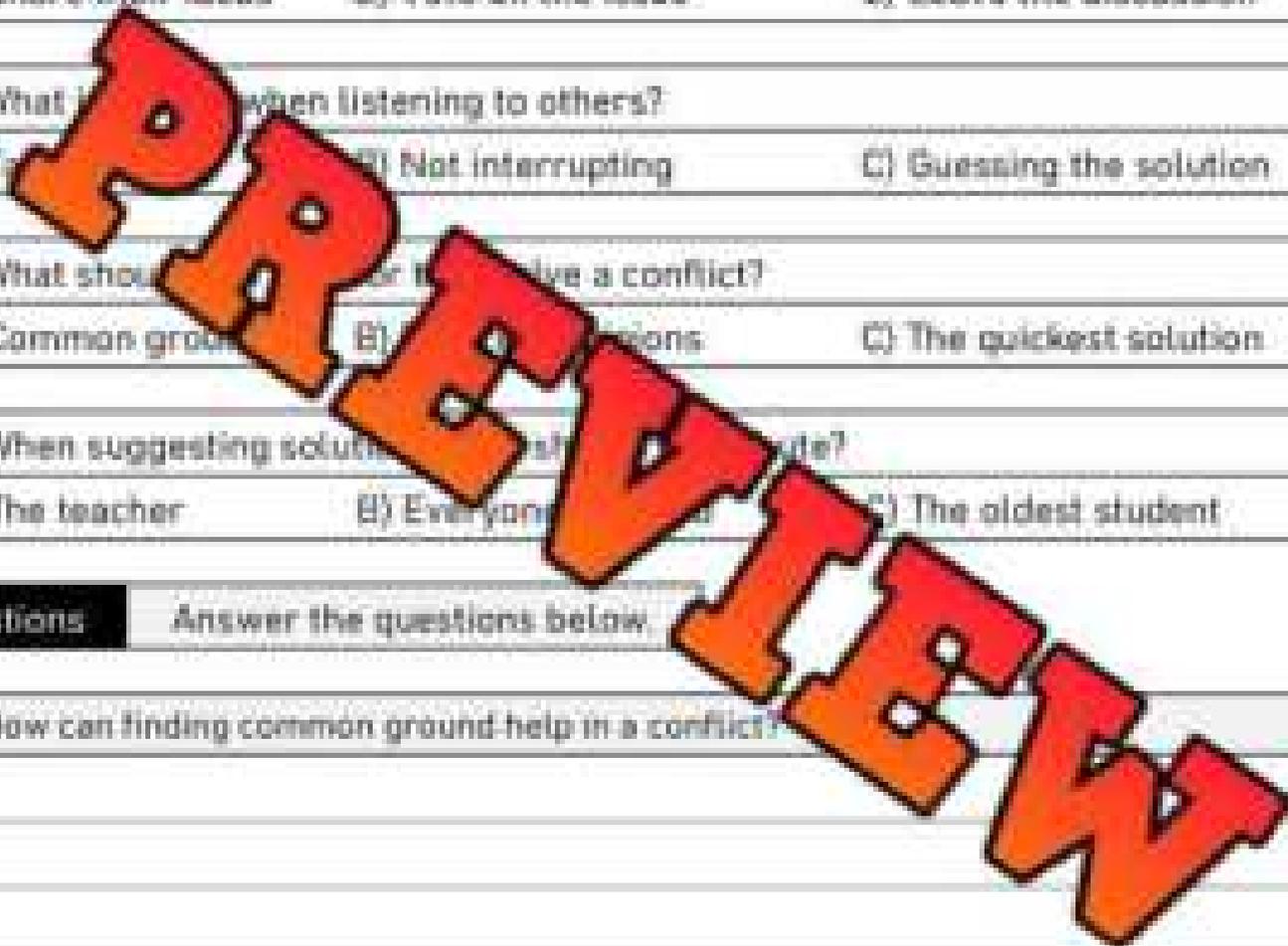
---

---

---

---

---



# Exit Cards

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

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

Mark:

Put the steps of healthy conflict resolution in the correct order: 1-6.

	Agree on a solution
	Listen to each other
	Implement the solution
	Identify the problem
	Suggest solutions
	Find common ground

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

Mark:

Put the steps of healthy conflict resolution in the correct order: 1-6.

	Agree on a solution
	Listen to each other
	Implement the solution
	Identify the problem
	Suggest solutions
	Find common ground

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

Mark:

Put the steps of healthy conflict resolution in the correct order: 1-6.

	Agree on a solution
	Listen to each other
	Implement the solution
	Identify the problem
	Suggest solutions
	Find common ground

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

Mark:

Put the steps of healthy conflict resolution in the correct order: 1-6.

	Agree on a solution
	Listen to each other
	Implement the solution
	Identify the problem
	Suggest solutions
	Find common ground

**PREVIEW**

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

# Unit Test

## Healthy Relationships

Total	Mark	/
/		/
1. A healthy relationship most often makes people feel:	2. Which action best shows respect during a disagreement?	
a) Nervous and unsure	a) Interrupting to explain yourself	
b) Safe and respected	b) Ignoring the other person	
c) Quiet and invisible	c) Listening without cutting in	
d) Afraid to disagree	d) Walking away immediately	
3. Trust in a relationship means:	4. A boundary helps someone:	
a) Always agreeing	a) Control others	
b) Never making mistakes	b) Feel safe and comfortable	
c) Being in charge	c) Avoid all friendships	
d) Feeling safe with someone	d) Win arguments	
5. When people have different opinions by themselves, it means they:	6. Which response best helps solve conflict?	
a) See situations differently	a) Yes, but not	
b) Are trying to argue	b) Being open to compromise	
c) Are always incorrect	c) Saying "I'm right"	
d) Must agree later	d) Avoiding the problem	
7. Negotiation usually means:	8. A sincere apology leads to:	
a) One person wins	a) Anger	
b) Everyone gives a little	b) Control	
c) No one changes	c) Trust	
d) Rules are ignored	d) Competition	
9. Which habit supports healthy communication?	10. Conflict resolution works best when people:	
a) Interrupting	a) Cooperate respectfully	
b) Staying silent	b) Rush decisions	
c) Making eye contact	c) Avoid feelings	
d) Looking away	d) Focus on winning	

**PREVIEW**

Define

What do the terms below mean?

Mark

/

Healthy Relationship	<hr/> <hr/> <hr/>
Common Ground	<hr/> <hr/> <hr/>
Disagreement	<hr/> <hr/> <hr/>

Identify

What value is shown in each scenario?

Mark

/

A) Respect	B) Honesty	C) Empathy	D) Loyalty
E) Kindness	F) Patience	G) Fairness	H) Trustworthiness
1)	Your friend is feeling sad because of a problem at home. You sit with them, listen to their feelings, and offer words of encouragement.		
2)	During a class discussion, you listen carefully to all of your classmates' opinions without interrupting, even if you disagree with them.		
3)	You are waiting for your turn to use the computer in the library. Instead of complaining, you wait quietly until it's your turn.		
4)	You accidentally broke a vase at home. Instead of hiding it, you tell your parents the truth and offer to help clean up the mess.		
5)	During a game of tag, you notice that some students are being left out. You suggest changing the rules so everyone gets a chance to play.		
6)	You notice a classmate struggling to carry their books. You offer to help them carry the books to their next class.		
7)	Your teacher asks you to hold onto the class's money for a fundraiser. You keep it safe and hand it over to the teacher exactly as you received it.		
8)	A new student tries to spread rumours about your best friend. You stand by your friend and refuse to believe the rumours, showing your support.		





# Workbook Preview



## Grade 4 Health Unit Identity

	Curriculum Expectations	Pages
USC4.5a	Observe and investigate ways that others define and value self, and learn ways to help others know one more fully and positively.	32-34, 37-40, 50-53, 71-76
USC4.5b	Investigate information and definitions of self-concept, self-esteem, and self-determination to develop an understanding of identity.	6-20, 26-27, 32-34, 47-49, 54-55, 71-81
USC4.5c	Examine "identity" as being related to how one "feels" on the inside and how one chooses to define self in relation to personal qualities, characteristics, and	6-8, 19-20, 26-27, 32-34, 37-51, 56-61
USC4.5d		1-40, 2-65
USC4.5e		1-36, 3-45
USC4.5f		1-25, 1-63
	of self-determination by personal actions.	71-81
USC4.5g	Describe examples of positive and negative peer influence on self-concept, self-esteem, and self-determination.	16-18, 21-25, 41-44, 52-53, 71-76
USC4.5h	Demonstrate an awareness of the influence on self when connecting with others who behave appropriately/inappropriately and/or legally/illegally.	66-70, 71-76
AP4.1a	Identify basic steps to design and carry out effective action plans.	28-31
AP4.1b	Design and follow a brief outline of a plan, including a schedule.	28-31
AP4.1c	Implement the action as outlined.	28-31
AP4.1d	Document and reflect on implementation.	28-31

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

# IDENTITY



## What Is Identity?

### Understanding Who You Are

**Identity** is what makes each person unique. It includes how you think, feel, and act every day. Identity does not stay the same forever. It grows and changes as you learn new skills, meet new people, and face new challenges. By Grade 4, students begin to realize what they are good at, what they enjoy, and what matters to them. These things help form their identity.



### The Three Parts of Identity

Identity is made up of three parts that work together to help explain who you are and how you think and feel.

- **Self-concept:** the thoughts you have about yourself, such as “I am good at reading” or “I find math hard”
- **Self-esteem:** the feelings you have about yourself, such as proud, confident, or disappointed
- **Self-determination:** your ability to make your own choices and take responsibility for them



### How People Affect Identity

Identity is shaped through **relationships** with others:

Family members help children learn values and beliefs.

Friends can affect confidence by offering support or criticism. Teachers and coaches help students see their strengths and areas for growth. Positive words can improve confidence, while negative words can lower it. Learning how others influence identity helps students make healthy choices and understand themselves better.

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

7

Self-Concept: Definition  
L5-6, L7, L8, L9, L10

### Questions

Answer the questions below.

1) What does identity mean in your own words?

---

---

---

2) How can the words change someone's identity?

---

---

---

### Matching

Draw a line to match each word with its correct meaning.

Self-concept

Self-esteem

Self-determination

How you see yourself inside, such as pride and confidence

The thoughts you have about yourself and your abilities

Your ability to make your own choices and take responsibility

### True or False

Is the statement true or false?

1) Identity stays the same from birth to adulthood.	True	False
2) Thoughts, feelings, and actions all shape identity.	True	False
3) Self-concept only comes from other people's opinions.	True	False
4) Identity can change after new experiences.	True	False
5) Friends cannot affect how you see yourself.	True	False

# Exit Cards

Cut Out

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

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

Mark:

Write the correct letter (A, B, or C) beside each part of identity.

<input type="text"/>	Self-concept
<input type="text"/>	Self-determination
<input type="text"/>	Self-esteem

- A) Feelings about yourself, like pride or confidence
- B) Thoughts about yourself and your abilities
- C) Making your own choices and taking responsibility

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

Mark:

Write the correct letter (A, B, or C) beside each part of identity.

<input type="text"/>	Self-concept
<input type="text"/>	Self-determination
<input type="text"/>	Self-esteem

- A) Feelings about yourself, like pride or confidence
- B) Thoughts about yourself and your abilities
- C) Making your own choices and taking responsibility

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

Mark:

Write the correct letter (A, B, or C) beside each part of identity.

<input type="text"/>	Self-concept
<input type="text"/>	Self-determination
<input type="text"/>	Self-esteem

- A) Feelings about yourself, like pride or confidence
- B) Thoughts about yourself and your abilities
- C) Making your own choices and taking responsibility

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

Mark:

Write the correct letter (A, B, or C) beside each part of identity.

<input type="text"/>	Self-concept
<input type="text"/>	Self-determination
<input type="text"/>	Self-esteem

- A) Feelings about yourself, like pride or confidence
- B) Thoughts about yourself and your abilities
- C) Making your own choices and taking responsibility

PREVIEW

# Self-Concept: What I Think About Myself

## What Self-Concept Means

**Self-concept** is the way a person thinks about themselves. These thoughts can be about abilities, behaviour, or personality. Self-concept often includes thoughts like "I am good at sports" or "I am not good at spelling." These thoughts help shape identity over time. Self-concept is not fixed and can change as students learn and grow.

## Positive and Negative Thoughts

Thoughts can be positive or negative and both can affect confidence. Positive thoughts help students believe they are able to try new things. Negative thoughts can make students feel unsure or nervous. Over time, repeated thoughts can strongly influence **self-esteem**. Learning to notice and change negative thoughts is an important skill.

- Positive thoughts can include believing in oneself and improving with practice
- Negative thoughts may involve thinking "I can't do this" or "I am not good at this"
- Thoughts can change after success, effort, or encouragement



## How Thoughts Shape Identity

Self-concept plays a key role in how identity develops. When students believe they can learn, they are more likely to keep trying. Supportive words from teachers, family, and friends can help change negative thoughts. Making choices based on positive thinking also supports **self-determination**. Over time, new experiences can reshape how students think about themselves.

**True or False** Is the statement true or false?

1) Positive thoughts can increase willingness to try.	True	False
2) Self-concept and identity develop separately.	True	False
3) Repeated thoughts can influence self-esteem.	True	False
4) Self-concept only comes from school experiences.	True	False
5) Self-concept cannot change after Grade 4.	True	False

**Question** Answer the questions below.

1) What does self-concept mean? In your own words?

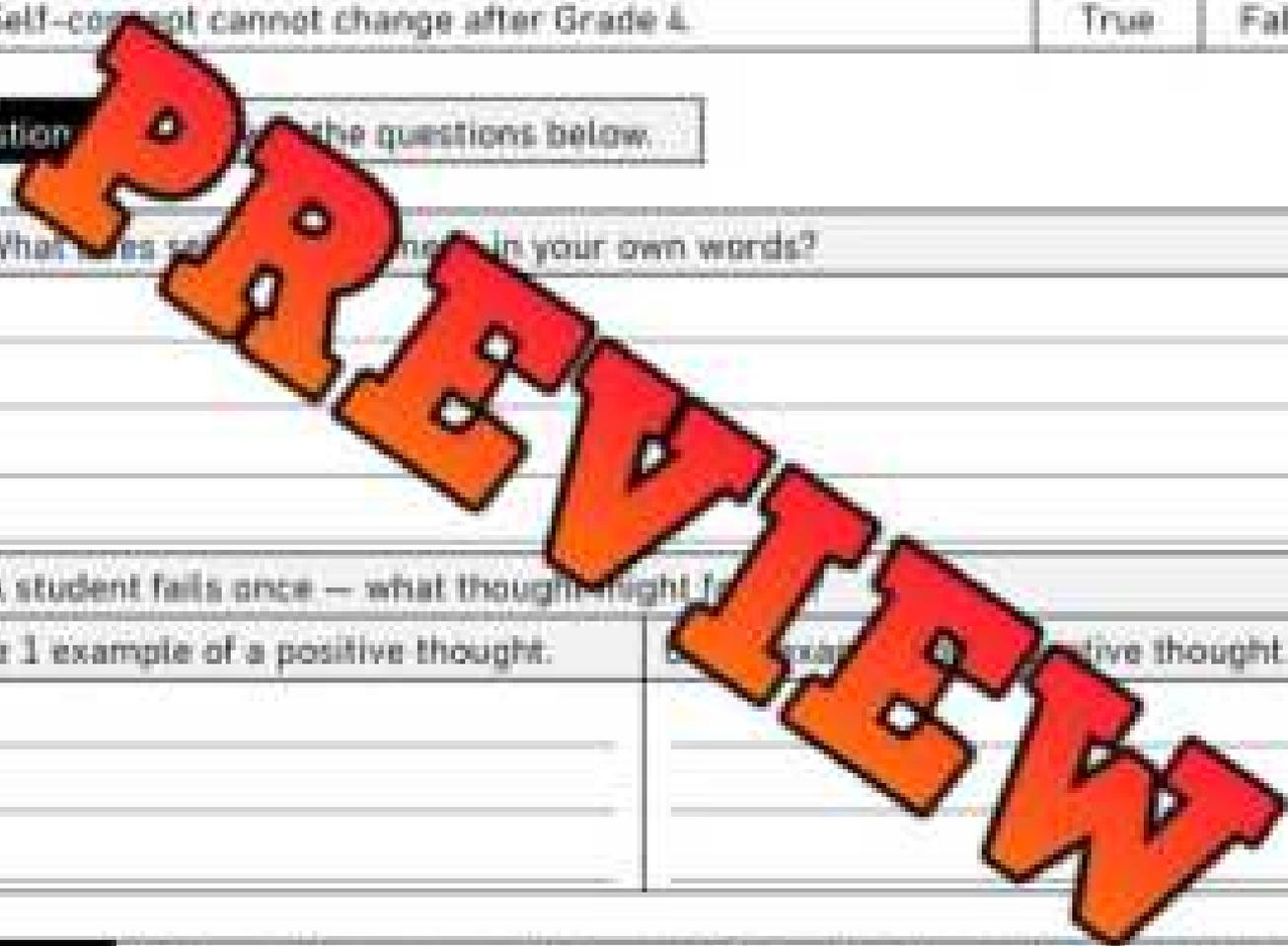
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) A student fails once – what thought might I have?

Give 1 example of a positive thought.	Give 1 example of a negative thought.
_____	_____
_____	_____



**Reflection** Think about your own self-concept. Complete the sentence below by writing honestly and thoughtfully.

One thought I want to improve about myself is \_\_\_\_\_

\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Self-Esteem: How I Feel About Myself

## Understanding Self-Esteem

**Self-esteem** is how a person feels about themselves on the inside. It includes feelings of pride, confidence, and self-worth. Self-esteem can change depending on what happens at school or at home. Feeling good about effort and progress helps build a positive identity. Self-esteem is not the same every day or the same for everyone or fall over time.



**How Experiences Affect Feelings** Success and failure both affect self-esteem. Doing well on a task can make a student feel proud and confident. Making mistakes can lead to disappointment or frustration. These experiences are normal and help students learn. Encouragement from others can help turn difficult moments into learning opportunities.

- Success can increase feelings of pride and confidence
- Mistakes can lower confidence if support is missing
- Encouraging words help rebuild positive feelings

## The Role of Relationships

Relationships play an important role in shaping self-esteem. **Positive feedback** from teachers, friends, and family can help students feel valued. Hurtful comments or unfair treatment can damage confidence. Learning to understand emotions helps students manage how they feel about themselves. Over time, emotional experiences shape how students see themselves and their place in the world.



**Questions**

Answer the questions below.

1) What does self-esteem mean in your own words?

---

---

---

---

2) Read the scenarios below. Then answer the question.

- Student A receives a low mark on a test. They feel disappointed, but they tell themselves, "I will practise more and ask for help next time." They keep trying and do well on the next test.
- Student B receives a low mark on a test. They feel upset and think, "I am not smart." They stop trying and avoid the work.

**Question:**

Who is showing healthy self-esteem? How do you know?

Explain your answer using the scenarios.

---

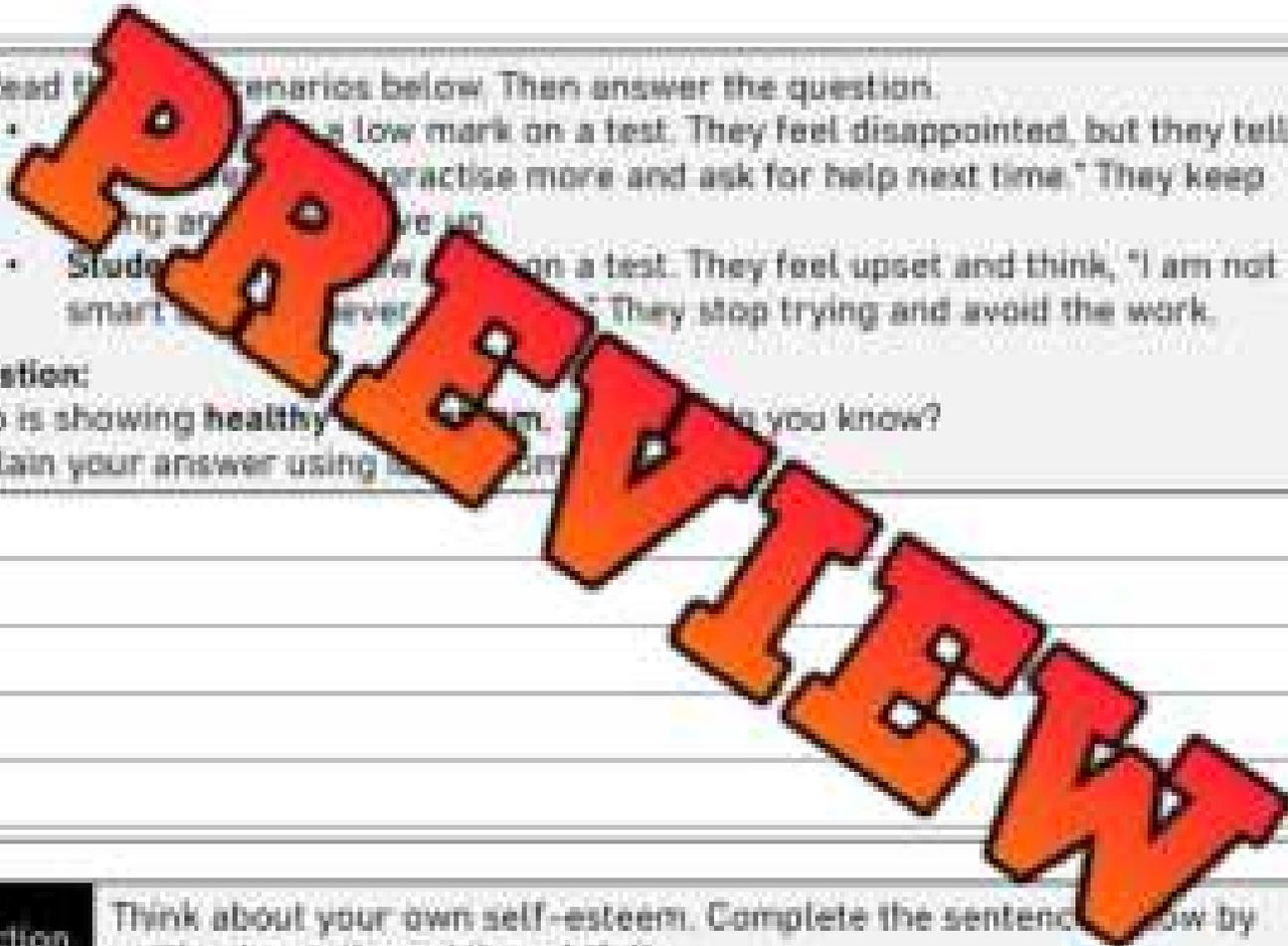
---

---

---

---

---



**Reflection**

Think about your own self-esteem. Complete the sentences below by writing honestly and thoughtfully.

One failure or mistake that has affected my self-esteem is \_\_\_\_\_  
because \_\_\_\_\_

One way I can make this feeling better next time is \_\_\_\_\_

---

---

---

# Self-Determination: Making My Own Choices

## What Self-Determination Means

Self-determination means having the right and ability to make your own choices. These choices can be small, like choosing how to solve a problem, or bigger, like deciding how to act in a difficult situation. Self-determination is an important part of growing independence. The choices people make help shape their identity over time.



## Choices and Responsibility

Every choice has a responsibility. Making good choices helps students become more responsible. When students make good choices, they often feel proud and confident. Poor choices can lead to consequences that help students learn. Being allowed to make choices teaches students to think ahead and consider others. Actions show how self-determination works in daily life.

- Choosing to complete homework before play
- Deciding how to respond during a disagreement
- Selecting goals and working toward them

## How Choices Shape Identity

Self-determination connects closely to thoughts and feelings. Making choices helps students learn what matters to them. Support from adults can guide students without taking away independence.

Over time, repeated choices build habits and character.

These actions help define who students are becoming and how they see themselves.



**True or False** Is the statement true or false?

1) Making no choice is still a kind of choice.	True	False
2) Responsible choices always lead to positive outcomes.	True	False
3) Adults guiding choices removes student independence.	True	False
4) Feelings should not influence decision-making.	True	False
5) Actions can show values more than words.	True	False

**Question** What does self-determination mean in your own words?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Cause and Effect** Read each small choice below. Then write down the possible long-term outcome it could lead to. Match it with the possible long-term outcome.

A student chooses to practise a little each day.

A student avoids homework when it feels difficult.

A student asks for help after making a mistake.

A student reacts calmly during a disagreement.

A student blames others instead of taking responsibility.

Builds confidence and respect for others.

Builds confidence and confidence over time.

Develops a habit of giving up when work is hard.

Struggles to learn from problems and consequences.

Learns from mistakes and improves future choices.

# Exit Cards

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

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

Mark

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Decisions help shape who students become.
<input type="checkbox"/>	Self-determination includes thinking before acting.
<input type="checkbox"/>	Self-determination means adults never help.

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

Mark

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Decisions help shape who students become.
<input type="checkbox"/>	Self-determination includes thinking before acting.
<input type="checkbox"/>	Self-determination means adults never help.

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

Mark

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Decisions help shape who students become.
<input type="checkbox"/>	Self-determination includes thinking before acting.
<input type="checkbox"/>	Self-determination means adults never help.

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

Mark

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Decisions help shape who students become.
<input type="checkbox"/>	Self-determination includes thinking before acting.
<input type="checkbox"/>	Self-determination means adults never help.

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

Mark

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Decisions help shape who students become.
<input type="checkbox"/>	Self-determination includes thinking before acting.
<input type="checkbox"/>	Self-determination means adults never help.

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

Mark

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Decisions help shape who students become.
<input type="checkbox"/>	Self-determination includes thinking before acting.
<input type="checkbox"/>	Self-determination means adults never help.

**PREVIEW**

## Fact or Fiction: Identity & Choices

### Objective

What are we learning about?

To help students understand identity, self-concept, self-esteem, and self-determination by deciding whether statements about thoughts, feelings, relationships, and choices are true or false.

