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

Workbook Preview

Grade 5 Health Unit
Personal Eating Practices

	Curriculum Expectations	Pages
USC5.1a	Investigate a variety of information about foods and beverages.	6-13, 18-20, 24-31, 36-39, 50-54, 79-81
USC5.1b	Examine information and promotions created to influence eating practices.	24-25, 32-35, 40-53
USC5.1c	Explain the importance of reading and understanding food labels including serving size, calories, and nutritional values for making healthy food choices.	24-25, 32-35, 40-49, 54, 58-62
USC5.1d	Investigate a variety of information about healthy eating practices.	6-13, 18-20, 29-31, 58-65, [illegible]6
USC5.1[illegible]	[illegible]	[illegible]7-78, [illegible]9
USC5.1[illegible]	[illegible]	[illegible]4, 66
USC5.1[illegible]	[illegible]	[illegible]5-67, [illegible]9
USC5.1h	Examine own and others' experiences with processed and non-processed foods.	[illegible], 36-46, 55-57,
USC5.1i	Investigate and compare the health benefits of consuming processed versus non-processed foods.	26-28, 36-39, 55-62
USC5.1j	Examine how eating practices have changed.	82-84, 87-89
USC5.1k	Explain how changes in our bodies sometimes affect our eating habits.	9-11, 29-31, 63-67
APS.1a	Identify the elements of effective action plans, including what will be done, who will be involved, where it will take place, when it will take place, and why this action is being taken.	21-23
APS.1b	Identify the supports needed to carry out the action plan.	21-23
APS.1c	Carry out, with guidance, the steps identified in the design of the action plan.	14-17, 21-23, 74-78
APS.1d	Reflect on if the goal was achieved in order to guide future application.	14-17, 21-23, 74-78

PERSONAL EATING PRACTICES

Name: ______________________ 6

Understanding Nutrition

What is Nutrition?

Nutrition is the science that explains how the food we eat affects our bodies and our health. It's important because it helps us grow, repair our bodies, and stay active and healthy. Every food item contains different nutrients that our b[illegible] need to function properly.

Key [illegible] Roles

Our bo[illegible] need [illegible] each playing a uni[illegible] keepi[illegible] healthy.

- Carbohydrates: [illegible] learn, and do daily a[illegible]
- Proteins: Help build and rep[illegible] ou[illegible]
- Fats: Provide a long-lasting energ[illegible] ce an[illegible] r cells healthy.
- Vitamins: Support our immune system an[illegible] ur [illegible] r nutrients effectively.
- Minerals: Important for building strong bones and [illegible] th[illegible] uscles work properly.

Making Healthy Choices

Eating a balanced diet is crucial for good health. Here are some tips for making healthy eating choices:

- Eat various foods: Include fruits, vegetables, grains, proteins, and dairy in your meals.
- Limit sugar and salt: Too much can lead to health problems like heart disease and high blood pressure.
- Stay hydrated: Drinking water is essential for your body to function well.

Name: ____________________ ?

[illegible]

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

1) Vitamins help our body use other nutrients.	T	F
2) Water is optional for body function.	T	F
3) Proteins are primarily energy sources.	T	F
4) Fats are only found in unhealthy foods.	T	F
5) Too muc[illegible] can raise blood pressure.	T	F

Instructi[illegible] [illegible] foods high in these nutrients.

Vitamins	
Minerals	
Proteins	
Fats	
Carbohydrates	

Draw Draw and label a healthy snack that includes at least three diffe[illegible]ients.

Nutrient Match-Up Activity

Objective What are we learning about?

Students will deepen their understanding of the importance of nutrients like calcium, vitamin D, protein, magnesium, and phosphorus, and their sources, through an engaging matching game.

Materials What will you need for the activity?

- Index cards or printed cards with names of nutrients
- Index cards or printed cards with food sources
- Markers or pens

Instructions How will you complete the activity?

1) Organize students into pairs or small groups to encourage collaboration and discussion.
2) Give each group a mixed set of nutrient cards and food source cards.
3) Instruct students to work together to match each nutrient card with the correct food source card. Encourage them to discuss why each food is a good source of the nutrient.
4) After all groups have completed the matching, bring the class together. Each group presents their matches and explains the benefits of each nutrient and why the chosen food source is appropriate.
5) Correct any misunderstandings and provide additional information as needed.
6) Reinforce the key points about the importance of each nutrient and the best food sources for obtaining them.

Name: ____________________ 10

Food Source Cut the food sources and paste them to their nutrients.

Milk	Mackerel	Kale	Salmon	Tofu
Eggs	Fortified Milk	Lentils	Turkey	Nuts
Fis[illegible]	Chicken	Pumpkin Seeds	Dark Chocolate	Yogurt
Fo[illegible]	[illegible]hole [illegible]s	Cheese	Beans	Avocado
Spinach	[illegible]roo[illegible]	Chicken [illegible]reast	Bananas	Orange Juice
Fish	Br[illegible]	[illegible]	Black Beans	Milk
Beans	Eggs	[illegible]s	[illegible] Yolks	Dairy Products
Almonds	Greek Yogurt	Tuna	[illegible]ns	Fortified Cereal

Hints for Foods as Sources of Nutrie[illegible]

1) Calcium
Hint: Often found in dairy products and some leafy greens.

2) Vitamin D
Hint: Known as the "sunshine vitamin," found in certain fish and fortified foods.

3) Protein
Hint: Essential for muscle building, found in both animal and plant sources.

4) Magnesium
Hint: Present in leafy greens, nuts, seeds, and whole grains.

5) Phosphorus
Hint: Important for bones and teeth, found in various protein-rich foods.

Name: ______________________ 11

Match-Up Paste the cutout foods to the correct nutrient source.

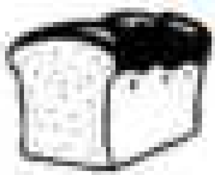
Nutrients				
Calcium	Vitamin D	Protein	Magnesium	Phosphorus

Name: ______________________

Healthy Foods Help Our Brains Learn

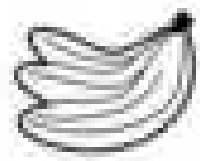
What you eat can help your brain learn better. Foods like fish, fruits, vegetables, and nuts give your brain energy and help with focus, memory, and thinking. **Omega-3** fats in fish and **antioxidants** in fruits protect your brain and help it work faster. Eating balanced meals and healthy snacks can improve learning at school, but it is also important to remember that not everyone can easily get these foods.

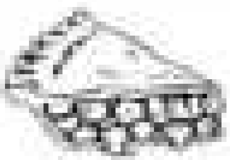
Identif[…] […] listed brain-boosting snacks, then draw four additional […]ain-en[…] […]cks.

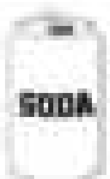

☐

☐

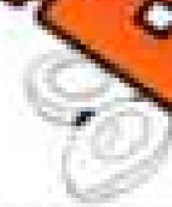
☐


☐


☐



☐


☐

☐

Name: ______________________ 13

Word Fit Puzzle Fill in the crossword below with the words from the word bank.

Word Bank: Brain Foods				
Salmon	Blueberries	Nuts	Avocado	Grains
Beans	Eggs	Yogurt	Broccoli	Tomatoes
Pumpkin	Oranges	Beets	Spinach	Apple

Name: ______________________ 14

Activity – Healthy Meal Planning

Objective — What are we learning about?

Students will learn how to apply their knowledge of food groups, balanced diets, and portion sizes by planning a week's menu. This activity encourages thoughtful consideration of nutritional needs and food variety.

Materials — What will you need for the activity?

- [illegible] and portion size charts
- Blank weekly menu templates
- Pens and [illegible]
- Access to [illegible]ines, [illegible]ers, and nutritional websites [illegible]

Instructions — How will you [illegible]

1) Start with a review of the different food groups ([illegible], fruits, vegetables, dairy) and the importance of portion control. [illegible] food group contributes to overall health.

2) Teach students how to measure portion sizes using [illegible] (e.g., a serving of meat is the size of a deck of cards).

3) Allow students time to research various foods and recipes tha[illegible] group using provided materials. Encourage them to think about [illegible] both nutritious and appealing.

4) Using the blank weekly menu templates, students plan out meals for each day, including breakfast, lunch, dinner, and two snacks. Each meal should include items from at least three different food groups to ensure balance.

5) Remind students to consider portion sizes while planning to ensure that meals are well-balanced.

6) Have students present their weekly menus to the class. They should explain why they chose each meal and how it fits into the balanced diet model.

7) Discuss the variety in the menus, and how different foods can be combined to meet nutritional needs.

Food Group Guidelines

Food Category	Examples	Servings/Day	One Serving
Grains (Preferably Whole Grains)	Bread, pasta, rice, oatmeal, quinoa	6-8 servings	1 slice of bread, 1/2 cup cooked rice or pasta, 1 cup ready-to-eat cereal flakes
Protei[illegible]	Lean meats, poultry, fish, [illegible]eans, peas, eggs, [illegible], seeds	5-6 servings	1 ounce of meat/fish/poultry, 1 egg, 1/4 cup cooked beans, 1 tablespoon peanut butter, a handful of nuts or seeds
Dai[illegible]	[illegible]	3-4 servings	1 cup milk or yogurt, 1.5 ounces of cheese
Fruits	[illegible] canne[illegible] frui[illegible]	[illegible]ings	1 medium apple, banana, or orange, 1/2 cup of chopped fruit, 3/4 cup of fruit juice
Vegetables	Fresh, frozen, or canned vegetables	3-5 se[illegible]	1 cup raw leafy vegetables, [illegible] cup of cut-up raw or [illegible] vegetables, 1/2 cup [illegible]able juice
Fats and Oils (Use sparingly)	Butter, margarine, salad dressing, cooking oil	2-3 servings	[illegible] butter, 1 [illegible]ssing

Portion Size Chart

- A fist or cupped hand = 1 cup of salad or cereal
- A palm (no fingers) = 3 ounces of meat, fish, or poultry
- A thumb = 1 ounce of cheese
- A handful = 1-2 ounces of snack foods (like nuts or pretzels)
- A tip of your thumb = 1 teaspoon of butter or oil

Tips for U[illegible]

- Teach students to use their hand as a tool for measuring portion sizes, which can be particularly handy when they don't have measuring cups or spoons available.
- Encourage mixing of food groups within meals to ensure nutritional balance (e.g., adding vegetables to a pasta dish, having fruit with breakfast cereal).
- Discuss the importance of variety in the diet to get all necessary nutrients.

Name: ______________________

Weekly Menu

Instructions for Use:

- Fill in each meal: Write down what you plan to eat for each meal and snack. Try to include a variety of foods from different food groups.
- Consider Portion Sizes: Remember to consider the portion sizes discussed in the food group guidelines.
- Balance Your Meals: Ensure each meal contains elements from different food groups to maintain a balanced diet.

Day	Breakfast	Lunch	Dinner	Snack 1	Snack 2
Monday					
Tuesday					
Wednesday					
Thursday					

Name: ______________________ 17

Curriculum Connection
[illegible]

Day	Breakfast	Lunch	Dinner	Snack 1	Snack 2
Friday					
Saturday					
Sunday					

Serving Check if Kyle follows the p[illegible]rving [illegible] each food guide.

What Kyle Eats – Nu[illegible] Se[illegible]					
Day	Grains	Protein	Dairy	[illegible] & Veg	Fats
1	❑ 7	❑ 1	❑ 7	❑ [illegible]	❑ 1
2	❑ 5	❑ 5	❑ 4	❑ 2	❑ 2
3	❑ 2	❑ 8	❑ 5	❑ 3	❑ 3
4	❑ 8	❑ 9	❑ 3	❑ 5	❑ 5
5	❑ 6	❑ 6	❑ 2	❑ 8	❑ 4
6	❑ 9	❑ 5	❑ 8	❑ 9	❑ 2
7	❑ 4	❑ 3	❑ 1	❑ 4	❑ 1

Blog Post: Staying Hydrated

5 Benefits of Drinking Enough Water

Date: December 30, 2025 *Author: Ms. Taylor Nguyen* *5-minute read*

Drinking water every day is very important for your body and brain. Water helps your body work properly and keeps you feeling your best. When you do not drink enough water, you may feel t[illegible] have headaches, or find it hard to focus. Below are five important benefits of staying [illegible]

1) **B[illegible]:** Drinking enough water helps your brain stay alert. Students wh[illegible] wat[illegible] listen better, think clearly, and concentrate longer in class.
2) **More ener[illegible]** [illegible] m[illegible] ents through your body. When you are hydrated, you have more [illegible] to [illegible] take part in sports.
3) **Helps digestion:** Wat[illegible] bo[illegible] own food so it can use it for energy. It also helps prevent stomac[illegible] an[illegible]
4) **Keeps your body cool:** Water helps [illegible] your t[illegible] erature. This is especially important during hot weather or when you ar[illegible] acti[illegible]
5) **Helps your body grow and stay healthy:** Wat[illegible] your body. It helps your muscles move, your joints work smoo[illegible] bod[illegible] itself.

Doctors say children should drink water throughout [illegible] n[illegible] feel thirsty. Bringing a water bottle to school is an easy way to stay hyd[illegible]

Comments:

Sarah – December 30, 2025

I did not know water helped with focus. I will try to drink more water at school, but I am not sure how much water a Grade 5 student should drink each day.

Like Reply 1h ago

Nathan – December 30, 2025

My teacher said most Grade 5 students should drink about 6 to 8 cups of water a day. I bring a water bottle to school and refill it at lunch.

Like Reply 20m ago

Name: ____________________ 19

Yes or No | Circle Yes or No for each question

1) Can dehydration affect focus without causing hunger?	Yes	No
2) Does drinking water replace the need for food?	Yes	No
3) Is digestion slowed when the body lacks water?	Yes	No
4) Should water intake stay the same in every situation?	Yes	No
5) Does wa[illegible] help control body temperature?	Yes	No

Questions | [illegible] the questions below.

1) Expl[illegible] why b[illegible]s [illegible] change based on activity.

____

____

2) What are three benefits [illegible]

____

____

____

3) Write three signs that might show someone is not [illegible]ugh [illegible]

____

____

____

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

____

____

____

____

Like | Reply | Just now

Activity – Water Tracker Challenge

Objective | What are we learning about?

To understand the impact of hydration on mental and physical performance by monitoring daily water intake over a week.

Materials | What will you need for the activity?

- P[illegible]ng chart for each student
- Colo[illegible]d [illegible]
- Water bottle[illegible]ura[illegible]se)

Instructions | How wil[illegible]

1) Start with a discussion on why w[illegible] vital[illegible]es, focusing on its benefits for brain function, energy level[illegible]er[illegible]
2) Provide each student with a water tracking[illegible]ngs for recording each glass or bottle of water consu[illegible]
3) Students will use their charts to record every glass of wat[illegible]n the time they wake up until they go to bed.
4) Halfway through the week, discuss as a class any observations students have made about their mood, energy, and concentration related to their water intake.
5) At the end of the week, facilitate a reflection session where students share their tracking results and discuss how hydration affected their daily activities and school performance.
6) Discuss the importance of staying hydrated and encourage students to continue tracking their water intake as a good health practice. Summarize key learnings and take questions.

Name: ______________________ 22

Weekly Water Tracker Chart

Instructions: In the "Daily Goal," draw the glasses you aim to consume daily. For each glass drunk, mark ░ in the corresponding box under "Number of Glasses."

The "Notes" section can be used to note anything relevant, such as how they felt that day, specific times they felt particularly thirsty, or activities that required more hydration (like sports).

Daily Goal:

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

Reflective Journal | Write a journal about your Water Tracker Challenge experience.

Instruction

After completing the Water Tracker Challenge, take some time to think about your water-drinking habits and what you learned about hydration. Write your answers to the questions below in your journal.

- How much water did you plan to drink each day?
- Did you meet your daily water goal? Why or why not?
- Ho[illegible] did drinking more or less water affect your energy or focus?
- W[illegible]es of day was it hardest to remember to drink water?
- D[illegible]ater intake change on days you were more active?
- [illegible]ur body show when you needed more water?
- [illegible]ge your water-drinking habits in the future?

Interview: Talking With a Nutritionist About Digestion

Student: Thank you for talking with me today. What does the digestive system do?

Nutritionist: The digestive system breaks down the food you eat into nutrients. These nutrients give your body energy, help you grow, and keep your organs working properly.

Student: Why does food choice matter for digestion?

Nutritionist: [illegible]erent foods affect digestion in different ways. Healthy foods help digestion work sm[illegible] too much junk food can slow digestion and cause stomach aches.

Stud[illegible] [illegible]estion the most?

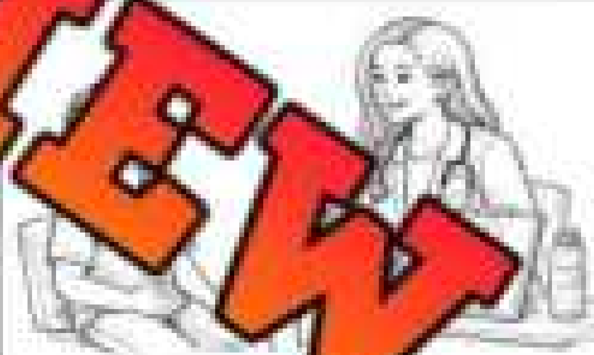
Nutrition[illegible] Foo[illegible] [illegible]ery helpful. Fruits, vegetables, and whole grains help food move thro[illegible] [illegible]esti[illegible] [illegible]vent constipation.

Student: What happe[illegible] [illegible]h sugar or fatty food?

Nutritionist: Sugary foods c[illegible] [illegible] and crashes. Fatty foods slow digestion and can make you feel [illegible]

Student: How does drinking water help [illegible]on?

Nutritionist: Water helps break down food and [illegible] it through your digestive system. It also helps fibre do its job properly.



Student: Can changing your diet really make a difference?

Nutritionist: Yes, very much. Eating more vegetables and less junk food can help reduce bloating, improve energy, and keep your stomach feeling comfortable.

Student: What advice would you give students?

Nutritionist: Eat a balanced diet with foods from all food groups, drink enough water, and pay attention to how foods make your body feel.

Student: Thank you for sharing this information.

Nutritionist: You're welcome. Learning how food affects digestion helps you make healthy choices for life.

Name: ______________________ 25

Curriculum Connection

Draw — Draw foods that slow digestion and foods that promote smooth digestion

SLOW DIGESTION		SMOOTH DIGESTION	

Two Truths and a Lie — Read each group. Tick [illegible] two [illegible] ck X the one lie

	Fibre helps food move through intestines smoothly.
	Sugary foods cause steady energy all day.
	Fatty foods can slow the digestive process.

	B[illegible] digestion and energ[illegible]
	Water helps f[illegible]ough intestines.
	Fibre works best wi[illegible] drinking water.

Questioning — Write 2 questions you have about the reading.

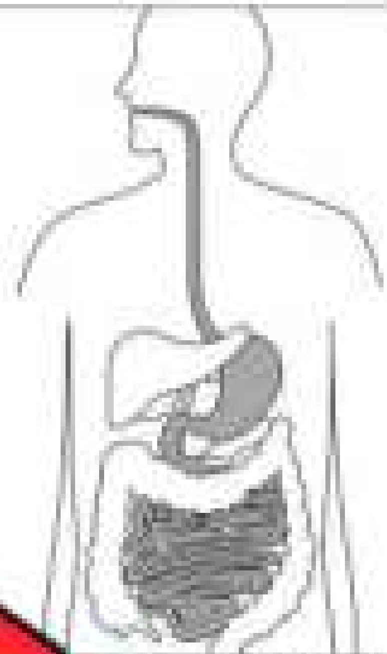
1) ____

2) ____

Activity – Food and Digestion Experiment

Objective | What are we learning about?

Students will conduct experiments to observe how different types of food react with a liquid that simulates stomach acid, helping them understand the digestive process and how various foods break down differently.



Materials | What will you need for the activity?

- C... jars
- W... negar ... stomach acid)
- Vari... typ... ...ked meat, raw vegetables, cooked ve... ...ece ... and cheese)
- Timer or stop...
- Safety goggles
- Spoons for stirring
- Notebooks and pens for ... o...

Instructions | How will you co... the ...

1. **Introduction**: Begin with a brief explanation ... to break down food. Discuss the purpose of acids in the digesti... ...d int... vinegar as a safe simulation of stomach acid.
2. **Safety**: Ensure all students wear safety goggles during the expe...
3. **Setting Up**:
   - Label each cup or jar with the type of food being tested.
   - Place a small, equal portion of each type of food into separate ...
   - Pour enough vinegar into each cup to completely cover the food items.
4. **Observation**:
   - Start the timer once all cups have vinegar. Observe and record the initial reaction of vinegar with the food.
   - Continue observing for 30 minutes, noting any changes. Students should look for signs of food breaking down, such as softening, disintegrating, or other physical changes.
5. Students should record their observations in their notebooks, detailing the reaction at each time interval. Encourage them to note differences in how quickly or slowly each food type breaks down and relate the findings to the digestive process in the human body.

Food and Digestion Experiment Recording Worksheet

Instructions for Use:

- Initial Reaction: Note the immediate reaction of the food to the vinegar.
- Observations: At each time interval (5, 10, 20, 30 minutes), observe and record any changes in the food's appearance, texture, and any other notable reactions.
- Final Observation: Summarize the condition of the food at the end of the experiment.

	Reaction	5 Minutes	10 minutes	20 minutes	30 minutes
Bread					
Cooked Meat					
Raw Vegetable					

Name: ______________________________

Food and Digestion Experiment Recording Worksheet

	Initial Reaction	5 Minutes	10 minutes	20 minutes	30 minutes
Cooked Vegetable					
Fruit					
Cheese					

Reflection Which foods broke down the fastest? Which ones resisted acid the most?

____

____

____

____

Musculoskeletal Health and Nutrition

How Bones and Muscles Grow

Bones and **muscles** help your body move, stand, and stay strong. During childhood, these parts of your body grow quickly. To grow properly, they need the right nutrients from food. Exercise helps too, but food gives your body the building materials it needs every day.

Calcium [illegible] Strength

Calcium [illegible] most important nutrients for bones and teeth. Almost all the calcium in yo[illegible] bones. If you do not get enough calcium, bones can become weak ove[illegible] calcium than adults because their bones are still growing and [illegible]

Vitamin D and Absorbin[illegible]

Vitamin D helps your body us[illegible] enough vitamin D, calcium cannot be absorbed well. In Ca[illegible] to get vitamin D from the sun in winter, so food sources [illegible] kids.

Muscles and Protein Power

Muscles help you move, lift, and stay active. **Protein** is [illegible] repair muscle tissue. After physical activity, muscles use pro[illegible] tears and become stronger. This is especially important for active [illegible]

Other Minerals That Help

Magnesium and **phosphorus** also support strong bones and muscles. These minerals help bones stay firm and help muscles contract and relax. They work together with calcium and protein to support growth.

Key Facts Students Should Know

- Children ages 9–13 need about 1,300 mg of calcium each day
- Protein helps muscles recover after activity
- **Fortified foods** can add vitamin D and calcium when natural sources are limited

Name: ______________________ 30

Food Comparison	Compare the nutritional value of Meal 1 and Meal 2 based on their calcium, vitamin D, protein, magnesium, and phosphorus content.

Meal 1 Breakfast	Scrambled eggs with spinach, whole grain toast, and a glass of fortified orange juice.
Meal 2 Lunch	Grilled salmon, quinoa salad with nuts and vegetables, and a cup of yogurt.

Nutritional Comparison		
Nutri[illegible]	**Meal 1**	**Meal 2**
C[illegible]	[illegible] orange juice, whole grain toast	Yogurt, quinoa salad with nuts
Vitamin D	[illegible] ora[illegible] egg yolks	Grilled salmon, yogurt
Protein	[illegible]	Grilled salmon, quinoa, yogurt
Magnesium	Spi[illegible]	Quinoa, nuts, vegetables
Phosphorus	Eggs, w[illegible]	Grilled salmon, yogurt, nuts

1) Which meal provides more calcium-rich foods?

2) How do both meals ensure a good intake of vitamin D?

3) Compare the protein sources in both meals. Which one seems more protein-rich?

4) Which meal has a higher variety of foods that contain phosphorus?

5) Identify the sources of magnesium in both meals.

Exit Cards

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

Name: ______________________

Is the statement true (T) or false (F)?

Mark

1) Bones need nutrients more than exercise to grow.	T / F
2) Most calcium in the body is stored in muscles.	T / F
3) Vitamin D helps calcium enter the body properly.	T / F
4) Canadian winters can reduce vitamin D from sunlight.	T / F
5) Children need less calcium than adults do.	T / F

Name: ______________________

Is the statement true (T) or false (F)?

Mark

1) Bones need nutrients more than exercise to grow.	T / F
2) Most calcium in the body is stored in muscles.	T / F
3) Vitamin D helps calcium enter the body properly.	T / F
4) Canadian winters can reduce vitamin D from sunlight.	T / F
5) Children need less calcium than adults do.	T / F

Name: ______________________

Is the statement true (T) or false (F)?

Mark

1) Bones need nutrients more than exercise to grow.	T / F
2) Most calcium in the body is stored in muscles.	T / F
3) Vitamin D helps calcium enter the body properly.	T / F
4) Canadian winters can reduce vitamin D from sunlight.	T / F
5) Children need less calcium than adults do.	T / F

Name: ______________________

Is the statement true (T) or false (F)?

Mark

1) Bones need nutrients more than exercise to grow.	T / F
2) Most calcium in the body is stored in muscles.	T / F
3) Vitamin D helps calcium enter the body properly.	T / F
4) Canadian winters can reduce vitamin D from sunlight.	T / F
5) Children need less calcium than adults do.	T / F

Name: ______________________________

Reading Nutrition Labels

When we pick up a snack or something to eat, it has a label on it. This label is like a secret code to healthy eating! Let's learn how to be a detective and crack this code.

What's on the Label?

Every food ... has important information. Here's what to l...

1. ... er tells us how much is just right ...
2. **Calories**: ... for our body. Not too ma... to keep us playing and ...
3. **Nutrients to Get More Of**: These ar... our body needs. Look for Vitamin D, Calciu... and ...
4. **Nutrients to Get Less Of**: We should have les... Saturated Fat, Trans Fat, Sodium (that's another wo...

Why It Matters

Knowing how to read food labels helps us make smarter choices about w... eat. It can tell us if something has too much sugar or the right amount of good nutrients. This way, we can choose foods that help our bodies grow strong and healthy.

When we understand food labels, we become smart shoppers. We can choose the best snacks that help us run faster, think smarter, and play longer. Remember, always check the label to be a health hero!

Food labels are easier to understand when you look at just a few key parts, like serving size, sugar, and fibre.

Name: ____________________ 33

Food Comparisons

Lowfat Vanilla Yogurt

Nutrition Facts

Serving Size (150g)
Servings Per Container 1

Amount Per Serving	
Calories [illegible]	Calories from Fat 20
	% Daily Value*
Total F[illegible]	**3%**
S[illegible]	**8%**
[illegible]	
Ch[illegible]**ol** 10mg	**3%**
Sodium 90m[illegible]	[illegible]
Total Carbo[illegible]	[illegible]
Dietary Fiber 0g	[illegible]
Sugars 20g	
Protein 7g	[illegible]

*Percent Daily Values are based on a 2,000 [illegible]

Whole Milk Vanilla Yogurt

Nutrition Facts

Serving Size (150g)
Servings Per Container 1

Amount Per Serving	
Calories 140	Calories from Fat 40
	% Daily Value*
Total Fat 4.5g	**7%**
Saturated Fat 3g	**15%**
Trans Fat 0g	
Cholesterol 15mg	**5%**
Sodium 70mg	**3%**
Total Carbohydrate 20g	**7%**
Dietary Fiber 0g	**0%**
Sugars 15g	
Pr[illegible]**tein** 5g	**10%**

[illegible] Daily Values are based on a 2,000 calorie diet.

1) Describe the pros and cons of both foods belo[illegible]

Food	Pros	[illegible]
Low-fat Yogurt		
Whole Milk Yogurt		

2) Which would you choose? Why?

____

____

____

____

Nutrition Label Scavenger Hunt

Search Work in pairs or small groups to find the answers to the following questions. Use the food labels on the next page as a reference.

Question	Answer
1) Which food has the highest sodium level?	
2) What is [illegible] level of Honey Nut Cheerios?	
3) Ho[illegible] a serving of Maol[illegible] Milk?	
4) Which food [illegible]ost [illegible]ry fibre?	
5) What is the prote[illegible]	
6) How much sugar is in a [illegible] Frosted Flakes?	
7) What is the serving size for Maola W[illegible] Milk?	
8) Which food has the highest amount of total fat?	
9) What is the cholesterol level in Honey Nut Cheerios?	
10) How much calcium is in a serving of Maola Whole Milk?	
11) What is the amount of vitamin A in Ruffles?	
12) Which food has the highest calorie count per serving?	
13) How much potassium is in Honey Nut Cheerios?	
14) What is the total carbohydrate level in Ruffles?	
15) How much vitamin D is in Maola Whole Milk?	

Honey Nut Cheerios

Nutrition Facts

Calories

Calories from Fat

Total Fat

Saturated Fat

Trans Fat 0g

Total Carbohydrate

Dietary Fiber 2g

Sugars 9g

Other Carbohydrate

Protein 2g

Maola Whole Milk

Nutrition Facts

Serving Size 1 cup (240mL)

Amounts per serving

Calories 150

% Daily Value*

Total Fat

Saturated Fat

Trans Fat 0g

Cholesterol

Sodium

Total Carbohydrate

Dietary Fiber 0g

Total Sugars

Includes 0g Added Sugars

Protein

Ruffles

Nutrition Facts

Serving Size 1 oz (28g/About 11 chips)

Amount Per Serving

Calories 160 Calories from Fat 90

% Daily Value*

Total Fat 10g	15%
Saturated Fat 1.5g	8%
Trans Fat 0g	
Polyunsaturated Fat	
Monounsaturated Fat	
Cholesterol 0mg	0%
Sodium 160mg	7%
Potassium 330mg	9%
Total Carbohydrate 15g	5%
Dietary Fiber 1g	5%
Sugars 1g	
Protein 2g	

Vitamin A 2% • Vitamin C 10%

Calcium 0% • Iron 2%

Niacin 4% • Vitamin B_6 8%

Phosphorus 2% • Magnesium 4%

Nutrition Facts

1 serving per container

Serving size 1 Container (60g)

Calories per serving 220

Total Fat 0g

Saturated Fat 0g 0%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 13%

Protein

Ingredients: Milled corn, sugar, malt flavor, contains 2% or less of salt.

Vitamins and Minerals: Iron (ferric phosphate), niacinamide, vitamin B_6 (pyridoxine hydrochloride), vitamin B_2 (riboflavin), vitamin B_1 (thiamin hydrochloride), folic acid, vitamin D_3, vitamin B_{12}.

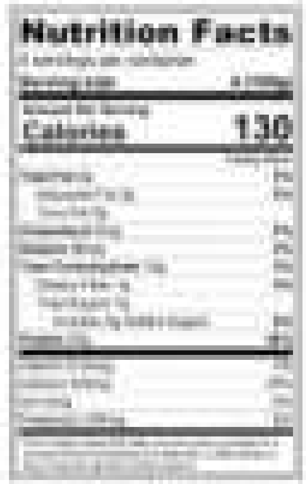
Activity – Nutrition Comparison Chart

Objective What are we learning about?

Students will compare the nutritional value of a provided traditional ceremonial food with a modern processed food of their choice and reflect on the differences.

Materials What will you need for the activity?

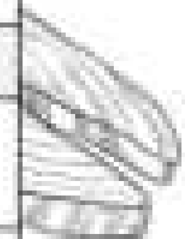
- [illegible]
- Markers
- Provided [illegible] cont[illegible]ation for traditional food
- Access to rese[illegible]ternet, articles)
- Notebooks and pens



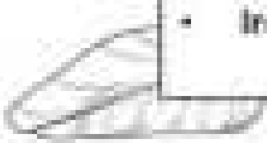
Instructions How will you comp[illegible] acti[illegible]

1. Explain the importance of nutrition and [illegible] a vital role in maintaining a healthy diet. Discuss how mo[illegible]esse[illegible] differ in terms of nutritional value and health benefits.
2. Provide the students with the nutritional content of a tradi[illegible] food.
3. Each student chooses two modern processed foods to compare [illegible] the provided traditional food. Examples might include fast food items, packaged snacks, sugary cereals, or soft drinks.
4. Have students present their charts to the class, explaining their findings and reflections.
5. Facilitate a class discussion on the importance of traditional foods and how they can contribute to a healthier diet compared to modern processed foods.
6. Summarize the key points discussed and encourage students to think about how they can incorporate healthier food choices into their own lives, taking into account both nutrition and cultural significance.

Handout: Read and study this table to understand the nutrition in traditional foods.



Nutritional Content of Potlatch Feast		
	Salmon	**Herring Roe**
Serving Size	100 g	100 g
Calories	208	143
Protein	20 g	18 g
Fat	13 g	7 g
• **Saturated Fat** • **Omega-3 Fatty Acids**	[illegible] 2.3 g	1.4 g 1.1 g
Carbohydrates	0 g	[illegible]
Vitamin/Mineral		
• **Vitamin B12**	3.2µg	20µg
• **Vitamin D**	526 IU	93 IU
• **Selenium**	36.5µg	65.5µg
• **Vitamin B3**	8.2mg	1.3mg
• **Phosphorus**	256mg	402mg
• **Iron**	-	1.1 mg



Name: ______________________ 38

Record Use Nutrition Fact labels to fill in this chart for two modern processed foods.

Modern Processed Food		
Processed Food Name		
Serving Size		
Calories		
Protein		
Fat		
•		
•		
Carbohydrates		
Sugar		
Fibre		
Sodium		
Vitamins/Minerals		
•		
•		
•		
•		
•		
•		

Activity – Food Labels – Ingredients List

Did you know that the first ingredient in an ingredient list is always the most used ingredient? In fact, the company that makes the food has to order the ingredients in the ingredient list from most used to least used. This helps consumers understand what the product is made of.

If this rule wasn't applied, a company could include a tiny pinch of healthy and expensive ingredients and then load their product up with cheap and unhealthy ingredients. [illegible] consumer wouldn't know how much of each ingredient was being use[illegible]erefore, they could be tricked!

Interpr[illegible] **:** [illegible] ngredient lists below and made observations. Is he right? Explain.

Ingredie[illegible] Enr[illegible] wh[illegible] our, niacin, reduce[illegible] mononitrate, rib[illegible] vegetable oil (contai[illegible] the following: palm oil, c[illegible] soybean oil), sugar, high fru[illegible] syrup, salt, leavening (baking so[illegible] so[illegible] lecithin.

These crackers are healthy because they have enriched flour and vegetable oil.

____

____

____

Ingredients: Fruit puree (grape, peach, orange, strawberry and raspberry), corn syrup, sugar, modified corn starch, gelatin, concord grape [illegible]ice from concentrate, citric acid, lactic acid, [illegible]ral and artificial flavours, ascorbic acid [illegible] C), alpha-tocopherol acetate (vitamin [illegible] palmitate, sodium citrate, coconut [illegible] ca[illegible] ax, annatto (colour), turmeric (colo[illegible] blue 1.

T[illegible] thy because they ha[illegible] mins.

____

____

____

Ingredients: Water, sugar, apple juice concentrate, citric acid, natural flavours, vitamin C (ascorbic acid), calcium lactate, vitamin D3.

This apple juice is healthy because it has apple juice concentrate and vitamin C.

____

____

____

Ingredients: Water, sugar, corn syrup, milk protein concentrate, hydrogenated coconut oil, cocoa processed with alkali, stabilizers (carrageenan, guar gum), artificial flavour.

This chocolate drink is healthy because it has milk protein concentrate and cocoa.

____

____

____

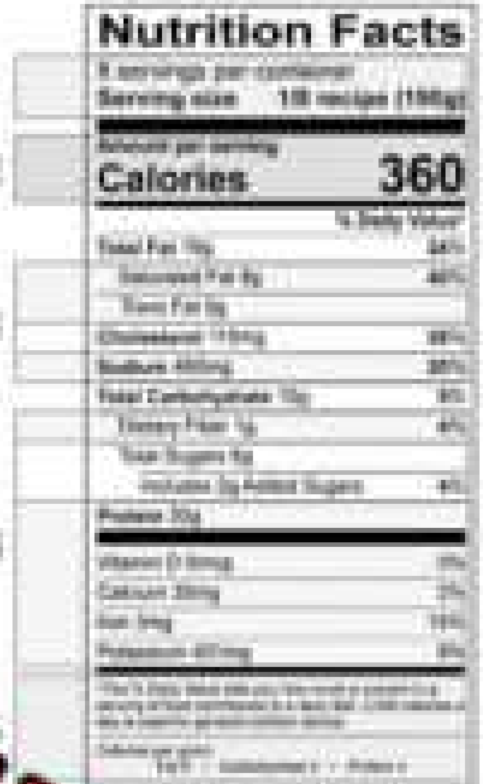
Activity – Nutrition Label Reading

Objective What are we learning about?

Students will learn how to read and understand nutrition labels on food packages. They will analyze and compare the nutritional content of various foods to make informed food choices.

Materials What will you need for the activity?

- Various food packages with nutrition labels (e.g., cereal boxes, snack bags, canned goods, etc.)
- Worksheets for recording and comparing nutrition information
- Calculators (optional)



Instructions How will you complete the activity?

1) Begin the activity by explaining the importance of understanding nutrition labels and how they can help you make healthier food choices.
2) Distribute the food packages to the students, ensuring each student or group has a variety of items to examine.
3) Provide each student with a worksheet to record the nutrition information from the labels. The worksheet should include columns for serving size, calories, total fat, saturated fat, trans fat, cholesterol, sodium, total carbohydrates, dietary fiber, sugars, and protein.
4) Demonstrate how to read a nutrition label, highlighting key components such as serving size, calories, and the daily value percentages.
5) Instruct students to fill out the worksheet with the nutrition information from each food package. Encourage them to double-check their entries for accuracy.
6) Once the worksheets are complete, have the students compare the nutritional content of the different food items. Discuss which items are healthier based on their nutrition labels and why.
7) Facilitate a class discussion on the findings, emphasizing the importance of making informed food choices and how to use nutrition labels to guide those choices.

Instruction Analyze the nutrition labels of the products then answer the questions.

Yogu[illegible]

N[illegible] Facts

Serving [illegible] 1 co[illegible]

Amount Per Serving

Calories 150

Total Fat 2g	3%
Saturated Fat 1.5g	7%
Trans Fat 0g	0%
Cholesterol 15mg	5%
Sodium 90mg	4%
Total Carbohydrates 22g	7%
Dietary Fiber 0g	2%
Sugars 19g	
Protein 9g	18%
Vitamin A 0%	• Vitamin C 0%
Calcium 25%	• Iron 0%

*Percent Daily Values are based on a 2,000 calorie diet

1) How does the nutritional information influence your decision to choose this food?

2) How often do you think it would be healthy to consume this product?

3) [illegible] the potential health benefits of [illegible] od in your diet?

4) Are there any nutritional concerns that might make you reconsider eating this product regularly?

5) Would you recommend this food item to a friend? Why or why not?

Name: ______________________

[illegible]

Breakfast Cereal

Nutrition Facts
Serving Size ¾ cup (27g)
Servings Per Container about 17

Amount Per Serving	[illegible]	[illegible]
Calories	110	150
Calories from Fat	10	10
	% Daily Value**	
Total Fat [illegible]	2%	2%
Saturated [illegible]	0%	0%
Trans [illegible]		
Po[illegible]		
Mon[illegible]ated Fa[illegible]		
Cholester[illegible]		
Sodium 170mg	[illegible]	
Potassium 50mg	[illegible]%	
Total Carbohydrate 22g		
Dietary Fiber 2g	[illegible]	
Sugars 10g		
Other Carbohydrate 10g		
Protein 2g		
Vitamin A	10%	15%
Vitamin C	10%	10%
Calcium	10%	25%
Iron	25%	25%
Vitamin D	10%	25%
Thiamin	25%	30%
Riboflavin	25%	35%
Niacin	25%	25%
Vitamin B_6	25%	25%
Folic Acid	50%	50%
Vitamin B_{12}	25%	35%
Phosphorus	4%	15%
Magnesium	4%	8%
Zinc	25%	30%

[illegible]

1) How does the nutritional information influence your decision to choose this food?

____

____

____

____

2) How often do you think it would be healthy to consume this product?

____

____

3) What are the potential health benefits of including this food in your diet?

____

____

____

____

4) A[illegible] concerns that might m[illegible] this product regularly?

____

____

____

____

5) Would you recommend this food item to a friend? Why or why not?

____

____

____

____

Chicken Noodle

Nutrition Facts

About 2.5 servings per container
Serv. size 1/2 cup (120mL) condensed soup

Calories per serving **60**

Amount/serving	% Daily Value*	Amount/serving	% Daily Value*
Total Fat 2g	3%	**Sodium** 660mg	29%
Saturated Fat 0.5g	3%	**Total Carbohydrate** 8g	3%
Trans Fat 0g		Dietary Fiber <1g	4%
Polyunsaturated Fat 0g		Total Sugars 0g	
Monounsaturated Fat 0.5g		Includes 0g Added Sugars	0%
Cholesterol 15mg	5%	**Protein** 3g	
Vitamin D 0mcg	0%	Calcium 10mg	0%
Iron 0.6mg	4%	Potassium 60mg	0%

1) How much does nutritional information influence your decision to choose this food?

2) How often do you think you should consume this product?

3) What are the potential health benefits of including this product in your diet?

4) Are there any nutritional concerns that might make you reconsider eating this product regularly?

5) Would you recommend this food item to a friend? Why or why not?

Name: ______________________________ 45

Granola Bar

Nutrition Facts

Serving [illegible]
Serv[illegible]

Amount Per Ser[illegible]

Calories 140 [illegible]

Total Fat 4g	[illegible]
Saturated Fat 2g	[illegible]%
Trans Fat 0g	
Cholesterol 0mg	**0**%
Sodium 90mg	**4**%
Total Carbohydrate 29g	**10**%
Dietary Fiber 9g	**35**%
Sugars 10g	
Protein 2g	

Calcium 10% • Iron 6%

[illegible]

[illegible]

1) How does the nutritional information influence your decision to choose this food?

2) How often do you think it would be healthy to consume this product?

3) What are the potential health benefits of including this food in your diet?

4) Are [illegible] make you [illegible] eating [illegible] product regularly?

5) Would you recommend this food item to a friend? Why or why not?

PREVIEW

Name: ______________________

Story: Impact of Marketing on Food Choices

The Power of Food Ads

One Saturday morning, Mia was watching her favourite cartoon show. During the commercials, she saw an ad for a new candy that looked really fun and colourful. The commerci[illegible] showed kids playing and laughing, making the candy seem like [illegible] thing ever. Mia felt like she had to try it.

[illegible] her [illegible] ed her mom to buy the candy [illegible] decided to teach Mia so[illegible] impo[illegible] d you know that companies [illegible] every year on advertisemen[illegible] ke products look exciting?" she asked. M[illegible] pr[illegible] ally?" she said.

Her mom continued, "Yes, especially foo[illegible] hat [illegible] healthy. Studies show that kids who watch a lot of TV ads for sug[illegible] more likely to want those unhealthy foods." She explained that the[illegible] oft[illegible] o much sugar, salt, and fat, which can lead to health problems like o[illegible] act, about 30% of Canadian children are overweight or obese.

Mia's mom shared some tips on making smart food choices. "First, always read the nutrition labels to know what's really in your food. Second, don't be fooled by ads. Just because something looks fun in a commercial doesn't mean it's good for you. And third, try to eat more fruits, vegetables, and whole grains."

Mia thought about the candy ad and realized she didn't need it. She decided to choose an apple instead. It was tasty and made her feel good. From then on, Mia became smarter about her food choices, not letting ads decide for her.

Name: ____________________ 48

True or False | Is the statement true or false?

1) Advertisements can make unhealthy foods look appealing.	True	False
2) TV commercials can influence children's eating habits.	True	False
3) Marketing never leads to poor eating habits.	True	False
4) Advertisements are designed to make products look exciting.	True	False
5) Understanding ads can help you make better food choices.	True	False

Visualizing | ... what you were picturing while you were reading. Explain the picture.

Questions | Answer the questions below usi...

1) Think of a post on social media you've seen that helpe... choice.

2) Name an ad where a celebrity endorses a food or drink. Are you more likely to want the product because of who is telling you to eat or drink it?

Exit Cards

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

Name: ______________________

Circle Yes or No for each question.

Mark

1) Can unhealthy foods appear healthy in advertisements?	Yes / No
2) Do food ads always show full nutrition information?	Yes / No
3) Does colourful packaging guarantee healthy food inside?	Yes / No
4) Are sugary snacks often targeted toward children?	Yes / No
5) Are healthier foods advertised more than unhealthy foods?	Yes / No

Name: ______________________

Circle Yes or No for each question.

Mark

1) Can unhealthy foods appear healthy in advertisements?	Yes / No
2) Do food ads always show full nutrition information?	Yes / No
3) Does colourful packaging guarantee healthy food inside?	Yes / No
4) Are sugary snacks often targeted toward children?	Yes / No
5) Are healthier foods advertised more than unhealthy foods?	Yes / No

Name: ______________________

Circle Yes or No for each question.

Mark

1) Can unhealthy foods appear healthy in advertisements?	Yes / No
2) Do food ads always show full nutrition information?	Yes / No
3) Does colourful packaging guarantee healthy food inside?	Yes / No
4) Are sugary snacks often targeted toward children?	Yes / No
5) Are healthier foods advertised more than unhealthy foods?	Yes / No

Name: ______________________

Circle Yes or No for each question.

Mark

1) Can unhealthy foods appear healthy in advertisements?	Yes / No
2) Do food ads always show full nutrition information?	Yes / No
3) Does colourful packaging guarantee healthy food inside?	Yes / No
4) Are sugary snacks often targeted toward children?	Yes / No
5) Are healthier foods advertised more than unhealthy foods?	Yes / No

Name: ______________________ 54

Choosing a Healthy Snack

Question 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 [illegible] a choice between a blueberry muffin, a whole wheat bagel with peanut butter, or [illegible] bar.

N[illegible] much [illegible]eed [illegible] day			
	[illegible] muf[illegible]	Whole wheat bagel [illegible]th peanut butter	Granola bar
Fibre 15 – 20 g	[illegible]	[illegible] g	3 g
Fat 66 g	15 g	[illegible]	5 g
Carbohydrates 130 g	50 g	45 [illegible]	35 g
Sugar 30g	39g	[illegible]	12g
Calories 2000	400	[illegible]	250
Sodium 1800 mg	350 mg	500 [illegible]	[illegible]
Protein 34 g	5 g	10 g	[illegible]
Calcium 1300 mg	30 mg	60 mg	[illegible] mg
Iron 8 mg	3 mg	5 mg	2 mg

A typical serving of peanut butter 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?