### Materials

What do you need for the activity?

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign, placed on the two sides of the room
- Designated areas in the classroom for the 'Fact' and 'Fiction' signs, allowing students to move to either side

FACT  
OR  
FICTION



### Instructions

How will you complete the activity?

- 1) Your teacher will read statements. Pay close attention as each statement is read.
- 2) Consider carefully whether you think the statement is true or false.
- 3) If you decide the statement is true, walk to the 'Fact' side of the room.
- 4) If your guess is that it's not true, move to the 'Fiction' side of the room.
- 5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
- 6) When the right answer is announced, return to your seat, ready for the next round.
- 7) Have fun getting up and moving!

## Fact or Fiction

Read the statements to the class.

#	Statement	
1	Confidence only comes from being the best at something.	Fiction
2	Making mistakes helps people learn and improve over time.	Fact
3	Other people's words never affect how students feel inside.	Fiction
4	Effort is important than talent when learning new skills.	Fact
5	Students avoid challenges to protect their confidence.	Fiction
6	Feeling nervous means something bad will happen.	Fiction
7	Confidence is something that never changes.	Fiction
8	Support from others can help build confidence.	Fact
9	Failing once means someone will stop trying.	Fiction
10	The choices people make help shape who they become.	Fact
11	Confidence depends only on what others think.	Fiction
12	Trying again after failure helps build determination.	Fact
13	Students cannot control how they respond to problems.	Fiction
14	Learning from mistakes helps people grow stronger inside.	Fact
15	Avoiding hard tasks helps people become more confident.	Fiction
16	Encouragement can help change negative thoughts.	Fact
17	People must succeed every time to feel confident.	Fiction
18	Students have no control over their feelings or reactions.	Fiction
19	Identity never changes once someone grows older.	Fiction
20	Making decisions helps people learn responsibility.	Fact

**Quiz  
Check-In**

This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity. Cut along the lines and give each section to a student.

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

Mark: \_\_\_\_\_

Is the statement true or false?

1) Making mistakes helps people learn and improve over time.	True	False
2) Effort is more important than talent when learning new skills.	True	False
3) The choices people make help shape who they become.	True	False
4) Students should avoid challenges to protect their confidence.	True	False
5) Encouragement can help change negative thoughts.	True	False
6) Failing once means someone will always fail again.	True	False

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

Mark: \_\_\_\_\_

Is the statement true or false?

1) Making mistakes helps people learn and improve over time.	True	False
2) Effort is more important than talent when learning new skills.	True	False
3) The choices people make help shape who they become.	True	False
4) Students should avoid challenges to protect their confidence.	True	False
5) Encouragement can help change negative thoughts.	True	False
6) Failing once means someone will always fail again.	True	False

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

Mark: \_\_\_\_\_

Is the statement true or false?

1) Making mistakes helps people learn and improve over time.	True	False
2) Effort is more important than talent when learning new skills.	True	False
3) The choices people make help shape who they become.	True	False
4) Students should avoid challenges to protect their confidence.	True	False
5) Encouragement can help change negative thoughts.	True	False
6) Failing once means someone will always fail again.	True	False

## Self-Image

### What is Self-Image?

Self-image is how we see ourselves. It's like a picture in our minds about our looks, abilities, and how we fit in with friends and family. Our self-image can change; sometimes we feel good about ourselves and sometimes we might not.

### Build

- Personal Interests and Abilities:** What you love do and what you are good at can shape your self-image. Drawing and are good at it. You see yourself as an artist.
- Feedback from Friends:** What friends think about us can affect how we see ourselves. If your friend says you play soccer, you might feel like a great player.
- Media Influence:** TV shows, movies, and social media can shape our self-image too. They often show what they think is perfect. Remember, real life is different, and everyone is unique.



### Tips for a Positive Self-Image

- **Celebrate what you're good at.** Are you a puzzle master or a kind friend? Cheer for yourself!
- **Learn from mistakes.** They don't define you; they help you grow.
- **Talk kindly to yourself.** Use words that boost your spirit like, "I can do this!"

Understanding your self-image is important because it influences how you feel and act every day. By focusing on the good things about yourself and learning from challenges, you can keep your self-image positive and strong.

**True or False**

Is the statement true or false?

1) Self-image is only about physical appearance.	True	False
2) Our self-image can change.	True	False
3) TV shows, movies, and social media can impact our self-image.	True	False
4) Celebrating strengths does not boost self-image.	True	False
5) Friends' opinions can shape our self-image.	True	False

**Question** Answer the questions below.

1) What is self-image?

---

---

---

---

2) How do you shape a positive self-image?

---

---

---

---

**Think**

Celebrating what you're good at is an effective way to shape your self-image.  
List three things at which you excel.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

## Body Image

### What is Body Image?

**Body image** is how a person feels about their physical body. The following factors affect a person's body image:

- What a person believes about their appearance
- How they feel about their body, height, weight, and shape
- How they use and experience their body

However, the media as well as friends and even family often promote the perfect body. The problem with this is that beauty standards in the media are not realistic. There is no one best body type.



### Positive Body Image

Having a positive body image means:

- You accept and appreciate your body
- You have a broad view of beauty and does not have a specific look
- You are taking steps to care for your body in ways that feel healthy and fulfilling

Having a negative body image means:

- You compare yourself with others and feel inadequate when doing so
- You feel like you need to monitor your body by measuring, weighing, or looking in the mirror constantly
- You feel ashamed or embarrassed
- You feel uncomfortable or awkward in your body
- You see parts of your body in a distorted way that isn't how others see you



In some cases, having a negative body image can contribute to the development of mental health conditions, like **depression**. It can also lead to eating disorders, like **anorexia** or **bulimia**.

**True or False**

Is the statement true or false?

1) Body image is how a person feels about their intelligence.	True	False
2) Body image is how a person feels about their body.	True	False
3) Our body image is affected by the media, friends, and family.	True	False
4) There is one type of body we should all try to have.	True	False
5) Making healthy changes to our routines in order to change our body is too simple - eating healthier.	True	False

**Make a Statement** What is your body image? Is it positive or negative? Explain.

PREVIEW

---



---



---



---



---



---



---



---

**Compare**

Explain how someone feels with a positive body image.

Positive Body Image	Negative Body Image

# Exit Cards

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

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

Mark

Check the tips that help improve body image.

<input type="checkbox"/>	Saying kind words to yourself
<input type="checkbox"/>	Comparing your body to others
<input type="checkbox"/>	Listening to positive messages
<input type="checkbox"/>	Practising kind self-talk
<input type="checkbox"/>	Following pages that make you sad
<input type="checkbox"/>	Doing hobbies, you enjoy
<input type="checkbox"/>	Taking care of your body
<input type="checkbox"/>	Making fun of your body
<input type="checkbox"/>	Wishing you looked like others

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

Mark

Check the tips that help improve body image.

<input type="checkbox"/>	Saying kind words to yourself
<input type="checkbox"/>	Comparing your body to others
<input type="checkbox"/>	Listening to positive messages
<input type="checkbox"/>	Practising kind self-talk
<input type="checkbox"/>	Following pages that make you sad
<input type="checkbox"/>	Doing hobbies, you enjoy
<input type="checkbox"/>	Taking care of your body
<input type="checkbox"/>	Making fun of your body
<input type="checkbox"/>	Wishing you looked like others

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

Mark

Check the tips that help improve body image.

<input type="checkbox"/>	Saying kind words to yourself
<input type="checkbox"/>	Comparing your body to others
<input type="checkbox"/>	Listening to positive messages
<input type="checkbox"/>	Practising kind self-talk
<input type="checkbox"/>	Following pages that make you sad
<input type="checkbox"/>	Doing hobbies, you enjoy
<input type="checkbox"/>	Taking care of your body
<input type="checkbox"/>	Making fun of your body
<input type="checkbox"/>	Wishing you looked like others

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

Mark

Check the tips that help improve body image.

<input type="checkbox"/>	Saying kind words to yourself
<input type="checkbox"/>	Comparing your body to others
<input type="checkbox"/>	Listening to positive messages
<input type="checkbox"/>	Practising kind self-talk
<input type="checkbox"/>	Following pages that make you sad
<input type="checkbox"/>	Doing hobbies, you enjoy
<input type="checkbox"/>	Taking care of your body
<input type="checkbox"/>	Making fun of your body
<input type="checkbox"/>	Wishing you looked like others

PREVIEW

## The Role of Positive Affirmations

### What Are Positive Affirmations?

Positive affirmations are short, encouraging sentences that you say to yourself. They help you focus on your strengths and feel more confident. Examples include "I am capable," "I am kind," and "I can handle challenges." These simple phrases may seem small, but they can have a big impact on your self-esteem and mood.



### How Positive Affirmations Work

When you say something positive to yourself, your brain starts to believe it. For example, if you repeat "I am capable," you become more prepared to face challenges, like a hard test or a tough situation. Research shows that using positive affirmations regularly can lower stress and help you feel more confident.

### How to Use Positive Affirmations

It's easy to start using positive affirmations. Follow these steps:

- 1) **Pick an affirmation that feels meaningful to you.** For example, if you feel nervous about speaking in class, you might choose "I speak with confidence."
- 2) **Say your affirmation daily.** You can say it in the mirror, write it down, or repeat it in your head.
- 3) **Believe in your words.** The more you say it, the more it can shape your thinking.

By repeating affirmations every day, like when you wake up or before a big event, you can train your brain to focus on the positive. This simple habit can make a big difference in how you feel about yourself!

**True or False** Is the statement true or false?

1) Positive affirmations are short and encouraging sentences.	True	False
2) Saying "I am capable" can help you feel confident.	True	False
3) Positive affirmations always make problems disappear instantly.	True	False
4) Using positive affirmations can lower stress levels.	True	False
5) Saying positive things to yourself changes how you feel.	True	False

**Questions** Answer the questions below.

1) Write two positive affirmations?

2) Name two examples of positive affirmations.

**Colour & Draw** Colour the positive affirmation below. Then draw or write an affirmation you want to say to yourself.



## Activity: My Self-Talk & Affirmation Journal

### Objective

What are we learning about?

Students will track their self-talk over several days, practise using positive affirmations, and reflect on how thoughts, feelings, and actions influence identity.

### Materials

What will you need for the activity?

- "Self-Talk & Affirmation Journal" pages (provided)
- Pencil or pen



### Instructions

How do we complete the activity?

- 1) As a class, review what self-talk is and how it can be positive or negative.
- 2) Discuss the difference between self-consciousness (feelings), and self-determination (actions).
- 3) Explain what a positive affirmation is and share a few examples.
- 4) For five days, students notice one negative thought they have during the day.
- 5) Students write the negative thought in their journal.
- 6) Students choose or write a positive affirmation to replace the negative thought.
- 7) Students record how they felt after using the positive affirmation.
- 8) Students note one action they took after changing their self-talk.
- 9) At the end of the week, students reflect on how positive self-talk affected their thoughts, feelings, and choices.

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

**Monday**

What happened today?

---

---

---

---

Negative Thought I Noticed

---

---

---

---

Positive Affirmation I Used

---

---

---

---

How I Felt After

Better

Same

Not sure

**Tuesday**

What happened today?

---

---

---

---

Negative Thought I Noticed

---

---

---

---

Positive Affirmation I Used

---

---

---

---

How I Felt After

Better

Same

Not sure



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

30

Copyright © 2010 by Super Simple Steps  
www.supersteps.com

Wednesday

What happened today?

---

---

---

---

Negative Thought I Noticed

---

---

---

---

Positive Affirmation I Used

---

---

---

---

How I Felt After

Better

Same

Not sure

Thursday

What happened today?

---

---

---

---

Negative Thought I Noticed

---

---

---

---

Positive Affirmation I Used

---

---

---

---

How I Felt After

Better

Same

Not sure

**PREVIEW**

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

31

Copyright © 2010 by Linda Ward Beech, Scholastic Teaching Resources

Friday

What happened today?

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

Negative Thoughts

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

Positive Affirmation I Used

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

How I Felt After

Same

Not sure

Reflection

Think about your week and self-talk. Answer the questions below.

1) Did positive self-talk help you feel more confident? Explain.

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

2) Give one example of a time positive self-talk helped you.

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

3) What is one positive affirmation you will keep using?

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

4) How much did your feelings improve this week? Circle one.

A Lot

Some

A Little

Not Much

Not Yet



## Building Self-Confidence

### What is Self-Confidence?

**Self-confidence** means believing in yourself and feeling sure about your abilities. It's like knowing you can do something well, like reading a book or playing a game. When you are confident, you feel happy and ready to try new things.

### Ways to Build Confidence

- 1. Set and Achieve Goals**
  - Start with small goals, like finishing a puzzle or reading a chapter in a book.
  - Celebrate when you reach your goals to feel proud of what you've done.
- 2. Talk Positively to Yourself**
  - Say nice things to yourself, like "I can do this" or "I can do this!"
  - Think about times you did well and your strengths.
- 3. Learn from Mistakes**
  - Understand that making mistakes is a normal part of learning.
  - Remember, everyone makes mistakes, but it's how you learn from each one that counts. Mistakes teach us important lessons.

### Practice Makes Perfect

The more you try new things and practise, the better you get. Each time you do something, it helps build your confidence. For example, if you practise tying your shoes every day, soon you'll be able to do it quickly and easily!

### Friends Help Too

Talking to friends and helping each other can also make you feel more confident. When you work together, you learn new things and feel good about your friendship.



**Fill in the Blanks**

Write the missing word.

1)	Believing in your _____ means self-confidence.	abilities	hobbies
2)	Celebrating your goals makes you feel _____.	proud	tired
3)	Talking _____ to yourself boosts confidence.	loudly	positively
4)	Each time you practice, you get _____.	slower	better
5)	Helping friends can make you feel more _____.	confident	isolated

**Draw**

\_\_\_\_\_ things you can do confidently.

--	--

**Questions**

Answer the questions below.

1) How do friends help in building confidence?

---

---

---

---

2) Can you still be confident if you make mistakes? Why?

---

---

---

---

**PREVIEW**

**Activity – Transforming Negative into Positive Thoughts****Objective** What are we learning about?

To help you practise turning negative thoughts into positive ones and build a positive mindset.

**Positivity** Think about how you can change these negative thoughts into positive ones.

Negative Thoughts	Positive Thoughts
I can't do this.	
This is too hard.	
I'm not good at this.	
No one likes me.	
I will never get better at this.	
People will laugh at me.	
I don't belong here.	
I shouldn't even try.	

**PREVIEW**

**Letter** Write a reply to your friend, turning their negative thoughts into positive ones.

*I hope you're doing well. I have been feeling down lately, and I wanted to share my thoughts with you. Everything seems so hard, and I don't think I can do anything right.*

*First of all, I keep failing my math tests. No matter how much I study, I just can't get good grades. I feel like I'm just not good at math and never will be.*

*Also, I'm having trouble with my science project. My volcano model just won't erupt. I'm so frustrated. It feels like nothing I do works.*

*Finally, I don't think anyone likes me. I always feel left out and alone. I just don't know who to talk to anymore.*

*Thanks for writing to me. I hope things are going better for you.*

Your friend,  
Isa

Dear Isa,

Your friend,

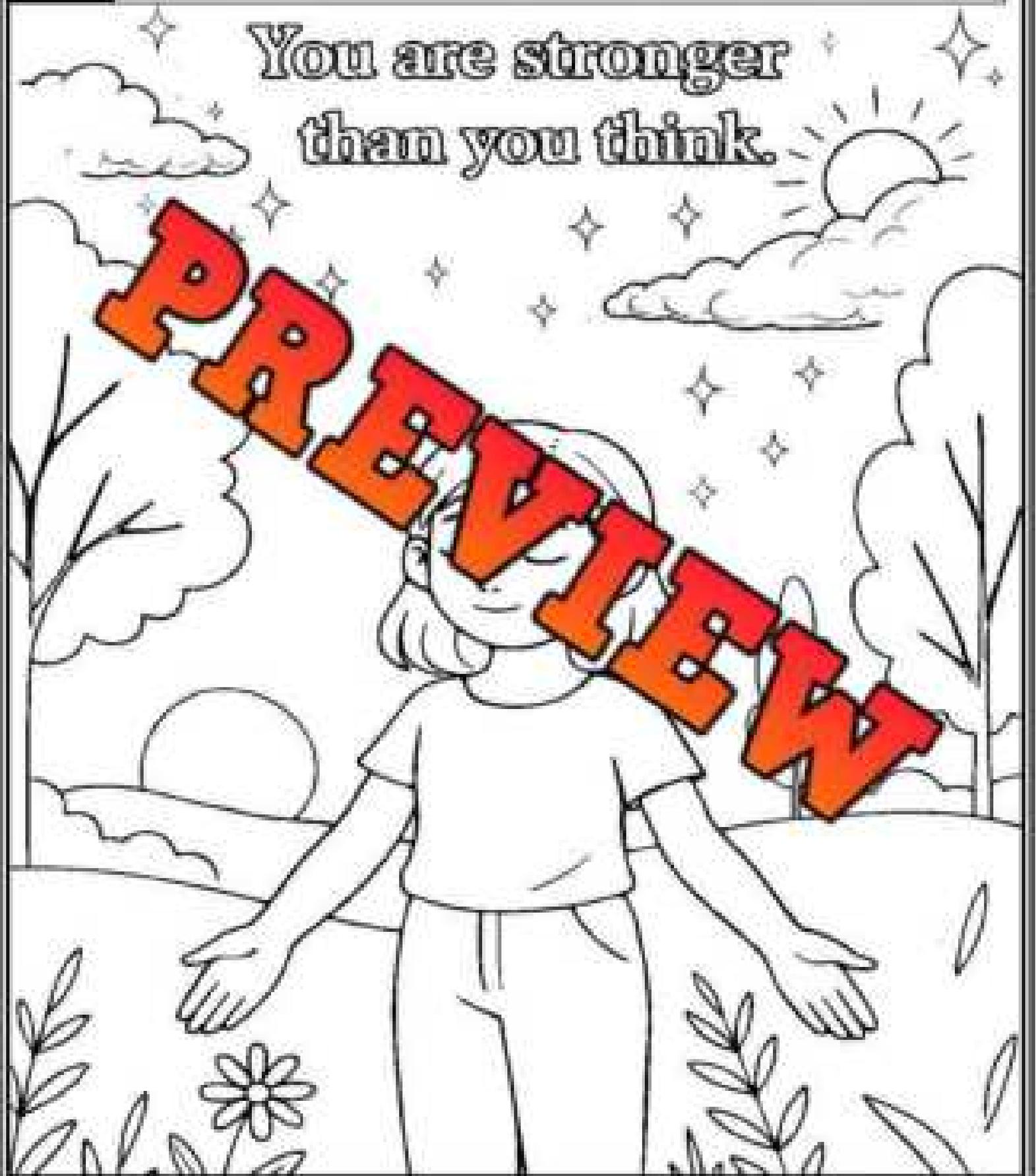
**PREVIEW**

**Colour**

Colour the picture below. As you colour, think "I can do it" about things you sometimes doubt yourself in. This helps build confidence and positive thinking.

You are stronger  
than you think.

**PREVIEW**



**Activity**

Fill in the blanks below.

**5 things I am grateful for**

1)

2)

3)

4)

5)

**Things I did well this week**

**5 things I love about myself**

1)

2)

3)

4)

5)

**Compliments I have received**

**Things I like**

**What I like about my appearance**

**What I like about my personality**

1)

1)

2)

2)

3)

3)

**PREVIEW**

## We Are All Unique

### What Does "Unique" Mean?

**Unique** means being the only one of its kind. People are all unique with their own qualities and they all grow and change at their own pace.

Sometimes people go through a growth period that makes them look older than they are. The same goes for people who are teased in an age-appropriate way. There are some strategies for dealing with the pressures of looking older or younger than you are.



- **Embrace and celebrate your uniqueness:** Remember that everyone grows and develops at their own pace.
- **Focus on inner qualities:** Remind yourself that what really matters is who you are on the inside, not just how you look. Focus on your kindness, intelligence, creativity, and other positive qualities instead of your physical appearance.
- **Surround yourself with supportive friends.**
- **Talk to a trusted adult:** If someone is teasing or making you feel uncomfortable about your appearance, speak up and share your feelings with a trusted adult.
- **Develop self-confidence:** Try hobbies and interests that make you happy.

Teasing or making fun of someone about their physical appearance, including looking older or younger, is hurtful and disrespectful. Everyone grows and develops at their own pace, and it is not fair to judge or make fun of someone based on something they have no control over. People should be valued for who they are.

**Questions**

Answer the questions below using evidence from the text.

1) Which 2 strategies would you use to help you cope with the pressures of looking older or younger than you are?

---



---



---

2) Why do you think doing hobbies and interests you enjoy will boost your confidence?

---



---



---

3) What does the term below mean?

Unique

---



---

**Word Search**

Find the words in the wordsearch.

Confidence	Unique
Respect	Kindness
Strengths	Proud
Choices	Belong
Support	Effort
Growth	Courage

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

# Exit Cards

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

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Everyone grows and changes at the same pace.	T	
	F	
2) It is okay to tease others about looks.	T	
	F	
3) Looking older always means being more mature.	T	
	F	
4) Friends can help you feel accepted and supported.	T	
	F	
5) Inner qualities matter more than physical appearance.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Everyone grows and changes at the same pace.	T	
	F	
2) It is okay to tease others about looks.	T	
	F	
3) Looking older always means being more mature.	T	
	F	
4) Friends can help you feel accepted and supported.	T	
	F	
5) Inner qualities matter more than physical appearance.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Everyone grows and changes at the same pace.	T	
	F	
2) It is okay to tease others about looks.	T	
	F	
3) Looking older always means being more mature.	T	
	F	
4) Friends can help you feel accepted and supported.	T	
	F	
5) Inner qualities matter more than physical appearance.	T	
	F	

Name: _____		Mark
Is the statement true (T) or false (F)?		
1) Everyone grows and changes at the same pace.	T	
	F	
2) It is okay to tease others about looks.	T	
	F	
3) Looking older always means being more mature.	T	
	F	
4) Friends can help you feel accepted and supported.	T	
	F	
5) Inner qualities matter more than physical appearance.	T	
	F	



## Activity - We Are All Unique

**Prompts**

Write or draw your answers in the table to show what makes you unique.

Prompts	Answers
1) What is your favourite animal and why do you like it so much?	
2) What is your favourite food and why do you like it so much?	
3) What is a hobby that you love?	
4) Do you have a special talent or skill? What is it?	
5) If you could visit any place in the world, where would you go and why?	

**PREVIEW**

**Prompts**

Write or draw your answers in the table to show what makes you unique.

Prompts	Answers
6) What is your favourite book or movie, and why do you like it?	
7) Do you have favourite animals? Why do you like them?	
8) What is your favourite subject in school and why?	
9) What is a unique tradition in your family?	
10) Share something you are proud of achieving or doing.	

**PREVIEW**

## Self-Assessment

## Self-Assessment Checklist - We Are All Unique

1) Did I understand what the word unique means?	Yes	No
2) Did I think about what makes me special?	Yes	No
3) Did I judge myself by comparing myself to others?	Yes	No
4) Did I think everyone should look or act the same?	Yes	No
5) Did I realize that everyone grows at their own pace?	Yes	No
6) Did I judge people based on looks instead of personality?	Yes	No
7) Did I think about how to respect differences in others?	Yes	No

## Reflection

## What did I learn from the story?

1) Are your interests the same as the characters? Why or why not?

---



---



---



---

2) Did anyone else choose the same favourites as you? How did they feel about it?

---



---



---



---

3) How can we respect and celebrate the differences among us in our daily lives?

---



---



---



---

## Four Corners Activity: Self-Identity Opinions

**Objective** What are we learning about?

Students will explore their self-identity by listening to opinion-based questions and choosing their answers by moving to different corners of the room. This activity encourages self-reflection, critical thinking, and respectful discussions about personal opinions.

**Materials** What do you need for the activity?

- A list of questions
- Labels for each corner of the room



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

- 1) Prepare the classroom by labelling each corner A, B, C, and D.
- 2) Explain to the students that you will read questions and each question will have four options.
- 3) When you read a question, students will move to the corner that corresponds to the answer they think is correct. Some of these will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
- 4) Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
- 5) Repeat with different questions to reinforce their understanding of concepts.

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

48

Copyright © Good and Beautiful  
www.goodandbeautiful.com

Question	A	B	C	D
What's your favourite colour?	Blue	Red	Green	Purple
Which day of the week do you like best?	Sunday	Thursday	Friday	Saturday
How do you like to spend recess?	Playing sports	Talking with friends	Drawing/creating	Quiet time
What's your favourite school subject?	Math	Language	Art	Science
What's your favourite music?	Pop	Hip-hop	Instrumental	Country
What's your favourite snack?	Ice cream	Chips	Cookies	Yogurt
How do you like to relax?	Reading	Watching TV	Being outside	Listening to music
What's your favourite season?	Fall	Winter	Spring	Summer
How do you like to celebrate your birthday?	Party with friends	Family dinner	Gifts	Quiet day
What's your favourite way to be creative?	Drawing	Building	Writing	Dancing
Where do you feel happiest?	At home	At school	Outside	With friends
What kind of books do you enjoy most?	Funny	Adventure	Animal	Sports
What's your favourite meal time?	Breakfast	Lunch	Dinner	Snacks
How do you like to show kindness?	Helping	Sharing	Listening	Encouraging
What makes a day feel like a good day?	Fun activities	Being with others	Learning something new	Feeling calm

## Reflection Questionnaire

Cut the reflection questionnaires below.

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

Circle the box of your choice.

1) Should everyone have to like the same things?	<input type="checkbox"/>	<input type="checkbox"/>
2) Is it okay if your favourite things are different from others?	<input type="checkbox"/>	<input type="checkbox"/>
3) Can people be good friends even if they are different?	<input type="checkbox"/>	<input type="checkbox"/>
4) Is it okay to change what you like as you grow?	<input type="checkbox"/>	<input type="checkbox"/>

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

Circle the box of your choice.