____

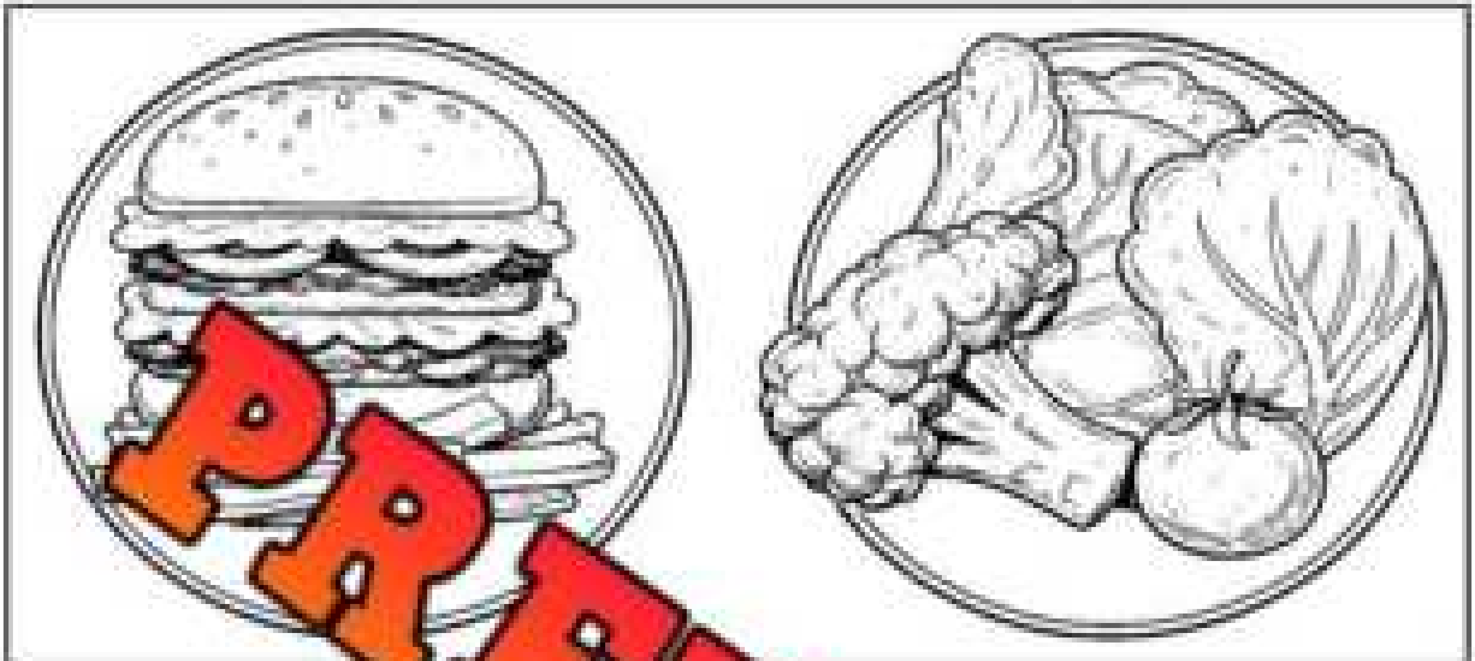
____

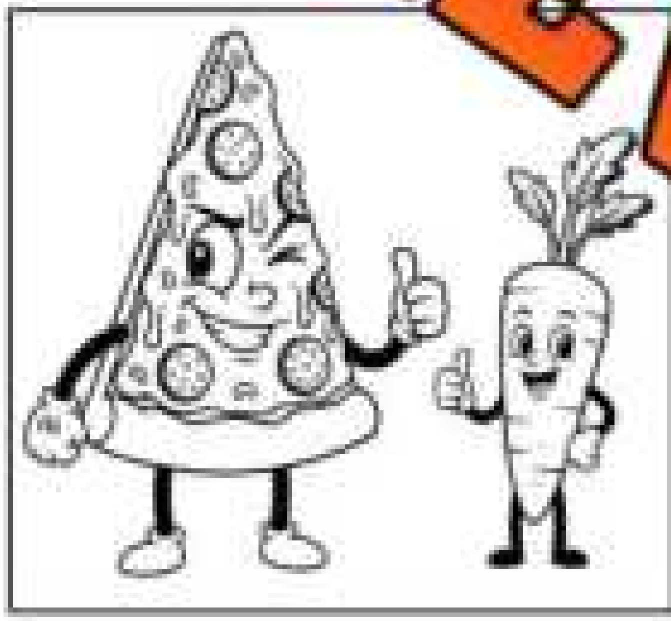
____

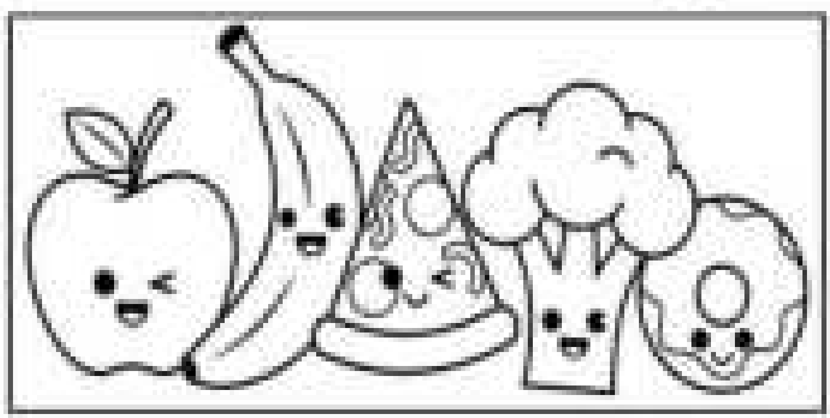
____

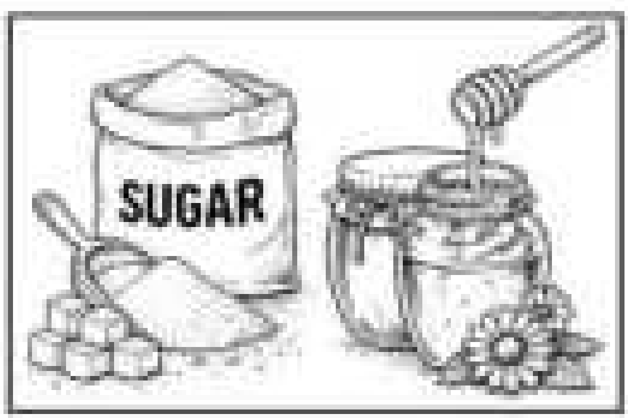
Name: ______________________

Colour Colour the healthier food alternatives for each group









Name: ______________________ 56

Instruction Draw a healthier alternative for the following fast food items.

Name: ______________________________

Reflection | Answer the questions below

1) How do the ingredients in your healthy alternative compare to those in the original fast food item?

____

____

____

____

2) How ... these benefits can impact your overall health and well-being?

____

____

____

____

3) How has this activity change... food and healthier eating options?

____

____

____

____

4) Can you think of other popular fast food items that you could ma... ow would you do it? Draw it.

Name: ______________________ 58

Activity: Meal Plan Analysis

Objective What are we learning about?

Students will analyze sample meal plans to understand the importance of balanced meals and the nutritional value of different foods.

Materials [illegible] hat will you need for the activity?

- 5 s[illegible]e ma[illegible]rovided by the teacher)
- Food gro[illegible] (on[illegible]udent)

Instructions How [illegible] ctivity?

1) Begin with a brief discussion on [illegible] balanced meal. Use the whiteboard to list the main food [illegible] fru[illegible]les, grains, protein, and dairy.

2) Put students into small groups.

3) Hand out a sample meal plan to each group and fo[illegible]ach student.

4) Students should check off the food groups included in each me[illegible] note any missing groups.

5) After students have completed their analysis, bring the class together for a discussion. Have each group present their meal plan and the missing components of their plan.

6) Have students suggest ways to improve any unbalanced meals. For example, if a meal lacks a vegetable, ask what kind of vegetable could be added.

7) Summarize the key points about balanced meals and the importance of including all food groups.

Analysis | Analyze the provided meal plans

Balanced meals include carbohydrates, proteins, and healthy fats in the right amounts. A healthy plate should be about half fruits and vegetables, one-quarter whole grains, and one-quarter protein. Carbohydrates give the body energy, proteins help build and repair muscles, and fruits and vegetables provide important vitamins and minerals. Planning meals helps people make healthier food choices and can increase how often they eat fruits and vegetables. Meal planning also helps people apply healthy eating habits in everyday life.

Meal Plan #1					
Meal	Main Item	Ingredients	Side	Drink	Dessert
Breakfast	[illegible] Cream Cheese	Bagel, cream cheese		Apple juice	
Lunch	Grilled Cheese Sandwich	[illegible]		Soda	
Dinner	Meatloaf	[illegible], breadcrumbs, ketchup	[illegible]	Lemonade	Chocolate Bar

Meal Plan #2					
Meal	Main Item	Ingredients	Side	Drink	Dessert
Breakfast	Toast	White bread, butter		[illegible]	
Lunch	Cheese Pizza	Pizza dough, cheese, tomato sauce		Soda	
Dinner	Pasta	White pasta, marinara sauce		Lemonade	Ice cream

Meal Plan #3					
Meal	Main Item	Ingredients	Side	Drink	Dessert
Breakfast	Cereal	Sugary cereal, milk		Chocolate milk	
Lunch	Hot Dog	Hot dog bun, wiener, ketchup		Sports drink	
Dinner	Chicken Nuggets	Chicken nuggets	French fries	Cola	Apple Pie

Name: ______________________ 60

Curriculum Connection
[illegible]

Analysis | Analyze the provided meal plans

Meal Plan #4					
Meal	**Main Item**	**Ingredients**	**Side**	**Drink**	**Dessert**
Breakfast	Pancakes	Pancake mix, syrup		Fruit punch	
Lunch	Mac and Cheese	Macaroni, cheese sauce		Iced tea	
Dinner	[illegible]er	Burger bun, beef patty, cheese, ketchup, mustard	Potato chips	Milkshake	Brownie

Meal Plan #5					
Meal	**Main [illegible]**	[illegible]	**Side**	**Drink**	**Dessert**
Breakfast	Donut	[illegible] su[illegible]		Sweetened coffee	
Lunch	Fried Chicken	Chicken, flour, oil	M[illegible] [illegible]es	[illegible] tea	
Dinner	Tacos	Taco shell, ground beef, cheese, lettuce, tomatoes		[illegible]nd[illegible]	[illegible]te Cake

Meal Plan #6					
Meal	**Main Item**	**Ingredients**	**Side**	**Drink**	**Dessert**
Breakfast	Muffin	Flour, sugar, eggs, butter		Flavoured milk	
Lunch	PB&J Sandwich	White bread, peanut butter, jelly		Fruit juice	
Dinner	Fish Sticks	Fish sticks	Fries	Root beer	Yogurt and Strawberries

Name: ____________________

Checklist Complete this checklist for the meal plan you are analyzing.
Check off the food groups included in each meal and note any missing groups.

Meal Plan #	

Meal	Fruits	Vegetables	Grains	Protein	Dairy
Breakfast					
Lunch					
Dinner					

Breakfast:	
Is it balanced?	
Suggestions:	

Lunch:	
Is it balanced?	
Suggestions:	

Dinner:	
Is it balanced?	
Suggestions:	

Reflection Think about the meal plans you analyzed. Answer in short sentences.

1) Which meal was the most balanced? Why?

____

____

____

2) Which m... was the least balanced? What was missing?

____

____

____

3) Which food g... missin... ...ften?

Fruits	[illegible]	...ins	Protein	Dairy

4) Which food group was ... Why?

____

____

5) Which drink choices were the healthiest?

____

____

6) How can planning meals help people eat healthier?

____

____

____

7) What is one balanced food you would like to eat more often?

____

____

____

____

PREVIEW

Changing Nutritional Needs

Growing Up Means Changing Up

As we grow from kids to teenagers, our bodies go through big changes. This means our **nutritional needs** change too. When kids hit growth spurts, usually between a... to 15, they need more of everythi... protein, and vitamins.

Key Changes i...

1) Calories... ds m... bout 1,600 calories, but a teenager might need up to 2,... a growth spurt.
2) Protein: Important ... bones. While a 10-year-old might need 34 grams of protein daily... need 52 grams.
3) Calcium and Vitamin D: Critical ... bone ... during the teenage years when bones are gr...

Why Does This Happen?

These changes are mostly because of **metabolism** and how active ... bodies are. Metabolism is like a fire inside us that burns food for energy. Kids and teens have fast metabolisms because their bodies are busy building muscles and bones and doing a lot of growing!

What Can We Do?

Eating right means listening to our bodies. As we grow, we might feel hungrier—that's our body's way of telling us it needs more fuel. Choosing healthy snacks and balanced meals helps keep our "body engine" running smoothly and supports all the growth our bodies are doing!

Name: ______________________ 64

True or False
Is the statement true or false?

1) Kids' nutritional needs change as they grow older.	True	False
2) Teenagers need fewer calories than young kids.	True	False
3) Growth spurts usually happen between ages 10 to 15.	True	False
4) A 10-year-old needs more protein than a 15-year-old.	True	False
5) Metabolism is like a fire inside us that burns food.	True	False

Questions
[illegible]swer the questions below.

1) W[illegible] changes needed during growth spurts?

____

____

____

2) Why is protein important for kids an[illegible]s?

____

____

Word Search
Find the words in the wordsearch.

Changes	Vitamin
Growth	Metabolism
Teenager	Active
Nutrition	Energy
Calories	Muscle
Protein	Bones
Calcium	Healthy

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

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?

	Nutritional needs change during growth spurts.
	Teenagers usually need fewer calories than children.
	Metabolism affects how much energy bodies need.

Name: ____________________ | Mark

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

	Nutritional needs change during growth spurts.
	Teenagers usually need fewer calories than children.
	Metabolism affects how much energy bodies need.

Name: ____________________ | Mark

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

	Nutritional needs change during growth spurts.
	Teenagers usually need fewer calories than children.
	Metabolism affects how much energy bodies need.

Name: ____________________ | Mark

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

	Nutritional needs change during growth spurts.
	Teenagers usually need fewer calories than children.
	Metabolism affects how much energy bodies need.

Name: ____________________ | Mark

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

	Nutritional needs change during growth spurts.
	Teenagers usually need fewer calories than children.
	Metabolism affects how much energy bodies need.

Name: ____________________ | Mark

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

	Nutritional needs change during growth spurts.
	Teenagers usually need fewer calories than children.
	Metabolism affects how much energy bodies need.

Activity - Tracking Your Tummy

1) Track when you feel hungry, the time, and the food you eat for one day.
2) Write down how hungry you feel using a scale from 1 (not hungry) to 5 (very hungry).
3) Write how full you feel using a scale from 1 (not full) to 5 (very full).

Time	How Hungry?	Food Eaten	How Full?

Name: ______________________ 67

Self-Reflection Checklist | Check the box that best fits you.

1) I noticed patterns in when I felt hungry.			
❑ Yes, a lot	❑ Yes, somewhat	❑ Not much	❑ No

2) My hunger levels changed at different times of day.			
❑ Yes, a lot	❑ Yes, somewhat	❑ Not much	❑ No

3) The foo[illegible]ffected how full I felt later.			
❑ [illegible]	[illegible] Yes, somewhat	❑ Not much	❑ No

4) I can explai[illegible] s[illegible]unger.			
❑ Yes, totally	❑ [illegible]	❑ Not much	❑ No

5) I noticed how activity or [illegible]af[illegible]ger.			
❑ Yes, a lot	❑ Yes, somew[illegible]	[illegible]uch	❑ No

Reflection | Answer the questions below

1) How did your hunger levels change throughout the [illegible]

____

____

____

____

____

2) How can tracking your hunger and fullness help you make better food choices?

____

____

____

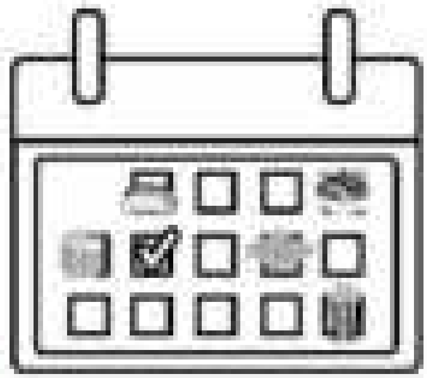
____

Activity: Tracking Five Small Meals a Day

Objective — What are we learning about?

Understand healthy eating practices by tracking five small meals each day for one week and reflecting on how regular, balanced eating supports energy, focus, and overall he[illegible]

Mater[illegible] — [illegible] you need for the activity?



- Food diar[illegible] (one [illegible]udent)
- Pens or pen[illegible]

Instructions — How will [illegible]?

1) Explain the objective of the activi[illegible] how [illegible] food diary. Students should record every meal and snack they [illegible] one [illegible]g the time and type of food eaten.
2) Explain that healthy eating can include five smaller [illegible] throughout the day, rather than only a few large meals.
3) Distribute the food diary templates and ensure each student has a [illegible] pencil (or digital device).
4) Students will keep their food diaries for one week, starting from a designated day. They should be honest and detailed in their entries.
5) At the end of the week, collect the food diaries and have a class discussion about meal timing, balanced choices, and energy levels throughout the day.
6) Ask students to complete the reflection questions, focusing on how eating smaller, balanced meals affected how they felt during the day.

Name: ____________________

Curriculum Connection

Instruction Keep a detailed record of everything you eat for one week, including the time and where you got the food.

Day 1	Time	What did you eat?	Where did you get your food?
Meal – 1			
Meal – 2			
Meal – 3			
Meal – 4			
Meal – 5			

Day 2	Time	What did you eat?	Where did you get your food?
Meal – 1			
Meal – 2			
Meal – 3			
Meal – 4			
Meal – 5			

Name: ______________________ 7A

Curriculum Connection

Day 3	Time	What did you eat?	Where did you get your food?
Meal – 1			
Meal – 2			
Meal – 3			
Meal – 4			
Meal – 5			

Day 4	Time	What did you eat?	Where did you get your food?
Meal – 1			
Meal – 2			
Meal – 3			
Meal – 4			
Meal – 5			

Name: ______________________

Day 5	Time	What did you eat?	Where did you get your food?
Meal – 1			
Meal – 2			
Meal – 3			
Meal – 4			
Meal – 5			

Day 6	Time	What did you eat?	Where did you get your food?
Meal – 1			
Meal – 2			
Meal – 3			
Meal – 4			
Meal – 5			

Name: ____________________ 78

Day 7	Time	What did you eat?	Where did you get your food?
Meal – 1			
Meal – 2			
Meal – 3			
Meal – 4			
Meal – 5			

Reflection Answer the questions b

1) How did eating five small meals affect your

2) How do you think living in a food desert could impact a person's diet a[illegible]ealth?

3) Would you continue eating five small meals a day? Why or why not?

Nutritional Traditions Tied to the Land

Traditional Foods and Health

First Nations, Métis, and Inuit communities have diets deeply connected to the land, which provide unique nutritional benefits. These traditional foods are not only part of cultural practices but also contribute significantly to health. For example, **caribou**, a common [illegible] many Inuit communities, is rich in protein and low in fat compared to store-[illegible] [illegible]ilarly, fish like **salmon**, often eaten by many First Nations comm[illegible], are [illegible] [illegible]ega-3 fatty acids**, which are essential for [illegible] and [illegible]evelopment.

List of Traditional Fo[illegible]

- Caribou – High in pro[illegible] [illegible] B2.
- Salmon – Rich in omega-3 fatty [illegible] vi[illegible]
- Berries – High in antioxidants, wh[illegible] help [illegible] [illegible] fight off diseases.
- Wild Rice – Provides magnesium, phosphorus, [illegible]mins.

Harvesting and Sustainability

Traditional harvesting practices are not only about gathering food but [illegible] about respecting and preserving the land. These practices include seasonal hunting and fishing, gathering wild plants and berries, and farming crops like corn and squash. These methods ensure that the land remains fruitful for future generations.

Connecting to the Land

Understanding the connection between traditional diets and the land helps us appreciate the importance of sustainable food sources. By eating foods that are locally sourced, we support the environment and gain nutritional benefits.

Name: ______________________ ID:

[illegible]

Multiple Choice — Circle the correct answer based on the article.

1) Which food is rich in protein and low in fat?		
A) Caribou	B) Salmon	C) Berries
2) What is high in omega-3 fatty acids?		
A) Berries	B) Salmon	C) Wild Rice
3) Which food helps the body fight off diseases?		
A) Caribou	B) Salmon	C) Berries
4) What p[illegible]gnesium, phosphorus, and B vitamins?		
A) Be[illegible]	B) Wild Rice	C) Salmon
5) Wha[illegible]tional [illegible]sures land remains fruitful?		
A) Gathering [illegible]	B) S[illegible] Hunting	C) Farming Crops

Questions — Answe[illegible]

1) Why is it important to preser[illegible]adit[illegible]ts?

____

____

____

2) In what ways do traditional food practices connect peo[illegible]

____

____

____

Two Truths and a Lie — Read each group. Tick ✓ the two true ones. Mark ✗ the one lie.

	Caribou meat is lower fat than store meats.
	Salmon provides omega-3 fats for brain health.
	Wild rice supplies only energy, not minerals.

	Berries mainly help bones grow stronger.
	Omega-3 fatty acids support heart health.
	Seasonal hunting helps protect future food sources.

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, C or D) beside each traditional food.

	Caribou
	Salmon
	Berries
	Wild Rice

A) High in protein and vitamins B12 and B2
B) High in antioxidants that help fight disease
C) Provides magnesium, phosphorus, and B vitamins
D) Rich in omega-3 fatty acids and vitamin D

Name: ______________________ | Mark | |

Write the correct letter (A, B, C, or D) beside each traditional food.

	Caribou
	Salmon
	Berries
	Wild Rice

A) High in protein and vitamins B12 and B2
B) High in antioxidants that help fight disease
C) Provides magnesium, phosphorus, and B vitamins
D) Rich in omega-3 fatty acids and vitamin D

Name: ______________________ | Mark | |

Write the correct letter (A, B, C, or D) beside each traditional food.

	Caribou
	Salmon
	Berries
	Wild Rice

A) High in protein and vitamins B12 and B2
B) High in antioxidants that help fight disease
C) Provides magnesium, phosphorus, and B vitamins
D) Rich in omega-3 fatty acids and vitamin D

Name: ______________________ | Mark | |

Write the correct letter (A, B, C, or D) beside each traditional food.

	Caribou
	Salmon
	Berries
	Wild Rice

A) High in protein and vitamins B12 and B2
B) High in antioxidants that help fight disease
C) Provides magnesium, phosphorus, and B vitamins
D) Rich in omega-3 fatty acids and vitamin D

Activity – Food Map of Canada

Objective — What are we learning about?

Students will explore the regional diversity of traditional foods in Canada and understand their cultural and nutritional significance.

Materials — What will you need for the activity?

- ... map ...
- Markers
- Blank sticke... all ... er
- Glue or tape
- Pens or pencils

Instructions — How will you complete the act...

1. Draw traditional foods on the map or on blan... pape... them in the correct regions: Caribou: Northern regions (e.g. ... Nunav...
2. Write brief notes on index cards explaining the significanc... ...d. Include Nutritional benefits and/or Cultural importance
3. Attach the notes to the map near the corresponding foods using glue or tape.
   - Caribou (Nunavut): "Rich in protein and vitamins B12 and B2. Traditional food for Inuit."
   - Salmon (British Columbia): "High in omega-3 fatty acids and vitamin D. Important for heart health."
4. Share and discuss the significance of the foods and their regional locations.

Name: ____________________ 83

Handout | Reference sheet on the nutritional traditions tied to the land.

Province/ Territory	Traditional Food	Nutrients	Cultural Importance
Nunavut	Caribou	High in protein and vitamins B12 and B2.	Traditionally hunted by Inuit; important for survival and cultural heritage.
British Columb[illegible]	Salmon	High in omega-3 fatty acids and vitamin D.	Fished by many First Nations; integral to cultural ceremonies and diets.
[illegible] Reg[illegible]	[illegible]	High in antioxidants.	Gathered by many Indigenous communities; used in traditional medicines and foods.
Ontario/ Manitoba	W[illegible]	[illegible]gnesium, [illegible] d B [illegible]ins.	Hand-harvested by First Nations; significant for ceremonies and sustenance.
Yukon	Moose	High in [illegible] iron.	[illegible]nted by First Nations; vital for [illegible]tional diets and cultural [illegible]
Alberta	Bison	High in protein a[illegible] low in fat.	H[illegible]ed by Plains First [illegible]t and [illegible]ract[illegible]
Quebec	Maple Syrup	Contains natural sugars and minerals.	Tra[illegible]al [illegible] peoples; u[illegible]nd as a sweete[illegible]
Newfoundland Labrador	Seal	High in protein and omega-3 fatty acids.	Hunted by Inuit and other Indigenous groups; critical for survival and traditions.
Saskatchewan	Saskatoon Berries	High in fiber and antioxidants.	Harvested by First Nations; used in traditional dishes and medicines.
Nova Scotia	Lobster	High in protein and essential minerals.	Fished by Mi'kmaq people; important for diet and economy.
Northwest Territories	Arctic Char	High in protein and omega-3 fatty acids.	Fished by Inuit; important for diet and cultural heritage.