1) Should everyone have to like the same things?	<input type="checkbox"/>	<input type="checkbox"/>
2) Is it okay if your favourite things are different from others?	<input type="checkbox"/>	<input type="checkbox"/>
3) Can people be good friends even if they are different?	<input type="checkbox"/>	<input type="checkbox"/>
4) Is it okay to change what you like as you grow?	<input type="checkbox"/>	<input type="checkbox"/>

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

Circle the box of your choice.

1) Should everyone have to like the same things?	<input type="checkbox"/>	<input type="checkbox"/>
2) Is it okay if your favourite things are different from others?	<input type="checkbox"/>	<input type="checkbox"/>
3) Can people be good friends even if they are different?	<input type="checkbox"/>	<input type="checkbox"/>
4) Is it okay to change what you like as you grow?	<input type="checkbox"/>	<input type="checkbox"/>

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

Circle the box of your choice.

1) Should everyone have to like the same things?	<input type="checkbox"/>	<input type="checkbox"/>
2) Is it okay if your favourite things are different from others?	<input type="checkbox"/>	<input type="checkbox"/>
3) Can people be good friends even if they are different?	<input type="checkbox"/>	<input type="checkbox"/>
4) Is it okay to change what you like as you grow?	<input type="checkbox"/>	<input type="checkbox"/>

## How Family Influences Self-Identity

### The Role of Family Traditions

Family traditions are activities or celebrations passed down through generations. They help teach us who we are and what is important to our family. For example, some families celebrate special holidays with unique meals, like baking a certain type of bread or cooking a favourite dish. These traditions remind us of our culture and history, helping us stay connected to our roots.



### Values Taught by Family

Families also teach values, and these are important. For instance, one family might teach kindness by encouraging children to help their neighbours, while another family might focus on the importance of hard work. These lessons shape how we behave and see ourselves. Studies show that children who grow up in supportive families are more confident and have stronger self-esteem.

### Stories That Help Shape Identity

Family stories can also teach us about who we are. A grandparent might share a story about overcoming a challenge, showing us how to be brave or determined. Stories about family achievements or funny moments make us feel proud and connected.

### What You Can Share About Your Family

Here are some things you might share about your family:

- A favourite family tradition, like a holiday or special meal.
- A story about an ancestor or older family member.
- A value your family believes in, like honesty or teamwork.



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

51

Copyright © Good and Beautiful  
www.goodandbeautiful.com

**Questions**

Answer the questions below.

1) What are family traditions?

---

---

---

2) How do values like honesty help shape who you are?

---

---

---

**Sketch**

Draw a sketch for a value like a holiday or meal.

**True or False**

Is the statement true or false?

1) Family traditions are passed down through generations.	True	False
2) Traditions help us feel connected to our culture.	True	False
3) Values taught by families shape how we behave.	True	False
4) Family traditions have no effect on self-identity.	True	False
5) Everyone in a family always has the exact same traditions.	True	False

# The Role of Hobbies in Self-Discovery

## How Hobbies Help Us Discover Ourselves

Hobbies are activities that people enjoy doing in their free time. For students, hobbies are not just fun—they can also help them discover what they are good at and what they enjoy. Engaging in different hobbies allows students to explore new skills and passions.

## The Benefits of Hobbies

There are many ways hobbies help students understand themselves better. They can improve social skills, mental well-being, and social skills. For example, sports like soccer or swimming can improve physical fitness. Activities like drawing or painting can boost creativity and self-expression. Reading allows students to explore different worlds and ideas, and writing can help them think critically.



## Exploring New Activities

Trying new hobbies can help you discover things they like that they never thought about before. This could be trying sports, arts, or even learning a new language. Hobbies can reveal hidden talents and strengths. Even if you don't become an expert, you can still learn valuable lessons. You might find that a challenge or that the activity helps you feel better.

## Types of Hobbies to Try

Here are some examples of hobbies that can help students explore their interests:

- Art (painting, drawing, sculpting)
- Sports (soccer, basketball, swimming)
- Music (playing instruments, singing)
- Reading (fiction, non-fiction, comics)
- Writing (creative writing, journaling)



**True or False** Is the statement true or false?

1) Hobbies only help with physical health.	True	False
2) Playing sports can teach teamwork skills.	True	False
3) Drawing helps improve creativity and self-expression.	True	False
4) Trying new hobbies can help students discover strengths.	True	False
5) Reading helps improve physical health.	True	False

**Question** Answer the questions below.

1) What can sports help students besides fitness?

---

---

---

---

2) Why should students try new hobbies?

---

---

---

---

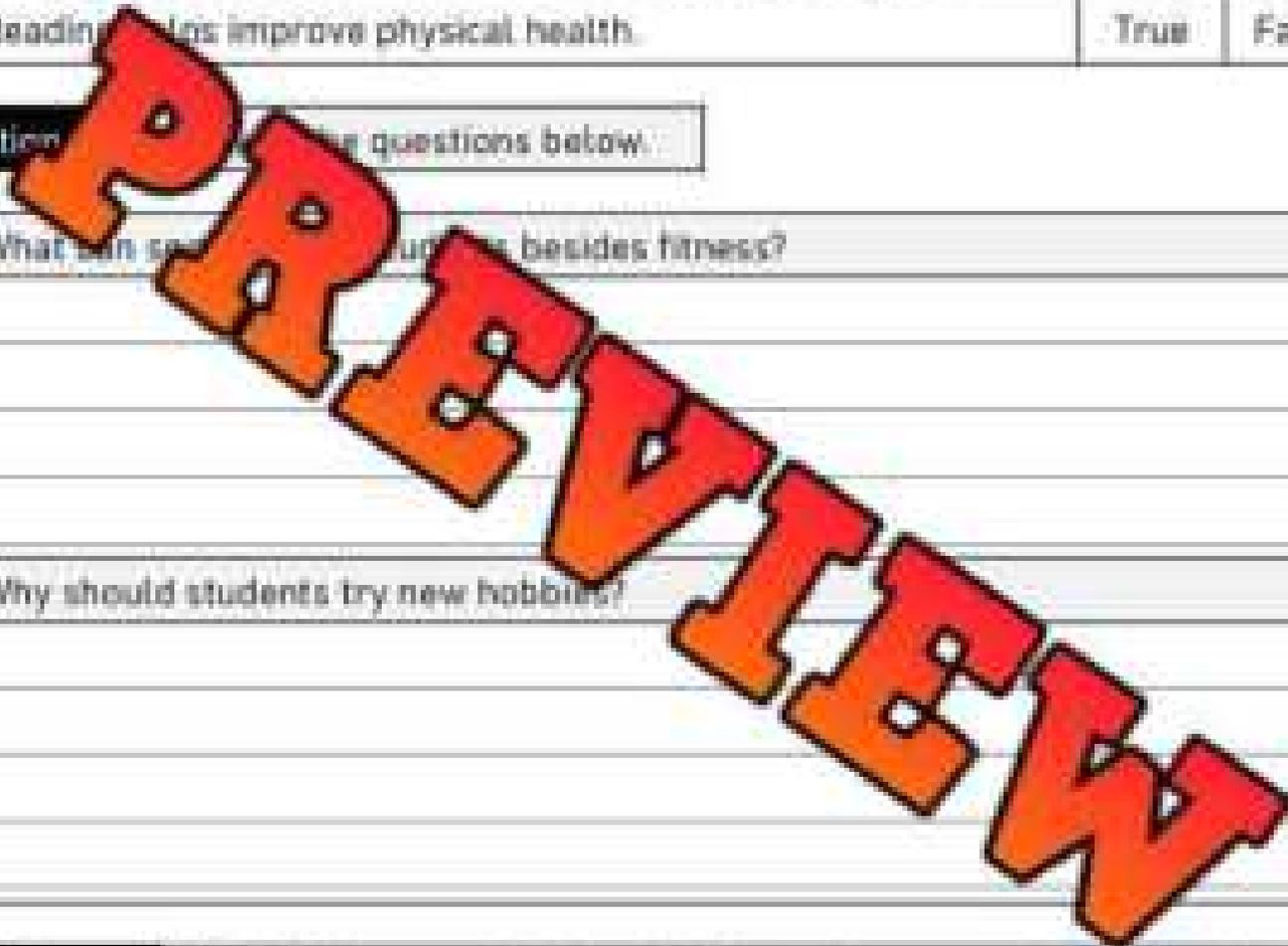
**Making Connections** What hobby or activity has helped you learn something new about yourself?

---

---

---

---



## Story: How Media Affects Self-Identity

**Draw**

Draw pictures to illustrate the story.

### Ella and the Screen That Changed Everything

Every afternoon after school, Ella curled up on the couch with a blanket and the remote. The shows were colourful and exciting, filled with characters who looked happy and perfect. Ella liked watching, but sometimes she felt...

**PREVIEW**

One day, as she watched a girl on TV laugh and dance, Ella whispered, "Why don't I look like that?" The question stayed with her, heavy and uncomfortable, even after the show ended.

Soon, Ella started noticing things she never worried about before—her hair, her clothes, the way she smiled. She stood longer in front of the mirror, hoping something would change.

**PREVIEW**

Drawing used to be Ella's favourite thing. She once filled pages with bright ideas and silly characters. But now, her sketchbook stayed closed. She didn't feel good enough to draw anymore.

Her mom noticed the quiet. One evening, she sat beside Ella and gently asked, "What's going on?" Ella tried to answer, but her voice shook, and tears slid down her cheeks.

**PREVIEW**

"Everyone on TV looks perfect," Ella said. "I feel like I'm not." Her mom listened closely, holding Ella's hand the whole time.

"What you see on screens isn't real life," her mom said softly.  
"People on TV use special lights, makeup, and tricks. Real people have worries, bad days, and messy hair—just like us."

**PREVIEW**

Ella felt something loosen inside her chest. Talking made her feel lighter. She realized she wasn't broken. She was just comparing herself to something unreal.

The next afternoon, Ella opened her sketchbook again. She drew herself smiling, just as she was. The picture wasn't perfect—but it felt honest, and that mattered more.

**PREVIEW**

Ella still enjoyed TV, but she saw it differently now. She knew she didn't need to look like anyone else. She was learning to like who she already was—and that made her feel strong, proud, and hopeful.

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

**True or False** Is the statement true or false?

1) Television characters made Ella question her own appearance.	True	False
2) Media images showed people exactly as they are.	True	False
3) Ella compared herself to characters she admired.	True	False
4) Ella believed happiness required looking perfect.	True	False
5) Ella learned she could value herself.	True	False

**Questions** Answer the questions below.

1) What made Ella feel more happy with herself?

---

---

---

---

2) How did Ella's mom help her feel better?

---

---

---

---

**Yes or No  
with Reason:**

Should we believe everything we see on TV and social media, and why or why not?

---

---

---

---

## Social Media Post – Saying No to Alcohol and Tobacco

@SafeChoices CA 

Alcohol and tobacco use by minors is a serious issue in many communities. Kids need ways to resist peer pressure and make healthy choices that protect their bodies and futures.

11:30 AM · Nov 15, 2025 · 1,929 SHARES · 4,721 LIKES    

**True or False** Is the statement true (T) or false (F)?

1) Peer pressure can affect kids' health decisions.	T	F
2) Good friends always pressure others to fit in.	T	F
3) Kids should handle pressure without adult help.	T	F
4) Alcohol and tobacco choices affect future health.	T	F
5) Refusing unsafe offers can show leadership.	T	F



**Questions** Answer the questions below.

1) Why is it important to practice saying no?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Why might someone choose unsafe or unhealthy choices, taking risks?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Opinion** Write a comment that you would add to this conversation.

Username: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PREVIEW**

# Exit Cards

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

Name: _____	Mark
Is this a good decision? Circle Yes or No.	<input type="checkbox"/>
1) A friend offers a vape; you walk away.	Yes No
2) A kid tries smoking to fit in.	Yes No
3) You avoid places where kids use tobacco.	Yes No
4) A kid drinks alcohol to seem cool.	Yes No
5) You decide to spend time with supportive friends.	Yes No

Name: _____	Mark
Is this a good decision? Circle Yes or No.	<input type="checkbox"/>
1) A friend offers a vape; you walk away.	Yes No
2) A kid tries smoking to fit in.	Yes No
3) You avoid places where kids use tobacco.	Yes No
4) A kid drinks alcohol to seem cool.	Yes No
5) You decide to spend time with supportive friends.	Yes No

Name: _____	Mark
Is this a good decision? Circle Yes or No.	<input type="checkbox"/>
1) A friend offers a vape; you walk away.	Yes No
2) A kid tries smoking to fit in.	Yes No
3) You avoid places where kids use tobacco.	Yes No
4) A kid drinks alcohol to seem cool.	Yes No
5) You decide to spend time with supportive friends.	Yes No

Name: _____	Mark
Is this a good decision? Circle Yes or No.	<input type="checkbox"/>
1) A friend offers a vape; you walk away.	Yes No
2) A kid tries smoking to fit in.	Yes No
3) You avoid places where kids use tobacco.	Yes No
4) A kid drinks alcohol to seem cool.	Yes No
5) You decide to spend time with supportive friends.	Yes No



**Legal and Illegal**

Circle whether the choice is Legal or Illegal for children.

1) Riding a bike on the road without a helmet.	Legal	Illegal
2) Drinking alcohol at a party.	Legal	Illegal
3) Calling 911 during a real emergency.	Legal	Illegal
4) Writing graffiti on a public wall.	Legal	Illegal
5) Tricking someone into a date by an older teen.	Legal	Illegal
6) Using fireworks without permission on Canada Day.	Legal	Illegal
7) Using the internet without parent permission.	Legal	Illegal
8) Not wearing a seatbelt every time in a vehicle.	Legal	Illegal
9) Saying no to peer pressure and choosing a different friend.	Legal	Illegal
10) Walking to school alone with parent permission.	Legal	Illegal
11) Attending a school-organized field trip with signed consent.	Legal	Illegal
12) Helping someone hide illegal items or activities.	Legal	Illegal
13) Playing at a public playground during open hours.	Legal	Illegal
14) Trespassing on private property without permission.	Legal	Illegal
15) Lying to police or emergency responders.	Legal	Illegal
16) Crossing a busy road against traffic signals.	Legal	Illegal

Appropriate/Inappropriate

Circle whether the behaviour is Appropriate or Inappropriate.

1) Listening while a classmate is sharing their ideas.	Appropriate	Inappropriate
2) Saying no when friends pressure you to break rules.	Appropriate	Inappropriate
3) Laughing at someone for making a mistake in class.	Appropriate	Inappropriate
4) Spreading rumors about a classmate online.	Appropriate	Inappropriate
5) Helping a new student feel welcome at school.	Appropriate	Inappropriate
6) Walking away from a student who is bullying a classmate.	Appropriate	Inappropriate
7) Ignoring someone on purpose to hurt their feelings.	Appropriate	Inappropriate
8) Pressuring a friend to try something you know they feel uncomfortable doing.	Appropriate	Inappropriate
9) Using rude language when you are angry.	Appropriate	Inappropriate
10) Apologizing after hurting someone's feelings.	Appropriate	Inappropriate
11) Encouraging a friend to make a safe, healthy choice.	Appropriate	Inappropriate
12) Asking an adult for help when peer pressure feels strong.	Appropriate	Inappropriate
13) Excluding someone from a group on purpose.	Appropriate	Inappropriate
14) Standing up for someone being treated unfairly.	Appropriate	Inappropriate
15) Copying someone's work and claiming it as your own.	Appropriate	Inappropriate

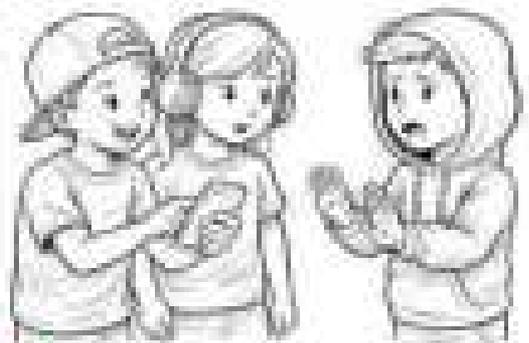
## Role Play – Identity, Choices, and Peer Influence

**Objective** What are we learning about?

Students will learn how choices, behaviour, and peer influence affect identity, self-esteem, and self-determination by acting out real-life situations and discussing healthy, respectful responses.

**Materials** What do we need for our activity?

- Scenario cards (real-life situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch (optional)



**Instructions** How will we complete this activity?

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that is related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

**Criteria**

Use the criteria below to complete the activity.

Criteria	Description
<b>Creativity</b>	Show imagination by making your character believable through actions, words, and reactions that fit the situation.
<b>Voice</b>	Speak clearly and loudly. Use a voice that matches how your character feels in the situation.
<b>Movements</b>	Use body movements and actions that help show what your character is doing or feeling.
<b>Stay in Role</b>	Stay in character from beginning to end, even if something unexpected happens.
<b>Teamwork</b>	Work cooperatively with your group. Share ideas, listen to others, and support group members.

**Scenario Cards**

Cut out the topics below.

Scenario	Description
1 <b>Standing Up for a Friend Being Treated Unfairly</b>	<p>During group work, one student is always left out. The students choose partners quickly and speak over them. When the student tries to share an idea, someone laughs and changes the topic. The student becomes quiet and looks uncomfortable. Another classmate notices this happening several times and feels uneasy watching it. They think about whether to stay silent or speak up. The group atmosphere feels tense, and the moment calls for someone to step in and change how the group treats each other.</p>

## Scenario Cards

Cut out the topics below.

Scenario	Description
2 Making a Safe Choice When Friends Want to Break Rules	<p>A group of friends finishes their work early and begins talking about leaving the classroom without permission. Some think it will be exciting and harmless. One student remembers the school rules and worries about safety and consequences. Friends tease the student for being too cautious and say nothing bad will happen. The student feels torn between following the rules and doing what feels right. The conversation continues as the student weighs the risks and decides what is most important.</p>
3 Apologising After Hurting Someone's Feelings	<p>During a class discussion, a student makes a comment meant to be funny, but it embarrasses someone. Some classmates laugh, while the embarrassed student looks down and stays quiet. Later, the student who made the comment tries to apologise, but there is a change in mood. They feel unsure and start thinking about how the situation becomes uncomfortable as they decide whether to take full responsibility for their words.</p>
4 Saying No to Unsafe Online Behaviour	<p>A student is preparing for a presentation and quietly tells themselves they are not good enough. They worry about making mistakes and being judged. Their shoulders slump, and they avoid eye contact. Friends try to encourage them, but the student struggles to believe the positive words. Inside, their thoughts repeat the same negative messages. The student begins to think about whether these thoughts are true and how they affect their confidence.</p>

## Scenario Cards

Cut out the topics below.

Scenario	Description
5 Responding to Pressure to Try Alcohol or Tobacco	<p>At a gathering, older students talk openly about alcohol or tobacco. Some laugh and encourage others to try it. One student feels uncomfortable and remembers health lessons and family rules. Friends say it is just for fun and not a big deal. The student feels pressure and worries about being judged. The situation becomes more difficult when the student decides how to respond.</p>
6 Following Rules Even When No One Is Watching	<p>A student has an opportunity to break a rule without being caught. Friends encourage a shortcut or skipping part of an assignment. The classroom is quiet, and adults are nearby. The student feels tempted but also thinks about the consequences and responsibility. The choice feels important, even though no one is paying attention.</p>
7 Being a Positive Role Model for Younger Students	<p>Older students are playing near the playground recess. Some older students begin to break a rule. Younger students watch closely and start copying the behavior. One student notices this and feels responsible. They notice their actions are being noticed and can influence others. The situation raises questions about leadership and responsibility.</p>
8 Asking a Trusted Adult for Help	<p>A student faces a problem that keeps happening, such as teasing or confusion about a rule. They try to handle it alone but feel overwhelmed. The problem affects their mood and focus in class. They think about talking to a teacher, parent, or other trusted adult. The decision to speak up feels difficult but important.</p>

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

76

Character Education  
CAREER 1234

**Rubric** How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Creativity</b>	No effort shown	Tried but not in role	Good role-playing	Very creative and realistic
<b>Voice</b>	Hard to hear	Sometimes clear	Clear and fits the role	Always loud and expressive
<b>Matching</b>	Some actions, not clear	Some actions, not clear	Good, matching actions	All actions matched perfectly
<b>Stay in Role</b>	Often broke out of character	Mostly stayed in role	Mostly stayed in role	Never broke character
<b>Teamwork</b>	Did not help group	Shared ideas, helped in	Shared ideas, helped in	Shared, helped, worked great

Teacher Comments

Mark

Student Comments - What Could You Do Better?

## Memory Game – Identity, Choices, and Behaviour

**Objective** What are we learning about?

Students will work in small groups to play a memory matching game that helps them understand key terms related to identity, behaviour, choices, and peer influence by matching a term with its meaning.

**Materials** What do you need for the activity?

- Set of Memory Game cards for each group (provided)
- A small table or clear floor space



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

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on the table.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

**Identity**

What makes you who you are, including thoughts, feelings, choices, and experiences over time.

The thoughts you have about yourself, including your abilities, strengths, and challenges.

**Self-Esteem**

How you feel about yourself and your worth, including confidence, pride, and self-worth.

**Self-Determination**

The ability to make your own choices and take responsibility for your actions.

**Self-Image**

The picture you have in your mind about yourself and how you fit in.

**PREVIEW**

**Body Image**

How you feel about your body, including appearance, size, and physical abilities.

**PREVIEW**

Short, kind sentences you say to yourself to build confidence and positive thinking.

**Confidence**

Believing in yourself and your abilities when trying something challenging.

**Fairness**

Treating everyone equally and making sure rules are followed respectfully.

**Respect**

Treating yourself and others with care, kindness, and understanding, even when opinions differ.

**Responsibility**

Doing what is expected and making choices that keep yourself and others safe.

A person whose actions and choices set a positive example for others.

**Cultural Identity**

Traditions, beliefs, and customs that help define who you are and how you fit along.

**Positive Thoughts**

Helpful thoughts that make you feel confident and willing to try new things.

**Negative Thoughts**

Unhelpful thoughts that can lower confidence and make challenges feel harder.

**PREVIEW**

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

**Quiz  
Check-In**

This quiz will assess students' understanding of the concepts covered in the memory game activity.

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

Mark

Pick two key terms from the memory game activity and explain what each means.

_____	_____
_____	_____
_____	_____
_____	_____

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

Mark

Pick two key terms from the memory game activity and explain what each means.

_____	_____
_____	_____
_____	_____
_____	_____

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

Mark

Pick two key terms from the memory game activity and explain what each means.

_____	_____
_____	_____
_____	_____
_____	_____

**PREVIEW**

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

# Unit Test

## Identity

Total
/

Mark	/
------	---

<p>1. Which statement best supports being unique?</p> <p>a) Everyone should be the same</p> <p>b) Growing at different paces is okay</p> <p>c) Looks matter most</p> <p>d) Change yourself to fit in</p>	<p>2. Which best shows healthy identity growth?</p> <p>a) Letting others decide everything</p> <p>b) Avoiding responsibility</p> <p>c) Comparing yourself constantly</p> <p>d) Learning from choices and experiences</p>
<p>3. Which is NOT self-determination?</p> <p>a) Letting others decide for you</p> <p>b) Ignoring rules</p> <p>c) Choosing how to do a project</p> <p>d) Quitting when it is hard</p>	<p>4. A negative self-concept might sound like:</p> <p>a) "I can improve with practice"</p> <p>b) "I always fail at everything"</p> <p>c) "I will try again"</p> <p>d) "I am learning"</p>
<p>5. Which can help improve self-esteem?</p> <p>a) Encouraging words</p> <p>b) Comparing yourself to others</p> <p>c) Hurtful comments</p> <p>d) Avoiding challenges</p>	<p>6. Which can influence a person's identity?</p> <p>a) Fair feedback</p> <p>b) Encouraging words</p> <p>c) Hurtful comments</p> <p>d) All of the above</p>
<p>7. Which situation may lower self-esteem?</p> <p>a) Encouragement from friends</p> <p>b) Fair feedback</p> <p>c) Hurtful teasing</p> <p>d) Trying again</p>	<p>8. Mistakes can help you:</p> <p>a) Show failure</p> <p>b) End learning</p> <p>c) Help you grow</p> <p>d) Lower confidence forever</p>
<p>9. Supportive relationships help students feel:</p> <p>a) Valued</p> <p>b) Judged</p> <p>c) Ignored</p> <p>d) Controlled</p>	<p>10. Saying "I can handle challenges" is an example of:</p> <p>a) Criticism</p> <p>b) Self-doubt</p> <p>c) A positive affirmation</p> <p>d) Peer pressure</p>

**PREVIEW**

Define

What do the terms below mean?

Mark

/

Self-concept

---



---



---

Self-esteem

---



---



---

determination

---



---



---

Short Answer

Answer the questions!

Mark

/

1) How can you make a healthy choice? What things lead you to do something unsafe?

---



---



---



---

2) Write three positive affirmations that encourage positive thinking.

---



---



---



---

3) How can hobbies help you learn about yourself?

---



---



---



---





# Workbook Preview



## Grade 4 Health Unit Identity

	Curriculum Expectations	Pages
USC4.5a	Observe and investigate ways that others define and value self, and learn ways to help others know one more fully and positively.	32-34, 37-40, 50-53, 71-76
USC4.5b	Investigate information and definitions of self-concept, self-esteem, and self-determination to develop an understanding of identity.	6-20, 26-27, 32-34, 47-49, 54-55, 71-81
USC4.5c	Examine "identity" as being related to how one "feels" on the inside and how one chooses to define self in relation to personal qualities, characteristics, and	6-8, 19-20, 26-27, 32-34, 37-51, 56-61
USC4.5d		1-40, 42-65
USC4.5e		1-36, 37-65
USC4.5f		1-25, 1-65
	of self-determination by personal actions.	71-81
USC4.5g	Describe examples of positive and negative peer influence on self-concept, self-esteem, and self-determination.	16-18, 21-25, 41-44, 52-53, 71-76
USC4.5h	Demonstrate an awareness of the influence on self when connecting with others who behave appropriately/inappropriately and/or legally/illegal.	66-70, 71-76
AP4.1a	Identify basic steps to design and carry out effective action plans.	28-31
AP4.1b	Design and follow a brief outline of a plan, including a schedule.	28-31
AP4.1c	Implement the action as outlined.	28-31
AP4.1d	Document and reflect on implementation.	28-31

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

# IDENTITY



## What Is Identity?

### Understanding Who You Are

**Identity** is what makes each person unique. It includes how you think, feel, and act every day. Identity does not stay the same forever. It grows and changes as you learn new skills, meet new people, and face new challenges. By Grade 4, students begin to realize what they are good at, what they enjoy, and what matters to them. These things help form their identity.



### The Three Parts of Identity

Identity is made up of three parts that work together to help explain who you are and how you think and feel.

- **Self-concept:** the thoughts you have about yourself, such as “I am good at reading” or “I find math hard”
- **Self-esteem:** the feelings you have about yourself, such as proud, confident, or disappointed
- **Self-determination:** your ability to make your own choices and take responsibility for them



### How People Affect Identity

Identity is shaped through **relationships** with others:

Family members help children learn values and beliefs.

Friends can affect confidence by offering support or criticism. Teachers and coaches help students see their strengths and areas for growth. Positive words can improve confidence, while negative words can lower it. Learning how others influence identity helps students make healthy choices and understand themselves better.

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

7

Self-Concept: Understanding  
Yourself, Your World

**Questions**

Answer the questions below.

1) What does identity mean in your own words?

---

---

---

2) How can the words change someone's identity?

---

---

---

**Matching**

Draw a line to match each word with its correct meaning.

Self-concept

Self-esteem

Self-determination

How you feel about yourself inside, such as pride and confidence

The thoughts you have about yourself and your abilities

Your ability to make your own choices and take responsibility

**True or False**

Is the statement true or false?

1) Identity stays the same from birth to adulthood.	True	False
2) Thoughts, feelings, and actions all shape identity.	True	False
3) Self-concept only comes from other people's opinions.	True	False
4) Identity can change after new experiences.	True	False
5) Friends cannot affect how you see yourself.	True	False

# Exit Cards

Cut Out

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

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

Mark:

Write the correct letter (A, B, or C) beside each part of identity.

<input type="text"/>	Self-concept
<input type="text"/>	Self-determination
<input type="text"/>	Self-esteem

- A) Feelings about yourself, like pride or confidence
- B) Thoughts about yourself and your abilities
- C) Making your own choices and taking responsibility

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

Mark:

Write the correct letter (A, B, or C) beside each part of identity.

<input type="text"/>	Self-concept
<input type="text"/>	Self-determination
<input type="text"/>	Self-esteem

- A) Feelings about yourself, like pride or confidence
- B) Thoughts about yourself and your abilities
- C) Making your own choices and taking responsibility

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

Mark:

Write the correct letter (A, B, or C) beside each part of identity.

<input type="text"/>	Self-concept
<input type="text"/>	Self-determination
<input type="text"/>	Self-esteem

- A) Feelings about yourself, like pride or confidence
- B) Thoughts about yourself and your abilities
- C) Making your own choices and taking responsibility

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

Mark:

Write the correct letter (A, B, or C) beside each part of identity.

<input type="text"/>	Self-concept
<input type="text"/>	Self-determination
<input type="text"/>	Self-esteem

- A) Feelings about yourself, like pride or confidence
- B) Thoughts about yourself and your abilities
- C) Making your own choices and taking responsibility



# Self-Concept: What I Think About Myself

## What Self-Concept Means

**Self-concept** is the way a person thinks about themselves. These thoughts can be about abilities, behaviour, or personality. Self-concept often includes thoughts like "I am good at sports" or "I am not good at spelling." These thoughts help shape identity over time. Self-concept is not fixed and can change as students learn and grow.

## Positive and Negative Thoughts

Thoughts can be positive or negative and both can affect confidence. Positive thoughts help students believe they are able to try new things. Negative thoughts can make students feel unsure or nervous. Over time, repeated thoughts can strongly influence **self-esteem**. Learning to notice thoughts is an important skill.

- Positive thoughts can include believing in improvement with practice
- Negative thoughts may involve thinking you are not good enough
- Thoughts can change after success, effort, or a change in perspective



## How Thoughts Shape Identity

Self-concept plays a key role in how identity develops. When students believe they can learn, they are more likely to keep trying. Supportive words from teachers, family, and friends can help change negative thoughts. Making choices based on positive thinking also supports **self-determination**. Over time, new experiences can reshape how students think about themselves.

**True or False** Is the statement true or false?

1) Positive thoughts can increase willingness to try.	True	False
2) Self-concept and identity develop separately.	True	False
3) Repeated thoughts can influence self-esteem.	True	False
4) Self-concept only comes from school experiences.	True	False
5) Self-concept cannot change after Grade 4.	True	False

**Question** Answer the questions below.

1) What does self-concept mean? In your own words?

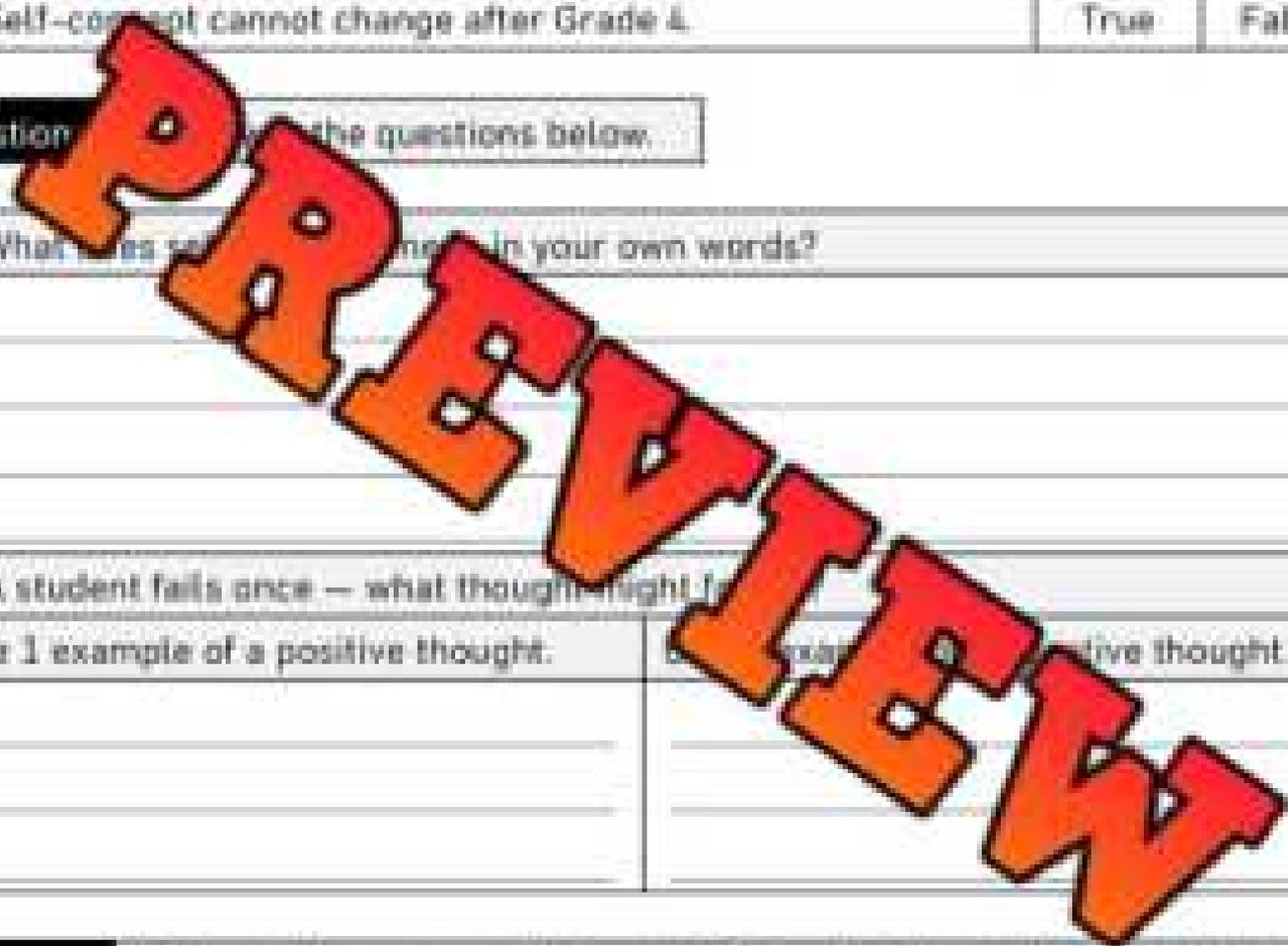
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) A student fails once – what thought might I have?

Give 1 example of a positive thought.	Give 1 example of a negative thought.
_____	_____
_____	_____



**Reflection** Think about your own self-concept. Complete the sentence below by writing honestly and thoughtfully.

One thought I want to improve about myself is \_\_\_\_\_

\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Self-Esteem: How I Feel About Myself

## Understanding Self-Esteem

**Self-esteem** is how a person feels about themselves on the inside. It includes feelings of pride, confidence, and self-worth. Self-esteem can change depending on what happens at school or at home. Feeling good about effort and progress helps build a positive identity. Self-esteem is not the same every day or the same for everyone or fall over time.



**How Experiences Affect Feelings** Success and failure play a big role in self-esteem. Doing well on a task can make a student feel proud and confident. Making mistakes can lead to disappointment or frustration. These experiences are normal and help students learn. Encouragement from others can help turn difficult moments into learning opportunities.

- Success can increase feelings of pride and confidence
- Mistakes can lower confidence if support is missing
- Encouraging words help rebuild positive feelings

## The Role of Relationships

Relationships play an important role in shaping self-esteem. **Positive feedback** from teachers, friends, and family can help students feel valued. Hurtful comments or unfair treatment can damage confidence. Learning to understand emotions helps students manage how they feel about themselves. Over time, emotional experiences shape how students see themselves and their place in the world.



**Questions**

Answer the questions below.

1) What does self-esteem mean in your own words?

---

---

---

2) Read the scenarios below. Then answer the question.

- Student A receives a low mark on a test. They feel disappointed, but they tell themselves, "I will practise more and ask for help next time." They keep trying and do well on the next test.
- Student B receives a low mark on a test. They feel upset and think, "I am not smart." They stop trying and avoid the work.

**Question:**

Who is showing healthy self-esteem? How do you know?

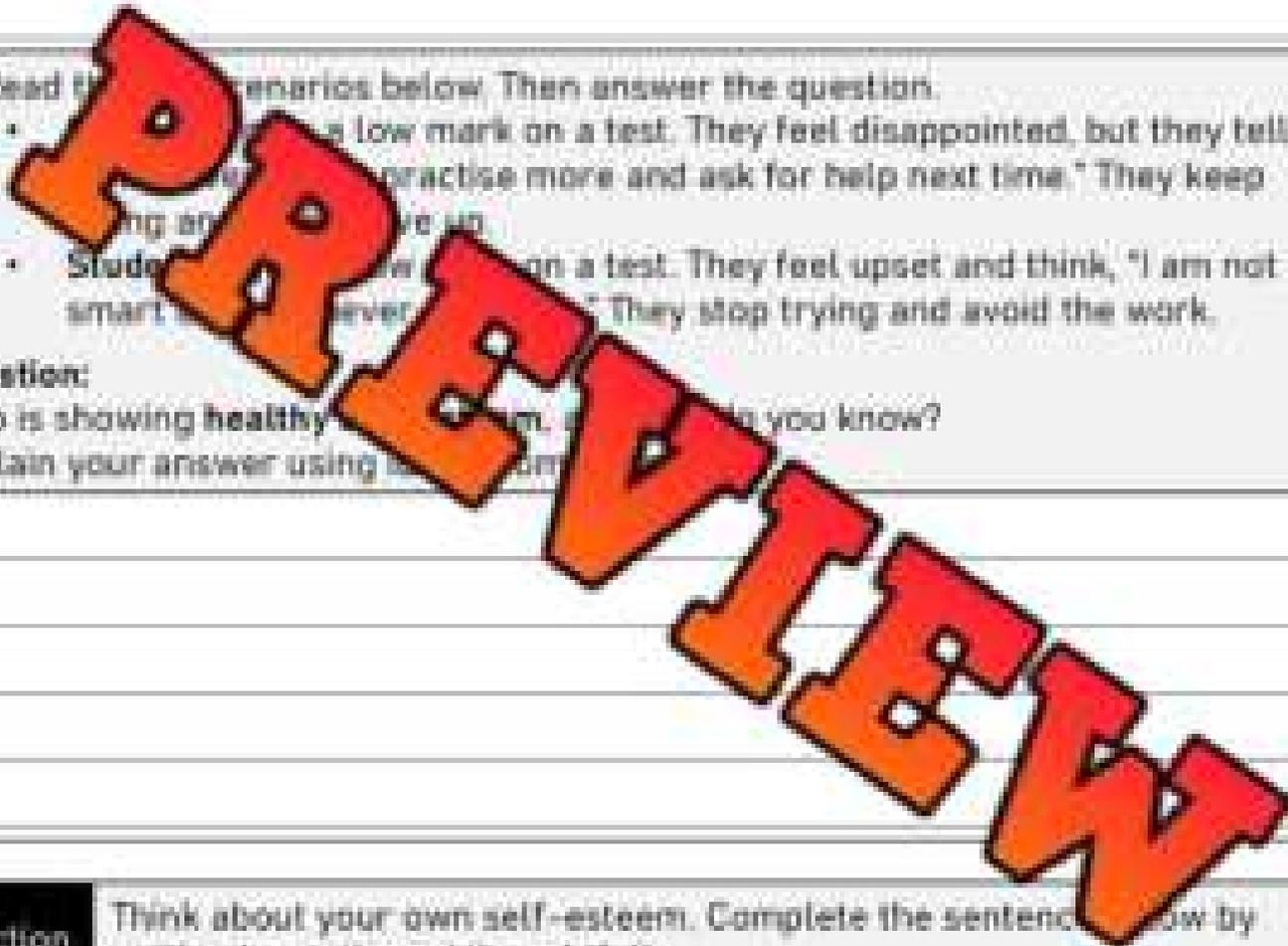
Explain your answer using the scenarios.

---

---

---

---



**Reflection**

Think about your own self-esteem. Complete the sentences below by writing honestly and thoughtfully.

One failure or mistake that has affected my self-esteem is \_\_\_\_\_  
because \_\_\_\_\_

One way I can make this feeling better next time is \_\_\_\_\_

---

---

# Self-Determination: Making My Own Choices

## What Self-Determination Means

Self-determination means having the right and ability to make your own choices. These choices can be small, like choosing how to solve a problem, or bigger, like deciding how to act in a difficult situation. Self-determination is an important part of growing independence. The choices people make help shape their identity over time.



## Choices and Responsibility

Every choice has a result. Making good choices helps students become more responsible. When students make good choices, they often feel proud and confident. Poor choices can lead to consequences that help students learn. Being allowed to make choices teaches students to think ahead and plan. Actions show how self-determination works in daily life.

- Choosing to complete homework before play
- Deciding how to respond during a disagreement
- Selecting goals and working toward them

## How Choices Shape Identity

Self-determination connects closely to thoughts and feelings. Making choices helps students learn what matters to them. Support from adults can guide students without taking away independence. Over time, repeated choices build habits and character. These actions help define who students are becoming and how they see themselves.



**True or False** Is the statement true or false?

1) Making no choice is still a kind of choice.	True	False
2) Responsible choices always lead to positive outcomes.	True	False
3) Adults guiding choices removes student independence.	True	False
4) Feelings should not influence decision-making.	True	False
5) Actions can show values more than words.	True	False

**Question** What does self-determination mean in your own words?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Cause and Effect** Read each small choice below. Then write the possible long-term outcome it could lead to. Match it with the possible long-term outcome.

A student chooses to practise a little each day.

A student avoids homework when it feels difficult.

A student asks for help after making a mistake.

A student reacts calmly during a disagreement.

A student blames others instead of taking responsibility.

Builds self-esteem and respect for others.

Builds confidence and self-esteem over time.

Develops a habit of giving up when work is hard.

Struggles to learn from problems and consequences.

Learns from mistakes and improves future choices.

# Exit Cards

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

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
<input type="checkbox"/>	Decisions help shape who students become.
<input type="checkbox"/>	Self-determination includes thinking before acting.
<input type="checkbox"/>	Self-determination means adults never help.

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
<input type="checkbox"/>	Decisions help shape who students become.
<input type="checkbox"/>	Self-determination includes thinking before acting.
<input type="checkbox"/>	Self-determination means adults never help.

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
<input type="checkbox"/>	Decisions help shape who students become.
<input type="checkbox"/>	Self-determination includes thinking before acting.
<input type="checkbox"/>	Self-determination means adults never help.

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
<input type="checkbox"/>	Decisions help shape who students become.
<input type="checkbox"/>	Self-determination includes thinking before acting.
<input type="checkbox"/>	Self-determination means adults never help.

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
<input type="checkbox"/>	Decisions help shape who students become.
<input type="checkbox"/>	Self-determination includes thinking before acting.
<input type="checkbox"/>	Self-determination means adults never help.

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

	Mark
2 Truths and a Lie - Can you find the one that's not true?	
<input type="checkbox"/>	Decisions help shape who students become.
<input type="checkbox"/>	Self-determination includes thinking before acting.
<input type="checkbox"/>	Self-determination means adults never help.

PREVIEW

## Fact or Fiction: Identity & Choices

### Objective

What are we learning about?

To help students understand identity, self-concept, self-esteem, and self-determination by deciding whether statements about thoughts, feelings, relationships, and choices are true or false.

### Material

What do you need for the activity?

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign, placed on opposite sides of the room
- Designated areas in the classroom for the 'Fact' and 'Fiction' signs, allowing students to move to either side

FACT  
OR  
FICTION



### Instructions

How will you complete the activity?

- 1) Your teacher will read statements. Pay close attention as each statement is read.
- 2) Consider carefully whether you think the statement is true or false.
- 3) If you decide the statement is true, walk to the 'Fact' side of the room.
- 4) If your guess is that it's not true, move to the 'Fiction' side of the room.
- 5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
- 6) When the right answer is announced, return to your seat, ready for the next round.
- 7) Have fun getting up and moving!

## Fact or Fiction

Read the statements to the class.

#	Statement	
1	Confidence only comes from being the best at something.	Fiction
2	Making mistakes helps people learn and improve over time.	Fact
3	Other people's words never affect how students feel inside.	Fiction
4	Effort is important than talent when learning new skills.	Fact
5	Students avoid challenges to protect their confidence.	Fiction
6	Fear is never a sign that something bad will happen.	Fiction
7	Confidence is the same for everyone and never changes.	Fiction
8	Support from other people can help build confidence.	Fact
9	Failing once means someone will never try again.	Fiction
10	The choices people make help shape who they become.	Fact
11	Confidence depends only on what others think of you.	Fiction
12	Trying again after failure helps build determination.	Fact
13	Students cannot control how they respond to problems.	Fiction
14	Learning from mistakes helps people grow stronger inside.	Fact
15	Avoiding hard tasks helps people become more confident.	Fiction
16	Encouragement can help change negative thoughts.	Fact
17	People must succeed every time to feel confident.	Fiction
18	Students have no control over their feelings or reactions.	Fiction
19	Identity never changes once someone grows older.	Fiction
20	Making decisions helps people learn responsibility.	Fact

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

**Quiz  
Check-In**

This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity. Cut along the lines and give each section to a student.

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

Mark: \_\_\_\_\_

Is the statement true or false?

1) Making mistakes helps people learn and improve over time.	True	False
2) Effort is more important than talent when learning new skills.	True	False
3) The choices people make help shape who they become.	True	False
4) Students should avoid challenges to protect their confidence.	True	False
5) Encouragement can help change negative thoughts.	True	False
6) Failing once means someone will always fail again.	True	False

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

Mark: \_\_\_\_\_

Is the statement true or false?

1) Making mistakes helps people learn and improve over time.	True	False
2) Effort is more important than talent when learning new skills.	True	False
3) The choices people make help shape who they become.	True	False
4) Students should avoid challenges to protect their confidence.	True	False
5) Encouragement can help change negative thoughts.	True	False
6) Failing once means someone will always fail again.	True	False

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

Mark: \_\_\_\_\_

Is the statement true or false?

1) Making mistakes helps people learn and improve over time.	True	False
2) Effort is more important than talent when learning new skills.	True	False
3) The choices people make help shape who they become.	True	False
4) Students should avoid challenges to protect their confidence.	True	False
5) Encouragement can help change negative thoughts.	True	False
6) Failing once means someone will always fail again.	True	False

## Self-Image

### What is Self-Image?

Self-image is how we see ourselves. It's like a picture in our minds about our looks, abilities, and how we fit in with friends and family. Our self-image can change; sometimes we feel good about ourselves and sometimes we might not.

### Build

- Personal Interests and Abilities:** What you love do and what you are good at can shape your self-image. Drawing and are good at it. You might see yourself as an artist.
- Feedback from Friends:** What friends think about us can affect how we see ourselves. If your friend says you play soccer, you might feel like a great player.
- Media Influence:** TV shows, movies, and social media can shape our self-image too. They often show what they think is perfect. Remember, real life is different, and everyone is unique.



### Tips for a Positive Self-Image

- **Celebrate what you're good at.** Are you a puzzle master or a kind friend? Cheer for yourself!
- **Learn from mistakes.** They don't define you; they help you grow.
- **Talk kindly to yourself.** Use words that boost your spirit like, "I can do this!"

Understanding your self-image is important because it influences how you feel and act every day. By focusing on the good things about yourself and learning from challenges, you can keep your self-image positive and strong.

**True or False**

Is the statement true or false?

1) Self-image is only about physical appearance.	True	False
2) Our self-image can change.	True	False
3) TV shows, movies, and social media can impact our self-image.	True	False
4) Celebrating strengths does not boost self-image.	True	False
5) Friends' opinions can shape our self-image.	True	False

**Question** Answer the questions below.

1) What is self-image?

---

---

---

---

2) How do you shape a positive self-image?

---

---

---

---

**Think**

Celebrating what you're good at is an effective way to shape your self-image.  
List three things at which you excel.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

## Body Image

### What is Body Image?

**Body image** is how a person feels about their physical body. The following factors affect a person's body image:

- What a person believes about their appearance
- How they feel about their body, height, weight, and shape
- How they use and experience their body

However, the media as well as friends and even family often promote the perfect body. The problem with this is that beauty standards in the media are no one best body type.



### Positive Body Image

Having a positive body image means:

- You accept and appreciate your body
- You have a broad view of beauty and does not have a specific look
- You are taking steps to care for your body in ways that feel healthy and fulfilling

Having a negative body image means:

- You compare yourself with others and feel inadequate when doing so
- You feel like you need to monitor your body by measuring, weighing, or looking in the mirror constantly
- You feel ashamed or embarrassed
- You feel uncomfortable or awkward in your body
- You see parts of your body in a distorted way that isn't how others see you



In some cases, having a negative body image can contribute to the development of mental health conditions, like **depression**. It can also lead to eating disorders, like **anorexia** or **bulimia**.

**True or False**

Is the statement true or false?

1) Body image is how a person feels about their intelligence.	True	False
2) Body image is how a person feels about their body.	True	False
3) Our body image is affected by the media, friends, and family.	True	False
4) There is one type of body we should all try to have.	True	False
5) Making healthy changes to our routines in order to change our body is too simple - eating healthier.	True	False

**Making a Statement** What is your body image? Is it positive or negative? Explain.

PREVIEW

---



---



---



---



---



---



---



---

**Compare**

Explain how someone feels with a positive body image.

Positive Body Image	Negative Body Image

# Exit Cards

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

Name: _____	Mark
Check the tips that help improve body image.	
<input type="checkbox"/>	Saying kind words to yourself
<input type="checkbox"/>	Comparing your body to others
<input type="checkbox"/>	Listening to positive messages
<input type="checkbox"/>	Practising kind self-talk
<input type="checkbox"/>	Following pages that make you sad
<input type="checkbox"/>	Doing hobbies, you enjoy
<input type="checkbox"/>	Taking care of your body
<input type="checkbox"/>	Making fun of your body
<input type="checkbox"/>	Wishing you looked like others

Name: _____	Mark
Check the tips that help improve body image.	
<input type="checkbox"/>	Saying kind words to yourself
<input type="checkbox"/>	Comparing your body to others
<input type="checkbox"/>	Listening to positive messages
<input type="checkbox"/>	Practising kind self-talk
<input type="checkbox"/>	Following pages that make you sad
<input type="checkbox"/>	Doing hobbies, you enjoy
<input type="checkbox"/>	Taking care of your body
<input type="checkbox"/>	Making fun of your body
<input type="checkbox"/>	Wishing you looked like others

Name: _____	Mark
Check the tips that help improve body image.	
<input type="checkbox"/>	Saying kind words to yourself
<input type="checkbox"/>	Comparing your body to others
<input type="checkbox"/>	Listening to positive messages
<input type="checkbox"/>	Practising kind self-talk
<input type="checkbox"/>	Following pages that make you sad
<input type="checkbox"/>	Doing hobbies, you enjoy
<input type="checkbox"/>	Taking care of your body
<input type="checkbox"/>	Making fun of your body
<input type="checkbox"/>	Wishing you looked like others

Name: _____	Mark
Check the tips that help improve body image.	
<input type="checkbox"/>	Saying kind words to yourself
<input type="checkbox"/>	Comparing your body to others
<input type="checkbox"/>	Listening to positive messages
<input type="checkbox"/>	Practising kind self-talk
<input type="checkbox"/>	Following pages that make you sad
<input type="checkbox"/>	Doing hobbies, you enjoy
<input type="checkbox"/>	Taking care of your body
<input type="checkbox"/>	Making fun of your body
<input type="checkbox"/>	Wishing you looked like others

**PREVIEW**

## The Role of Positive Affirmations

### What Are Positive Affirmations?

Positive affirmations are short, encouraging sentences that you say to yourself. They help you focus on your strengths and feel more confident. Examples include "I am capable," "I am kind," and "I can handle challenges." These simple affirmations are small, but they can have a big impact on your self-esteem and mood.