Story: Nutrition in Indigenous Culture

Healing Foods of the North

In the vast landscapes of Northern Canada, where the First Nations, Métis, and Inuit communities thrive, food is not just for sustenance but is deeply woven into their healing practices. Young Kai, a curious Métis boy, was on a journey to learn more from his grand[illegible] about how their meals helped keep them healthy.

"[illegible]portant foods we eat is fish, especially salmon," explained Gran[illegible] they [illegible]dinner together. "It's rich in omega-3 fatty acids which are good for our [illegible]ds stay sharp. Did you know, Kai, that salmon [illegible]uce [illegible] and help in healing?"

Kai was amazed. [illegible] ber[illegible] he asked, remembering the b[illegible]ri[illegible] picked last summer.

"Ah, berries are powerful medicine," Grandma smiled. "They are full of antioxidants. These help fight diseases and even boost our mood. For instance, blueberries can [illegible] function and improve emotional health."

Kai thought about how these foods not only tasted good but also made them feel good. "And what makes these foods even more special, Kai, is how we respect the land and waters they come from, which teaches us to be grateful and live in harmony with nature," Grandma added.

As they sat down to eat, Kai felt a deeper connection to his culture and the natural wisdom passed down through generations. Every meal was a step towards physical and emotional well-being, a true lesson in holistic living.

Name: ______________________ 86

True or False | Is the statement true or false?

1) Fish is a staple in Kai's diet.	True	False
2) Salmon is low in omega-3 fatty acids.	True	False
3) Berries can enhance memory function.	True	False
4) Respecting the land is important to Kai.	True	False
5) Meals have no cultural significance.	True	False

Draw | [illegible]eal you would share with your family, like Kai's foods.

Questions | Answer the questions below

1) Why are the foods special, according to Kai's Grandma?

____

____

____

____

2) Describe how meals contribute to holistic living in Kai's culture.

____

____

____

____

Name: ______________________ 87 Curriculum Connection

Fact or Fiction: Cultural Influences on Eating Habits

Objective What are we learning about?

To help students develop critical thinking skills by examining how culture influences eating habits and by deciding whether statements about cultural food practices are facts or fiction.

Materi[al] ... [w]ill you need for the activity?

- Fact or Fic... s
- A 'Fact' sign an[d] ... [ist]inguish the two sides of the room
- Designated areas in the class[ro]om ... 'Fact' and 'Fiction' signs, allowing s... stud... to move to either side

Instructions How will you complete the activity?

1) Your teacher will read statements. Pay close attention as each ... [rea]d.
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!

Name: ______________________ 68

Fact or Fiction | Read the statements to the class.

#	Statement	Answer
1	Bannock is a traditional bread commonly made by Métis and First Nations communities.	Fact
2	The Inuit diet traditionally includes lots of fresh fruits and vegetables.	Fiction
3	The Métis often incorporate wild game such as bison and deer into their diets.	Fact
4	Seal [illegible] an important part of the traditional Inuit diet.	Fact
5	[illegible] traditionally eat a lot of pasta and pizza.	Fiction
6	[illegible] First N[illegible]unities harvest and use wild rice in their tra[illegible]	Fact
7	The Inuit [illegible]y ea[illegible]ead called frybread.	Fiction
8	Métis cuisine of[illegible]th wild berries.	Fact
9	Caribou is a significan[illegible] p[illegible]aditional Inuit diet.	Fact
10	First Nations people in coasta[illegible] re[illegible] re[illegible]afood such as salmon and shellfish.	Fact
11	The traditional diet of the Métis includes t[illegible]ruit[illegible]es and pineapples.	Fiction
12	The Inuit practice ice fishing to catch fish such as [illegible]	Fact
13	First Nations diets do not include any plant-based foo[illegible]	[illegible]tion
14	Moose and elk are commonly hunted and consumed by many [illegible] communities.	Fact
15	The Métis have a traditional dish called pemmican, made from dried meat and fat.	Fact
16	The Inuit diet traditionally excludes any kind of meat.	Fiction
17	Many First Nations communities gather and use maple syrup in their cooking.	Fact
18	The Métis traditionally rely on rice as their primary staple food.	Fiction
19	Whale blubber, known as muktuk, is eaten by the Inuit for its high nutrient content.	Fact
20	First Nations people traditionally avoid eating fish and seafood.	Fiction

Name: ____________________

Total
/

Unit Test
Personal Eating Practices

Mark	/

1. Which nutrient mainly supports long-lasting energy?

a) Protein

b) Vitamins

c) Fats

d) Minerals

2. Why do teenagers need more calories during growth spurts?

a) They sleep less

b) Their metabolism increases

c) Food digests slower

d) Muscles stop growing

3. Which [illegible] calcium work prope[illegible]

a) Pro[illegible]

b) Iron

c) Vitamin D

d) Fibre

4. Which food label detail shows how much food is recommended?

a) Calories

b) Ingredients

c) Daily value

d) [illegible]erving size

5. Why is the first ingredient [illegible] important?

a) It is used the most

b) It is the healthiest

c) It costs the most

d) It has the most vitamins

6. [illegible] nutrient repairs muscles after a [illegible]ysi[illegible]ty?

a) C[illegible]

b) [illegible]n

c) Fa[illegible]

d) Fibre

7. Why are omega-3 fatty acids important?

a) They add sweetness

b) They help digestion

c) They reduce hunger

d) They support brain and heart health

8. Which food is high[illegible]

a) Caribou

b) Salmon

c) Berries

d) Wild rice

9. Why do food ads often use bright colours?

a) To show ingredients

b) To increase cost

c) To explain nutrition

d) To attract attention

10. Which choice best shows smart response to food advertising?

a) Reading nutrition information

b) Buying what looks fun

c) Ignoring all labels

d) Choosing the biggest package

Mark	/

Meal Plan Using what you learned about healthy eating, plan five small healthy meals for one day, including snacks between meals.

Short Answer A

Mark	/

1) Why are five small meals … Explain.

2) What is vegetarianism, and why do some people choose it?

3) Why are traditional foods often more nutritious than processed foods?

Long Answer | List and describe 5 benefits of drinking plenty of water.

Mark	/

Instruction | Us[illegible]ion F[illegible] to answer each question.

Mark	/

Nutrition Fa[illegible]
Serving Size 1 Bar (80g)
Servings Per Container 4

Amount Per Serving	
Calories 170	Calories from Fat 50
	% Daily Value*
Total Fat 6g	9%
Saturated Fat 4g	19%
Trans Fat 0g	
Polyunsaturated Fat 0.5g	
Monounsaturated Fat 1g	
Cholesterol 13mg	4%
Sodium 80mg	3%
Total Carbohydrate 33g	11%
Dietary Fiber 4g	16%
Sugar 7g	
Protein 3g	
Vitamin A 110% • Vitamin C 2%	
Calcium 10% • Iron 3%	

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

1) W[illegible] serving size listed on t[illegible]
2) [illegible] are in one se[illegible] of this[illegible]
3) How ma[illegible] are in one [illegible]?
4) How many gr[illegible]ein does one serving pr[illegible]
5) How many servings are in [illegible] whole container?
6) Which is higher: sugar or fibre?
7) Is this food a good source of vitamins?
8) Is this food a healthy everyday snack? Explain using two facts.

Workbook Preview

Grade 5 Health Unit
Puberty

	Curriculum Expectations	Pages
USC5.2a	Identify local, provincial, and national sources of information about puberty.	6-8, 28-30
USC5.2b	Discuss criteria that can be used to decide if a source is reliable.	28-30
USC5.2c	Identify and use correct and respectful language and terminology in relation to sexual anatomy and gender identity as it relates to changes of puberty.	9-30, 74-78
USC5.2d	Determine that puberty is a natural process that often occurs at different rates.	6-8, 13-20, 70, 74-78
USC5.2[illegible]	[illegible]	[illegible]-44, [illegible]8
USC5.2[illegible]	[illegible]	[illegible]9
USC5.2[illegible]	[illegible]	[illegible]-70
USC5.2[illegible]	[illegible]	[illegible]0-67
USC5.2i	Describe personal responsibilities and determine the increasing importance of balanced health practices associated with physical, social, spiritual, and emotional changes during puberty.	31-35, 52-59, 62-67
USC5.2j	Discuss with a significant and trusted adult the expected changes.	60-61, 71-73
AP5.1a	Identify the elements of effective action plans, including what will be done, who will be involved, where it will take place, when it will take place, and why this action is being taken.	36-40
AP5.1b	Identify the supports needed to carry out the action plan.	36-40
AP5.1c	Carry out, with guidance, the steps identified in the design of the action plan.	36-40
AP5.1d	Reflect on if the goal was achieved in order to guide future application.	36-40

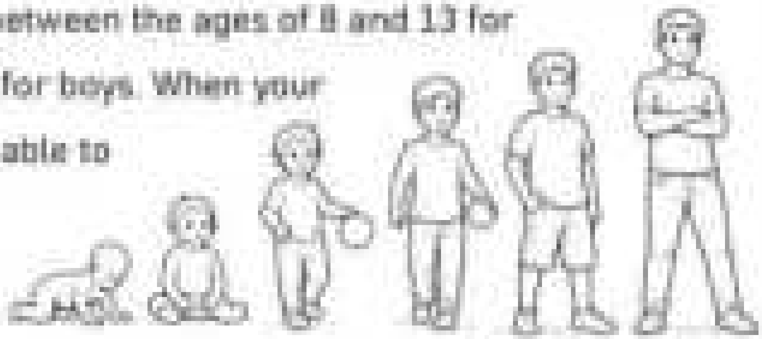
PUBERTY

Name: ______________________ 6

Puberty

What is Puberty?

Puberty is the time when your body goes through a lot of changes, and you start to grow into an adult. It usually happens between the ages of 8 and 13 for girls and between the ages of 9 and 14 for boys. When your body goes [illegible]ugh puberty you will be able to have chil[illegible]



Wha[illegible]

During pubert[illegible] produce hormones that make you grow taller, develop muscle[illegible]es, [illegible]ook more like an adult. In girls, the hormone **estrogen** is responsi[illegible]ts and widening of hips. In boys, the hormone [illegible] for the growth of facial hair and deepening [illegible] voi[illegible]

Everyone Goes Through Puberty

Everyone goes through puberty, but it happens a[illegible] times for each person. Some people start puberty ear[illegible] than others, and some start later. There is no right or wrong time to start puberty, it's just a natural part of growing up.

Social Problems Because of Puberty

These differences in physical development can also lead to teasing or bullying from other kids. For example, a girl who starts puberty earlier than her friends might feel self-conscious about her developing body, while a boy who starts puberty later than his peers may feel left out.

Everyone is different. We should be kind and respectful to each other, no matter where we are in our physical development.

Name: ____________________ 7

True or False | Is the statement true or false?

1) Puberty always begins at the same age.	True	False
2) Girls and boys experience identical puberty changes.	True	False
3) Starting puberty later means something is wrong.	True	False
4) Estrogen is a hormone that causes puberty in girls.	True	False
5) Testosterone causes a person's hips to get wider.	True	False

Questions | Answer the questions below.

1) What is puberty?

____

____

____

2) Why might puberty cause social prob

____

____

____

Word Search | Find the words in the wordsearch.

Puberty	Hormones
Estrogen	Testosterone
Muscles	Bones
Voice	Hair
Breasts	Hips
Emotions	Insecure

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

Name: ______________________ 9

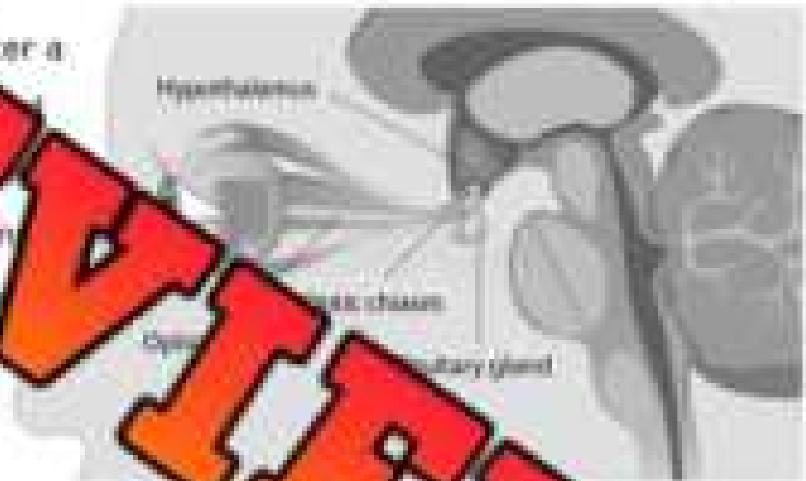
Puberty Stages 1 & 2

Puberty

Puberty is the name of the time when your body begins to develop and change as you change from being a child to being an adult capable of reproduction. Your body will start to fill out. For boys, your shoulders will get broader, and you will get more muscular. Girl's bodies ten[illegible] get curvier. Their hips get wider, and breasts develop. The changes that occur in p[illegible]rt before you can see anything happening on the outside.

The [illegible]

Usually a[illegible] after a boy's 9th birthd[illegible] be[illegible] signals to the body [illegible] **The hypothalamus**, which [illegible] center for hormones, releases a [illegible] to the pituitary gland which starts to make other hormones.



The Second Stage

In the second stage, which begins between 9 and 11 physic[illegible]

<u>The first signs for girls are:</u>

- Buds start to form under the nipple of each breast. They may b[illegible] or tender, and one may be larger than the other which is normal.
- The darker area around the nipple called the areola will expand.
- The uterus begins to get larger and small amounts of pubic hair start to grow on the vulva.

<u>For boys, development starts around age 11. Changes include:</u>

- Testicles and skin around the testicles (scrotum) begin to get bigger.
- Early stages of pubic hair forms at the base of the penis.

Name: ______________________ 10

True or False — Is the statement true or false?

1) The first stage of puberty starts in your brain.	True	False
2) The first stage of puberty cannot be seen from the outside.	True	False
3) During puberty girls get wider shoulders.	True	False
4) The stages of puberty happen at the same time for everyone.	True	False
5) Boys will develop muscles during puberty.	True	False

Questions — [illegible]wer the questions below.

1) W[illegible]us and the pituitary gland located?

2) What role does the hypothalamus pl[illegible]rty.

Summarize — What happens to boys and girls in the first and second sta[illegible]uberty?

Puberty Stage 3

Puberty is a Long Process

The transition from being a child to being an adult is a process that takes as many as 5 years. During this process, called puberty, boys and girls become sexually mature and once their reproductive organs develop and mature, they can have children. Stage 1 and 2 of puberty [illegible] last about 3 years, from the time the first hormone signal from the hypothala[illegible]leased, until physical signs of puberty start to show.

The T[illegible]

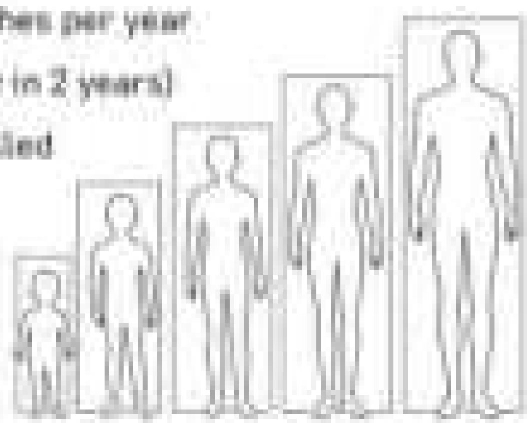
Stage [illegible] after age 12 and for boys after they turn 13. In stage 3 of puberty, teen[illegible] gr[illegible] in height. Hormones are working throughout the body, causing it to [illegible]

Physical Changes in Girls [illegible]

- Highest growth spurt beg[illegible] [illegible]er year
- First signs of acne may appear o[illegible]
- Voice change less noticeable than males
- Hips and thighs start to build up fat
- Breast development
- Pubic hair growth
- Hair under arms

Physical Changes in Boys Include:

- Height growth increases to between 2 and 3.2 inches per year
- Some breast tissue forms (this usually goes away in 2 years)
- Males begin to have ejaculations at night, also called wet dreams
- Penis gets longer as testicles grow bigger
- The voice begins to change
- Muscles get larger



Name: ______________________ 12

Sort Put an X under each gender if the description is a change they will experience in stage 3 of puberty.

Development	Male	Female
1) Breast tissue develops.		
2) First signs of acne.		
3) Voice will change.		
4) Highest [illegible] spurt.		
5) Hair u[illegible]		

Questio[illegible] An[illegible]estions below.

1) What starts th[illegible] of p[illegible]

____

____

____

____

2) What is happening inside the body during pub[illegible]ents for adulthood?

____

____

____

____

Questioning Write 2 questions you have about the reading.

1)	______________________________
2)	______________________________

Puberty Stage 4

The Fourth Stage

During the fourth stage of puberty both males and females notice lots more physical changes. In females Stage 4 usually starts at age 13, in males at age 14. Puberty is an individual process, so it is important to remember that everyone is different.

Pubert[illegible] a process everyone goes through. It will happen for everyone. You will have frien[illegible]tart to change before you do, and you will have friends who start to change [illegible]feel awkward and embarrassing to be the first one in your group of fr[illegible] exper[illegible]hanges that happen with puberty. Remember to be kind and thoughtful to [illegible]g. Be the friend that you would want to have when you are experie[illegible]stre[illegible]

When we are gro[illegible]d be like our friends. It can be embarrassing and stressful [illegible] puberty, but it can also be hard to be the last in the group. Remember tha[illegible] not in your control.

Physical Changes in Gi[illegible]:

- Breasts take on [illegible]
- Height growth slows [illegible]er year
- Pubic hair gets thicker
- Many girls get their first menstrua[illegible]where between 12 and 14, but it can happen ea[illegible] and later.
- Voice change, but less noticeable than males.

Physical Changes in Males

- Armpit hair starts to grow
- Deeper voice becomes permanent
- Testicles, penis and scrotum get bigger, and scrotum gets darker in colour
- Acne may start to appear

Name: ______________________ 14

True or False | Is the statement true or false?

1) Stage 4 of puberty brings more physical changes.	True	False
2) Boys usually go through stage 4 before girls.	True	False
3) Acne is one of the changes that many people get with puberty.	True	False
4) Everyone goes through puberty in their own time.	True	False
5) Girls' and boys' voices change during puberty.	True	False

Questions | [illegible]wer the questions below.

1) Wh[illegible] stressful going through puberty?

____

____

____

____

2) Why might it be helpful to reali[illegible]r control but that everyone will experience it.

____

____

____

____

Reflection | What can you do if you have a friend who is changing at a dif[illegible] time then the rest of your group?

____

____

____

____

____

____

Exit Cards

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

Name: ____________________ | Mark: ______

Write two Stage 4 puberty changes for boys and girls.

Boys	
Girls	

Name: ____________________ | Mark: ______

Write two Stage 4 puberty changes for boys and girls.

Boys	
Girls	

Name: ____________________ | Mark: ______

Write two Stage 4 puberty changes for boys and girls.

Boys	
Girls	

Name: ____________________ | Mark: ______

Write two Stage 4 puberty changes for boys and girls.

Boys	
Girls	

Name: ______________________ 18

Fact or Fiction: Hormones and Puberty

Objective What are we learning about?

Students will use a fact or fiction game to learn how hormones work during puberty, correct common myths, and practise thinking carefully about information related to growth, bo changes, and health.

Materials ll you need for the activity?

- Fact or Fic
- A 'Fact' sign an tion uish the two sides of the room
- Designated areas in the class m t 'Fact' and 'Fiction' signs, allowing s stud to move to either side

Instructions How will you complete the activity?

1) Your teacher will read statements. Pay close attention as each d.
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!

Name: ____________________ 19

Fact or Fiction | Read the statements to the class.

#	Statement	Answer
1	Hormones are produced only in the brain.	**Fiction**
2	Testosterone is a hormone found only in boys.	**Fiction**
3	Hormones can affect your mood and emotions.	**Fact**
4	Pube[illegible] starts at the age of 13.	**Fiction**
5	[illegible] to bone growth during puberty.	**Fact**
6	E[illegible] perso[illegible] the same hormonal changes in puberty.	**Fiction**
7	Hormones [illegible]icals [illegible] messages in the body.	**Fact**
8	Testosterone decr[illegible] pub[illegible]	**Fiction**
9	Growth spurts during pub[illegible] are [illegible]es.	**Fact**
10	Hormones have no effect on skin [illegible]ges du[illegible]	**Fiction**
11	Estrogen and testosterone are the only ho[illegible] in[illegible]y.	**Fiction**
12	Hormones can influence how tall you will grow.	**Fact**
13	Hormones are only important during puberty.	**[illegible]ion**
14	Hormones help develop muscle mass during puberty.	**Fact**
15	Boys produce estrogen too, just like girls produce testosterone.	**Fact**
16	Once puberty ends, hormone production stops.	**Fiction**
17	Hormones do not influence hair growth on the body.	**Fiction**
18	Sleeping patterns can be affected by hormonal changes.	**Fact**
19	Hormones have no role in emotional development.	**Fiction**
20	Increased sweating during puberty is due to hormonal changes.	**Fact**

Name: ______________________ 20

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) Testosterone is a hormone found only in boys.	True	False
2) Estrogen contributes to bone growth during puberty.	True	False
3) Every person experiences the same hormonal changes in puberty.	True	False
4) Estrogen and testosterone are the only hormones involved in puberty.	True	False
5) Once puberty ends, hormone production stops.	True	False
6) Hormones can influence how tall you will grow.	True	False

Name: ______________________ | Mark | |

Is the statement true or false?

1) Testosterone is a hormone found only in boys.	True	False
2) Estrogen contributes to bone growth during puberty.	True	False
3) Every person experiences the same hormonal changes in puberty.	True	False
4) Estrogen and testosterone are the only hormones involved in puberty.	True	False
5) Once puberty ends, hormone production stops.	True	False
6) Hormones can influence how tall you will grow.	True	False

Name: ______________________ | Mark | |

Is the statement true or false?

1) Testosterone is a hormone found only in boys.	True	False
2) Estrogen contributes to bone growth during puberty.	True	False
3) Every person experiences the same hormonal changes in puberty.	True	False
4) Estrogen and testosterone are the only hormones involved in puberty.	True	False
5) Once puberty ends, hormone production stops.	True	False
6) Hormones can influence how tall you will grow.	True	False

Name: ______________________

Female Reproductive System

Female Reproductive System – Main Parts

Vulva – is the external part of the female reproductive organs. The vulva is located between the legs and covers the opening to the vagina and other reproductive organs inside the body.

Labia (wh[illegible] means lips) – are two pairs of skin flaps that surround the vagina.

Clitoris [illegible] [illegible]ry organ located toward the front of the vulva where the folds of the l[illegible]

Vagina – the v[illegible] [illegible]cul[illegible] [illegible]w tube that extends from the vaginal opening to the uterus. The vag[illegible] [illegible] ex[illegible] [illegible]ct. It can expand to allow a baby to pass through it.

Fallopian Tubes – two long slend[illegible] [illegible] [illegible]ovaries to the uterus. Eggs pass through the fallopian tubes to the uter[illegible] There is one ovary and one fallopian tube on each side of the uterus.

Ovaries – are two oval shaped organs located at the end of each fallopian tube. The ovaries produce, store and release eggs into the fallopian tubes, in a process called ovulation.

Cervix – the cervix connects the vagina and the uterus. It is a narrow passage forming the lower end of the uterus.

Uterus – the uterus, which is also called the womb, is shaped like an upside-down pear. It is a muscular organ, where a fertilized egg will implant and where a baby grows.

Endometrium – is the layer of tissue that lines the uterus.

Name: ____________________ 22

Sort Mark an X under the correct column

Questions	Inside	Outside
1) Is the uterus inside or outside the body?		
2) Is the clitoris inside or outside the body?		
3) Is the endometrium inside or outside the body?		
4) Are the labia inside or outside the body?		
5) Is the v[illegible]ide or outside the body?		
6) Is th[illegible]tside the body?		

Questions A[illegible] below

1) Which female rep[illegible] pairs?

2) What is the purpose of the fallopian tubes?

Two Truths and a Lie Read each group. Tick ✓ the two true ones. Mark ✗ the one lie.

	Fallopian tubes connect ovaries to the uterus.
	The cervix is located above the fallopian tubes.
	Ovaries release eggs during a process called ovulation.

	The uterus lining is called the endometrium.
	The vagina connects the uterus to the outside.
	Each ovary is connected to two fallopian tubes.

Name: ______________________ 23

True or False | Is the statement true or false?

1) The cervix is the opening of the vagina.	True	False
2) The womb is another name for the vagina.	True	False
3) The ovaries release an egg once a month.	True	False
4) The uterus can expand and contract.	True	False
5) The en[illegible]ium is another name for menstruation.	True	False

Label | [illegible] Using the Choices Below

Cervi[illegible]	U[illegible]	Vagina	Fallopian Tubes
End[illegible]ium		Ovaries	

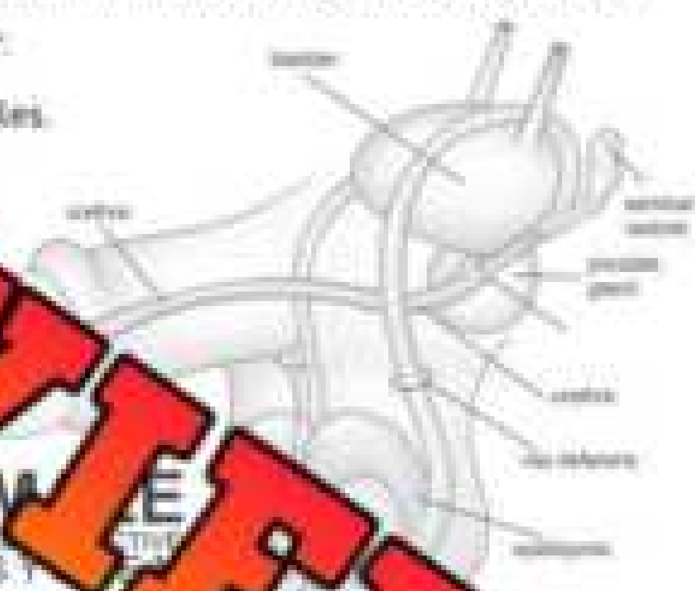
Male Reproductive System

Male Reproductive System

Males have organs or genitals that are both inside and outside the pelvis. The male genitals include:

Testicles – two oval organs that produce sperm. The testicles are enclosed in the scrotum behind the [illegible]is. The testicles are part of the endocrine system because they make the hormone [illegible]one. Testosterone is the hormone that causes boys to develop deeper voice[illegible] body and facial hair.

Scrot[illegible] pouc[illegible]taining the testicles.



Penis – the pe[illegible] of tw[illegible] the shaft and the g[illegible] the main part of the penis[illegible] glans is the tip or head. The end[illegible] the glans has a small slit which is the opening end of the urethra. This is where urine and semen exit the body.

Prostate Gland – is located below the bladder. It produces the fluid that nourishes and transports sp[illegible]n.

Seminal Vesicles – the two seminal vesicles are glands that produc[illegible]ill turn into semen. They may also be called seminal glands.

Epididymis – is a long, coiled tube on the back of each testicle that stores sperm and transports it from the testicles to the vas deferens.

Vas Deferens – are a pair of long muscular tubes connecting the epididymis to the urethra. Sperm travels from each testicle to the epididymis, where it is stored, then through the vas deferens to the urethra and out the glans of the penis.

Spermatogenesis – refers to the creation or genesis of sperm cells. Spermatogenesis occurs in the testicles.

Name: ______________________

Sort Mark an X under the correct column.

Questions	Inside	Outside
1) Is the urethra inside or outside the body?		
2) Is the scrotum inside or outside the body?		
3) Is the vas deferens inside or outside the body?		
4) Are the testicles inside or outside the body?		
5) Are the [illegible] vesicles inside or outside the body?		
6) Is the [illegible] or outside the body?		

Question[illegible] A[illegible] below.

1) Which male rep[illegible] pairs?

____

____

____

____

2) What is the purpose of the vas deferens?

____

____

____

____

Inference Do males or females have more testosterone? How do you think testosterone affects male and female genders?

____

____

____

____

Name: ______________________ 26

True or False — Is the statement true or false?

1) The vas deferens are tubes that carry sperm.	True	False
2) The scrotum is the sack that stores urine.	True	False
3) The testicles produce sperm.	True	False
4) The testicles produce testosterone.	True	False
5) The ma… …ductive organs are all outside the body.	True	False

Label … Using the Choices Below

Prostate G…	…emi… …icle	Epididymis	Vas Deferens
Penis		Bladder	Testicle

Exit Cards

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

Name: ____________________ **Mark** ____

Draw a line from each body part to its correct description.

Testicles ☐	☐ Coiled tube where sperm is stored and matures
Scrotum ☐	☐ Two organs that make sperm and testosterone
Epididymis ☐	☐ Tube that carries urine and semen out of the body
Urethra ☐	☐ Pouch of skin that holds and protects the testicles

Name: ____________________ **Mark** ____

Draw a line from each body part to its correct description.

Testicles ☐	☐ Coiled tube where sperm is stored and matures
Scrotum ☐	☐ Two organs that make sperm and testosterone
Epididymis ☐	☐ Tube that carries urine and semen out of the body
Urethra ☐	☐ Pouch of skin that holds and protects the testicles

Name: ____________________ **Mark** ____

Draw a line from each body part to its correct description.

Testicles ☐	☐ Coiled tube where sperm is stored and matures
Scrotum ☐	☐ Two organs that make sperm and testosterone
Epididymis ☐	☐ Tube that carries urine and semen out of the body
Urethra ☐	☐ Pouch of skin that holds and protects the testicles

Name: ____________________ **Mark** ____

Draw a line from each body part to its correct description.

Testicles ☐	☐ Coiled tube where sperm is stored and matures
Scrotum ☐	☐ Two organs that make sperm and testosterone
Epididymis ☐	☐ Tube that carries urine and semen out of the body
Urethra ☐	☐ Pouch of skin that holds and protects the testicles

Hygiene During Puberty

Acne During Puberty

Acne is caused by **overactive oil glands** in the skin. A buildup of oil, dead skin cells and bacteria causes swelling and redness in the pores. During puberty, oil glands are stimulated by hormones. Acne often runs in families, so you have family members who have or had acne, you likely to have it.

How uts

There is way to e it, keeping your skin very clean will help face and warm water, to remove excess oil a res. Be sure to wash after exercise, because, sweat can clog p zin ften makes them worse, because you are pushing the bacteria deeper yo your face too often, however, can dry your skin and cause irritation t hat is making it worse.

Oily Hair

The hormones that cause acne, also can cause exce Washing your hair everyday, or every other day, will help your hair from getting greasy.

Body Odour in Puberty

The sweat glands you have always had, become more active during puberty. During puberty, your sweat glands secrete additional chemicals, that have a stronger odour. You may notice your underarms, genitals, and feet may have an odour.

You can help avoid having body odour by, showering or bathing everyday, and wearing clean clothing. Cotton underwear and socks absorb sweat better than polyester. You can use products that help with underarm sweat. Deodorants cover the smell of underarm sweat. Antiperspirants stop or dry up sweat.

Name: ______________________

True or False	Is the statement true or false?

1) Hormones are a cause of acne during puberty.	True	False
2) Acne sometimes runs in a family.	True	False
3) Washing your face can help control acne.	True	False
4) Smelly feet is a side effect of puberty.	True	False
5) Deodorants stop sweat.	True	False

Questions	Answer the questions below.

1) What can you do to reduce acne breakouts?

____

____

____

2) What can you do to avoid having body odor?

____

____

____

Questioning	Write 3 questions you have about the reading.

1)	
2)	
3)	

Name: ______________________

Assignment - Hygiene Product Advertisement

Create an advertisement for a hygiene product that you will sell to people dealing with changes to their bodies due to puberty. Your advertisement sold online, on various social media websites.

Outline Answer the questions to plan your advertisement

1) What hy... ...sue will your product help with?

2) What is you... ...cri...

3) What is the name of your product?

4) Who is your target audience? (Who are you selling to? Who are y... ...or?) Think – age, hobbies or interests, gender

5) What type of advertisement would your audience respond well to? Humorous, serious, informative, feature a celebrity, sentimental, appeal to feelings

6) Think of a slogan you can put on your advertisement. This will be your headline.

Outline | Answer the questions to plan your advertisement

7) Advertisement copy – the main text that goes with the advertisement. The ad copy gives more information about the product. It might include:

- Price
- Why customers need it
- Why it is better than other similar products
- Where they can buy it
- Testimonials – reviews from users who have purchased the product

Price	
Why Customers Need It	
Why It Is Better Than The Others	
Where They Can Buy It	
Testimonials	

8) Write the advertisement copy below in paragraph form. You could [illegible] them.

Name: ______________________

Outline | Answer the questions to plan your advertisement.

9) Draw a rough copy of the advertisement below. Write the copy in the space provided.

Name of Company: ______________________________

____

____

____

____

____

____

Shop Now

Check it out at www.______________________.com

Headline: ______________________________

Name: ____________________

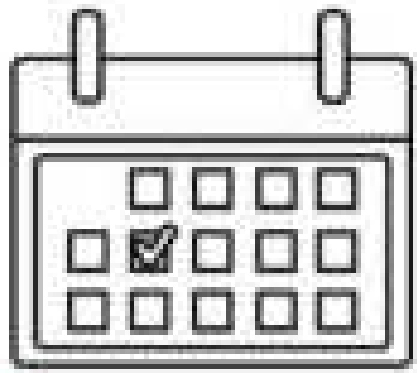
Activity – My Week of Healthy Body Care

Objective What are we learning about?

Students will learn to practise daily personal hygiene during puberty by planning and completing healthy body care routines and reflecting on how these habits support h… comfort, and confidence.

Materi… …ill you need for the activity?

- Weekly Bo… …ve-day template)
- Body care … (sho… …odorant, clean clothes, dental …
- Reflection journal or … …r



Instructions How will you compl… …ctiv…

1) Introduction: Begin with a class discuss… …nge during puberty and why daily body care becomes mo… …nt d… …his time.
2) Plan the Week: Students create a five-day body care plan … hygiene tasks such as showering, using deodorant, brushing … wearing clean clothes.
3) Daily Practice: Each day, students follow their plan at home and check off the tasks they completed.
4) Daily Check-In: At the end of each day, students briefly reflect on how they felt after completing their body care routine (comfortable, confident, refreshed).
5) End-of-Week Reflection: At the end of the week, students reflect on their experience by answering questions.

Reference Body care routines during puberty

Hygiene Area	Girls – Personal Hygiene	Boys – Personal Hygiene
Showering	Shower regularly to remove sweat and body odour.	Shower regularly to remove sweat and body odour.
Deodorant	Apply deodorant daily to control underarm smell.	Apply deodorant daily to control underarm smell.
Hair Wa[illegible]	Wash hair when it becomes oily or [illegible]weaty.	Wash hair when it becomes oily or sweaty.
Fac[illegible]	[illegible]e daily to reduce oil and [illegible]	Wash face daily to reduce oil and acne.
Clothing	[illegible] socks, and [illegible] daily.	Change underwear, socks, and clothes daily.
Menstrual Hygiene	C[illegible]ularly and d[illegible]rly.	Not applicable.
Genital Washing	Wash externa[illegible] water daily.	[illegible]ash penis and scrotum with [illegible] daily.
After Sports Care	Shower and change clothes aft[illegible] physical activity.	Sho[illegible] change clothes after ph[illegible]
Dental Care	Brush teeth twice daily and floss.	[illegible]th t[illegible]y and floss.
Foot Care	Wash feet daily and change socks.	Wash feet [illegible]cks.
Nail Care	Keep fingernails clean and trimmed.	Keep fingernails [illegible] and trimmed.
Shaving (if needed)	Some may shave underarms if they choose.	Some may shave facial hair if it starts growing.
Laundry Habits	Put worn clothes in laundry after use.	Put worn clothes in laundry after use.
Sleep Hygiene	Change pyjamas regularly and keep bedding clean.	Change pyjamas regularly and keep bedding clean.
Hand Washing	Wash hands after washroom and before eating.	Wash hands after washroom and before eating.

Weekly Body Care Planner

Monday		
Morning Body Care	Daytime Body Care	Evening Body Care
❑	❑	❑
❑	❑	❑
❑	❑	❑

Notes: ____________________

____

____

Tuesday		
Morning Body Care	Daytime Body Care	Evening Body Care
❑	❑	❑
❑	❑	❑
❑	❑	❑

Notes: ____________________

____

____

Name: ______________________ 39

Curriculum Connection
[illegible]

Weekly Body Care Planner

Wednesday		
Morning Body Care	Daytime Body Care	Evening Body Care
❑	❑	❑
❑	❑	❑
❑	❑	❑

Notes: ____

____

____

Thursday		
Morning Body Care	Daytime Body Care	Evening Body Care
❑	❑	❑
❑	❑	❑
❑	❑	❑

Notes: ____

____

____

Name: ______________________

Friday		
Morning Body Care	Daytime Body Care	Evening Body Care
❑	❑	❑
❑	❑	❑
❑	❑	❑

Notes ______________________

Reflection Answer the questions b

1) Which body care habit was easiest to kee

2) Which habit was hardest?

3) How did daily body care affect how I felt about myself?

Menstruation and Ovulation

Understanding the Menstrual Cycle

The menstrual cycle is a key part of a woman's reproductive system, preparing her body for pregnancy every month. Let's explore the two main processes in this cycle: menstruation and ovulation.

Menstru... Monthly Reset

Mens... phase of the menstrual cycle. It starts when there is no fertiliz... g to ... nancy. This phase involves the shedding of the uterine lining, which ... ed a... through the vagina.
This usually lasts ... 3...

Key Points:

- Start of Cycle: It marks the be... of the menstrual cycle.
- Preparation for New Cycle: The body cleans out the old lining, making way for a new one.

Ovulation: Releasing the Egg

About halfway through the cycle, ovulation occurs.
This is when an ovary releases an egg. This egg then travels down the fallopian tube, where it might meet sperm and become fertilized.

Key Points:

- Timing: Ovulation usually happens on the 14th day of a 28-day cycle.
- Fertility Window: This is the best time for the egg to be fertilized, making it crucial for pregnancy.

Name: ______________________ 42

Curriculum Connection [illegible]

Questions Answer the questions below.

1) What is menstruation?

____

____

____

____

2) Why is [illegible] of ovulation important for pregnancy?

____

____

____

Calendar Label the [illegible] below with [illegible]struation and ovulation period.

1	2	[illegible]	[illegible]	5	6
7	8	9	10	[illegible]	12
13	14	15	16	[illegible]	18
19	20	21	22	[illegible]	[illegible]
24	25	26	27	28	

Completion Identify the word to make each statement complete

1) Menstruation lasts for ______ to ______ days.	2 to 5	3 to 7
2) The menstrual cycle prepares for __________.	pregnancy	ovulation
3) During ovulation, ______ releases an egg.	uterus	ovary
4) After releasing an egg, it will travel to the __________	vagina	fallopian tube
5) Ovulation usually happens on the ___ day of the cycle.	28th	14th

Activity – The Journey of An Egg

Instructions How will you complete the activity?

1. Review the steps of the menstrual cycle.
2. Using the provided drawing paper, divide it into 6 equal sections.
3. In each [illegible]ection, draw what happens during each step of the cycle:
4. Labe[illegible] [illegible]ction with the name of the phase.
5. Us[illegible] [illegible]erentiate between phases, such as red for menstruation and blue [illegible]

PREVIEW

Step	Description
1	**Menstruation** [illegible] [illegible]ith menstruation, which is the shedding of the uterine lining [illegible] [illegible]lly la[illegible] [illegible]n 3 to 7 days.
2	**Follicular Phase:** After menstr[illegible] [illegible]nds, t[illegible] [illegible]r phase begins. The ovaries prepare eggs for release. Horm[illegible]es sign[illegible] [illegible]ova[illegible] [illegible]repare one dominant egg in a process called follicular deve[illegible]
3	**Ovulation:** Around day 14 of a typical 28-day cyc[illegible] [illegible] [illegible]ed from the ovary into the fallopian tube. This is known [illegible] [illegible]vu[illegible]
4	**Journey Through the Fallopian Tube:** The egg travels through th[illegible] [illegible]pian tube towards the uterus. This journey can take about 24 hours. If sperm are present and fertilization occurs, the egg will combine with a sperm cell to form an embryo.
5	**Luteal Phase:** If the egg is not fertilized, it disintegrates. Meanwhile, the uterus prepares for a potential pregnancy by thickening its lining. If fertilization does not occur, this phase ends with the shedding of the uterine lining, and a new cycle begins.
6	**Restart Cycle:** If no pregnancy occurs, the cycle restarts with menstruation.

Name: ______________________ 44

1	2

3	4

5	6

The Journey of Sperm Cells

Where Sperm Are Made

Sperm production begins in the **testes**, which are found inside the **scrotum**. The testes are part of the male reproductive system and also make **testosterone**. This hormone supports changes during puberty, such as deeper voices and increased muscle growth. Inside each testis are [illegible]bes where **sperm** cells begin forming after pu[illegible]ontinue to be made every day.

How Sp[illegible] Devel[illegible]

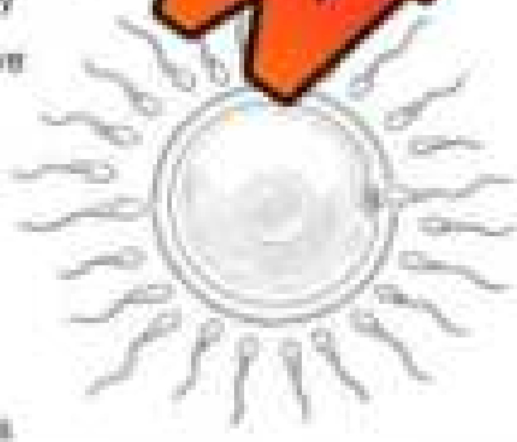
After sperm a[illegible] they m[illegible] the **epididymis**, a long, coiled tube [illegible] b[illegible]e. This is where sperm mature and learn [illegible]n. S[illegible] about 72 days to fully mature. During this time, they become stronge[illegible] bet[illegible]ove through the body.

The Journey Through the Body

When ejaculation occurs, sperm travel from the [illegible]mi[illegible] **[illegible]s deferens**. As they move, fluids are added from the seminal vesicle[illegible]ostat[illegible]. These fluids mix with sperm to form **semen**, which protects sperm and g[illegible]en[illegible]

- Seminal vesicles add sugar that gives sperm energy
- The prostate gland adds fluid that helps sperm move
- Semen helps sperm survive outside the body

One ejaculation can release 200–300 million sperm, but many do not survive for long.



Reaching the Egg

The purpose of sperm is **fertilization**. This usually happens in the fallopian tube of the female reproductive system. Even though millions of sperm are released, only **one sperm** can fertilize an egg. Most sperm do not reach this stage.

Name: ______________________ 46

Short Answer	Answer the questions below

1) What hormone is made by the testes?	
2) Where do sperm mature after being created?	
3) How long does sperm maturation usually take?	
4) What tube carries sperm during ejaculation?	
5) What fl[illegible] with sperm to form semen?	
6) Wh[illegible]n usually happen?	

Question	D[illegible]erm take after being produced.

Word Scramble	Unscramble the words below

Word Bank	
Sperm	Swim
Scrotum	Fluid
Fertilize	Testes
Epididymis	Egg
Ejaculation	Cell

Scrambled	Unscramble
WISM	
USOMCTR	
GEG	
IFTEZLREI	
UIFDL	

Scrambled	Unscramble
DMYIESPIDI	
LECL	
SRMEP	
SESETT	
ATEICOJNUAL	

Exit Cards

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

Name: ____________________ | Mark: ____

Put the journey of sperm cells in the correct order. Number 1–6.

	Sperm travel through the vas deferens
	Sperm are made in the testes
	Sperm mature in the epididymis
	Fluids are added from the seminal vesicles and prostate
	One sperm may reach and fertilize an egg
	Semen leaves the body through the urethra

Name: ____________________ | Mark: ____

Put the journey of sperm cells in the correct order. Number 1–6.

	Sperm travel through the vas deferens
	Sperm are made in the testes
	Sperm mature in the epididymis
	Fluids are added from the seminal vesicles and prostate
	One sperm may reach and fertilize an egg
	Semen leaves the body through the urethra

Name: ____________________ | Mark: ____

Put the journey of sperm cells in the correct order. Number 1–6.

	Sperm travel through the vas deferens
	Sperm are made in the testes
	Sperm mature in the epididymis
	Fluids are added from the seminal vesicles and prostate
	One sperm may reach and fertilize an egg
	Semen leaves the body through the urethra

Name: ____________________ | Mark: ____

Put the journey of sperm cells in the correct order. Number 1–6.

	Sperm travel through the vas deferens
	Sperm are made in the testes
	Sperm mature in the epididymis
	Fluids are added from the seminal vesicles and prostate
	One sperm may reach and fertilize an egg
	Semen leaves the body through the urethra

Activity – Sperm Race

Objective What are we learning about?

Students will learn about the journey of sperm through the male and female reproductive systems in a fun and interactive way.

Materials [illegible] hat will you need for the activity?

- B[illegible] or s[illegible] weight balls (to represent sperm cel[illegible]
- Tape to crea[illegible] and [illegible]
- Simple obstacles (li[illegible] or so[illegible]) to represent different par[illegible] re[illegible] system

Instructions How will you complete the [illegible]

1. Each team will receive a balloon (or ball) at th[illegible] line.
2. On the teacher's signal, the first student from each team w[illegible] their "sperm" (balloon/ball) to the first obstacle.
3. Navigate the sperm through the obstacles representing the male and female reproductive systems (e.g., moving around chairs or over pillows).
4. Once the first student completes their section, they pass the sperm to the next team member.
5. Continue until all team members have completed their part of the journey.
6. The first team to cross the finish line with their sperm intact wins.
7. Discuss the various stages and challenges encountered during the race.

Name: ______________________ 49

Reflection | Answer the questions below

1) How do you think this activity compares to the real journey of a sperm?

____

____

____

2) Why do [illegible] it's important for sperm to move through so many obstacles?

____

____

____

3) What did you find most [illegible] about [illegible] sperm move and what challenges they face?

____

____

____

4) Draw the journey of a sperm

Social and Emotional Changes

Social and Emotional Change During Puberty

Puberty is a time when young people experience lots of changes to their bodies. The hormones that cause the physical changes during puberty also affect your moods and the way you feel.

Often, [illegible] this time young people want to be more **independent**. As children become [illegible] they usually begin spending more time with peers and less time with famil[illegible] [illegible]ural to want to spend time with peers, it is important to maint[illegible] strong [illegible] to family as they can be an important support.

Young ch[illegible] spe[illegible] together doing activities, as they grow up teens spend more time t[illegible] abo[illegible] and feelings. Peer groups of teenagers are more often mixed gende[illegible] devel[illegible] [illegible]ic feelings towards one of your peers.

Social and Emotional Changes

<u>During puberty you may have some of th[illegible] chang[illegible]</u>

- Mood swings
- Stronger feelings about wanting to be liked a[illegible]
- Sometimes feeling lonely and confused
- More concerned about your appearance
- Friendships become more important
- Wanting more independence
- Sexual thoughts and feelings
- Interest in dating
- Thinking about the future

Not everyone experiences all these changes. The physical changes during puberty are individual and happen in their own time. The social and emotional changes are also unique to each person.