### How Positive Affirmations Work

When you say something positive to yourself, your brain starts to believe it. For example, if you repeat "I am capable," you become more prepared to face challenges, like a hard test or a tough situation. Research shows that using positive affirmations regularly can lower stress and help you feel more confident.

### How to Use Positive Affirmations

It's easy to start using positive affirmations. Follow these steps:

- 1) **Pick an affirmation that feels meaningful to you.** For example, if you feel nervous about speaking in class, you might choose "I speak with confidence."
- 2) **Say your affirmation daily.** You can say it in the mirror, write it down, or repeat it in your head.
- 3) **Believe in your words.** The more you say it, the more it can shape your thinking.

By repeating affirmations every day, like when you wake up or before a big event, you can train your brain to focus on the positive. This simple habit can make a big difference in how you feel about yourself!

**True or False** Is the statement true or false?

1) Positive affirmations are short and encouraging sentences.	True	False
2) Saying "I am capable" can help you feel confident.	True	False
3) Positive affirmations always make problems disappear instantly.	True	False
4) Using positive affirmations can lower stress levels.	True	False
5) Saying positive things to yourself changes how you feel.	True	False

**Questions** Answer the questions below.

1) Write two positive affirmations?  
\_\_\_\_\_  
\_\_\_\_\_

2) Name two examples of positive affirmations?  
\_\_\_\_\_  
\_\_\_\_\_

**Colour & Draw** Colour the positive affirmation below. Then draw or write an affirmation you want to say to yourself.



\_\_\_\_\_

**PREVIEW**

## Activity: My Self-Talk & Affirmation Journal

### Objective

What are we learning about?

Students will track their self-talk over several days, practise using positive affirmations, and reflect on how thoughts, feelings, and actions influence identity.

### Materials

What will you need for the activity?

- “Self-Talk & Affirmation Journal” pages (provided)
- Pencil or pen



### Instructions

How do we complete the activity?

- 1) As a class, review what self-talk is and how it can be positive or negative.
- 2) Discuss the difference between self-consciousness (feelings), and self-determination (actions).
- 3) Explain what a positive affirmation is and share a few examples.
- 4) For five days, students notice one negative thought they have during the day.
- 5) Students write the negative thought in their journal.
- 6) Students choose or write a positive affirmation to replace the negative thought.
- 7) Students record how they felt after using the positive affirmation.
- 8) Students note one action they took after changing their self-talk.
- 9) At the end of the week, students reflect on how positive self-talk affected their thoughts, feelings, and choices.

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

**Monday**

What happened today?

---

---

---

---

Negative Thought I Noticed

---

---

---

---

Positive Affirmation I Used

---

---

---

---

How I Felt After

Better

Same

Not sure

**Tuesday**

What happened today?

---

---

---

---

Negative Thought I Noticed

---

---

---

---

Positive Affirmation I Used

---

---

---

---

How I Felt After

Better

Same

Not sure



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

30

Copyright © 2010 by Linda Ward Beech, Scholastic Teaching Resources

### Wednesday

What happened today?

---

---

---

---

Negative Thought I Noticed

---

---

---

---

Positive Affirmation I Used

---

---

---

---

How I Felt After

Better

Same

Not sure

### Thursday

What happened today?

---

---

---

---

Negative Thought I Noticed

---

---

---

---

Positive Affirmation I Used

---

---

---

---

How I Felt After

Better

Same

Not sure

**PREVIEW**

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

31

Copyright © 2010 by Linda Ward Beech, Scholastic Teaching Resources

Friday

What happened today?

---

---

---

---

Neg. Thoughts

---

---

---

---

Positive Affirmation I Used

---

---

---

---

How I Felt After

Same

 Not sure

Reflection

Think about your week of self-talk. Answer the questions below.

1) Did positive self-talk help you feel more confident? Explain.

---

---

---

2) Give one example of a time positive self-talk helped you.

---

---

3) What is one positive affirmation you will keep using?

---

---

4) How much did your feelings improve this week? Circle one.

A Lot

Some

A Little

Not Much

Not Yet



## Building Self-Confidence

### What is Self-Confidence?

**Self-confidence** means believing in yourself and feeling sure about your abilities. It's like knowing you can do something well, like reading a book or playing a game. When you are confident, you feel happy and ready to try new things.

### Ways to Build Confidence

- 1. Set and Achieve Goals**
  - Start with small goals, like finishing a puzzle or reading a chapter in a book.
  - Celebrate when you reach your goals to feel proud of what you've done.
- 2. Talk Positively to Yourself**
  - Say nice things to yourself, like "I can do this" or "I can do this!"
  - Think about times you did well and your strengths.
- 3. Learn from Mistakes**
  - Understand that making mistakes is a normal part of learning.
  - Remember, everyone makes mistakes, but it's how you learn from each one that counts. Mistakes teach us important lessons.

### Practice Makes Perfect

The more you try new things and practise, the better you get. Each time you do something, it helps build your confidence. For example, if you practise tying your shoes every day, soon you'll be able to do it quickly and easily!

### Friends Help Too

Talking to friends and helping each other can also make you feel more confident. When you work together, you learn new things and feel good about your friendship.



**Fill in the Blanks**

Write the missing word.

1)	Believing in your _____ means self-confidence.	abilities	hobbies
2)	Celebrating your goals makes you feel _____.	proud	tired
3)	Talking _____ to yourself boosts confidence.	loudly	positively
4)	Each time you practice, you get _____.	slower	better
5)	Helping friends can make you feel more _____.	confident	isolated

**Draw**

\_\_\_\_\_ things you can do confidently.

--	--

**Questions**

Answer the questions below.

1) How do friends help in building confidence?

---

---

---

---

2) Can you still be confident if you make mistakes? Why?

---

---

---

---

**PREVIEW**

**Activity – Transforming Negative into Positive Thoughts****Objective** What are we learning about?

To help you practise turning negative thoughts into positive ones and build a positive mindset.

**Positivity** Think about how you can change these negative thoughts into positive ones.

Negative Thoughts	Positive Thoughts
I can't do this.	
This is too hard.	
I'm not good at this.	
No one likes me.	
I will never get better at this.	
People will laugh at me.	
I don't belong here.	
I shouldn't even try.	

**PREVIEW**

**Letter** Write a reply to your friend, turning their negative thoughts into positive ones.

*I hope you're doing well. I have been feeling down lately, and I wanted to share my thoughts with you. Everything seems so hard, and I don't think I can do anything right.*

*First of all, I keep failing my math tests. No matter how much I study, I just can't get good grades. I feel like I'm just not good at math and never will be.*

*Also, I'm having trouble with my science project. My volcano model just won't erupt, and I'm so frustrated. It feels like nothing I do works.*

*Finally, I don't think anyone likes me. I always feel left out and alone. I just don't know how to fix it anymore.*

*Thanks for writing to me. I hope some things are going better for you.*

Your friend,  
Isa

Dear Isa,

Your friend,

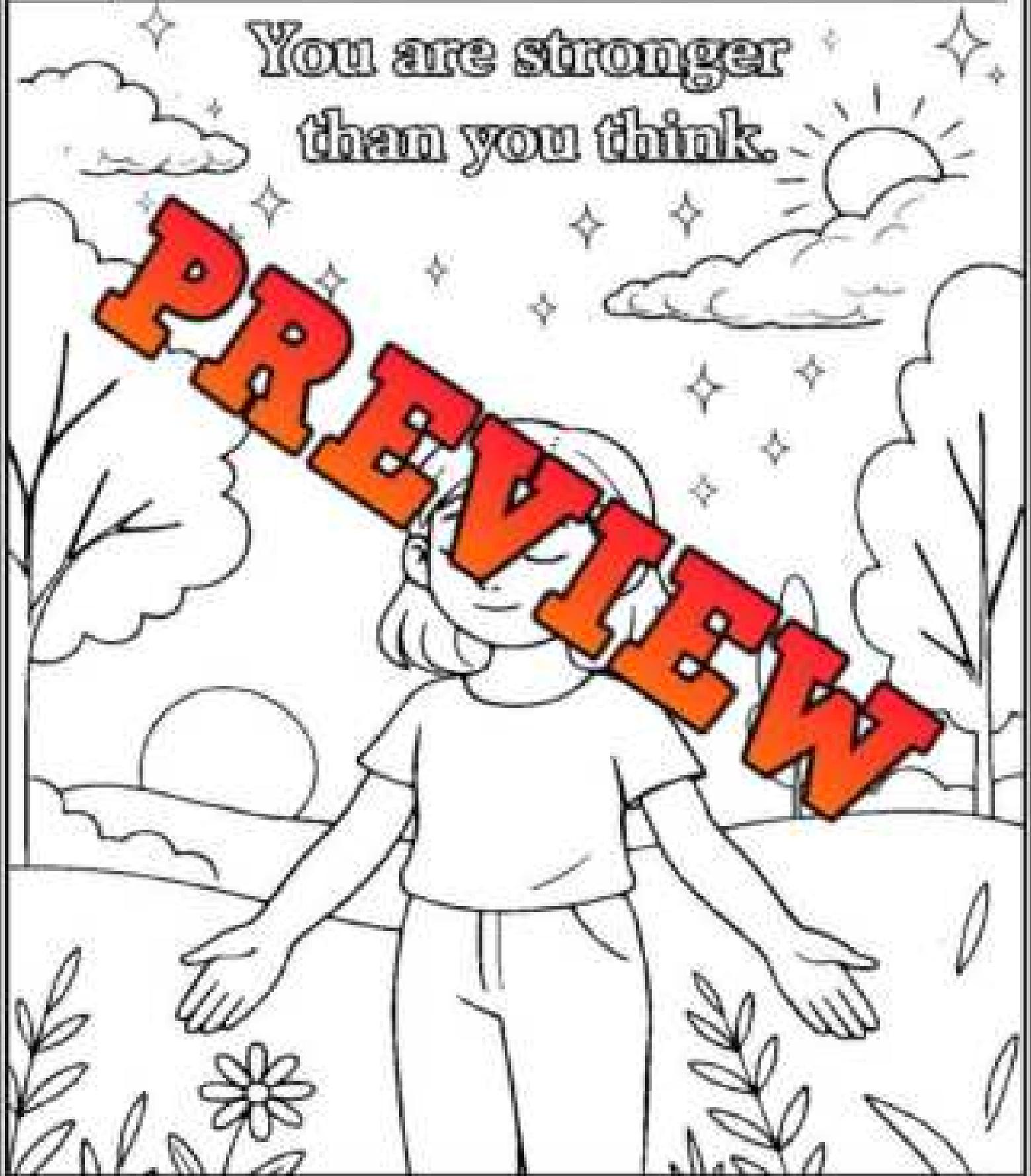
**PREVIEW**

**Colour**

Colour the picture below. As you colour, think "I can do it" about things you sometimes doubt yourself in. This helps build confidence and positive thinking.

You are stronger  
than you think.

**PREVIEW**



**Activity**

Fill in the blanks below.

**5 things I am grateful for**

1)

2)

3)

4)

5)

**Things I did well this week**

**5 things I love about myself**

1)

2)

3)

4)

5)

**Compliments I have received**

**Things I like about my friends**

**What I like about my appearance**

1)

2)

3)

**What I like about my personality**

1)

2)

3)

**PREVIEW**

## We Are All Unique

### What Does "Unique" Mean?

**Unique** means being the only one of its kind. People are all unique with their own qualities and they all grow and change at their own pace.

Sometimes people go through a growth spurt and look older than they are. Other times people are teased in an age-appropriate way. There are some strategies for dealing with the pressures of looking older or younger than you are.



- **Embrace and celebrate your uniqueness:** Remember that everyone grows and develops at their own pace.
- **Focus on inner qualities:** Remind yourself that what really matters is who you are on the inside, not just how you look on the outside. Kindness, intelligence, creativity, and other positive qualities are more important than physical appearance.
- **Surround yourself with supportive friends.**
- **Talk to a trusted adult:** If someone is teasing or making you feel uncomfortable about your appearance, speak up and share your feelings with a trusted adult.
- **Develop self-confidence:** Try hobbies and interests that make you happy.

Teasing or making fun of someone about their physical appearance, including looking older or younger, is hurtful and disrespectful. Everyone grows and develops at their own pace, and it is not fair to judge or make fun of someone based on something they have no control over. People should be valued for who they are.

**Questions**

Answer the questions below using evidence from the text.

1) Which 2 strategies would you use to help you cope with the pressures of looking older or younger than you are?

---



---



---

2) Why do you think doing hobbies and interests you enjoy will boost your confidence?

---



---



---

3) What does the term below mean?

Unique

---



---

**Word Search**

Find the words in the wordsearch.

Confidence	Unique
Respect	Kindness
Strengths	Proud
Choices	Belong
Support	Effort
Growth	Courage

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

# Exit Cards

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

Name: _____	Mark:
Is the statement true (T) or false (F)?	
1) Everyone grows and changes at the same pace.	T F
2) It is okay to tease others about looks.	T F
3) Looking older always means being more mature.	T F
4) Friends can help you feel accepted and supported.	T F
5) Inner qualities matter more than physical appearance.	T F

Name: _____	Mark:
Is the statement true (T) or false (F)?	
1) Everyone grows and changes at the same pace.	T F
2) It is okay to tease others about looks.	T F
3) Looking older always means being more mature.	T F
4) Friends can help you feel accepted and supported.	T F
5) Inner qualities matter more than physical appearance.	T F

Name: _____	Mark:
Is the statement true (T) or false (F)?	
1) Everyone grows and changes at the same pace.	T F
2) It is okay to tease others about looks.	T F
3) Looking older always means being more mature.	T F
4) Friends can help you feel accepted and supported.	T F
5) Inner qualities matter more than physical appearance.	T F

Name: _____	Mark:
Is the statement true (T) or false (F)?	
1) Everyone grows and changes at the same pace.	T F
2) It is okay to tease others about looks.	T F
3) Looking older always means being more mature.	T F
4) Friends can help you feel accepted and supported.	T F
5) Inner qualities matter more than physical appearance.	T F



## Activity - We Are All Unique

**Prompts**

Write or draw your answers in the table to show what makes you unique.

Prompts	Answers
1) What is your favourite animal and why do you like it so much?	
2) What is your favourite food and why do you like it so much?	
3) What is a hobby that you love?	
4) Do you have a special talent or skill? What is it?	
5) If you could visit any place in the world, where would you go and why?	

**PREVIEW**

**Prompts** Write or draw your answers in the table to show what makes you unique.

Prompts	Answers
6) What is your favourite book or movie, and why do you like it?	
7) Do you have favourite animals? Why do you like it?	
8) What is your favourite subject in school and why?	
9) What is a unique tradition in your family?	
10) Share something you are proud of achieving or doing.	

**PREVIEW**

## Self-Assessment

## Self-Assessment Checklist - We Are All Unique

1) Did I understand what the word unique means?	Yes	No
2) Did I think about what makes me special?	Yes	No
3) Did I judge myself by comparing myself to others?	Yes	No
4) Did I think everyone should look or act the same?	Yes	No
5) Did I realize that everyone grows at their own pace?	Yes	No
6) Did I judge people based on looks instead of personality?	Yes	No
7) Did I think about how to respect differences in others?	Yes	No

## Reflection

Write in the space below.

1) Are your interests the same as your friends? Why or why not?

---



---



---



---

2) Did anyone else choose the same favourites as you? How do you like them?

---



---



---



---

3) How can we respect and celebrate the differences among us in our daily lives?

---



---



---



---

## Four Corners Activity: Self-Identity Opinions

### Objective

What are we learning about?

Students will explore their self-identity by listening to opinion-based questions and choosing their answers by moving to different corners of the room. This activity encourages self-reflection, critical thinking, and respectful discussions about personal identity.

### Materials

What do you need for the activity?

- A list of questions
- Labels for each corner of the room



### Instructions

How will you complete the activity?

- 1) Prepare the classroom by labelling each corner A, B, C, and D.
- 2) Explain to the students that you will read questions and each question will have four options.
- 3) When you read a question, students will move to the corner that corresponds to the answer they think is correct. Some of these will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
- 4) Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
- 5) Repeat with different questions to reinforce their understanding of concepts.

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

48

Copyright © Good and Beautiful  
www.goodandbeautiful.com

Question	A	B	C	D
What's your favourite colour?	Blue	Red	Green	Purple
Which day of the week do you like best?	Sunday	Thursday	Friday	Saturday
How do you like to spend recess?	Playing sports	Talking with friends	Drawing/creating	Quiet time
What's your favourite school subject?	Math	Language	Art	Science
What's your favourite music?	Pop	Hip-hop	Instrumental	Country
What's your favourite snack?	Ice cream	Chips	Cookies	Yogurt
How do you like to relax?	Reading	Watching TV	Being outside	Listening to music
What's your favourite season?	Fall	Winter	Spring	Summer
How do you like to celebrate your birthday?	Party with friends	Family dinner	Gifts	Quiet day
What's your favourite way to be creative?	Drawing	Building	Writing	Dancing
Where do you feel happiest?	At home	At school	Outside	With friends
What kind of books do you enjoy most?	Funny	Adventure	Animal	Sports
What's your favourite meal time?	Breakfast	Lunch	Dinner	Snacks
How do you like to show kindness?	Helping	Sharing	Listening	Encouraging
What makes a day feel like a good day?	Fun activities	Being with others	Learning something new	Feeling calm

## Reflection Questionnaire

Cut the reflection questionnaires below.

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

Circle the box of your choice.

1) Should everyone have to like the same things?	✓	X
2) Is it okay if your favourite things are different from others?	✓	X
3) Can people be good friends even if they are different?	✓	X
4) Is it okay to change what you like as you grow?	✓	X

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

Circle the box of your choice.

1) Should everyone have to like the same things?	✓	X
2) Is it okay if your favourite things are different from others?	✓	X
3) Can people be good friends even if they are different?	✓	X
4) Is it okay to change what you like as you grow?	✓	X

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

Circle the box of your choice.

1) Should everyone have to like the same things?	✓	X
2) Is it okay if your favourite things are different from others?	✓	X
3) Can people be good friends even if they are different?	✓	X
4) Is it okay to change what you like as you grow?	✓	X

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

Circle the box of your choice.

1) Should everyone have to like the same things?	✓	X
2) Is it okay if your favourite things are different from others?	✓	X
3) Can people be good friends even if they are different?	✓	X
4) Is it okay to change what you like as you grow?	✓	X

## How Family Influences Self-Identity

### The Role of Family Traditions

Family traditions are activities or celebrations passed down through generations. They help teach us who we are and what is important to our family. For example, some families celebrate special holidays with unique meals, like baking a certain pie or cooking a favourite dish. These traditions remind us of our culture and history, helping us stay connected to our roots.



### Values Taught by Family

Families also teach values, and these are important. For instance, one family might teach kindness by encouraging children to help their neighbours, while another family might focus on the importance of honesty. These lessons shape how we behave and see ourselves. Studies show that children who grow up in supportive families are more confident and have stronger self-esteem.

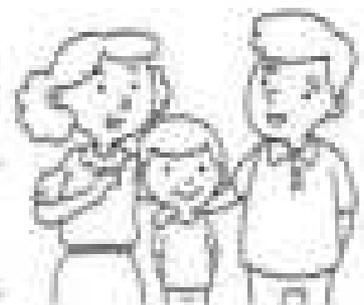
### Stories That Help Shape Identity

Family stories can also teach us about who we are. A grandparent might share a story about overcoming a challenge, showing us how to be brave or determined. Stories about family achievements or funny moments make us feel proud and connected.

### What You Can Share About Your Family

Here are some things you might share about your family:

- A favourite family tradition, like a holiday or special meal.
- A story about an ancestor or older family member.
- A value your family believes in, like honesty or teamwork.



**Questions**

Answer the questions below.

1) What are family traditions?

---



---



---

2) How do values like honesty help shape who you are?

---



---



---

**Sketch**

Draw a sketch for a value like a holiday or meal.

**True or False**

Is the statement true or false?

1) Family traditions are passed down through generations.	True	False
2) Traditions help us feel connected to our culture.	True	False
3) Values taught by families shape how we behave.	True	False
4) Family traditions have no effect on self-identity.	True	False
5) Everyone in a family always has the exact same traditions.	True	False

# The Role of Hobbies in Self-Discovery

## How Hobbies Help Us Discover Ourselves

Hobbies are activities that people enjoy doing in their free time. For students, hobbies are not just fun—they can also help them discover what they are good at and what they enjoy. Engaging in different hobbies allows students to explore new skills and passions.

## The Benefits of Hobbies

There are many ways hobbies help students understand themselves better. They can improve social skills, mental well-being, and social skills. For example, sports like soccer or swimming can improve physical fitness. Activities like drawing or painting can boost creativity and self-expression. Reading allows students to explore different worlds and ideas, and can be a great way to learn historically.



## Exploring New Activities

Trying new hobbies can help you discover things they like that they never thought about before. This could be trying sports, arts, or even learning a new language. You might find hidden talents and strengths. Even if you don't love a hobby, you can still learn valuable lessons. You might find that a challenge or that the activity helps you feel better.

## Types of Hobbies to Try

Here are some examples of hobbies that can help students explore their interests:

- Art (painting, drawing, sculpting)
- Sports (soccer, basketball, swimming)
- Music (playing instruments, singing)
- Reading (fiction, non-fiction, comics)
- Writing (creative writing, journaling)



**True or False** Is the statement true or false?

1) Hobbies only help with physical health.	True	False
2) Playing sports can teach teamwork skills.	True	False
3) Drawing helps improve creativity and self-expression.	True	False
4) Trying new hobbies can help students discover strengths.	True	False
5) Reading helps improve physical health.	True	False

**Question** Write the answers to the questions below.

1) What can sports help you learn besides fitness?

---

---

---

---

2) Why should students try new hobbies?

---

---

---

---

**Making Connections**

What hobby or activity has helped you learn something new about yourself?

---

---

---

---



## Story: How Media Affects Self-Identity

**Draw**

Draw pictures to illustrate the story.

### Ella and the Screen That Changed Everything

Every afternoon after school, Ella curled up on the couch with a blanket and the remote. The shows were colourful and exciting, filled with characters who looked happy and perfect. Ella liked watching, but sometimes she felt...

**PREVIEW**

One day, as she watched a girl on TV laugh and dance, Ella whispered, "Why don't I look like that?" The question stayed with her, heavy and uncomfortable, even after the show ended.

Soon, Ella started noticing things she never worried about before—her hair, her clothes, the way she smiled. She stood longer in front of the mirror, hoping something would change.

**PREVIEW**

Drawing used to be Ella's favourite thing. She once filled pages with bright ideas and silly characters. But now, her sketchbook stayed closed. She didn't feel good enough to draw anymore.

Her mom noticed the quiet. One evening, she sat beside Ella and gently asked, "What's going on?" Ella tried to answer, but her voice shook, and tears slid down her cheeks.

**PREVIEW**

"Everyone on TV looks perfect," Ella said. "I feel like I'm not." Her mom listened closely, holding Ella's hand the whole time.

"What you see on screens isn't real life," her mom said softly.  
"People on TV use special lights, makeup, and tricks. Real people have worries, bad days, and messy hair—just like us."

**PREVIEW**

Ella felt something loosen inside her chest. Talking made her feel lighter. She realized she wasn't broken. She was just comparing herself to something unreal.

The next afternoon, Ella opened her sketchbook again. She drew herself smiling, just as she was. The picture wasn't perfect—but it felt honest, and that mattered more.

**PREVIEW**

Ella still enjoyed TV, but she saw it differently now. She knew she didn't need to look like anyone else. She was learning to like who she already was—and that made her feel strong, proud, and hopeful.

**True or False** Is the statement true or false?

1) Television characters made Ella question her own appearance.	True	False
2) Media images showed people exactly as they are.	True	False
3) Ella compared herself to characters she admired.	True	False
4) Ella believed happiness required looking perfect.	True	False
5) Ella learned she could value herself.	True	False

**Questions** Answer the questions below.

1) What made Ella feel more happy with herself?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) How did Ella's mom help her feel better?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

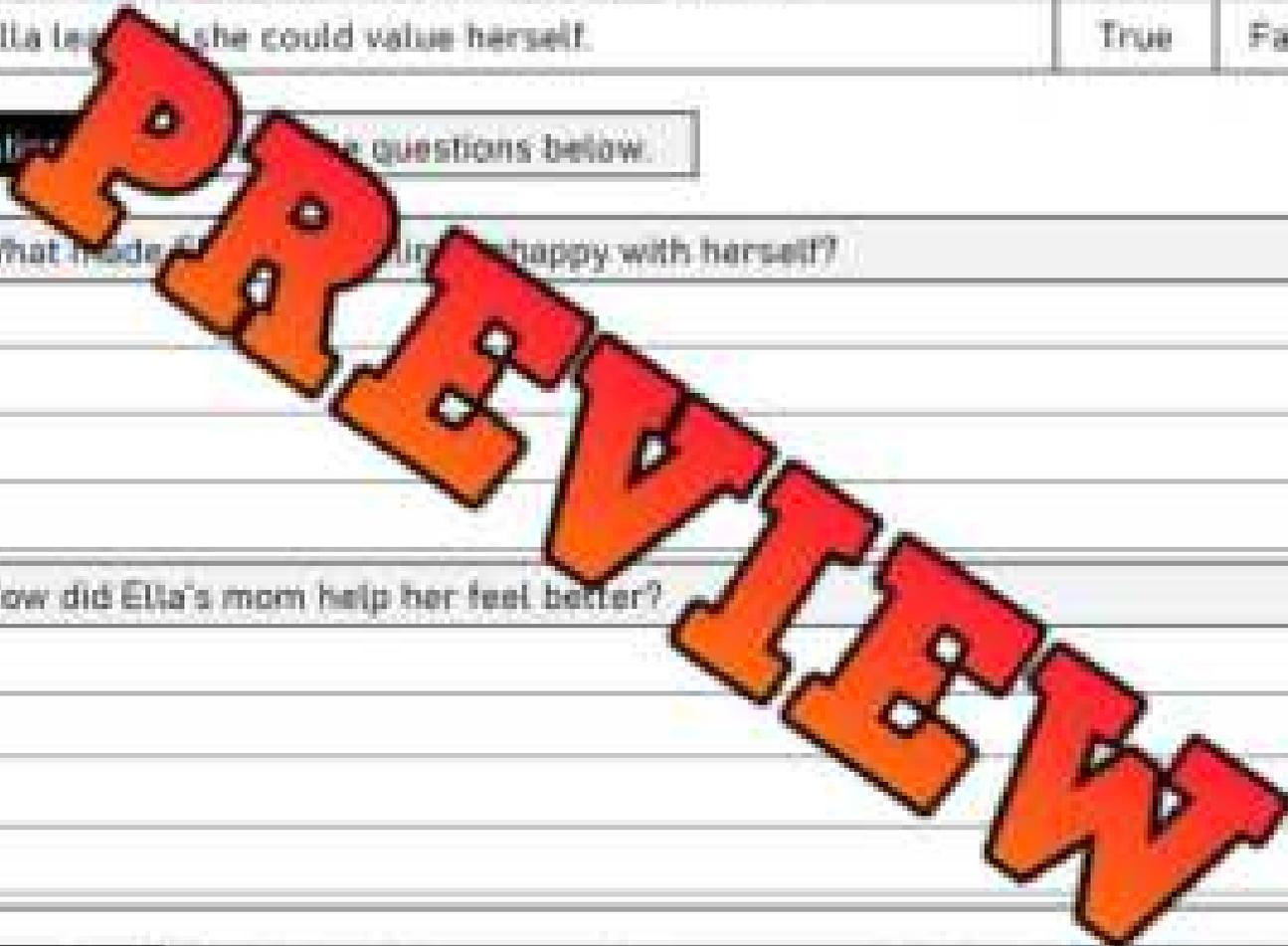
**Yes or No with Reason:** Should we believe everything we see on TV and social media, and why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Social Media Post – Saying No to Alcohol and Tobacco

@SafeChoices CA 

Alcohol and tobacco use by minors is a serious issue in many communities. Kids need ways to resist peer pressure and make healthy choices that protect their bodies and futures.

11:30 AM · Nov 12, 2025 · 1,929 SHARES · 4,721 LIKES    

  @SafeChoices: It starts with knowing the rules. Alcohol and tobacco are bad for kids because they harm growing bodies.

 @TaylorR88: Rules, but friends are not enough. Kids need practice saying no when friends pressure them.

 @AlexM34: That's true. Kids need to practice saying no and refusing because they don't want to lose friends or feel left out.

 @JordanK21: Teachers say walking away or doing another activity can help. Playing sports or games gives kids something to do.

 @TaylorR88: Also, choosing friends who respect your choices is important. Good friends understand difference. Good friends don't pressure others into bad decisions.

 @AlexM34: Talking to parents helps too. Trusted adults can give advice and remind kids why these choices matter.

 @JordanK21: Health lessons teach that smoking can damage lungs and make it harder to stay active and focused in school.

 @TaylorR88: When kids resist pressure, they protect their future and show leadership to others watching.

 @AlexM34: So, resisting peer pressure takes confidence, support, and smart choices. It helps kids stay healthy and build strong communities.

**True or False** Is the statement true (T) or false (F)?

1) Peer pressure can affect kids' health decisions.	T	F
2) Good friends always pressure others to fit in.	T	F
3) Kids should handle pressure without adult help.	T	F
4) Alcohol and tobacco choices affect future health.	T	F
5) Refusing unsafe offers can show leadership.	T	F



**Questions** Answer the questions below.

1) Why is it important to practice saying no?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Why might someone choose unsafe behaviors that are high-risk?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Opinion** Write a comment that you would add to this conversation.

Username: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PREVIEW**

# Exit Cards

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

Name: _____	Mark
Is this a good decision? Circle Yes or No.	
1) A friend offers a vape; you walk away.	Yes No
2) A kid tries smoking to fit in.	Yes No
3) You avoid places where kids use tobacco.	Yes No
4) A kid drinks alcohol to seem cool.	Yes No
5) You decide to spend time with supportive friends.	Yes No

Name: _____	Mark
Is this a good decision? Circle Yes or No.	
1) A friend offers a vape; you walk away.	Yes No
2) A kid tries smoking to fit in.	Yes No
3) You avoid places where kids use tobacco.	Yes No
4) A kid drinks alcohol to seem cool.	Yes No
5) You decide to spend time with supportive friends.	Yes No

Name: _____	Mark
Is this a good decision? Circle Yes or No.	
1) A friend offers a vape; you walk away.	Yes No
2) A kid tries smoking to fit in.	Yes No
3) You avoid places where kids use tobacco.	Yes No
4) A kid drinks alcohol to seem cool.	Yes No
5) You decide to spend time with supportive friends.	Yes No

Name: _____	Mark
Is this a good decision? Circle Yes or No.	
1) A friend offers a vape; you walk away.	Yes No
2) A kid tries smoking to fit in.	Yes No
3) You avoid places where kids use tobacco.	Yes No
4) A kid drinks alcohol to seem cool.	Yes No
5) You decide to spend time with supportive friends.	Yes No

**PREVIEW**

**Legal and Illegal**

Circle whether the choice is Legal or Illegal for children.

1) Riding a bike on the road without a helmet.	Legal	Illegal
2) Drinking alcohol at a party.	Legal	Illegal
3) Calling 911 during a real emergency.	Legal	Illegal
4) Writing graffiti on a public wall.	Legal	Illegal
5) Tricking someone into a date by an older teen.	Legal	Illegal
6) Using fireworks without permission on Canada Day.	Legal	Illegal
7) Using the internet without parent permission.	Legal	Illegal
8) Not wearing a seatbelt every time in a vehicle.	Legal	Illegal
9) Saying no to peer pressure and choosing a different friend.	Legal	Illegal
10) Walking to school alone with parent permission.	Legal	Illegal
11) Attending a school-organized field trip with signed consent.	Legal	Illegal
12) Helping someone hide illegal items or activities.	Legal	Illegal
13) Playing at a public playground during open hours.	Legal	Illegal
14) Trespassing on private property without permission.	Legal	Illegal
15) Lying to police or emergency responders.	Legal	Illegal
16) Crossing a busy road against traffic signals.	Legal	Illegal

Appropriate/Inappropriate

Circle whether the behaviour is Appropriate or Inappropriate.

1) Listening while a classmate is sharing their ideas.	Appropriate	Inappropriate
2) Saying no when friends pressure you to break rules.	Appropriate	Inappropriate
3) Laughing at someone for making a mistake in class.	Appropriate	Inappropriate
4) Spreading rumors about a classmate online.	Appropriate	Inappropriate
5) Helping a new student feel welcome at school.	Appropriate	Inappropriate
6) Walking away from a student who is bullying a classmate.	Appropriate	Inappropriate
7) Ignoring someone on purpose to hurt their feelings.	Appropriate	Inappropriate
8) Pressuring a friend to try something you know they feel uncomfortable doing.	Appropriate	Inappropriate
9) Using rude language when you are angry.	Appropriate	Inappropriate
10) Apologizing after hurting someone's feelings.	Appropriate	Inappropriate
11) Encouraging a friend to make a safe, healthy choice.	Appropriate	Inappropriate
12) Asking an adult for help when peer pressure feels strong.	Appropriate	Inappropriate
13) Excluding someone from a group on purpose.	Appropriate	Inappropriate
14) Standing up for someone being treated unfairly.	Appropriate	Inappropriate
15) Copying someone's work and claiming it as your own.	Appropriate	Inappropriate

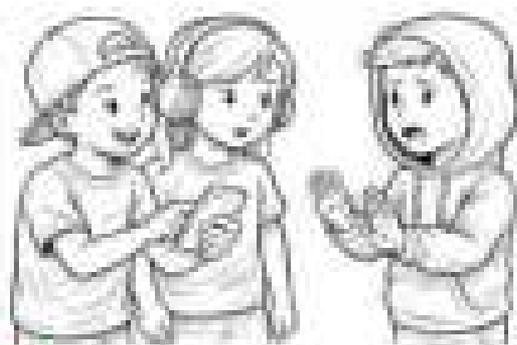
## Role Play – Identity, Choices, and Peer Influence

**Objective** What are we learning about?

Students will learn how choices, behaviour, and peer influence affect identity, self-esteem, and self-determination by acting out real-life situations and discussing healthy, respectful responses.

**Materials** What do we need for our activity?

- Scenario cards (real-life situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch (optional)



**Instructions** How will we complete this activity?

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that is related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

**Criteria**

Use the criteria below to complete the activity.

Criteria	Description
<b>Creativity</b>	Show imagination by making your character believable through actions, words, and reactions that fit the situation.
<b>Voice</b>	Speak clearly and loudly. Use a voice that matches how your character feels in the situation.
<b>Movements</b>	Use body movements and actions that help show what your character is doing or feeling.
<b>Stay in Role</b>	Stay in character from beginning to end, even if something unexpected happens.
<b>Teamwork</b>	Work cooperatively with your group. Share ideas, listen to others, and support group members.

**Scenario Cards**

Cut out the topics below.

Scenario	Description
1 <b>Standing Up for a Friend Being Treated Unfairly</b>	<p>During group work, one student is always left out. The students choose partners quickly and speak over them. When the student tries to share an idea, someone laughs and changes the topic. The student becomes quiet and looks uncomfortable. Another classmate notices this happening several times and feels uneasy watching it. They think about whether to stay silent or speak up. The group atmosphere feels tense, and the moment calls for someone to step in and change how the group treats each other.</p>

## Scenario Cards

Cut out the topics below.

Scenario	Description
2 Making a Safe Choice When Friends Want to Break Rules	<p>A group of friends finishes their work early and begins talking about leaving the classroom without permission. Some think it will be exciting and harmless. One student remembers the school rules and worries about safety and consequences. Friends tease the student for being too cautious and say nothing bad will happen. The student feels torn between following the rules and doing what feels right. The conversation continues as the student weighs the risks and decides what is most important.</p>
3 Apologising After Hurting Someone's Feelings	<p>During a class discussion, a student makes a comment meant to be funny, but it embarrasses someone. Some classmates laugh, while the embarrassed student looks down and stays quiet. Later, the student who made the comment tries to apologise, but there is a change in mood. They feel unsure and start thinking about how the situation becomes uncomfortable as they decide whether to take full responsibility for their words.</p>
4 Saying No to Unsafe Online Behaviour	<p>A student is preparing for a presentation and quietly tells themselves they are not good enough. They worry about making mistakes and being judged. Their shoulders slump, and they avoid eye contact. Friends try to encourage them, but the student struggles to believe the positive words. Inside, their thoughts repeat the same negative messages. The student begins to think about whether these thoughts are true and how they affect their confidence.</p>

## Scenario Cards

Cut out the topics below.

Scenario	Description
5 Responding to Pressure to Try Alcohol or Tobacco	<p>At a gathering, older students talk openly about alcohol or tobacco. Some laugh and encourage others to try it. One student feels uncomfortable and remembers health lessons and family rules. Friends say it is just for fun and not a big deal. The student feels pressure and worries about being judged. The situation becomes more difficult when the student decides how to respond.</p>
6 Following Rules Even When No One Is Watching	<p>A student has an opportunity to break a rule without being caught. Friends encourage a shortcut or skipping part of an assignment. The classroom is quiet, and adults are nearby. The student feels tempted but also thinks about the consequences and responsibility. The choice feels important, even though no one is paying attention.</p>
7 Being a Positive Role Model for Younger Students	<p>Older students are playing near the playground recess. Some older students begin to break a rule. Younger students watch closely and start copying the behavior. One student notices this and feels responsible. They notice their actions are being noticed and can influence others. The situation raises questions about leadership and responsibility.</p>
8 Asking a Trusted Adult for Help	<p>A student faces a problem that keeps happening, such as teasing or confusion about a rule. They try to handle it alone but feel overwhelmed. The problem affects their mood and focus in class. They think about talking to a teacher, parent, or other trusted adult. The decision to speak up feels difficult but important.</p>

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

76

Character Education  
CAREER 1234

**Rubric** How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Creativity</b>	No effort shown	Tried but not in role	Good role-playing	Very creative and realistic
<b>Voice</b>	Hard to hear	Sometimes clear	Clear and fits the role	Always loud and expressive
<b>Matching</b>	Not matching	Some actions, not clear	Good, matching actions	All actions matched perfectly
<b>Stay in Role</b>	Completely broke out of character	Mostly stayed in role	Mostly stayed in role	Never broke character
<b>Teamwork</b>	Did not help group	Helped a little	Shared ideas, helped in	Shared, helped, worked great

Teacher Comments

Mark

Student Comments - What Could You Do Better?

## Memory Game – Identity, Choices, and Behaviour

**Objective** What are we learning about?

Students will work in small groups to play a memory matching game that helps them understand key terms related to identity, behaviour, choices, and peer influence by matching a term with its meaning.

**Materials** What do you need for the activity?

- Set of Memory Game cards for each group (provided)
- A small table or clear floor space



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

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on the table.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

**Identity**

What makes you who you are, including thoughts, feelings, choices, and experiences over time.

The thoughts you have about yourself, including your abilities, strengths, and challenges.

**Self-Esteem**

How you feel about yourself and your worth, including confidence, pride, and self-worth.

**Self-Determination**

The ability to make your own choices and take responsibility for your actions.

**Self-Image**

The picture you have in your mind about yourself and how you fit in.

**PREVIEW**

**Body Image**

How you feel about your body, including appearance, size, and physical abilities.

**PREVIEW**

Short, kind sentences you say to yourself to build confidence and positive thinking.

**Confidence**

Believing in yourself and your abilities when trying something challenging.

**Fairness**

Treating everyone equally and making sure rules are followed respectfully.

**Respect**

Treating yourself and others with care, kindness, and understanding, even when opinions differ.

**Responsibility**

Doing what is expected and making choices that keep yourself and others safe.

A person whose actions and choices set a positive example for others.

**Cultural Identity**

Traditions, beliefs, and customs that help define who you are and how you fit along.

**Positive Thoughts**

Helpful thoughts that make you feel confident and willing to try new things.

**Negative Thoughts**

Unhelpful thoughts that can lower confidence and make challenges feel harder.

**PREVIEW**

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

**Quiz  
Check-In**

This quiz will assess students' understanding of the concepts covered in the memory game activity.

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

Mark

Pick two key terms from the memory game activity and explain what each means.


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

Mark

Pick two key terms from the memory game activity and explain what each means.


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

Mark

Pick two key terms from the memory game activity and explain what each means.


**PREVIEW**

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

# Unit Test

## Identity

Total
/

Mark	/
------	---

<p>1. Which statement best supports being unique?</p> <p>a) Everyone should be the same</p> <p>b) Growing at different paces is okay</p> <p>c) Looks matter most</p> <p>d) Change yourself to fit in</p>	<p>2. Which best shows healthy identity growth?</p> <p>a) Letting others decide everything</p> <p>b) Avoiding responsibility</p> <p>c) Comparing yourself constantly</p> <p>d) Learning from choices and experiences</p>
<p>3. Which is NOT a sign of self-determination?</p> <p>a) Letting others do things for you</p> <p>b) Ignoring rules</p> <p>c) Choosing how to act in a problem</p> <p>d) Quitting when it is hard</p>	<p>4. A negative self-concept might sound like:</p> <p>a) "I can improve with practice"</p> <p>b) "I always fail at everything"</p> <p>c) "I will try again"</p> <p>d) "I am learning"</p>
<p>5. Which can help improve self-esteem?</p> <p>a) Encouraging words</p> <p>b) Comparing yourself to others</p> <p>c) Hurtful comments</p> <p>d) Avoiding challenges</p>	<p>6. Which can influence a person's identity?</p> <p>a) Family</p> <p>b) Friends</p> <p>c) Media</p> <p>d) All of the above</p>
<p>7. Which situation may lower self-esteem?</p> <p>a) Encouragement from friends</p> <p>b) Fair feedback</p> <p>c) Hurtful teasing</p> <p>d) Trying again</p>	<p>8. Mistakes can help you:</p> <p>a) Show failure</p> <p>b) End learning</p> <p>c) Help you grow</p> <p>d) Lower confidence forever</p>
<p>9. Supportive relationships help students feel:</p> <p>a) Valued</p> <p>b) Judged</p> <p>c) Ignored</p> <p>d) Controlled</p>	<p>10. Saying "I can handle challenges" is an example of:</p> <p>a) Criticism</p> <p>b) Self-doubt</p> <p>c) A positive affirmation</p> <p>d) Peer pressure</p>

**PREVIEW**

Define

What do the terms below mean?

Mark

/

Self-concept

---



---



---

Self-esteem

---



---



---

determination

---



---



---

Short Answer

Answer the questions!

Mark

/

1) How can you make a healthy choice? What things lead you to do something unsafe?

---



---



---



---

2) Write three positive affirmations that encourage positive thinking.

---



---



---

3) How can hobbies help you learn about yourself?

---



---



---



---

**Sort** Sort each situation as: Healthy or Unhealthy Identity Growth

Mark

/

1) Learning from a mistake and trying again.	Healthy	Unhealthy
2) Comparing yourself to others and feeling bad about it.	Healthy	Unhealthy
3) Quitting right away because something feels hard.	Healthy	Unhealthy
4) Listening to encouraging words from friends or teachers.	Healthy	Unhealthy
5) Asking for help when something feels difficult.	Healthy	Unhealthy
6) Letting someone else do everything for you.	Healthy	Unhealthy
7) Avoiding challenges because you are afraid to fail.	Healthy	Unhealthy
8) Being proud of yourself even when you did not succeed.	Healthy	Unhealthy
9) Doing something because you are afraid of what others will think.	Healthy	Unhealthy
10) Feeling ashamed of who you are.	Healthy	Unhealthy

**Long Answer**

List and explain 5 tips for improving your identity growth.

Mark

/

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



# Workbook Preview



# Grade 4 Health Unit Stress Management

	Curriculum Expectations	Pages
USC4.6a	Develop and use respectful language to talk about stress and to describe the intensity of feelings.	6-8, 11-16, 40-54
USC4.6b	Communicate an informed personal understanding of stress.	6-10, 25-30, 36-38, 66-71
USC4.6c	Explore the responses one may experience as a result of stress.	9-11, 17-19, 55-57
USC4.6d	Determine how and why people react differently to	11, 38-59
USC4.6e		60-61
USC4.6f		12, 36, 41-54, 61
USC4.6g	as divorce, death, and loss, and media portrayals of stress management strategies.	36-40, 58-65
USC4.6h	Describe strategies for managing stress.	17-25, 39-44, 60-54, 56-71
AP4.1a	Identify basic steps to design and carry out effective action plans.	45-49
AP4.1b	Design and follow a brief outline of a plan, including a schedule.	45-49
AP4.1c	Implement the action as outlined.	45-49
AP4.1d	Document and reflect on implementation.	45-49

Preview of 70 pages from  
this product that contains 97  
pages total.

# STRESS MANAGEMENT

**PREVIEW**



## What is Mental Well-Being?

### Understanding Mental Well-Being

**Mental well-being** means feeling happy, calm, and ready to learn. It helps us make good choices, solve problems, and get along with others. Everyone has feelings, and sometimes we feel happy, sad, or frustrated. Having good mental well-being means knowing how to handle these feelings in a healthy way.

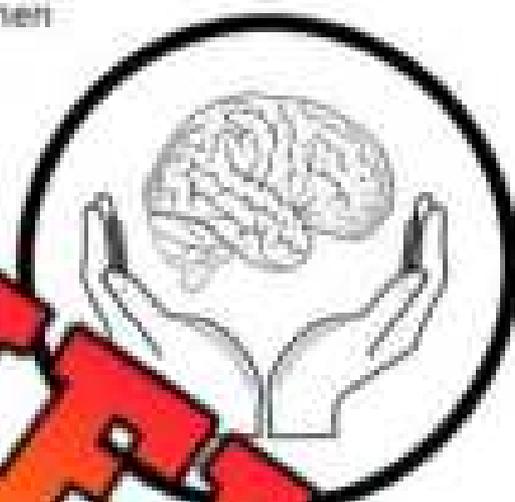
### Why is Mental Well-Being Important?

Our brains help us learn, think, and feel emotions. When we take care of our mental well-being, we can focus better in school, be more confident, and feel more strong. Just like we take care of our bodies, we also need to take care of our minds.

### Healthy Habits for a Strong Mind

There are many ways to keep our mental well-being strong. Here are some important habits:

- **Get enough sleep** – Children need about 9-11 hours of sleep each night.
- **Eat healthy foods** – Fruits, vegetables, and whole grains help our brains work better.
- **Stay active** – Running, jumping, and playing help reduce stress and make us feel happy.
- **Talk about feelings** – It's okay to feel sad or upset. Talking to a trusted adult can help.
- **Spend time with friends and family** – Being with people we care about makes us feel safe and happy.



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

7

Copyright © Good and Beautiful  
www.goodandbeautiful.com

**True or False** Is the statement true or false?

1) Mental well-being is only about feeling happy.	True	False
2) A strong mind helps us make good choices.	True	False
3) People with good mental well-being never feel sad.	True	False
4) Talking about feelings can help us feel better.	True	False
5) Sleep does not affect our mental well-being.	True	False

**Questions** Answer the questions below.

1) What does mental well-being mean?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Name three things that can help improve mental well-being.

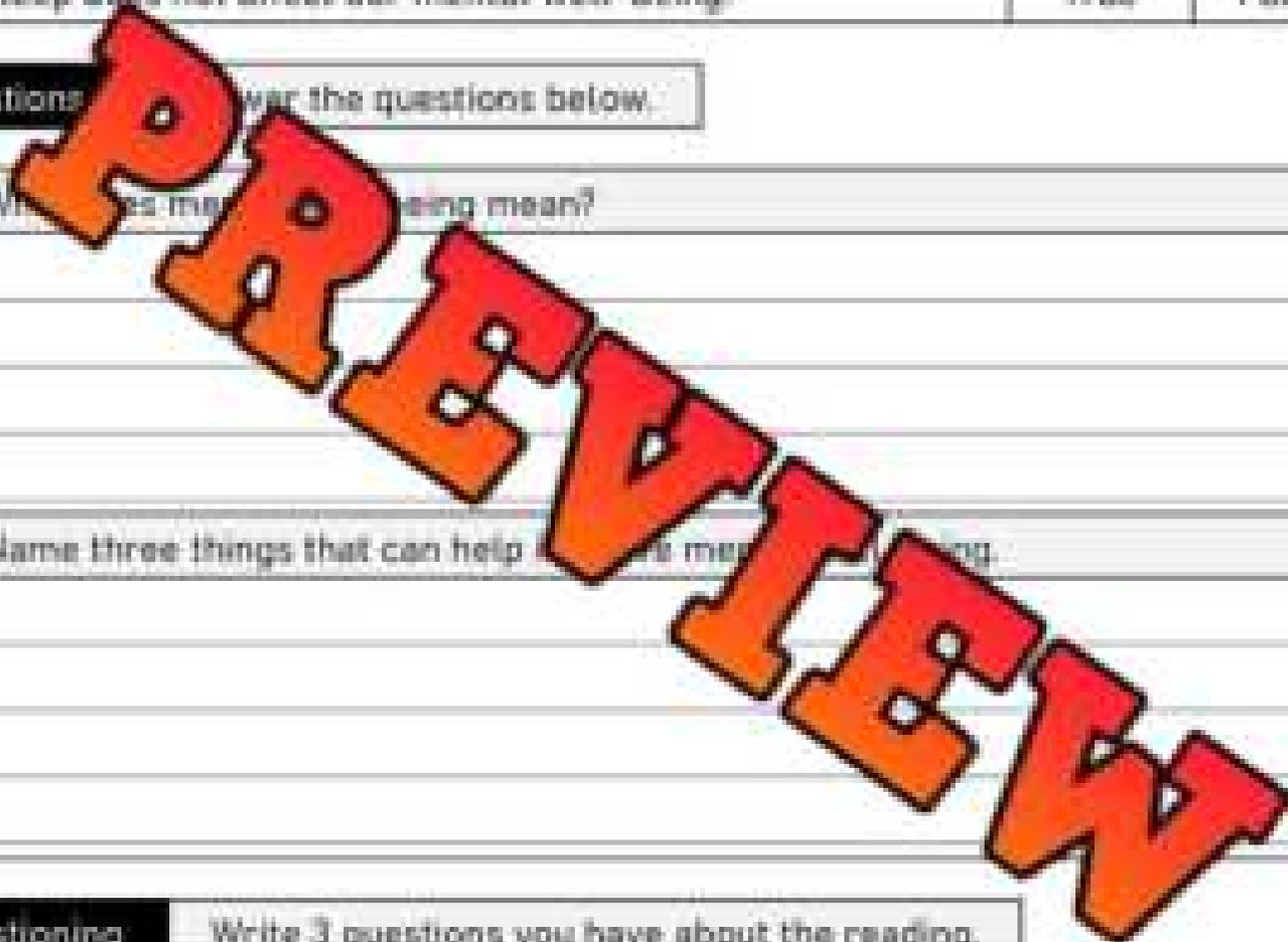
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Questioning** Write 3 questions you have about the reading.

1)	_____
2)	_____
3)	_____



# What are Stress and Anxiety?

## Understanding Stress and Anxiety

**Stress** is the feeling you get when you are under pressure or facing a challenge, like preparing for a test or playing in a big game. **Anxiety** is when you feel worried or scared about something that might happen, even if it's not happening right now. While some stress can be helpful to stay focused, too much stress or anxiety can make it hard to concentrate, sleep, or feel calm.