Name: ______________________ 51

Sort Mark an X under the correct column.

Questions	Children	Teens
1) Which group spends more time with family?		
2) Which group spends more time talking about feelings?		
3) Which group spends more time with people of their own gender?		
4) Which group wants more independence?		
5) Which g[illegible] more concerned about fitting in with friends?		
6) Which [illegible] likely to think about the future?		

Questi[illegible] An[illegible]stions below.

1) What are so[illegible]ocial [illegible]at you may experience in puberty?

____

____

____

____

2) What are some of the emotional changes you [illegible]pe[illegible]uberty?

____

____

____

____

Summarize What is the main idea of the reading and supporting details?

____

____

____

____

____

Interview: Emotions During Puberty

Student: Hi, thanks for talking with me. Why do emotions change during puberty?	
Counsellor: During puberty, hormones increase quickly and affect the brain areas that control emotions and decision-making. This can make feelings stronger and harder to control, even when nothing big has happened.	
Student: Why do some kids get angry or argue more with adults?	
Counsellor: [illegible] brain develops, young people begin thinking more independently. This can lead t[illegible]ing rules, pushing limits, or wanting more control, which may cause argume[illegible] or teachers.	
Stud[illegible]metimes rebel or break rules?	
Counsel[illegible] Yes [illegible]pens because students are learning who they are and testing bound[illegible] not [illegible] are bad; it means their thinking is changing, but self-control is st[illegible]ping.	
Student: Why do friend[illegible]?	
Counsellor: During puberty, [illegible]cused on peer approval. Feeling accepted [illegible] important, sometimes even more impo[illegible] ad[illegible]	
Student: Why do moods change so fast?	
Counsellor: Hormones affect how the brain han[illegible]is can cause mood swings, where feelings change quickly from [illegible]	
Student: Can this make someone feel lonely or confused?	
Counsellor: Yes. Even with friends, students may feel misunders[illegible]ho they are. These feelings are common during emotional growth.	
Student: What happens if emotions are ignored?	
Counsellor: Ignoring strong emotions can lead to stress, poor choices, or outbursts. Talking about feelings helps the brain calm down and think more clearly.	
Student: What actually helps when emotions feel overwhelming?	
Counsellor: Physical activity, sleep, routines, and talking with trusted adults help the brain manage emotions better.	
Student: Will these emotional changes last forever?	
Counsellor: No. As the brain matures, emotions become easier to manage, and decision-making improves.	
Student: Thank you for explaining this.	

Name: ______________________ 53

Questions	Answer the questions below.

1) What kind of emotional changes can you expect during puberty?

1) What c[illegible] to have stronger feelings during puberty?

Diagram	Draw a pictur[illegible] to help feel more in control of your emotions.

Questioning	Write 2 questions you would ask the counsellor about emotions during puberty.

1)	
2)	

Name: ______________________ 54

Activity – Stronger Emotions – Identify Emotions

Read the following scenarios and identify how you think the person is feeling. You can list more than one feeling if you think they have several feelings.

1)	You have to give your speech in front of the class that day.	
2)	You [illegible] your dog.	
3)	[illegible] and had a big argument.	
4)	You do [illegible] hom[illegible] done?	
5)	Your best frien[illegible] meeting new people that they re[illegible]	
6)	You fell in front of everyone in th[illegible] d th[illegible] ed.	
7)	Your parents will not let you go to the la[illegible] with group of friends.	
8)	Your grandfather is in the hospital and is very sick?	
9)	You were chosen for the lead in the class play.	

Your Turn Write your own scenarios and the feelings the person may have.

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

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

	Hormones affect emotions before logical thinking fully develops.
	Peer approval can outweigh adult advice during puberty.
	Emotional changes during puberty last for life.

Name: ____________________ | Mark

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

	Hormones affect emotions before logical thinking fully develops.
	Peer approval can outweigh adult advice during puberty.
	Emotional changes during puberty last for life.

Name: ____________________ | Mark

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

	Hormones affect emotions before logical thinking fully develops.
	Peer approval can outweigh adult advice during puberty.
	Emotional changes during puberty last for life.

Name: ____________________ | Mark

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

	Hormones affect emotions before logical thinking fully develops.
	Peer approval can outweigh adult advice during puberty.
	Emotional changes during puberty last for life.

Name: ____________________ | Mark

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

	Hormones affect emotions before logical thinking fully develops.
	Peer approval can outweigh adult advice during puberty.
	Emotional changes during puberty last for life.

Name: ____________________ | Mark

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

	Hormones affect emotions before logical thinking fully develops.
	Peer approval can outweigh adult advice during puberty.
	Emotional changes during puberty last for life.

Activity – Exploring Emotions

Objective What are we learning about?

To help students understand different emotions, recognize what triggers these feelings, and explore effective ways to communicate their emotions to others.

Materials What will you need for the activity?

- C... ng six different emotions (e.g., ... r, fear, surprise, and disgust)
- Writing pa...
- Flip chart or ... rd f...

Instructions How wil... ty?

1) Introduction: Start by discussing t... ing and expressing emotions effectively. Explain each of the si... covered.
2) Filling Out Templates: Students will work in... For each emotion listed.
3) Identify Triggers: Students write down what types of si... trigger this emotion. They should consider personal experienc... situations.
4) Communication Techniques: Students describe how they express this emotion, through words, facial expressions, or body language, and jot down strategies for communicating these feelings positively to others.
5) Group Discussion: After completing the templates, facilitate a class discussion. Encourage students to share their thoughts on different triggers and their methods for expressing and communicating emotions. Highlight the diversity in emotional responses and strategies.
6) Reflection and Empathy Building: Conclude the activity by reflecting on how understanding and communicating about emotions can improve interpersonal relationships. Discuss the importance of being empathetic towards how others feel.

Name: ______________________

Happiness – It is a wonderful feeling that everyone experiences from time to time. It's like the warm, sunny feeling you get inside when something really good happens, or when you're doing something you enjoy.

What triggers this emotion in you?

____

____

____

____

How do I com[illegible] [illegible]s e[illegible]ion?

____

____

____

Sadness – It's the feeli[illegible] migh[illegible] something doesn't go the way you h[illegible] [illegible]ething important, or when you miss [illegible]

What triggers this emotion in you?

____

____

____

____

How do I communicate this emotion?

____

____

____

Surprise – It is an emotion that pops up when something unexpected happens. It can be a sudden and often quick feeling that catches you off guard, whether the surprise is pleasant or not.

What triggers this emotion in you?

How do I communicate this emotion?

Disgust – An emotion th... feel ... something is unpleasant, unappealin... offe... This could be in response to something you ... taste... an think about.

What triggers this emotion in you?

How do I communicate this emotion?

Name: ______________________

	Anger – Anger is a strong feeling that everyone experiences from time to time. It's how you might feel when something unfair happens, when someone breaks a rule, or when something doesn't go your way.

What triggers this emotion?

____

____

____

____

How do I communicate this emotion?

____

____

____

	Fear – It's what you mig... whe... in a situation that seems dangerous or w... fa... unknown. For example, you're trying som... bike for the first time, or when you hea...

What triggers this emotion?

____

____

____

____

How do I communicate this emotion?

____

____

____

Name: ______________________ 60

Crushes

What Is A Crush?

A **romantic crush** is when you have strong feelings of liking or loving someone.

Who Is Your Crush?

Who do pe[illegible] typically have crushes on? A crush is:

- so[illegible]u know or have seen but are not in a romantic relationship with yet.
- [illegible] or a different age from you.
- [illegible] can b[illegible] gender from you or the same gender.
- a crus[illegible]w f[illegible] sometimes a crush becomes a relationship.

Having a crush is [illegible]art o[illegible] up and learning about relationships. Remember that your crush [illegible] re[illegible]. If you have a crush, you need to understand and respect the other [illegible]eeli[illegible].

Should You Tell Anyone You Have A Crush?

If you tell a friend, there is the risk that they will t[illegible] someone else. People often find it difficult to keep a secret about a crush. If you do not want your crush to know how you feel, be careful about telling friends. Some people like to tease people about their crush.

Should You Act On A Crush?

Young people are still developing emotionally and may not be ready for the consequences of acting on a crush. It is best for you to focus on building friendships and getting to know the person you have a crush on before considering any kind of romantic relationship. It is always a good idea to talk to a trusted adult or counsellor if you have questions or concerns.

Name: ______________________________ 61

True or False

Is the statement true (T) or false (F)?

1) A crush is a 2-person relationship.	T	F
2) Some crushes last only a short amount of time.	T	F
3) There are no risks in talking openly about your crush.	T	F
4) When you tell someone, you have a crush on them, they will like you back.	T	F
5) A crush is not a relationship.	T	F

Questions

Answer the questions below using evidence from the text.

1) Why should you be careful about telling someone about your crush?

____

____

____

____

2) Why should you be careful about telling your crush about your feelings?

____

____

____

____

Making Connections

What did the reading make you think of from your own life?

____

____

____

____

____

____

Name: ____________________

Role Play – Managing Puberty

Objective — What are we learning about?

Students will explore the social, emotional, spiritual, and physical changes of puberty by acting out real-life situations. They will practise healthy strategies, learn about personal responsibilities, and understand the importance of talking with a trusted adult during this stage of life.

Materials — What will we need for our activity?

- Sc... card... ...ent situations) (provided)
- Props or co... ...tion...
- Timer or stopwatc...

Instructions — How will we co...

1. Divide the class into small groups of 3 to 4 ...
2. Provide each group with a scenario card tha... ...n related to the topic being studied.
3. Give out roles to each student in the group, assigning th... ...ch... within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students em... ...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
Creativity	Show imagination and effort. Make your character believable through actions, expressions, and reactions.
Voice	Speak clearly and at an appropriate volume. Use a voice that matches your character and the situation.
Moveme[illegible]	Use body movements and actions that match what your character is doing in the scene.
Stay [illegible]	[illegible]in in character from start to finish, even when the scene feels [illegible] or funny.
Team[illegible]k	[illegible]atively with your group. Share ideas, listen to others, and [illegible] [illegible]ters.

Scenario Cards

Scenario		
1	Voice Changes	Lucas is readi[illegible] [illegible]ud in c[illegible] [illegible] [illegible]oice suddenly cracks and jumps in pitch. Ben laughs lo[illegible] [illegible] rep[illegible] [illegible]cked sound, drawing attention from nearby stude[illegible] [illegible] [illegible]is voice cracks a second time, and his words come [illegible] [illegible] [illegible] [illegible] Mr. Patel pauses the lesson and asks Lucas to contin[illegible] [illegible] [illegible]le Ben continues smirking. Lucas lowers his head, speaki[illegible] [illegible] [illegible]y as he finishes the paragraph, aware of every sound his voice mak[illegible]
2	Menstruation	Sofia feels sharp cramps during math class and realizes she is bleeding through her clothes. Emma notices Sofia freeze and whisper for help. Emma walks with Sofia to the office while Sofia keeps her jacket tied around her waist. The office secretary quietly gives Sofia a pad and directs her to the washroom. Sofia struggles to manage the pad while checking her clothes repeatedly, aware of how exposed and unprepared she feels.

Name: ______________________ 64

Scenario Cards | Cut out the topics below.

Scenario		Description
3	Acne	Hannah notices new acne spreading across her cheeks during morning routine and tries to cover it with her hair. In class, Zoe points it out during group work, speaking louder than needed. Hannah avoids eye contact and turns her face away. Later, Mr. Singh discusses skin changes during [illegible], mentioning oil glands and clogged pores. Hannah listens closely [illegible] her face, becoming more aware of how visible the change feels [illegible]
4	Body Odour	A[illegible] M[illegible]ces strong body odour coming from her clothes. Jordan [illegible] the smell while changing, causing others to look around [illegible] her arms pressed against her sides. Aisha quietly mo[illegible] [illegible]ests leaving the change room. For the rest of the afterno[illegible] from classmates, replaying Jordan's comment in her head.
5	Feeling Taller Than Friends	Marcus notices he is taller [illegible] while lining up at recess. Leo jokes that Marcus should pla[illegible] [illegible]se of his height. Marcus slouches slightly, trying not to stand [illegible] monitor reorganizes teams, placing Marcus near older [illegible] hesitates, looking down at his hands and adjusting his stance [illegible] waits for the game to start.
6	Body Hair	Aaliyah notices thick hair growing under her arms while changing for school and immediately pulls on a long-sleeved shirt. At school, Priya asks why Aaliyah never wears short sleeves anymore. Aaliyah shrugs and avoids answering. During art class, Ms. Thompson introduces a project showing how bodies change over time. Aaliyah studies the images closely, pulling her sleeves down further while watching how other students react.

Name: ____________________

Scenario Cards | Cut out the topics below.

Scenario		Description
7	Erections	Ethan realizes he has an erection while sitting in class and stiffens immediately. He pulls his hoodie lower and shifts carefully in his seat. Marcus notices and whispers a joke, smirking. Ethan keeps his eyes fixed on his desk, [illegible]art racing. The substitute teacher calls out Marcus for talking and tells the [illegible] focus. Ethan stays tense, carefully keeping his body still until the bell.
8	Breast Development	[illegible]a [illegible]mes aware of soreness in her chest while reaching for he[illegible] She [illegible] arms tightly as Nina glances at her and asks why she [illegible]bella avoids answering and shifts her posture. During [illegible]plains that bodies grow at different rates during puberty[illegible] adjusting her sweater while watching how others sit a[illegible]
9	Crush / Attraction	Leila feels her heart race [illegible] in class. She becomes quiet and stares at her notebook [illegible] Samira notices and teases her softly, watching Leila's re[illegible] Leila changes seats, keeping space between herself a[illegible]eeps glancing up, then quickly looking away, unsure how to act ar[illegible]someone she feels drawn to.
10	Sweating More Than Before	During science class, Jaden notices sweat soaking through the back of his shirt even though he is sitting still. He shifts in his seat and avoids raising his hand. Chris leans over and asks why Jaden keeps fanning himself. Malik opens a window nearby, and Jaden quickly moves his chair closer, hoping to cool down. As students line up to leave, Jaden stays behind, checking his shirt and adjusting his backpack straps to hide the sweat marks.

Name: ____________________ 67

Rubric | How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Very little effort shown	Some effort, limited detail	Creative and thoughtful	Highly creative and engaging
Voice	Difficult to hear or unclear	Sometimes clear	Clear and appropriate	Always clear, expressive, and confident
M[illegible]	[illegible]ments did [illegible]ch	Some matching movements	Movements matched well	Movements were purposeful and effective
Stay in Role	[illegible]n out[illegible]	[illegible]etimes in [illegible]ter	Mostly stayed in character	Stayed in character throughout
Teamwork	Did not wo[illegible] well with group	[illegible]ion	[illegible]orked well [illegible] group	Excellent cooperation and support

Teacher Comments

____

____

____

____

Mark

Student Comments – What Could You Do Better?

____

____

____

____

____

Who am I?

Where Do We Get Our Self-Concept?

When we are children, we tend to describe ourselves just in terms of what we look like. As we move into puberty, and our teenage years, we can define ourselves by our values, thoughts and opinions.

A person's self-concept, mental health and well-being, can be affected by several internal, a[illegible]rnal factors. Together, internal and external factors, shape who you are, and help [illegible] who you are.

Inter[illegible] [illegible]ithin yourself. They include:

- being op[illegible] confidence
- having clea[illegible]ries
- having a sense o[illegible]
- having high expectation[illegible]
- having a strong sense of cultural [illegible]
- having the skills you need to solve problems
- being able to arrive at and sustain a clear [illegible]
- feeling that you have the right – and the ability – [illegible] things better.

External factors affect us from outside of our bodies. They include:

- Media and peer pressure
- having a safe place to live
- having support from friends, family, and caring adults
- being involved in activities that make you feel proud of what you've accomplished

Often people interpret peer pressure as being a negative thing. However, if we choose our friends carefully, it can be the most positive influence in our life. If we choose friends who try to do their best, who are kind, and who try to be helpful, we are more likely to do the same. Friends who have the same interests and have good values, can help us develop into the best version of ourselves. Their positive peer pressure will improve our lives.

True or False Is the statement true or false?

1) Our self-concept is how other see us.	True	False
2) Our peers are a negative influence on us.	True	False
3) Being optimistic helps our well-being.	True	False
4) Having high expectation of ourselves sets us up for failure.	True	False
5) As we get older our opinions are part of our self-concept.	True	False

Questions [illegible]wer the questions below.

1) Wh[illegible] you [illegible]mplish in your life?

____

____

____

2) Describe a time that you were able t[illegible]thing[illegible]

____

____

____

Reflect Write your self-concept statement. Define yourself by explaining [illegible] values, behaviours, and unique characteristics. Ex. I am a good friend. I am athletic...

____

____

____

____

____

____

Name: ______________________ ID:

Activity | Fill in the blanks below

5 things that make me who I am
1)
2)
3)
4)
5)

Ways I am changing as I grow

[illegible]gs I like about myself during puberty
1)
2)
3)
4)
5)

Support I have while I am growing

Things I a[illegible] to m[illegible] during puberty

What I like about my body as it grows	What I like about my personality as I grow
1)	1)
2)	2)
3)	3)

Coming of Age Rituals

Coming of Age Rituals

Many cultures around the world have unique rituals or ceremonies to mark the transition from childhood to adulthood, often tied to the onset of puberty. Here are a few examples:

- <u>Bar/D[illegible]h</u>: When Jewish boys reach 13 and girls reach 12 or 13 (depending on [illegible] they celebrate a Bar or Bat Mitzvah, respectively. This c[illegible]y ma[illegible]ligation to observe the commandments of the Torah.

- <u>Quinceañ[illegible]</u> Lat[illegible]n cultures, a girl's 15th birt[illegible]ans she has become a wo[illegible]ad[illegible] includes a religious ceremo[illegible]hat[illegible] by a party with food, music, and d[illegible]g.

- <u>Rumspringa (Amish tradition)</u>: In the Amis[illegible] tradition, adolescents around the age of 14 to 16 enter a period known as Rumspringa. During this time, they are allowed to explore the English (non-Amish) world. At the end, they must decide whether to leave the Amish community or be baptized and remain in it.

- <u>Inuit Coming of Age Tradition</u>: In North Baffin Island, Inuit boys between the ages of 11 and 12 have gone out to the wilderness with their fathers to test their hunting skills and get used to the harsh arctic weather. Nowadays, this tradition has been extended to young girls as well. "Out camps" are established away from the community for traditional skills to be passed down and practised by the young men and women.

Name: ____________________ 72

Curriculum Connection
[illegible]

True or False | Is the statement true or false?

1) Coming of age rituals celebrate the transition from child to adult.	True	False
2) Quinceañera is when a girl turns 16 in Latin America.	True	False
3) Rumspringa is an American tradition.	True	False
4) The Bar or Bat Mitzvah is a Jewish tradition.	True	False
5) The Inuit tradition focuses on passing down skills to children.	True	False

Questions | [illegible]wer the questions below.

1) W[illegible]tuals?

____

____

____

____

2) What decision do Amish youth have t[illegible]er [illegible]mspringa?

____

____

____

____

Visualizing | Draw what you were picturing while you were reading. Ex[illegible]e picture.

Memory Game – Puberty Vocabulary

Objective — What are we learning about?

Students will match puberty-related vocabulary words with simple, respectful definitions to build understanding of body changes and practise using correct health language.

Materi[illegible] — [illegible] you need for the activity?

- Set of Me[illegible]d[illegible]ch group (provided)
- A small table or clear [illegible] fl[illegible]

Instructions — How will you complete[illegible]tivity?

1. Divide the class into groups of 3 or 4. Give [illegible]rou[illegible]y Game cards. (Provided)
2. Have each group lay all the cards face down in a grid [illegible]
3. The students take turns flipping over two cards at a time, tryin[illegible]ching 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.

Name: ______________________ 75

Cards | Memory Game Cards

Puberty	A time when the body changes and begins to grow into adulthood.
Gr[illegible]t	A period when the body grows taller very quickly in a short time.
Acne	[illegible]s that appear when [illegible]kin [illegible]es more oil [illegible]ty.
Menstruation	Monthly b[illegible] happens when th[illegible]body prepares for pregnancy.
Testosterone	A hormone that supports muscle growth, voice change and body hair.

Name: ____________________ %

Cards | Memory Game Cards

Estrogen	A hormone that supports bone growth and menstrual changes.
Mo[illegible]s	Fast changes in feelings caused by hormones during puberty.
Spermatogenesis	[illegible]ocess where sperm [illegible]s a[illegible]e in the male [illegible]tem.
Erections	When the p[illegible] firm due to incr[illegible]sed blood flow.
Ovulation	When an ovary releases an egg as part of the menstrual cycle.

Name: ______________________ ??

Cards | Memory Game Cards

Hypothalamus	Part of the brain that starts puberty by signalling hormone production.
Fe[illegible]n	When a sperm joins an egg to begin creating a baby.
Sebaceous glands	S[illegible]nds that produce oil, [illegible]me[illegible] causing acne [illegible]ty.
Nocturnal emissions	Release of [illegible]g sleep, sometime[illegible] called wet dreams.
Reproductive system	Body organs that allow humans to reproduce and have children.

Name: ______________________ ?9

Total
/

Unit Test

Puberty

Mark	/

1. Which part of the brain starts the puberty hormone signals?

a) Cerebellum

b) Hypothalamus

c) Brain stem

d) Spinal c

2. Which hormone causes breast development in females?

a) Testosterone

b) Progesterone

c) Estrogen

d) Insulin

3. What t visible puberty chan

a) Acne ars

b) Growth spu

c) Voice deepens

d) Hormone signals start

4. Which stage of puberty often includes the fastest height growth?

a) Stage 1

b) Stage 2

c) Stage 3

d) ge 5

5. Which structure connects the to the vagina?

a) Endometrium

b) Cervix

c) Ovary

d) Fallopian tube

6. nge is common for both males nd fe

a) rac

b) ha

c) Fac th

d) Wet drea

7. Ovulation happens when:

a) The ovary releases an egg

b) The fallopian tube releases an egg

c) The egg and sperm cells unite

d) The egg travels down the fallopian tube

8. Fertilization occu

a) Uterus

b) Fallopian tube

c) Ovary

d) Vagina

9. Menstruation lasts for:

a) 2-5 days

b) 3-6 days

c) 3-7 days

d) 4-9 days

10. Sperm production begins in:

a) Scrotum

b) Penis

c) Epididymis

d) Testicles

True or False	Is the statement true or false?

Mark	/

1) Puberty can take up to five years.	True	False
2) Menstruation always begins exactly at age twelve.	True	False
3) Testosterone is responsible for breast development.	True	False
4) The epididymis stores sperm while they mature.	True	False
5) Sweat glands become more active during puberty.	True	False
6) Puberty [illegible] are completely under personal control.	True	False
7) Emot[illegible] unrelated to puberty hormones.	True	False
8) Br[illegible] during early puberty.	True	False
9) Boys u[illegible] than girls.	True	False
10) Voice chang[illegible] females.	True	False

Short Answer	Answer [illegible]

Mark	/

1) Explain why puberty does not start [illegible] eryone.

2) Why do many students experience acne during puberty?

3) What happens in the body that makes hygiene more important during puberty?

Long Answer | Answer the questions below

Mark	/

1) List five physical changes for males and five for females during puberty.	
Males	Females

2) List the main steps in the journey of … and s…	
Journey of an Egg	Jo… Sperm Cells

Workbook Preview

Grade 5 Health Unit
Diseases

	Curriculum Expectations	Pages
USC5.3a	Identify examples of local, provincial, and national health sources regarding illness/disease.	6, 67-69
USC5.3b	Discuss criteria that can be used to identify if a health source is reliable.	11-20
USC5.3c	Investigate various sources of information about illness and disease.	7-22, 35-43
USC5.3d	Distinguish between infectious and non-infectious, and illness and disease.	6-22, 35-37
USC5.3e	Demonstrate an understanding of ways in which the body protects itself from illness and disease.	44-48, 70-72
USC5.3[illegible]	[illegible]	[illegible]7-48, [illegible]2
USC5.3[illegible]	[illegible] can be cured? • Why are some diseases more common in adults than in children and vice versa? • Can a person have a disease and still be healthy?	[illegible]9
USC5.3h	Describe the challenges of illness and disease to attaining or maintaining holistic well-being.	29-34, 38-43, 47-48, 56-62, 70-72
AP5.1a	Identify the elements of effective action plans, including what will be done, who will be involved, where it will take place, when it will take place, and why this action is being taken.	49-55
AP5.1b	Identify the supports needed to carry out the action plan.	49-55
AP5.1c	Carry out, with guidance, the steps identified in the design of the action plan.	49-55
AP5.1d	Reflect on if the goal was achieved in order to guide future application.	49-55

DISEASES

Name: ______________________

Illness vs. Disease

Illness and **disease** are related, but they are not the same.