## How Stress and Anxiety Affect You

Stress and anxiety affect just your mind—they can also affect your body. When you're stressed, your body releases a hormone called cortisol. This can make your heart beat faster, your muscles tense up, and your stomach upset. If stress lasts too long, it can lead to headaches, trouble concentrating, and feeling tired all the time.



## Signs of Stress and Anxiety

It's important to know the signs of stress and anxiety so you can take action.

- Feeling overwhelmed or unable to focus
- Having a fast heartbeat or sweating a lot
- Feeling worried, scared, or upset often
- Getting angry or frustrated easily

## Ways to Manage Stress and Anxiety

There are simple strategies that can help reduce stress:

- Talk to an adult you trust about how you feel.
- Take deep breaths to calm your body and mind.
- Get some exercise like walking or playing outside.
- Write in a journal to express your thoughts.



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

10

Copyright © 2014  
www.thoughtco.com

**True or False** Is the statement true or false?

1) Stress happens when you feel under pressure.	True	False
2) Anxiety is being scared about a future event.	True	False
3) Stress only affects the body, not the mind.	True	False
4) Too much cortisol can cause headaches and tiredness.	True	False
5) Feeling worried is a sign of anxiety.	True	False

**Questions** Answer the questions below.

1) What are the differences between stress and anxiety?

Stress	Anxiety

2) What are some signs of anxiety? How can you manage it?

**Stress or Anxiety** Read each scenario and decide if it shows stress or anxiety.

1) Hands shaking while writing a spelling test in class.	Stress	Anxiety
2) Worrying all night about a test next week.	Stress	Anxiety
3) Heart beating fast while speaking in front of the class.	Stress	Anxiety
4) Feeling worried during recess without knowing the reason.	Stress	Anxiety
5) Imagining family problems getting worse while at school.	Stress	Anxiety
6) Constantly worrying about not being "good enough" in class.	Stress	Anxiety

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

# Feelings Scale / Stress Thermometer

## Instruction

Each day, colour the stars to show how strong your feeling is. More stars mean a stronger feeling. Write how you feel below.

Day	My Feeling	Colour the Stars	What can I do to feel calm?
Day 1	_____	☆☆☆☆☆	_____ _____
Day 2	_____	☆☆☆☆☆	_____ _____
Day 3	_____	☆☆☆☆☆	_____ _____
Day 4	_____	☆☆☆☆☆	_____ _____
Day 5	_____	☆☆☆☆☆	_____ _____
Day 6	_____	☆☆☆☆☆	_____ _____

**PREVIEW**

### Optional Word Bank: Feelings

Calm	Excited	Happy	Worried	Scared
Tired	Frustrated	Overwhelmed	Sad	Nervous

## Scenario Cards – How Strong Might the Feeling Be?

### Instruction

Read each situation. Think about how strong the feeling might be. Choose a number from 1 to 10 to show the feeling, with 10 being the strongest feeling.

- |   |  |
|---|--|
| 1) Someone forgets their homework and feels worried at school.    |  |
| 2) Someone moves to a new school and does not know anyone yet.    |  |
| 3) Someone's parents tell them they are getting divorced.         |  |
| 4) Someone's favorite grandparent has died.                       |  |
| 5) Someone loses a pet that lived with them for years.            |  |
| 6) Someone's best friend moves to a different city.               |  |
| 7) Someone feels scared before a big test they studied for.       |  |
| 8) Someone hears adults arguing at a family reunion.              |  |
| 9) Someone's family has to move suddenly to a new house.          |  |
| 10) Someone feels left out when friends are talking without them. |  |

### Questions

Answer the questions below.

- 1) Which situation did you rate the lowest? Why do you think it felt the weakest? \_\_\_\_\_

---



---



---

- 2) Which situation did you rate the highest? Why do you think it felt the strongest? \_\_\_\_\_

---



---



---

## Healthy Ways to Manage Stress

### Ways to Help Stress Go Away

Everyone feels **stress** sometimes. Stress happens when we feel worried, overwhelmed, or nervous. It is normal, but too much stress can make it hard to focus, sleep, or feel happy. Finding ways to manage stress helps us stay calm and better.

### How Stress Affects Us

When we are stressed, our heart beats faster, and we might feel tense. Some people get headaches or stomachaches when they are stressed. Stress can also make it harder to focus in school or enjoy fun activities. So, it is important to know how to manage it.



### Ways to Feel Calm and Relaxed

There are many ways to lower stress. Here are some healthy ways:

- **Take deep breaths** – This helps slow down our heart rate.
- **Stretch or do yoga** – Moving our bodies helps release stress.
- **Listen to music** – Calming songs can help us feel better.
- **Play outside** – Fresh air and movement help clear our minds.
- **Do a hobby** – Drawing, reading, or playing games can help.
- **Talk to someone** – Sharing our feelings with a trusted person helps.

Using these strategies can make us feel happier and more in control of our emotions!

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

**True or False** Is the statement true or false?

1) Stress happens when we feel overwhelmed or worried.	True	False
2) Everyone feels stress sometimes, and it is normal.	True	False
3) Taking deep breaths can help calm stress.	True	False
4) Playing outside does not help reduce stress.	True	False
5) Stress can make it hard to focus in school.	True	False

**Questions** Answer the questions below.

1) What stressors do people feel it?

\_\_\_\_\_

\_\_\_\_\_

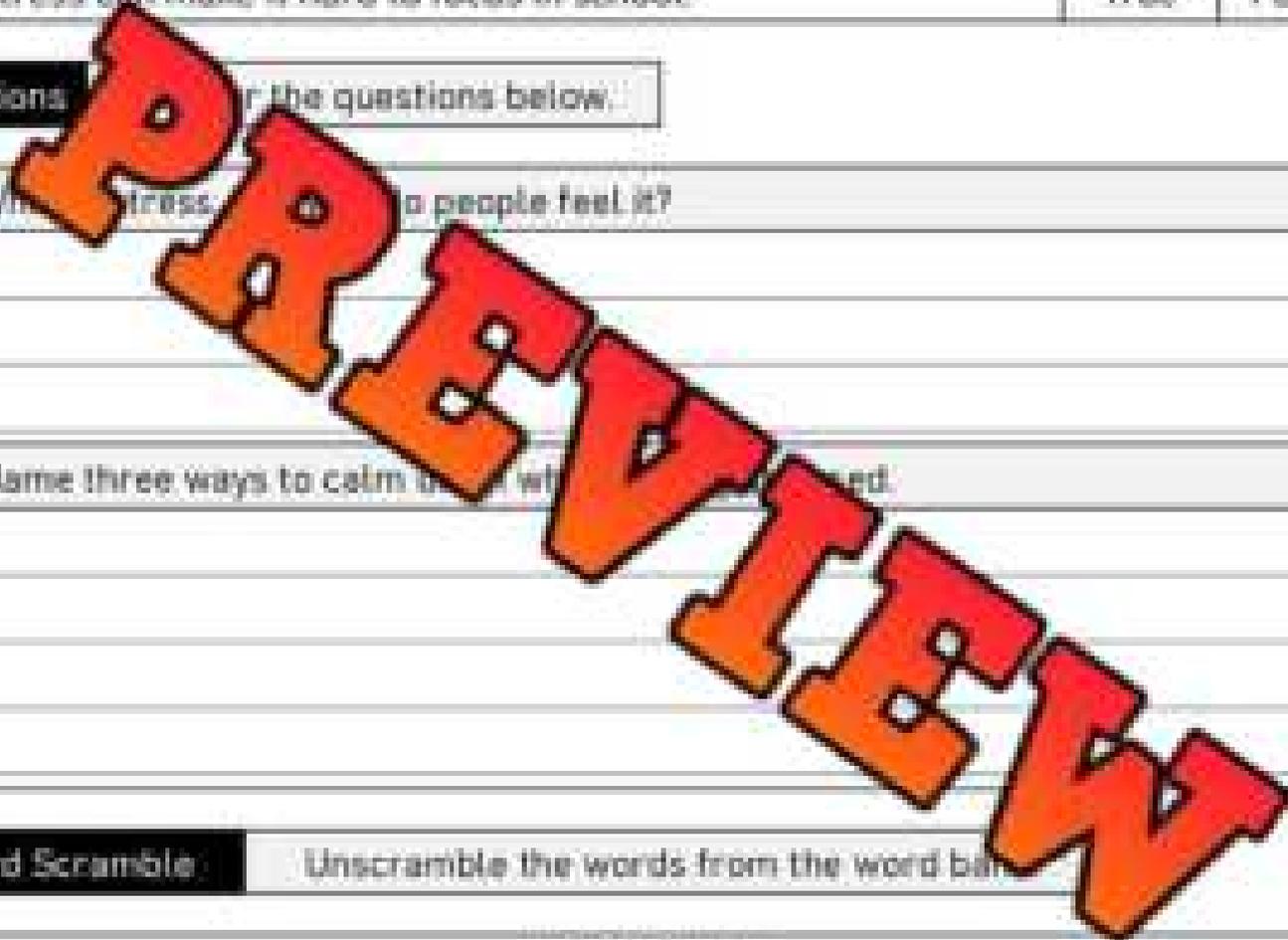
\_\_\_\_\_

2) Name three ways to calm down when stressed.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Word Scramble** Unscramble the words from the word bank.

**WORD BANK**

STRESS	EXERCISE	MUSIC	YOGA
RELAX	FEELINGS	OUTSIDE	DRAWING
BREATHING	OVERWHELMED	FOCUS	CALM
TOSEQUI		OUFCS	
SIFONELE		VREMHLEEDW	
CIUMS		GHRTEAINB	

# Exit Cards

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

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

Mark:
-------

Answer the following question?

1) What is one thing you can do to relax after a stressful day?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What can happen if we ignore stress for too long?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Mark:
-------

Answer the following question?

1) What is one thing you can do to relax after a stressful day?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What can happen if we ignore stress for too long?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Mark:
-------

Answer the following question?

1) What is one thing you can do to relax after a stressful day?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What can happen if we ignore stress for too long?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Mark:
-------

Answer the following question?

1) What is one thing you can do to relax after a stressful day?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What can happen if we ignore stress for too long?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PREVIEW**

## Activity - "Calm Down" Sensory Bottles

### Objective

What are we learning about?

Students will create their own sensory bottles to help them manage their emotions. These bottles represent how feelings can be stormy at first but settle with time and deep breathing.

### Materials

What will you need for the activity?

- 1 empty plastic bottle (each student bring their own)
- Clear liquid glue or warm water and glitter (various colours). Small beads or sequins
- Food colouring (optional)
- Super glue or hot glue



### Instructions

How will you complete the activity?

- 1) Have each student bring an empty plastic bottle.
- 2) Fill the bottle about halfway with warm water.
- 3) Add clear liquid glue to make the glitter move slowly.
- 4) Let students choose their glitter and beads and pour them into the bottle.
- 5) Add a drop of food colouring if they want to give their bottle a colour.
- 6) Fill the rest of the bottle with water, leaving a little space at the top.
- 7) Seal the cap tightly with super glue or hot glue to prevent spills.
- 8) Have students shake their bottle and watch the glitter swirl.
- 9) Explain that just like the glitter, our feelings can be stormy at first but settle when we stay calm and breathe.
- 10) Encourage students to use their bottle when they feel overwhelmed to help them practise mindfulness and relaxation.

## Instruction

## Step-by-Step Instructions

Step	Instructions
1	Bring a clean, empty plastic water bottle from home. Remove the label if possible and write your name on a piece of tape or a sticker on the bottle.
2	Carefully pour warm water into the bottle until it is about halfway full. Place the bottle on the table so it does not tip over.
3	Add a few drops of liquid glue until the bottle is about three-quarters full. The glue helps the bottle move slowly and feel calming.
4	Choose a few small beads and a few beads or sequins. Carefully pour them into the bottle, using a funnel or folded paper.
5	If you want colour, add a few drops of food colouring. Put the lid on and gently swirl the bottle to mix the colour.
6	Fill the bottle with warm water until there is a small space at the top so the bottle can be shaken safely.
7	Screw the lid on tightly and check that it is straight. Wipe the bottle if any water or glue spilled.
8	Ask your teacher to seal the lid with super glue or hot glue. This helps prevent leaks and keeps the bottle safe to use.
9	Gently shake the bottle once and place it on the table. Watch the glitter and beads swirl around inside the bottle.
10	While the glitter slowly settles, practise slow, deep breathing. Breathe in through your nose and out through your mouth until you feel calm.

**Reflection**

Answer the questions below.

1) How did making the sensory bottle make you feel?

---

---

---

2) When do you think you might use your sensory bottle?

---

---

---

3) Colour the sensory bottle. Use colours that make you feel calm and happy. Then, write down how you feel when you watch your glitter settle.



---

---

---

---

---

---

---

---

---

---

## How to Build a Stress Management Toolkit

### What Is a Stress Management Toolkit?

A stress management toolkit is a collection of activities and strategies you can use to help you feel calm and handle stress. Stress is normal, but it's important to have tools to manage it so it doesn't affect your mood or health. Different tools work for different people, so it's a good idea to try different things to find what works best for you.



### Tools to Manage Stress

Here are some common tools people use to handle stress:

- **Journaling:** Writing in a journal can help you understand what's bothering you and make a plan to solve the problem.
- **Exercising:** Activities like running, playing sports, or dancing release "feel-good" chemicals in your brain, which make you feel happy and less stressed.
- **Creating art:** Drawing, painting, or colouring can help you express your feelings without using words.
- **Deep breathing:** Sitting quietly and taking slow, deep breaths can help relax your body and mind.
- **Listening to music:** Music can change your mood and help you feel more relaxed.



### Finding the Right Strategy

Not every tool works for everyone. For example, some people enjoy journaling, while others might prefer exercising or creating art. It's important to try different strategies to find out what works best for you. If one tool doesn't work, don't worry—there are many other options to explore!

Having a stress management toolkit gives you the power to handle challenges and stay calm in difficult situations. It's like having a superhero's belt full of helpful tools!

## True or False

Is the statement true or false?

1) A stress management toolkit helps manage stress effectively.	True	False
2) Journaling makes it harder to understand and solve problems.	True	False
3) Exercise releases chemicals that reduce stress.	True	False
4) Creating art helps express feelings without words.	True	False
5) Listening to music has no effect on stress.	True	False

Question \_\_\_\_\_ Answer the questions below.

1) What is a stress management toolkit?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Name two tools to help manage stress.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Fill-in-the-Blanks

Fill-in-the-Blanks with the appropriate word.

1) A stress management toolkit helps you feel _____ and _____ handle stress better.	Journaling
2) _____ is an activity where you write about your thoughts and feelings.	Endorphins
3) Exercise releases "feel-good" chemicals in the brain, such as _____.	Calm
4) Deep _____ can calm both your mind and body.	Breathing
5) Creating _____ is a way to express feelings without words.	Art

## Drawing Contest – Design a “Relaxation Zone”

### Objective

What are we learning about?

Students will identify elements that help them feel calm and happy and create a visual representation of their ideal relaxing environment.

### Materials

What will you need for the activity?

- Drawing paper (one sheet per student)
- Crayons, markers, or colored pencils
- Pencils and eraser



### Instructions

How will you complete the activity?

- 1) Close your eyes and think about a place that makes you feel calm and relaxed.
- 2) Imagine things you might see, hear, or feel in this place.
- 3) On your paper, draw your ideal “Relaxation Zone.” Include details that make you feel comfortable, happy, and peaceful.
- 4) Think about adding things like comfy chairs, pillows, soft music, books, pets, or nature views.
- 5) Add colour and details to your drawing to make it special.
- 6) When you’re finished, share your drawing with your classmates and explain what you included and why these things help you feel relaxed.

## Reference

## List of drawing ideas

#	Drawing Ideas
1	A comfy beanbag chair beside a small table with a book and cup
2	A cozy hammock between two trees, with a sunny sky
3	A soft chair with fluffy pillows next to a bookshelf
4	A quiet corner with comfy cushions and a sleeping pet
5	A peaceful room with calming music playing softly
6	A window looking out onto gentle rain and clouds outside
7	A cozy chair with a warm blanket beside a fireplace
8	A comfy chair next to a large aquarium
9	A garden with colorful flowers and butterflies
10	A tent filled with soft blankets, pillows, and a flashlight
11	A relaxing swing on a porch with a view of nature
12	A picnic blanket on grass with a basket of food and a blanket
13	A treehouse with comfy chairs and a small table
14	A reading nook under a window, with a book and a lamp
15	A bubble bath with toys and calm lighting

## Criteria

Use the criteria below to complete the activity.

Criteria	Description
<b>Understanding of Relaxation</b>	Shows an understanding of what helps people feel calm and relaxed.
<b>Coping Strategies</b>	Includes clear stress-management strategies (for example: quiet space, nature, music, comfort items).
<b>Creativity</b>	Uses imagination to design a unique and personal relaxation zone.
<b>Details and Effort</b>	Adds colour, details, and care to the drawing.
<b>Explanation</b>	Clearly explains what was included and why it helps them feel calm.

Reference

Example of drawing



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

**Draw** Draw your ideal "Relaxation Zone" here.

**PREVIEW**

**Reflection**

Answer the questions below.

1) What is your favourite part of your Relaxation Zone?

---



---



---



---

2) Why is it important to have a calm space?

---



---



---



---

3) Who would you like to share your Relaxation Zone, or would you prefer to be alone?

---



---



---



---

**Word Scramble**

Unscramble the words from the word bank.

**WORD BANK**

RELAXATION

PEACEFUL

FEELINGS

SAFE

CALM

QUIET

COZY

ENVIRONMENT

COMFORTABLE

HAPPY

IMAGINE

SPACE

NEVMRNTDIEN

EUITQ

FUPEALCE

LSEFNEIG

MLCA

ROFBTMCQOEL

**Rubric** How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
<b>Understanding of Relaxation</b>	Shows little understanding of what helps people relax	Shows some understanding of calming ideas	Shows a clear understanding of what helps people feel calm	Shows a strong and thoughtful understanding of relaxation
<b>Coping Strategies</b>	Few or no calming strategies included	One calming strategy included	Two calming strategies included	Three or more clear calming strategies included
<b>Creativity</b>	Very little creative ideas shown	Some creative ideas shown	Creative and thoughtful ideas shown	Very creative and original design
<b>Details and Effort</b>	Very few details and colouring	Some details and colouring	Good details and careful colouring	Many details and strong effort shown
<b>Explanation</b>	Has trouble explaining the drawing	Very short explanation	Explains choices with some reasons	Clearly explains choices with strong reasons

**Teacher Comments**

<hr/> <hr/> <hr/> <hr/> <hr/>	<b>Mark</b>  <input style="width: 100%; height: 40px;" type="text"/>
-------------------------------	--

**Student Comments - What Could You Do Better?**

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

# How Physical Activity Helps Reduce Stress

## How Exercise Helps Our Brains

Being active for at least 60 minutes a day helps our brains stay strong and healthy. When we run, jump, and play, our bodies release special chemicals called **endorphins**. These chemicals make us feel happy and help lower stress. Exercise also increases blood flow to the brain, which helps us think better and remember things more easily.

## Exercise Improves Performance

Moving our bodies helps us do better in school. When we exercise, our brains get better at making it easier to solve problems and learn new things in class. Studies show that students who exercise every day have better grades and focus on their work. Exercise also helps us sleep better, which is important for learning and growing.



## Types of Exercise That Help the Brain

Different types of exercise help our brains in different ways. Here are some activities that are great for brain health:

- **Running or playing tag** – Improves memory and focus.
- **Jumping rope** – Increases coordination and brain activity.
- **Playing team sports** – Helps with problem-solving and teamwork.
- **Yoga or stretching** – Reduces stress and helps with relaxation.

Staying active is one of the best ways to keep both our bodies and brains strong. Even small activities like walking or dancing can make a big difference in how we think and feel every day.

**True or False**

Is the statement true or false?

1) Exercise helps the brain by increasing blood flow.	True	False
2) Endorphins are chemicals that make us feel sad.	True	False
3) Playing sports can help with problem-solving skills.	True	False
4) Exercise has no effect on how well we sleep.	True	False
5) Running can help improve memory and focus.	True	False

**Questions** Answer the questions below.

1) What happens to your brain when we exercise?

---

---

---

---

2) Name three activities that help improve your brain.

---

---

---

---

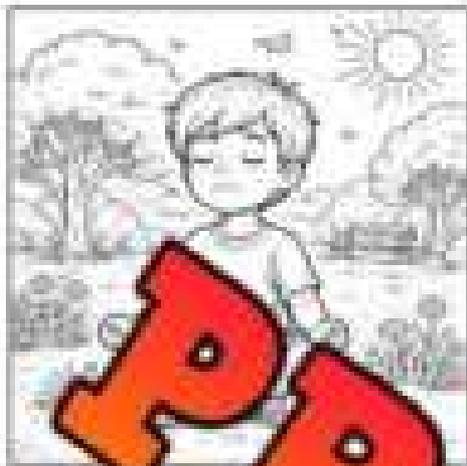
**Visualizing**

Draw what you were picturing while you were reading. Write a picture.

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



## Fresh Air and Sunshine: Helping Our Stress



### How Nature Helps Our Brain

Spending time outside is great for our mental health. When we go outdoors, our brains relax, and we feel happier. Scientists say that just 20 minutes in nature can lower stress and help us focus better. Fresh air also helps our lungs work better, which gives us more energy.

### The Power of the Sun

The sun gives us vitamin D, which helps our mood and keeps our bones strong. If we don't get enough sunlight, we may feel more tired. That's why it is important to spend time outdoors, especially in the morning when the sun is bright.



### Ways to Enjoy the Outdoors

There are many fun ways to spend time outside. Here are some activities that help our brains and bodies feel good:

- **Running or biking** – Helps us stay active and full of energy.
- **Playing sports** – Keeps us healthy and improves teamwork.
- **Walking in nature** – Lowers stress and helps us relax.
- **Sitting outside** – Helps us feel calm and focused.
- **Gardening** – Gives us fresh air and teaches us about plants.

Being outside every day helps us feel happier, stronger, and more focused in school!

**Questions**

Answer the questions below.

1) How does fresh air help our bodies?

---



---



---

2) Name three outdoor activities that help with stress.

---



---



---

**Fill-in-the-Blanks** Fill in the blanks with the appropriate answer.

- |  |           |
|--|-----------|
| 1) Spending time outside helps our _____.                            | Vitamin D |
| 2) The sun gives us _____, which helps our mood and bones.           | Nature    |
| 3) Walking in _____, like a park or forest, helps our _____.         | Sports    |
| 4) Fresh _____ helps us feel more energetic and think _____ better.  | Air       |
| 5) Playing _____ outside helps us stay active and work _____ a team. |           |

**Reflect**

In your experience, how do you feel after spending time outside compared to staying indoors? Do you notice any changes in your mood or energy?

---



---



---

# Exit Cards

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

Name: _____	Mark
Is the statement true (T) or false (F)?	
1) Spending time outside helps the brain relax.	T F
2) Fresh air helps lungs work better and stay strong.	T F
3) Not getting sunlight can affect how people feel.	T F
4) Sitting outside makes people less focused.	T F
5) Morning sunlight helps less than evening sunlight.	T F

Name: _____	Mark
Is the statement true (T) or false (F)?	
1) Spending time outside helps the brain relax.	T F
2) Fresh air helps lungs work better and stay strong.	T F
3) Not getting sunlight can affect how people feel.	T F
4) Sitting outside makes people less focused.	T F
5) Morning sunlight helps less than evening sunlight.	T F

Name: _____	Mark
Is the statement true (T) or false (F)?	
1) Spending time outside helps the brain relax.	T F
2) Fresh air helps lungs work better and stay strong.	T F
3) Not getting sunlight can affect how people feel.	T F
4) Sitting outside makes people less focused.	T F
5) Morning sunlight helps less than evening sunlight.	T F

Name: _____	Mark
Is the statement true (T) or false (F)?	
1) Spending time outside helps the brain relax.	T F
2) Fresh air helps lungs work better and stay strong.	T F
3) Not getting sunlight can affect how people feel.	T F
4) Sitting outside makes people less focused.	T F
5) Morning sunlight helps less than evening sunlight.	T F

**PREVIEW**

## Fact or Fiction: Myths About Stress

**Objective** What are we learning about?

Students will identify and understand common myths and facts about stress. They will learn effective stress management strategies and how to differentiate between misconceptions and truths.

**Materials** What do you need for the activity?

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign (with the two sides of the room)
- Designated areas in the classroom for 'Fact' and 'Fiction' signs, allowing students to move to either side



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

- 1) Your teacher will read statements. Pay close attention as each statement is read.
- 2) Consider carefully whether you think the statement is true or false.
- 3) If you decide the statement is true, walk to the 'Fact' side of the room.
- 4) If your guess is that it's not true, move to the 'Fiction' side of the room.
- 5) Stay on your chosen side and listen attentively for the correct answer to be revealed.
- 6) When the right answer is announced, return to your seat, ready for the next round.
- 7) Have fun getting up and moving!

## Fact or Fiction

Read the statements to the class.

#	Statement	Answer
1	Deep breathing helps reduce stress.	Fact
2	Stress is always bad.	Fiction
3	Exercise can help reduce stress.	Fact
4	Everyone reacts to stress in the same way.	Fiction
5	Talking to a friend can help manage stress.	Fact
6	Stress only happens to adults.	Fiction
7	Sleep helps your body deal with stress.	Fact
8	Stress always makes you sick.	Fiction
9	A little stress can help you focus.	Fact
10	Ignoring stress will make it go away.	Fiction
11	Stress is a normal part of life.	Fact
12	Eating junk food helps you feel less stressed.	Fiction
13	Doing something you enjoy can reduce stress.	Fact
14	Stress only happens during big events.	Fiction
15	Writing about your feelings helps reduce stress.	Fact
16	Stress is caused by only bad things.	Fiction
17	Drinking lots of water helps manage stress.	Fact
18	Stress is a sign of weakness.	Fiction
19	Taking breaks during work or study can reduce stress.	Fact
20	Everyone should ignore stress to stay strong.	Fiction

## Dealing with Social and Emotional Stress

### Dealing with Social and Emotional Stress

Sometimes kids feel stressed about school, friends, or fitting in. These feelings are normal, and people feel stress in different ways. Learning healthy strategies can help you stay calm and handle challenges.