An **illness** is about how a person feels. Someone may feel tired, sick, sore, or unwell, even if a doctor has not found a clear problem yet. Illness can change from day to day and is often based on symptoms, like headaches or nausea.

A d[illegible] medical condition that has been diagnosed by a doctor. It has a known cause[illegible]iabetes, asthma, or the flu. A disease can sometimes cause illnes[illegible] perso[illegible] have a disease without feeling sick all the time.

Sorting Rea[illegible]emo[illegible]hether it describes an illness or a disease.

1) Feeling tired and dizzy	[illegible]	Disease
2) Feeling sick without a diagno[illegible]	[illegible]	Disease
3) Having diabetes	Illness	[illegible]
4) Feeling a sore throat	[illegible]	[illegible]
5) Being diagnosed with asthma	Illness	[illegible]
6) Having heart disease	Illness	[illegible]
7) Feeling unwell for one day	Illness	Disease
8) Feeling pain but no clear cause	Illness	Disease
9) Being told by a doctor you have the flu	Illness	Disease
10) Having cancer	Illness	Disease

Questions Can someone feel ill without having a disease? Explain.

____

____

____

Name: ____________________

Infectious Diseases

How Infectious Diseases Spread

Infectious diseases are illnesses that can spread from one person to another. They are caused by tiny living things called **germs**, such as bacteria and viruses. When these germs enter the body, they can make a person sick. Common infectious diseases include the common c[illegible]nd the flu, which many children catch at school each year. Other infectious diseases[illegible]IV and Hepatitis C, spread in different ways and are less common in daily[illegible]

Ways Germs [illegible]

Germs spread th[illegible] means how germs move from one person to another. Some germs [illegible]n a person coughs or sneezes. Others spread through touch, such [illegible]ng surfaces like doorknobs. Some infectious diseases spread through blo[illegible]

For example, HIV and Hepatitis C can sp[illegible] shared needles or contact with infected blood, [illegible] through hugging or sharing food.

What Happens Inside the Body

Once germs enter the body, the **immune system** works to fight them. White blood cells help attack germs and protect the body. If the immune system cannot fight the germs right away, a person may feel tired, get a fever, or develop other symptoms. Rest, fluids, and medicine can help the body recover from many infectious diseases.

Staying Healthy and Safe

Prevention helps stop infectious diseases from spreading. Washing hands with soap for at least 20 seconds removes germs. Covering coughs, staying home when sick, and not sharing personal items also reduce the spread of germs.

Name: ____________________ 8

Questions	Use information from the text to support your answer.

1) What is an infectious disease in your own words?

____

____

____

____

2) How do [illegible]s diseases spread between people?

____

____

____

____

True or False	Circle whe[illegible]sta[illegible]r false.

1) Germs always cause sickness immed[illegible] after [illegible]	True	False
2) HIV can spread through shared food at scho[illegible]	True	False
3) Touching surfaces can sometimes spread infectio[illegible]	[illegible]	False
4) All infectious diseases spread through the air.	[illegible]	False
5) Prevention focuses on stopping germs before spreading.	[illegible]	[illegible]alse

Questioning	Write 3 questions you have about the reading.

1)	____
2)	____
3)	____

Name: ____________________ 9

Non-Infectious Diseases

Understanding Non-Infectious Diseases

Non-infectious diseases are illnesses that do not spread from one person to another. A person cannot catch these diseases by coughing, touching, or sharing food. These diseases often develop slowly and can last a long time. Many non-infectious diseases affect how [illegible] body works every day and may need ongoing care. Learning about them helps stu[illegible]stand that not all diseases spread through germs.

Comm[illegible]mple[illegible] Should Know

Some well-k[illegible] [illegible]ectio[illegible] [illegible]es include **cancer**, **diabetes**, **heart disease**, and [illegible]sio[illegible] [illegible]s when cells grow in an unusual way. Diabetes [illegible] the[illegible] sugar for energy. Heart disease affects how we[illegible] [illegible]ar[illegible] [illegible]epression is a disease that affects mood, thoughts, [illegible]ngs. T[illegible]ses are common in Canada and affect many families.

Why These Diseases Happen

Non-infectious diseases can be linked to **genetics**, which ar[illegible] traits passed down from family members. They can also be connec[illegible] [illegible]ch as food choices, exercise, sleep, and stress. The **environment** also matters. [illegible]ample, air pollution can affect heart and lung health. Mental health diseases like depression can be linked to stress, family history, or major life changes.

Managing Health Over Time

Many non-infectious diseases cannot be cured, but they can often be managed. Healthy eating, regular activity, medical care, and emotional support can help people live full lives. Understanding these diseases helps students compare them to infectious diseases and make healthier choices.

Name: ______________________ 10

Questions | Use information from the text to support your answer.

1) What is a non-infectious disease in your own words?

____

____

____

2) Why can't non-infectious diseases spread between people?

____

____

____

3) Name four ... non-... diseases.

True or False | Circle whe... sta... false.

1) Non-infectious diseases can spread th...gh cou...	True	False
2) Genetics can influence some non-infectious ...	True	False
3) Lifestyle choices never affect long-term health.		False
4) Non-infectious diseases always have a cure.		...lse
5) Cancer always develops quickly in the body.		False

Making Connections | What does this remind you of in your life?

____

____

____

____

____

____

Name: ______________________ 11

Sorting Read each disease name carefully. Decide whether it is infectious or non-infectious.

Common cold	HIV	Cancer	Heart disease
Flu	Depression	Diabetes	Hepatitis C
Asthma	Chickenpox	COVID-19	Type 1 diabetes

Infectious Diseases	Non-Infectious Diseases

Questions Use information [illegible] the [illegible] your answer.

1) Choose one disease from each column [illegible] of your choice.

____

____

____

2) Which group is more likely linked to genetics or lifestyle?

____

____

3) Pick one infectious disease and name two ways it spreads.

____

____

4) Pick one non-infectious disease and name one possible cause.

____

____

Name: ______________________ 12

Instructions Cut out each picture and paste it into the correct box.

Infectious Diseases	Non-infectious Diseases

Exit Cards

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

Name: ____________________ | Mark: ____

Sort the diseases below into the correct groups.

Disease	Infectious Diseases	Non-Infectious Diseases
Asthma		
Flu		
Diabetes		
Depression		
Cancer		
COVID-19		
HIV		

Name: ____________________ | Mark: ____

Sort the diseases below into the correct groups.

Disease	Infectious Diseases	Non-Infectious Diseases
Asthma		
Flu		
Diabetes		
Depression		
Cancer		
COVID-19		
HIV		

Name: ____________________ | Mark: ____

Sort the diseases below into the correct groups.

Disease	Infectious Diseases	Non-Infectious Diseases
Asthma		
Flu		
Diabetes		
Depression		
Cancer		
COVID-19		
HIV		

Name: ____________________ | Mark: ____

Sort the diseases below into the correct groups.

Disease	Infectious Diseases	Non-Infectious Diseases
Asthma		
Flu		
Diabetes		
Depression		
Cancer		
COVID-19		
HIV		

Name: ____________________ 14

Memory Game – Diseases and Descriptions

Objective — What are we learning about?

Students will match infectious and non-infectious diseases with clear, accurate descriptions to understand how illnesses affect the body and impact physical, mental, emotional [illegible] spiritual well-being.

Materi[illegible] [illegible] you need for the activity?

- Set of Me[illegible]d[illegible]ch group (provided)
- A small table or clear [illegible] fl[illegible]

Instructions — How will you complete [illegible] activity?

1. Divide the class into groups of 3 or 4. Give [illegible] grou[illegible] y Game cards. (Provided)
2. Have each group lay all the cards face down in a grid [illegible]
3. The students take turns flipping over two cards at a time, tryin[illegible] ching 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

Influenza (Flu)	A contagious illness that starts suddenly with high fever, strong body aches, chills, and extreme tiredness for several days.
Co[illegible]ld	A contagious illness causing runny nose, sneezing, and sore throat, usually mild enough to still attend school.
COVID-19	[illegible]tagious disease from the [illegible]demic that spreads [illegible]hro[illegible] may cause [illegible] of taste.
HIV	An infectious [illegible] through blood th[illegible]ly weakens the immune system, making it harder to fight infections.
Hepatitis C	An infectious disease spread through blood contact that damages the liver and may cause tiredness and yellow skin.

Name: ____________________ 16

Cards | Memory Game Cards

Chickenpox	A contagious childhood illness causing itchy red blisters all over the body and requiring staying home from school.
	A non-infectious disease where the body cannot control blood sugar properly, requiring careful food choices and monitoring.
Asthma	A non-infectious condition where a[illegible], causing wheezing [illegible] sh[illegible]reath during [illegible]
Cancer	A non-infectio[illegible] abnormal cells grow u[illegible]ollably, sometimes requiring surgery, medicine, or radiation treatment.
Heart Disease	A non-infectious disease affecting blood flow to the heart, increasing risk of chest pain or heart attacks.

Cards | Memory Game Cards

Depression	A non-infectious mental illness causing long-lasting sadness, low energy, and loss of interest in daily activities.
[illegible]	A non-infectious disease causing swollen, stiff joints that make movement painful, especially in the morning.
High Blood Pressure	[illegible] ...fectious condition where [illegible] too hard against [illegible] ...ery [illegible] ...sing risk of [illegible]
Epilepsy	A non-infectio[illegible] ...ion causing repeated seizu[illegible] that affect movement, awareness, or behaviour.
Lyme Disease	An infectious disease spread by tick bites, often marked by a bullseye rash and joint pain.

Cancer

How Cancer Begins in the Body

Cancer is a disease that starts when some cells in the body grow out of control. Normal cells grow, divide, and then stop when they are no longer needed. Cancer cells do not follow these rules. They keep dividing and can form a lump called a **tumour**. Some canc[illegible] affect the blood instead of forming a lump. Cancer can begin in many p[illegible] body, such as the lungs, skin, blood, or bones.

What [illegible] Change

Cells [illegible] ange [illegible] nstructions become damaged. This damage can happen o[illegible] s [illegible] co smoke, too much sun, some chemicals, or fam[illegible] ry [illegible]. Cancer is not something you can catch from another person. Many ch[illegible] adult[illegible] cancer did nothing to cause it.

Ways Doctors Treat Cancer

Doctors choose treatment based on th[illegible] can[illegible] it is in the body. Treatment plans are made by health-[illegible] s. [illegible] treatments remove cancer cells, while others sto[illegible]

- In Canada, about 1 in 2 people will develop cance[illegible] ir [illegible]
- Childhood cancers make up less than 1% of all cancer c[illegible]
- Over 80% of children with cancer now survive because of mo[illegible]

How Cancer Affects Well-Being

Cancer can affect the **body** by causing pain, tiredness, or hair loss during treatment. It can also affect feelings. People may feel scared, sad, or worried. Talking to family, friends, or counsellors can help support **mental health** during this time.

Living With Cancer Support

People with cancer often use hospitals, medicines, and emotional supports. Many communities in Canada also offer support groups and programs to help families cope. Learning about cancer helps reduce fear and builds understanding.

Name: ____________________ 20

True or False | Circle whether the statement is true or false.

1) All cancers form visible lumps inside the body.	True	False
2) Cancer can begin in blood, not just organs.	True	False
3) Sun exposure can increase cancer risk over time.	True	False
4) Cancer can be caught through close physical contact.	True	False
5) Childhood cancer survival rates remain very low today.	True	False

Questions | ...nformation from the text to support your answer.

1) W... tumour... does it form?

____

____

____

2) Explain how treatment can help sto... cells ...ing.

____

____

____

Word Search | Find the words in the wordsearch.

Cancer	Cells
Tumour	Disease
Treatment	Tobacco
Emotions	Survivors
Growth	Skin

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

Case Study: Breast Cancer

What Is Breast Cancer?

Breast cancer is a disease in which cells in the breast grow in an unusual and harmful way. These cells can form a solid lump called a tumour. Breast cancer is a **non-infectious disease**, which means it cannot spread from one person to another through touch, air, or food. The d[illegible]se develops inside the body and often grows slowly over time.

Who is Aff[illegible]

In Ca[illegible] one of the most common types of cancer. About **1 in 8 women** in Ca[illegible]ll dev[illegible]cancer during their lifetime. Men can also develop breast cancer, but th[illegible]ch [illegible]n. Breast cancer usually appears in adults and is more common as p[illegible]et[illegible]ple do not feel pain when breast cancer first begins.

Causes and Risk Factors

Breast cancer can be linked to **genetic[illegible]yle**, an[illegible] people have a higher risk because breast cancer runs in their family. [illegible]sk fa[illegible]de:

- Having a close family member with breas[illegible]
- Low physical activity over many years
- Older age, especially over 50

Signs and Detection

Signs of breast cancer can include a new lump, changes in breast shape, or changes in the skin. Doctors check for breast cancer using physical exams and medical tests such as mammograms. Detecting breast cancer early often allows doctors to begin treatment sooner.

Treatment and Care

Treatment depends on how early breast cancer is found. Common treatments include surgery, medicine, and other medical care. Many people receive treatment over several months while being supported by health care professionals.

Name: ______________________ 22

Yes or No Circle Yes or No for each question.

1) Can breast cancer spread from person to person?	Yes	No
2) Does breast cancer always cause pain at first?	Yes	No
3) Can men develop breast cancer?	Yes	No
4) Can family history increase breast cancer risk?	Yes	No
5) Do mammograms help doctors find breast cancer?	Yes	No

Questions Use information from the text to support your answer.

1) What is breast cancer in your own words?

____

____

____

____

2) What is one cause, one sign, and one treatment of breast cancer?

____

____

____

____

Word Scramble Unscramble the words from the word bank.

Word Bank				
Breast	Cancer	Tumour	Disease	Genetics
Medicine	Mammogram	Treatment	Surgery	Diagnosis

IAIDSNSGO		UOMTRU	
AMAMRDMMG		BETRSA	
ECNCRA		IMNECEID	

Storytime: When Our Family Changed

Draw Draw pictures to illustrate the story

When Maya was nine, her family was busy and loud. Dad cooked pancake[illegible] on Saturdays, Mum walked the dog every evening, and her older b[illegible] Josh complained about homework. Everything felt nor[illegible]

One cold November morning, Mum sat everyone down at the kitchen table. Her voice was soft but shaky. "I'm sick," she said. "The doctors found cancer, and I need treatment." The room went quiet.

Life changed quickly after that. Mum was tired and pale. Dad learned how to cook dinners and pack lunches. Josh picked up groceries after school. Maya folded laundry, even when her hands felt small.

The hardest part was seeing Mum in bed all day. One afternoon, Maya whispered, "Are you scared?" Mum smiled gently. "Sometimes," she said, squeezing Maya's hand. "But I'm not alone, and that helps."

Stress filled the house like heavy air. Bills piled up on the counter. Dad worked extra hours, and sometimes his eyes looked worried. Schedules changed. Hockey practice stopped. Family movie nights became quiet rest times.

Still, the family found ways to support each other. Josh told silly jokes at dinner. Dad left notes on the fridge that said, We've got this. Maya drew pictures and taped them beside Mum's bed.

One night, Mum couldn't sleep. Maya climbed in beside her. "I miss how things were," Maya said. Mum nodded. "Me too. But families change—and that doesn't mean they break."

Months later, Mum finished her treatments. She was still healing, but her laugh slowly came back. The house felt lighter. One spring morning, Mum stood outside, breathing fresh air.

That weekend, Dad made pancakes again. They weren't perfect, but everyone laughed. Maya looked around the table and realized something important: their family was different now—but stronger, closer, and full of hope.

By summer, Mum was healthy again and back to her old self. Our family felt relief in our bodies, peace in our minds, and happiness in our hearts. We learned how caring for each other, asking for help, and staying hopeful helped us get through hard times. Our neighbours and friends reminded us that we were supported, and that made us feel thankful and strong. The illness changed us, but it also showed how families and communities grow closer when they care for each other.

Name: ______________________ 28

Curriculum Connection [illegible]

Ordering Number the events from 1 (first) to 6 (last) to show what happened in the story.

	Maya notices family routines change, and everyone helps more.
	Mum tells the family she has cancer and needs treatment.
	The family supports Mum with jokes, notes, and drawings.
	Life feels normal and safe before Mum becomes sick.
	Mum finishes her treatments and slowly regains her strength.
	Str[illegible]creases as bills, work hours, and schedules change.

Question[illegible] [illegible] questions below.

1) How [illegible] Mum's [illegible] the family?

____

____

____

____

2) How did neighbours and friends help the family?

____

____

____

____

Making Connections What does this remind you of in your life?

____

____

____

____

____

____

Role Play – Illness and Holistic Health

Objective — What are we learning about?

Students will explore how illness and disease can challenge physical, mental, emotional, and spiritual well-being. They will act out real-life situations showing how illness affects individuals, families, and communities. Students will practise empathy, problem-solving, and healthy ways to respond to challenges caused by illness.

Materials — What will we need for our activity?

- Sc… card… …ent situations) (provided)
- Props or co… …tion…
- Timer or stopwat…

Instructions — How will we co…

1. Divide the class into small groups of 3 to 4 …
2. Provide each group with a scenario card tha… …n related to the topic being studied.
3. Give out roles to each student in the group, assigning the… ch… within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students em… 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
Creativity	Show imagination and effort. Make your character believable through actions, expressions, and reactions.
Voice	Speak clearly and at an appropriate volume. Use a voice that matches your character and the situation.
Moveme[illegible]	Use body movements and actions that match what your character is doing in the scene.
Stay [illegible]	[illegible]in in character from start to finish, even when the scene feels [illegible]g or funny.
Team[illegible]rk	[illegible]atively with your group. Share ideas, listen to others, and [illegible] others.

Scenario Cards

Scenario		
1	Living With Type 1 Diabetes at Home	Lucas is 11 years old a[illegible] Type[illegible] [illegible]ery morning before school, he checks his blood su[illegible] a [illegible] prick. His younger sister watches nervous[illegible] [illegible]nts carbs at breakfast. At school, Lucas feels sh[illegible] class [illegible]s to eat a snack, but a classmate whispers that he [illegible] [illegible]ment. After school, Lucas wants to play road hoc[illegible] [illegible] must sit down. At dinner, the family discusses me[illegible] missed activities. Lucas feels frustrated and tired, [illegible] [illegible]ily feels worried and protective.
2	Asthma During Recess and Gym Class	Maya has asthma, which makes it hard for her to breathe when running. During gym class, she uses an inhaler before warm-up, while others stare. When the class runs laps, Maya slows down and begins coughing. The teacher stops the activity, and some students roll their eyes. At recess, Maya sits on the bench instead of playing tag. She feels embarrassed and left out. At home, her parent reminds her to avoid triggers like cold air. The illness affects Maya's confidence, friendships, and daily choices, not just her lungs.

Name: ______________________ 31

Scenario Cards | Cut out the topics below.

Scenario	Description
3 Depression Inside a Busy Family	Ethan has depression, even though his body looks healthy. He struggles to get out of bed and feels heavy inside. At breakfast, his parent reminds him to hurry, not realizing how tired he feels. At school, Ethan avoids group work and stares at his desk. Friends think he is rude, not sad. At night, Ethan cannot sleep and worries about being a disappointment. His [illegible] argues quietly about how to help him. The disease affects Ethan's [illegible], thinking, and family relationships, even though no one sees
4 HIV Misunderstood at School	Nadi[illegible] and lives with her family. When classmates find o[illegible] Nadia might be contagious. Some students avoi[illegible] feels angry and ashamed, even though HIV cannot [illegible] sharing food. At home, her uncle takes daily medici[illegible] keeps him healthy. Nadia listens but still [illegible] think. The illness affects Nadia's emotional safety [illegible] also showing how misinformation harms [illegible] and [illegible]
5 Chickenpox in a Classroom	When chickenpox spreads through [illegible] stay home. Oliver returns after a week with [illegible]. Friends ask uncomfortable questions and move aw[illegible] Oliver feels lonely and scratched skin burns in the co[illegible] reminds him not to itch and checks his temperatur[illegible] Oliver's comfort, confidence, and routine, while the clas[illegible] with fear, absence, and changing rules about sharing supplies and p[illegible]sonal space.
6 Arthritis Affecting a Grandparent	Sarah's grandmother has arthritis, which causes daily joint pain. In the morning, her grandmother moves slowly and uses a cane. Sarah helps open jars and carry laundry. At the park, her grandmother cannot push the swing, which makes Sarah feel sad. At dinner, plans change because her grandmother is too tired to go out. Sarah feels confused about why pain never fully goes away. The disease affects the grandmother's body, Sarah's emotions, and how the family plans time together.

Scenario Cards Cut out the topics below.

Scenario		Description
7	Heart Disease Changing Family Habits	Jonah's father has heart disease and must avoid salty foods. Grocery shopping takes longer as labels are carefully read. At dinner, Jonah complains about bland meals. His father takes medication and rests after work instead of playing basketball. Jonah feels worried but also [illegible]noyed by the changes. At night, the family talks about exercise and [illegible]. The disease affects physical strength, family routines, emotions, [illegible] planning, not just the heart itself.
8	Anxiety Before Medical Appointments	C[illegible] anxi[illegible]order that becomes worse before doctor visits. Day[illegible] appo[illegible] she feels sick to her stomach and cannot focus [illegible] repeated questions and snaps at her sibling. At the clinic, [illegible] eye contact. Her parent speaks softly, remindi[illegible] the appointment, Chloe feels drained and emba[illegible] Chloe's thoughts, emotions, and energy, ev[illegible] disease is present.
9	Hepatitis C and Community Fear	A man in the community centre has [illegible] hear about it, programs are cancelled and people [illegible] Some believe it spreads through casual contact. [illegible] through blood, not hugging or sharing tables. [illegible] whether to return. The illness affects trust, fear lev[illegible] [illegible]unity connection, showing how misunderstanding causes emo[illegible] harm beyond the disease itself.
10	Recovering From Pneumonia	After pneumonia, Ryan returns to school but becomes tired quickly. Climbing stairs leaves him breathless. Friends expect him to play soccer again, but he cannot keep up. Teachers assume he is fully better. At home, Ryan naps often and feels frustrated. His family encourages patience. The illness affects Ryan's stamina, mood, confidence, and daily routines, showing recovery does not end when symptoms disappear.

Curriculum Connection

My Role: Draw a picture of what your character did during the role-play.

Heart Disease

What is Heart Disease?

Heart disease is a **non-infectious disease** that affects how the heart works. The heart is a strong muscle that pumps blood around the body. Heart disease happens when the heart or blood vessels become damaged or blocked. This can make it harder for blood and oxygen to [illegible] the body. Heart disease does not spread from person to person.

Causes [illegible]

Hear[illegible] is of[illegible]o **lifestyle choices**, **age**, and **family history**. Over time, unhealthy hab[illegible]**l** [illegible]**olesterol** to build up in blood vessels. This makes the heart work hard[illegible] can [illegible]ood pressure, which puts extra strai[illegible]

Common causes include[illegible]

- Eating too much food high in s[illegible]
- Low physical activity over many [illegible]
- Long-term stress and poor sleep

Long-Term Effects

Heart disease often develops slowly and may not cause pain [illegible]ead to serious problems such as chest pain, shortness of breath, or hea[illegible]anada, heart disease is one of the leading causes of death in adults. Many peopl[illegible] heart disease need regular medical care for the rest of their lives.