Check out the strategies you could use to deal with these stresses below:

- ☑ **Mindfulness** – focus on what is happening now, not worrying about the future.
- ☑ **Yoga** – the combination of breathing and stretching has proven to reduce stress, improve self-esteem, and even boost grades. It only takes 8-10 minutes each day.
- ☑ **Physical activity** – a research link exists between physical activity and lower levels of stress. Go for a run or play a sport to help with worrying about fitting in with your peers!
- ☑ **Journaling** – write down your feelings and thoughts any way in a journal. Journaling helps improve your mood because it allows you to get your thoughts and feelings to escape your body. When we write down our thoughts, we are forced to pause and focus on the details that we might not notice otherwise.
- ☑ **Peer sharing** – find a friend you can share your feelings with. Keep in mind that you should be a good listener when your friend wants to share with you.
- ☑ **Focus on things you can change** – sometimes there are things about us that we don't like. This is normal, but luckily, we can control what we focus on. Remember that the things out of our control, are out of our control and worrying about them will not help. Try remembering the things you like about yourself and focus on those things.
- ☑ **Ask for help** – remember, if you have been feeling down for a long time and it feels out of control, you can ask for help. Talk to a trusted adult, like a parent, teacher or coach.



## Activity

Which strategy could you use to help the negative feelings/stress?

Negative Feeling/Stress	Strategy You Would Choose And How It Would Help
A family member you were close to has died, and you feel sad and confused.	
Your parents live separately, and you have to go to different homes.	
A close friend moved away, and you feel lonely at school.	
Someone you care about is very sick, and you feel worried a lot.	
Your family had to move homes, and you miss your old neighbourhood.	
Your parents argue more than before, and it makes you feel nervous.	
You lost a pet, and reminders make you feel upset again.	

**PREVIEW**

## Stress Relief Strategy - Journaling

When you write in your journal, there is no need to worry about the format, organization, or spelling of your writing. Instead, use your journal to record any thoughts that come to mind.

If your mind draws a blank, you could think of some of the questions below to help you get started. Practise journaling by using this page. Next time, try journaling in a book without the prompts given below. Just remember these prompts if you get stuck.

Journaling: Use the questions below to get your feelings down on paper.



1) Are you stressed? How do you feel?

---

---

---

---

---

2) What is making you feel this way?

---

---

---

---

---

3) What can you do to either improve your mood or cope?

---

---

---

---

---

4) If you are stressed, what can't you control? If you are not stressed, what things out of your control often give you stress?

---

---

---

---

---

Mantras	Stay in the moment	Don't think about the past	Don't think about the future
	I am not perfect	Everyone makes mistakes	I can't please everyone

# Gratitude: A Simple Way to Manage Stress

## What Is Gratitude?

**Gratitude** means being thankful for the good things in your life. It can be big things, like having a loving family, or small things, like a sunny day or a kind word from a friend. Practicing gratitude helps you notice the positives in your life instead of focusing on the negatives.



## The Science Behind Gratitude

When you feel grateful, your brain releases chemicals like **dopamine** and **serotonin**. These are called "feel-good" chemicals and help you feel happier and less stressed. Gratitude also lowers the level of stress hormones in your body, which helps you stay calm and focused. Scientists have found that people who practice gratitude regularly sleep better, feel more optimistic, and handle problems more easily.

## Ways to Practice Gratitude

There are simple ways you can practice gratitude every day:

- Write down three things you're thankful for each day.
- Say "thank you" to someone who helps you.
- Share something you're grateful for during meals with your family.
- Keep a gratitude journal to remember the good things in your life.

## Sharing Gratitude With Others

Sharing what you are grateful for can make you and others feel better. For example, if you tell a friend or teacher that you appreciate their kindness, it not only boosts their mood but also strengthens your relationship. Gratitude is like a muscle—the more you use it, the stronger it gets!

## True or False

Is the statement true or false?

1) Gratitude means ignoring the good things in life.	True	False
2) Practising gratitude can reduce stress and increase happiness.	True	False
3) Dopamine and serotonin are "feel-good" chemicals in the brain.	True	False
4) Gratitude has no effect on your mood or focus.	True	False
5) People who practise gratitude regularly sleep better.	True	False

## Questions Answer the questions below.

1) What is gratitude in your own words?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What are dopamine and serotonin? How do they help?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Word Search

Find the words in the wordsearch.

Gratitude	Hormone
Mental	Optimistic
Health	Thankful
Science	Appreciate
Dopamine	Kindness
Serotonin	Strengthen

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

# Exit Cards

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

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Being grateful can reduce stress chemicals in the body.
<input type="checkbox"/>	Dopamine and serotonin increase stress levels.
<input type="checkbox"/>	Practising gratitude regularly builds emotional strength.

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Being grateful can reduce stress chemicals in the body.
<input type="checkbox"/>	Dopamine and serotonin increase stress levels.
<input type="checkbox"/>	Practising gratitude regularly builds emotional strength.

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Being grateful can reduce stress chemicals in the body.
<input type="checkbox"/>	Dopamine and serotonin increase stress levels.
<input type="checkbox"/>	Practising gratitude regularly builds emotional strength.

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Being grateful can reduce stress chemicals in the body.
<input type="checkbox"/>	Dopamine and serotonin increase stress levels.
<input type="checkbox"/>	Practising gratitude regularly builds emotional strength.

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Being grateful can reduce stress chemicals in the body.
<input type="checkbox"/>	Dopamine and serotonin increase stress levels.
<input type="checkbox"/>	Practising gratitude regularly builds emotional strength.

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

Mark:

2 Truths and a Lie - Can you find the one that's not true?

<input type="checkbox"/>	Being grateful can reduce stress chemicals in the body.
<input type="checkbox"/>	Dopamine and serotonin increase stress levels.
<input type="checkbox"/>	Practising gratitude regularly builds emotional strength.



## Activity: Daily Gratitude Journal

### Objective

What are we learning about?

Students will practise noticing and writing about positive moments in their daily lives to build gratitude and support emotional well-being.

### Materials

What will you need for the activity?

- "Daily Gratitude" pages (provided)
- Pencil or pen



### Instructions

How will we do this?

- 1) As a class, discuss how gratitude helps us notice good things, and how focusing on these can help reduce stress and calm our mind during hard days.
- 2) Each student receives a Daily Gratitude Journal page.
- 3) Once each day, students write about things they are grateful for from their school, friends, or something at home.
- 4) Students then write about things they feel grateful for from the rest of the day.
- 5) Worries and gratitude can be big or small, such as a problem, a person, an event, or a moment.
- 6) Students may add one short sentence explaining how what they are grateful for compares to what they were worried about.
- 7) Journals are kept private, unless students choose to share.
- 8) At the end of the week, students reflect on how practising gratitude affected their worries, mood, or stress.

## Gratitude Prompts

## A list of Gratitude Prompts

Category	Prompt
Daily Experiences	What made you smile today?
	What is something fun you did recently?
	What is one thing you're looking forward to this week?
People	Who are you thankful for and why?
	Who helped you today?
	Who made you laugh recently?
Environment	What is one thing about nature?
	What do you love about your home or classroom?
	What sounds or smells make you happy?
Achievements	What is one thing you've learned this week?
	What's something you've learned lately that inspires you?
	What is a goal you accomplished and how did you feel?
Objects	What is one object you are thankful for and why?
	What's something you own that brings you comfort or joy?
	What's your favourite book, toy, or game and why do you love it?
Health & Well-Being	What is one thing about your body or health you are grateful for?
	What helped you feel strong or healthy today?
	What is something your body helped you do today?

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

**Monday**

What Are You  
Worrying About  
Today?

---

---

---

---

What  
Are You  
Grateful For  
Today?

---

---

---

---

Do your  
worries feel  
smaller when  
you think  
about what  
you already  
have and are  
thankful for?

---

---

---

---

How Did This  
Make You Feel?

Calm

Same

 Not sure

**Tuesday**

What Are You  
Worrying About  
Today?

---

---

---

---

What Are You  
Grateful For  
Today?

---

---

---

---

Do your  
worries feel  
smaller when  
you think  
about what  
you already  
have and are  
thankful for?

---

---

---

---

How Did This  
Make You Feel?

Calm

Same

 Not sure

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

**Wednesday**

What Are You  
Worrying About  
Today?

---

---

---

---

What  
Are You  
Grateful For  
Today?

---

---

---

---

Do your  
worries feel  
smaller when  
you think  
about what  
you already  
have and are  
thankful for?

---

---

---

---

How Did This  
Make You Feel?

Calm       Same

Not sure

**Thursday**

What Are You  
Worrying About  
Today?

---

---

---

---

What Are You  
Grateful For  
Today?

---

---

---

---

Do your  
worries feel  
smaller when  
you think  
about what  
you already  
have and are  
thankful for?

---

---

---

---

How Did This  
Make You Feel?

Calm

Same

Not sure



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

Friday

What Are You Worrying About Today?

---

---

---

---

What Gratitude

Do your worries feel smaller when you think about what you already have and are thankful for?

---

---

---

---

---

---

How Did This Make You Feel?

Same

Not sure

Reflection

Reflect on your worries and gratitude this week.

1) What kind of worries showed up most often this week?

---

---

---

---

2) What were you most grateful for this week?

---

---

---

---

3) Did your worries feel bigger or smaller after writing gratitude?

---

---

---

---

4) How much did focusing on gratitude help reduce your stress this week?

A Lot

Some

A Little

Not Much

Not Yet

**PREVIEW**

## Matching Game – Healthy Ways to Handle Stress

**Objective**

What are we learning about?

Students will learn different ways to handle stress by matching pictures with the correct stress-management strategy and colouring the images to show understanding.

**Materials**

What will you need for the activity?

- Pictures (provided by teacher)
- Matching cards with stress-management strategies (provided)
- Crayons or colored markers

**Instructions**

How will you conduct the activity?

- 1) Divide the class into groups of 3 or 4. Give each group a set of picture cards and stress strategy word cards.
- 2) Have each group lay all the cards face up in a grid on the floor.
- 3) The students take turns choosing two cards, trying to find a match.
- 4) If a student makes a correct match, they place the matches on a separate sheet and keep them as a pair.
- 5) If the cards do not match, they are returned to the grid and the next student takes a turn.
- 6) The game continues until all pictures have been matched with the correct stress strategies.
- 7) After the game, review the matches with the class.
- 8) Discuss why these stress strategies are helpful and how students can use them in their own lives.

Cards

Matching Game Cards



### Exercise

Physical activity that improves mood and health.



### Talk to someone

Discussing feelings with someone you trust.



### Practice gratitude

Recognizing and appreciating the good things in life.



### Take breaks

Taking short breaks during work or study.



### Sleep well

Getting enough rest to recharge and refresh.

**PREVIEW**

Cards

Matching Game Cards



**Spend time in nature**  
Being outdoors to enjoy  
fresh air and calm.



**Eat healthy foods**  
Eating balanced meals  
that fuel your body.



**Meditate**

Calming your mind  
to be focused.



**Stay organized**

Keeping your environment  
and tasks in order.



**Set goals**

Creating goals to work  
towards each day.

**PREVIEW**

Cards

Matching Game Cards



**Laugh and have fun**  
Finding humour and  
enjoyment in daily life.



**Do something creative**  
Engaging in artistic  
activities like drawing.



**Practice deep breathing**  
Taking slow, deep  
breaths to relax.



**Spend time with a pet**  
Playing with or cuddling a pet  
to feel calm and happy.



**Listen to music**  
Listening to calm or happy  
music to relax your mind.

**PREVIEW**

## Blog Post: Stress Responses

### How Our Bodies React to Stress

Date: December 23, 2025

Author: Ms. Taylor Nguyen

5-minute read

Everyone experiences stress, and it can affect both the body and the mind. These reactions are normal and are signs that the body is trying to protect us. Below are common stress responses people may experience when they are stressed:

- 1) **Heart rate increase** – Your heart beats faster when you feel nervous or stressed.
- 2) **Blushing** – Your face turns red when you feel stressed or embarrassed.
- 3) **Knots in the stomach** – Your stomach may feel tight, sore, or uncomfortable.
- 4) **Butterflies in the stomach** – You may feel fluttery or shaky inside your belly.
- 5) **Dry mouth** – Stress can make your mouth feel dry or sticky.
- 6) **Sleeplessness** – Worries can make it hard to fall asleep or stay asleep.
- 7) **Loss of concentration** – Stress can make it harder to focus or pay attention.

These stress responses do not mean something is wrong. They are signals that your body needs rest, calm, or support. Learning to recognize these signs can help you choose healthy ways to manage stress, like talking to a friend, exercising your body, or taking deep breaths.

### Comments:



**Ava** – December 23, 2025

I didn't know stress could cause stomach aches and headaches. That explains how I feel before tests.

Like Reply 1d ago



**Liam** – December 24, 2025

I get a fast heartbeat when I'm nervous. Knowing it's normal makes me feel better.

Like Reply 20m ago

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

56

Copyright © Good and Beautiful  
www.goodandbeautiful.com

Yes or No

Circle Yes or No for each question.

1) Do stress responses mean something is always wrong?	Yes	No
2) Can stress affect sleep even at night?	Yes	No
3) Does stress always help you concentrate better?	Yes	No
4) Can stress affect both body and mind?	Yes	No
5) Can stress cause trouble focusing in class?	Yes	No

Question \_\_\_\_\_ for the questions below.

1) List 3 ways your body responds when we feel stress.

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

2) How can knowing stress signs help you?

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

Comment

What comment would you post to the blog post?

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

♥ Like

□ Reply

🕒 Just now

# Exit Cards

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

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

Mark:

Check only the body responses people may feel when stressed.

<input type="checkbox"/>	Heart beating faster
<input type="checkbox"/>	Trouble sleeping
<input type="checkbox"/>	Feeling hungry all the time
<input type="checkbox"/>	Dry mouth
<input type="checkbox"/>	Hair changing colour
<input type="checkbox"/>	Stomach aches or knots
<input type="checkbox"/>	Losing baby teeth
<input type="checkbox"/>	Blushing or feeling hot
<input type="checkbox"/>	Seeing better in the dark

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

Mark:

Check only the body responses people may feel when stressed.

<input type="checkbox"/>	Heart beating faster
<input type="checkbox"/>	Trouble sleeping
<input type="checkbox"/>	Feeling hungry all the time
<input type="checkbox"/>	Dry mouth
<input type="checkbox"/>	Hair changing colour
<input type="checkbox"/>	Stomach aches or knots
<input type="checkbox"/>	Losing baby teeth
<input type="checkbox"/>	Blushing or feeling hot
<input type="checkbox"/>	Seeing better in the dark

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

Mark:

Check only the body responses people may feel when stressed.

<input type="checkbox"/>	Heart beating faster
<input type="checkbox"/>	Trouble sleeping
<input type="checkbox"/>	Feeling hungry all the time
<input type="checkbox"/>	Dry mouth
<input type="checkbox"/>	Hair changing colour
<input type="checkbox"/>	Stomach aches or knots
<input type="checkbox"/>	Losing baby teeth
<input type="checkbox"/>	Blushing or feeling hot
<input type="checkbox"/>	Seeing better in the dark

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

Mark:

Check only the body responses people may feel when stressed.

<input type="checkbox"/>	Heart beating faster
<input type="checkbox"/>	Trouble sleeping
<input type="checkbox"/>	Feeling hungry all the time
<input type="checkbox"/>	Dry mouth
<input type="checkbox"/>	Hair changing colour
<input type="checkbox"/>	Stomach aches or knots
<input type="checkbox"/>	Losing baby teeth
<input type="checkbox"/>	Blushing or feeling hot
<input type="checkbox"/>	Seeing better in the dark

**PREVIEW**

## Social Media Post – Why Stress Looks Different

@SafeChoices CA 

I know two kids whose parents are getting divorced. One cries and talks about it a lot. The other says nothing and pretends everything is fine. Why does stress look so different?

11:30 AM · 1/20/25 · 1,929 SHARES · 4,721 LIKES    

 @Jordank21 - That sounds really hard. Divorce can make kids feel scared and stressed. Kids who don't talk about it feels different.

 @TaylorR88 - Some kids don't talk because they don't want to make things worse at home.

 @AlexM34 - I think when adults stay calm, kids might feel less afraid.

 @Jordank21 - One kid I know had trouble focusing in school anymore. He kept thinking about what would change at home.

 @TaylorR88 - Another kid acted fine but then he had a meltdown. Stress doesn't always show right away.

 @AlexM34 - Talking to a teacher helped one student feel better.

 @Jordank21 - Some families talk openly about divorce. That can help kids feel less alone.

 @TaylorR88 - In some families, problems stay private, so kids hold stress inside.

 @AlexM34 - Schools need to understand that families and cultures are different.

 @Jordank21 - When classmates understand this, they can be kinder and more patient.

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

**True or False** Is the statement true (T) or false (F)?

1) All kids react to divorce in the same way.	T	F
2) Stress can affect sleep and school focus.	T	F
3) Talking always makes stress disappear quickly.	T	F
4) Watching calm adults can lower a child's stress.	T	F
5) Being kind helps classmates dealing with stress.	T	F



**Questions** Answer the questions below.

1) Why do you think the boy and girl from the post feel stress differently during divorce?

2) Why might pretending to be "fine" be harmful?

**Opinion** Write a comment that you would add to this conversation.

Username: \_\_\_\_\_ Date: \_\_\_\_\_

## Story: Holding Hope After Goodbye

**Draw**

Draw pictures to illustrate the story.

Liam knew something serious was coming when his parents asked him to sit at the kitchen table. Their voices were soft. "Grandma passed away this morning," his mom said, reaching for his hand. The room felt still.

**PREVIEW**

Grandma had always been there. She packed his lunches, waved from the porch, and called him her "sunshine." Liam's chest felt tight as the words sank in.

For days, the house felt quieter. No humming in the kitchen. No warm hugs after school. Liam tried to be brave, but his thoughts felt heavy and mixed up.

**PREVIEW**

At school, Liam sat through lessons without really hearing them. His teacher noticed him staring out the window and gently asked, "Do you want to talk?" Liam shook his head.

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

62

Copyright © Good and Beautiful  
www.goodandbeautiful.com

After school, Liam's dad sat beside him on the couch. "It's okay to feel sad," he said. "We miss her too." Liam finally let the tears fall.

**PREVIEW**

That night, sleep was hard. Liam kept thinking about Grandma's smile. He held the scarf she used to wear and whispered, "I love you."

The next day, his teacher gave him a notebook. "You can write or draw memories," she said. Liam drew Grandma holding his hand.

**PREVIEW**

Slowly, Liam began to share stories. At dinner, they laughed about Grandma's silly jokes. The sadness was still there, but it felt lighter.

One afternoon, Liam planted flowers in the yard with his parents.  
"Grandma loved these," he said softly. It felt good to remember.

**PREVIEW**

Liam learned that losing someone hurts deeply, but love stays.  
Even in grief, memories can bring comfort and strength.

**Ordering**

Number the events from the story from 1 to 5.

	Liam's teacher gives him a notebook to draw memories.
	Liam's parents tell him his grandmother has passed away.
	Liam plants flowers to remember his grandmother.
	Liam shares memories and begins to feel comforted.
	Liam is quiet and distracted at school.

**True or False** Statement true or false?

1) Liam's teacher gives him a notebook to draw memories.	True	False
2) Crying helped Liam feel his grandmother's love.	True	False
3) Memories made Liam feel his grandmother's love completely.	True	False
4) Drawing helped Liam express his feelings.	True	False
5) The story shows grief can slowly change over time.	True	False

**Questions**

Answer the questions below.

1) How did the adults support Liam in different ways?

---



---



---



---

2) How did Liam's feelings change by the end?

---



---



---



---

## Show And Tell: A Personal Item That Brings Comfort

### Objective

What are we learning about?

Students will share a personal item that brings them comfort and explain how it helps them feel calm, safe, or supported during stressful or emotional times.

### Materials

What will we need for our activity?

- Object that brings comfort
- Planning page on stress (provided)
- Optional: drawing paper and markers



### Instructions

How will we do it?

- 1) Explain to the class that everyone has feelings and some objects can help us feel calm or safe.
- 2) Ask each student to bring a personal item home that helps them feel better when they are sad, worried, or stressed.
- 3) Give students time to quietly think about why their item helps them.
- 4) Invite students to take turns showing their item to the class.
- 5) Each student explains what the item is and how it helps them feel comforted.
- 6) Encourage classmates to listen respectfully without interrupting.
- 7) Allow one simple question or kind comment after each share.
- 8) Discuss how different people use different items to manage stress.
- 9) Talk about how memories, objects, and feelings can all support mental health.
- 10) Remind students that it is okay to need comfort and support sometimes.

## Criteria

Use the criteria below to complete the activity.

Criteria	Description
Item Sharing	The student brought and showed a personal item that brings comfort.
Explanation	The student explained why the item is special and comforting.
Connect Feelings	The student shared how the item helps during stress or strong feelings.
Present	The student spoke clearly and listened respectfully to others.

## Example Presentation: My teddy bear that helps me feel calm

Hi everyone! Today I brought my favorite stuffed animal, a teddy bear named Charlie. Charlie is soft and cuddly, and he helps me feel calm when I am worried, or scared. He makes me feel safe.

Charlie is special because my grandma gave him to me when I was a baby. My grandma lives far away now, but when I hold Charlie, I think about her hugs and bedtime stories. It helps me feel close to her even when I miss her.

When I feel nervous about school or have a hard day, hugging Charlie helps me relax. I even take him on trips because he helps me sleep better. Charlie reminds me that it's okay to have something that brings comfort and helps me feel better when I need it.



**Planning Page**

Answer the questions below.

1) What personal item are you bringing from home?

2) What is the name of your item or what do you call it?

3) Why is this item special to you?

4) How does this item help you when you are sad or anxious?

5) What do you want to share about this item with the class?

**PREVIEW**

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

**Write**

Write your presentation about how your personal item brings you comfort and helps you feel calm or safe. Draw your item in the box.

**PREVIEW**

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

**Peer Compliment Card**

Write a kind note or compliment:

**Instruction**

Write a kind note or compliment to one of your classmates about the personal item they shared during the activity. Think about something special they said or how their item helps them feel happy, calm, or safe. Use the space below to write your compliment and then cut out the card to give to your classmate.

To: \_\_\_\_\_

From: \_\_\_\_\_

**PREVIEW**

**Peer Compliment Card Example**

To: Anna

From: Jake

I loved hearing about your stuffed animal, Charlie. The story about how your grandma gave him to you was very sweet and showed how special he is to you. It was nice to learn how Charlie helps you feel safe when you are upset. You did a great job sharing your story with the class.

Great job!

**Rubric** How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Item Sharing	Item not shown.	Item shown briefly.	Item shown clearly.	Item shown confidently.
Explanation	No explanation.	Simple explanation.	Clear explanation.	Clear explanation with details.
Connection to Feelings	Feelings not mentioned.	Feelings mentioned.	Feelings explained.	Strong connection to stress or comfort.
Presentation Skills	Very quiet, unclear.	Soft speaking.	Clear speaking.	Clear, confident, respectful.

**Teacher Comments**

	<b>Mark</b>
_____	
_____	
_____	

**Student Comments – What Could You Do Better?**

_____
_____
_____
_____



Total
/

## Unit Test

### Stress Management

Mark	/
------	---

<p>1. Which example best shows healthy mental well-being?</p> <p>a) Avoiding problems</p> <p>b) Managing strong feelings calmly</p> <p>c) Never feeling stressed</p> <p>d) Going to work alone</p>	<p>2. Why can a small amount of stress sometimes be helpful?</p> <p>a) It removes feelings</p> <p>b) It makes tasks disappear</p> <p>c) It replaces sleep</p> <p>d) It helps you stay focused</p>
<p>3. When a person is stressed, the body may</p> <p>a) Release hormones</p> <p>b) Become sleepy</p> <p>c) Forget emotions</p> <p>d) Stop breathing</p>	<p>4. Gratitude helps manage stress because it</p> <p>a) Removes challenges</p> <p>b) Avoids problems</p> <p>c) Shifts focus to positives</p> <p>d) Replaces coping skills</p>
<p>5. Which sign suggests stress has lasted too long?</p> <p>a) Brief nervousness</p> <p>b) Trouble sleeping often</p> <p>c) Feeling excited</p> <p>d) Laughing more</p>	<p>6. How does deep breathing help the body?</p> <p>a) It decreases the brain's activity</p> <p>b) It slows the heart rate</p> <p>c) It lowers blood pressure</p> <p>d) It increases blood sugar</p>
<p>7. Spending time in nature helps focus because</p> <p>a) Noise increases alertness</p> <p>b) The brain becomes less overloaded</p> <p>c) Nature removes emotions</p> <p>d) Sunlight replaces sleep</p>	<p>8. Dopamine is released when:</p> <p>a) Gratitude is practiced</p> <p>b) Sleep is skipped</p> <p>c) Pressure rises</p> <p>d) Stress increases</p>
<p>9. Stress responses should be understood as:</p> <p>a) Signs of weakness</p> <p>b) Body warning signals</p> <p>c) Permanent damage</p> <p>d) Failures to cope</p>	<p>10. Which situation is most likely to increase long-term stress?</p> <p>a) Regular exercise</p> <p>b) Outdoor play</p> <p>c) Calm breathing</p> <p>d) Hurtful teasing</p>

PREVIEW

Define

What do the terms below mean?

Mark

/

Mental  
Well-Being

---



---



---

Stress

---



---



---

Anxiety

---



---



---

Short Answer

Answer Questions

Mark

/

1) Explain how stress can affect both your mind and your body.

---



---



---



---

2) List 3 signs your body may feel when stressed.

---



---



---

3) Name four things you could feel thankful for.

---



---



---



---

**PREVIEW**