Prevention and Care

Heart disease can often be prevented or delayed through healthy choices. Regular exercise helps keep the heart strong. Eating fruits, vegetables, and whole foods supports heart health. Managing stress and getting enough sleep also reduce strain on the heart. Doctors may use medicine or other treatments to help control heart disease once it develops.

Name: ______________________ 36

True or False — Circle whether the statement is true or false.

1) Heart disease affects how the heart pumps blood.	True	False
2) Heart disease is an infectious illness caused by germs.	True	False
3) Heart disease can develop slowly over many years.	True	False
4) Stress can increase strain on the heart.	True	False
5) Blocked blood vessels can affect oxygen flow.	True	False

Questions — Use information from the text to support your answer.

1) What is heart disease in your own words?

____

____

____

2) Explain why heart disease is more common in adults.

____

____

____

Multiple Choice — Circle the correct answer.

1) Heart disease affects the body's __________ system.	Circulatory	Digestive
2) Heart disease is best described as...	Infectious	Non-infectious
3) Heart disease usually develops...	Slowly	Quickly
4) Cholesterol is linked to problems inside...	Vessels	Muscles
5) The heart must work harder when vessels are...	Widened	Narrowed
6) Heart disease risk rises when physical activity is...	Low	High

Cardiovascular Health Through Nutrition

Understanding Heart Health Through Food

Cardiovascular health is all about keeping your heart and blood vessels in good shape. The food you eat plays a big part in this. Let's explore how different fats in our diet affect our heart health.

Good Fat[illegible] [illegible]ats

Good[illegible]

- [illegible]urate[illegible] are found in foods like fish[illegible] [illegible]ve o[illegible] these helps to low[illegible] [illegible]cho[illegible] [illegible]nd reduce inflammati[illegible]
- Omega-3 Fatty Acids: Fo[illegible] [illegible] trout, they help prevent clots in t[illegible] [illegible] and [illegible] arteries from damage.

Bad Fats:

- Saturated Fats: Common in butter, chees[illegible] [illegible] can raise your bad cholesterol and risk of heart disease.
- Trans Fats: Often found in processed foods and baked [illegible] type of fats for your heart because they increase bad cholest[illegible] [illegible]ood cholesterol.

How to Eat for a Healthy Heart

Here are some tips to help keep your heart healthy:

- Choose Lean Proteins: Opt for fish and poultry over red meat.
- Pick Whole Grains: Swap white bread and pasta for whole-grain versions.
- Snack on Nuts and Seeds: They are good sources of healthy fats.
- Load Up on Fruits and Vegetables: They're full of vitamins, minerals, and antioxidants that are good for your heart.

True or False — Circle whether the statement is true or false.

1) Unsaturated fats are found in fish and nuts.	True	False
2) Omega-3 fatty acids increase blood clots.	True	False
3) Trans fats improve heart health.	True	False
4) Saturated fats are mainly in plant-based foods.	True	False
5) Snacking on nuts can benefit your heart.	True	False

Questions — [illegible]formation from the text to support your answer.

1) De[illegible]t – good types and bad types.

____

____

____

2) What foods can we eat for a healthy [illegible]

____

____

____

Making Connections — Which heart-healthy foods from the text are already part [illegible] meals or snacks?

____

____

____

____

____

Cardiovascular Health Quiz Bee

Objective — What are we learning about?

Students will deepen their understanding of how diet affects cardiovascular health, focusing on the impact of different types of fats and other heart-healthy foods through an engaging quiz format.

Materials — What will you need for the activity?

- A ... quiz ... and answers
- Buzzer or ... (optional)
- Scoreboard ... points
- Prizes for the winning ...

Instructions — How will you complete ...?

1. Divide the class into small teams.
2. Prepare a list of questions that address how ... can affect heart health, including the roles of omega-3 ... cholesterol.
3. Conduct the quiz in a round-robin format, allowing each ... er.
4. Teams buzz in to answer. If a team answers incorrectly, the ... to the next team. Each correct answer earns points.
5. Types of Questions:
   - Multiple choice questions, e.g., "Which of the following is considered a heart-healthy fat? A) Trans fats B) Saturated fats C) Omega-3 fatty acids"
   - True or false questions, e.g., "True or False: Eating high amounts of trans fats can reduce the risk of heart disease."
   - Short answer questions, e.g., "List two foods high in omega-3 fatty acids."
6. Allocate points for each type of question. More complex questions might be worth more points. Keep track of points on a scoreboard visible to all teams.
7. Announce the winning team based on who has the most points at the end of the quiz bee.
8. Discuss the correct answers and provide further details to ensure all students understand the concepts behind each question.

Name: ____________________ 41

Multiple Choice | Identify the correct answer.

Question	Choices
1) What type of fat is beneficial for heart health?	A) Saturated Fats **B) Unsaturated fats** C) Trans fats
2) Which fo[illegible] is rich in omega-3 fatty acids?	**A) Salmon** B) Coconut Oil C) Bacon
3) Eat[illegible] [illegible]nd cheese can inc[illegible]	A) Better Eyesight B) Lower Cholesterol **C) Heart Disease**
4) Which grain is [illegible] heart[illegible]	A) White Bread **B) Whole Grain Bread** C) Sweet Bread
5) What should you add to you[illegible] improve heart health?	[illegible]re Sugar **[illegible] Nuts and Seeds** [illegible] drinks
6) Which fruit is known to be good for the heart?	**[illegible]ocad[illegible]** B) [illegible] C) [illegible]
7) Which type of fat should you eat less of to keep your heart healthy?	A) Monounsa[illegible] B) Polyunsaturat[illegible] **C) Trans fats**
8) What happens if you eat too many trans fats?	A) Increases HDL cholesterol B) Decreases bad cholesterol **C) Increases bad cholesterol**
9) Which of these is a heart-healthy snack?	A) Candy bar B) Fried chips **C) Walnuts**
10) How do fruits and vegetables help your heart?	A) They are high in unhealthy fats **B) They are full of vitamins and antioxidants** C) They increase bad cholesterol

Name: ______________________ 42

True or False	Is the statement true or false?

1)	Omega-6 fatty acids are primarily found in processed snack foods and can be harmful to heart health.	**True**	False
2)	Eating white bread is just as beneficial for heart health as eating whole grain bread.	True	**False**
3)	[illegible] ice is a better option for heart health than [illegible]	True	**False**
4)	Satur[illegible] mai[illegible] n animal products and can incre[illegible] risk [illegible]	**True**	False
5)	Plant-based oils like [illegible] an[illegible] help lower bad cholesterol levels.	**True**	False
6)	Regular consumption of red meat has [illegible] ct [illegible] cardiovascular health.	[illegible]	**False**
7)	Switching from full-fat dairy products to low-fat versions can benefit heart health.	[illegible]	[illegible]se
8)	High fiber foods like vegetables and fruits can help reduce blood cholesterol levels.	**True**	False
9)	Processed foods high in sodium are a healthy choice for maintaining a good heart condition.	True	**False**
10)	Eating a diet high in trans fats has no significant effect on heart health.	True	**False**

Short Answer Questions | Answer the questions that follow.

1)	What is one main benefit of eating unsaturated fats?
Possible Answers	• **Lower cholesterol levels** • Increase energy • Improve taste of food
2)	How can trans fats affect your heart health?
Possible Answers	• **Increase bad cholesterol** • [illegible]ase appetite • [illegible]mune system
3)	Wh[illegible] [illegible]hole grains for heart health?
Possible Answers	• [illegible] fibe[illegible] • Pr[illegible] • Enha[illegible]
4)	What are the be[illegible] r[illegible] fat intake?
Possible Answers	• **Lower risk of heart d[illegible]** • Increase energy levels • Enhance muscle growth
5)	What role do vegetables play in mainta[illegible] [illegible]hy he[illegible]
Possible Answers	• **Provide vitamins and antioxidants** • Provide high amounts of fats • Increase unhealthy cholesterol
6)	Why is it recommended to switch to low-fat dairy products for better heart health?
Possible Answers	• **Lower saturated fat content** • Higher calorie intake • More addictive flavour
7)	What effect does high sodium intake have on cardiovascular health?
Possible Answers	• **Raises blood pressure** • Decreases cholesterol • Improves heart rate

Immune System

What is the Immune System?

The **immune system** is the body's defence system. It protects the body from harmful **germs** such as bacteria and viruses. Germs can enter the body through the nose, mouth, eyes, or cuts in the skin. The immune system works all the time to find and destroy germs before they cause disease.

Main Part mune System

The i s of several parts that work together. The **skin** is the first line of defen acts Inside the body, **white blood cells** move through the blood to find and attac parts include the **lymph nodes**, **spleen**, and **bone marrow**, which help ce e cells.

- Skin, which bloc
- White blood cells, wh
- Lymph nodes, which filter harm ance

How the Immune System Fights Germs

When germs enter the body, white blood cells res quickly. Some cells surround and break down the germ **fever** may occur, which helps slow germ growth. After an in can remember certain germs, helping the body respond faster if the

Keeping the Immune System Strong

Healthy habits support the immune system. Enough sleep helps the body repair itself. Nutritious food gives immune cells energy. Regular activity improves blood flow. Long-term stress can weaken the immune system.

When the Immune System Is Weak

A weak immune system may cause frequent illness or slow healing. Poor nutrition, lack of sleep, and illness can reduce immune strength. Medical care is sometimes needed to help the body recover and regain balance.

Name: ______________________ 45

True or False

Circle whether the statement is true or false.

1) The immune system works only when sick.	True	False
2) Skin is the body's first defence barrier.	True	False
3) Fever helps germs grow faster.	True	False
4) Lymph nodes help filter harmful substances.	True	False
5) The immune system forgets germs after infection.	True	False
6) Bone m[illegible] stores and makes immune cells.	True	False
7) Poor s[illegible]eaken immune strength.	True	False
8) Ge[illegible] eyes and skin cuts.	True	False

Questions

[illegible] the text to support your answer.

1) What is the imm[illegible]

____

____

____

2) Explain how white blood cells fight germs.

____

____

____

Visualization

What were you picturing while you were reading? Describe your picture.

____

____

____

____

____

____

Exit Cards

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

Name: ______________________ | Mark

Circle the correct answer.

1) What system protects the body from germs?	Immune
	Digestive
2) What tiny living things cause disease?	Nodes
	Germs
3) Which body part blocks germs first?	Lungs
	Skin
4) What organ helps store immune cells?	Stomach
	Spleen
5) What can slow germ growth during illness?	Cold air
	Fever

Name: ______________________ | Mark

Circle the correct answer.

1) What system protects the body from germs?	Immune
	Digestive
2) What tiny living things cause disease?	Nodes
	Germs
3) Which body part blocks germs first?	Lungs
	Skin
4) What organ helps store immune cells?	Stomach
	Spleen
5) What can slow germ growth during illness?	Cold air
	Fever

Name: ______________________ | Mark

Circle the correct answer.

1) What system protects the body from germs?	Immune
	Digestive
2) What tiny living things cause disease?	Nodes
	Germs
3) Which body part blocks germs first?	Lungs
	Skin
4) What organ helps store immune cells?	Stomach
	Spleen
5) What can slow germ growth during illness?	Cold air
	Fever

Name: ______________________ | Mark

Circle the correct answer.

1) What system protects the body from germs?	Immune
	Digestive
2) What tiny living things cause disease?	Nodes
	Germs
3) Which body part blocks germs first?	Lungs
	Skin
4) What organ helps store immune cells?	Stomach
	Spleen
5) What can slow germ growth during illness?	Cold air
	Fever

Importance of Immunization

The Role of Immunization in Keeping You Healthy

Immunization helps the body protect itself from infectious diseases caused by germs such as bacteria and viruses. **Vaccines** work by supporting the immune system, helping it recognize harmful germs before they cause serious illness. When the **immune system** learns how [illegible]spond to a disease, it can react faster and more effectively in the future. This redu[illegible] of infection and helps prevent the spread of disease in the comm[illegible]

Common Vacci[illegible]

In Canada, sever[illegible] ar[illegible]ded during adolescence to protect against **infectious diseases**. T[illegible]

- **Tdap (Tetanus, Diphtheri[illegible]):** [illegible]nst three serious diseases. Tetanus causes muscle stiffness, diphth[illegible] [illegible]nd the heart, and pertussis causes strong coughing.
- **HPV (Human Papillomavirus):** Protects agai[illegible] cancers, including cervical and throat cancer. It works best when g[illegible] virus.
- **Meningococcal Vaccine:** Protects against meningitis, a[illegible] [illegible]ain and spinal cord, and some blood infections.

Benefits of Staying Up-to-Date

Keeping immunizations up-to-date helps protect both individuals and communities:

- **Personal Health:** Vaccines lower the risk of serious illness and long-term health problems.
- **Community Protection:** High vaccination rates help protect people with weaker immune systems.
- **Preventing Outbreaks:** Vaccines reduce the spread of diseases in schools and communities.

Name: ______________________ 48

Curriculum Connection
[illegible]

True or False Circle whether the statement is true or false.

1) Vaccines help your immune system fight infections.	True	False
2) The HPV vaccine is given before virus exposure.	True	False
3) Staying up-to-date on vaccines prevents outbreaks.	True	False
4) Vaccines are only for personal health, not community.	True	False
5) Adolescents need no vaccines if vaccinated as children.	True	False

Questions ...formation from the text to support your answer.

1) Wh... mmuniz...

____

____

____

____

2) What role does vaccination play in p... ng di... ...ks?

____

____

____

____

Draw Draw how vaccines protect your body from diseases.

Name: ____________________

Curriculum Connection

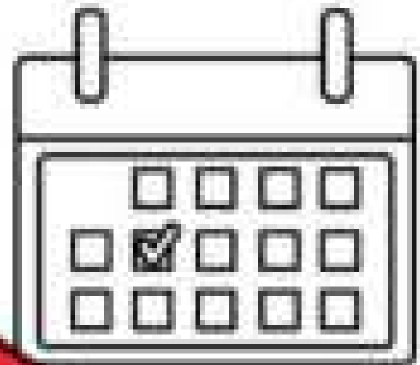
Activity – My Five-Day Health Monitoring Plan

Objective | What are we learning about?

Students will monitor and record daily health indicators over five days to better understand how the body protects itself from illness and how daily habits affect physical, mental, emotional, and spiritual well-being. Students will analyze patterns i[illegible]eir data and reflect on how self-regulation and prevention support overall h[illegible]

Mat[illegible] | [illegible] you need for the activity?

- Daily Hea[illegible] (s[illegible]iene, food, activity, stre[illegible]
- Heart rate recordi[illegible] ow t[illegible]eats safely)
- Reflection journal or lined paper



Instructions | How will you complete the [illegible]

1) Begin with a class discussion about how daily [illegible] hel[illegible] ct the body from illness and support overall well-being.
2) Explain how to safely monitor simple health indicators su[illegible] energy levels, and resting heart rate.
3) Give each student a Five-Day Health Monitoring Chart to use at [illegible] and school.
4) Each day, students record their health information, including sleep, hygiene habits, food choices, physical activity, mood, and stress level.
5) Students also note any signs of illness and actions they took to protect their body, such as handwashing or resting.
6) At the end of each day, students write a short reflection about how they felt and what helped or challenged their health.
7) After five days, students review their completed charts and look for patterns or changes in their health data.
8) Students complete a final reflection analyzing what habits supported their health and what they would change next time.

Name: ______________________ 50

Curriculum Connection: [illegible]

Daily Health Check – Monday			
#	**Health Area**	**What to Record**	**Response**
1	Sleep	Time I went to bed	
2	Sleep	Time I woke up	
3	Sleep	Total hours of sleep	
4	Body	Resting heart rate (beats in 30 seconds × 2)	
5	[illegible]	Energy level (Low / Medium / [illegible])	
6	[illegible]tions	[illegible] today (calm, happy, [illegible] tired, frustrated)	
7	Emotion[illegible]	[illegible] stress [illegible]	
8	Prevention	I [illegible] today [illegible]	
9	Body Care	I brushed [illegible] today (Yes / No)	
10	Body Care	I showered or cleaned my body today (Yes / No)	
11	Body Care	I wore clean clothes today (Yes / No)	
12	Prevention	One action I took to protect my body from illness	
13	Nutrition	Number of meals eaten today	
14	Nutrition	Number of snacks eaten today	
15	Hydration	Cups of water I drank today	

Reflect: What did you notice today about how your habits affected your body or feelings?

____

____

____

____

Daily Health Check – Tuesday			
#	Health Area	What to Record	Response
1	Sleep	Time I went to bed	
2	Sleep	Time I woke up	
3	Sleep	Total hours of sleep	
4	Body	Resting heart rate (beats in 30 seconds × 2)	
5	[illegible]	Energy level (Low / Medium / High)	
6	[illegible]	[illegible] today (calm, happy, [illegible] tired, frustrated)	
7	Emotion[illegible]	[illegible] stress [illegible]	
8	Prevention	[illegible] today [illegible]	
9	Body Care	I brushed my [illegible] today (Yes / No)	
10	Body Care	I showered or cleaned my body today (Yes / No)	
11	Body Care	I wore clean clothes today (Yes / No)	
12	Prevention	One action I took to protect my body from illness	
13	Nutrition	Number of meals eaten today	
14	Nutrition	Number of snacks eaten today	
15	Hydration	Cups of water I drank today	

Reflect: What did you notice today about how your habits affected your body or feelings?

Daily Health Check – Wednesday			
#	Health Area	What to Record	Response
1	Sleep	Time I went to bed	
2	Sleep	Time I woke up	
3	Sleep	Total hours of sleep	
4	Body	Resting heart rate (beats in 30 seconds × 2)	
5	[illegible]	Energy level (Low / Medium / [illegible])	
6	[illegible]	[illegible] today (calm, happy, [illegible] tired, frustrated)	
7	Emotion[illegible]	[illegible] stress [illegible]	
8	Prevention	[illegible] today [illegible]	
9	Body Care	I brushed [illegible] today (Yes / No)	
10	Body Care	I showered or cleaned my body today (Yes / No)	
11	Body Care	I wore clean clothes today (Yes / No)	
12	Prevention	One action I took to protect my body from illness	
13	Nutrition	Number of meals eaten today	
14	Nutrition	Number of snacks eaten today	
15	Hydration	Cups of water I drank today	

Reflect: What did you notice today about how your habits affected your body or feelings?

____

____

____

____

Name: ______________________ 53

Daily Health Check – Thursday			
#	Health Area	What to Record	Response
1	Sleep	Time I went to bed	
2	Sleep	Time I woke up	
3	Sleep	Total hours of sleep	
4	Body	Resting heart rate (beats in 30 seconds × 2)	
5	[illegible]	Energy level (Low / Medium / [illegible])	
6	[illegible]	[illegible] today (calm, happy, [illegible] tired, frustrated)	
7	Emotion[illegible]	[illegible] stress [illegible]	
8	Prevention	[illegible] today [illegible]	
9	Body Care	I brushed my [illegible] today (Yes / No)	
10	Body Care	I showered or cleaned my body today (Yes / No)	
11	Body Care	I wore clean clothes today (Yes / No)	
12	Prevention	One action I took to protect my body from illness	
13	Nutrition	Number of meals eaten today	
14	Nutrition	Number of snacks eaten today	
15	Hydration	Cups of water I drank today	

Reflect: What did you notice today about how your habits affected your body or feelings?

____

____

____

____

Name: ______________________ 5A

[illegible]

Daily Health Check – Friday			
#	Health Area	What to Record	Response
1	Sleep	Time I went to bed	
2	Sleep	Time I woke up	
3	Sleep	Total hours of sleep	
4	Body	Resting heart rate (beats in 30 seconds × 2)	
5	[illegible]	Energy level (Low / Medium / [illegible])	
6	[illegible]tions	[illegible] today (calm, happy, [illegible] tired, frustrated)	
7	Emotion[illegible]	[illegible]ing [illegible]ed stress [illegible]y	
8	Prevention	[illegible] today [illegible]	
9	Body Care	I brushed m[illegible] today (Yes / No)	
10	Body Care	I showered or cleaned my body today (Yes / No)	
11	Body Care	I wore clean clothes today (Yes / No)	
12	Prevention	One action I took to protect my body from illness	
13	Nutrition	Number of meals eaten today	
14	Nutrition	Number of snacks eaten today	
15	Hydration	Cups of water I drank today	

Reflect: What did you notice today about how your habits affected your body or feelings?

____

____

____

____

Name: ____________________ 55

Curriculum Connection

Reflection	Answer the questions below

1) What health habit stayed the same for you all five days?

2) Which habit changed the most during the week? Why?

3) How did your sleep affect your energy or mood during the day?

4) D... heart... ge on days you were more active? Explain.

5) What connection ... ress and how you felt physically?

6) Which body protection habits were easiest t... ere hardest?

7) Did you notice any signs of illness? What helped you ... co...

8) How did your food and water choices affect how you felt?

9) What surprised you most about your health data this week?

10) Would you continue tracking your health for more weeks?

Fact Sheet: Understanding HIV

What is HIV?

HIV stands for Human Immunodeficiency Virus. It is a **blood-borne infectious disease**, which means it spreads through certain body fluids. HIV attacks the immune system, the part of the body that fights germs. If HIV is not treated, it can weaken the body's ability to stay healthy.

How HIV Spreads

HIV spr[illegible]ugh blood, semen, vaginal flu[illegible]d breast milk. It can spre[illegible]rom parent to baby d[illegible]rth o[illegible]ng, or through unprotecte[illegible] **[illegible]es not spread** throug[illegible]haring food, coughing, [illegible]

HIV in the Past

In the 1980s and 1990s, HIV was no[illegible] understood. Many people became ve[illegible] because there were no strong medicines. In Canada, thousands of people died from AIDS, which is the most serious stage of HIV. Fear and misinformation caused strong stigma, and people with HIV were often treated unfairly.

HIV Today

Today, HIV can be treated with daily medicine called **antiretroviral therapy (ART)**. ART helps lower the amount of virus in the body. People who take their medicine properly can live long, healthy lives. When the virus level is very low, HIV cannot be passed to others. In Canada, about **62,000 people** are living with HIV.

Myths an[illegible]cts

A common myth is that HIV spreads through touch or sharing food. This is false. Another myth is that people with HIV are always very sick. With treatment, many people feel healthy and active.

Stigma and Respect

Stigma happens when people judge others because of illness. Stigma can stop people from getting tested or treated. Learning facts helps reduce fear and supports kindness and respect.

Name: ____________________

Matching
Match each word to the correct meaning

HIV ◯	◯ Judging or treating people unfairly because of illness
ART ◯	◯ Daily medicine that lowers the amount of HIV in the body
Stigma ◯	◯ Liquids in the body like blood or breast milk
AIDS ◯	◯ A virus that weakens the body's defence system
Body fluids ◯	◯ The most serious stage of HIV

Questions
[illegible]formation from the text to support your answer.

1) Wh[illegible] HIV [illegible]mune system?

____

____

____

2) How has understanding HIV [illegible]

____

____

____

3) How can stigma hurt both individuals and communities?

____

____

____

Fact or Myth
Circle whether each statement is a fact or a myth

1) HIV spreads through sharing food with others.	Fact	Myth
2) HIV can be passed through hugging or shaking hands.	Fact	Myth
3) HIV can spread through certain body fluids.	Fact	Myth
4) People with HIV are always very sick.	Fact	Myth
5) HIV spreads through breast milk.	Fact	Myth

Fact Sheet: Understanding Hepatitis C

What Is Hepatitis C?

Hepatitis C is a virus that attacks the liver. It is a **blood-borne infectious disease**, which means it spreads through contact with infected blood. Hepatitis C can damage the liver over time and make it harder for the body to stay healthy. Some people do not feel sick at first, even though the virus is in their body.

How Hepatitis C Spreads

Hepatiti[illegible]s through **contact with infected blood**[illegible] sharing needles or other dru[illegible]t to baby during birth, o[illegible]gh co[illegible]ood during unsafe medical or p[illegible]patitis C **does not spread** th[illegible]g, sh[illegible]s, sharing food, coughing, [illegible] or [illegible] toilet.

Hepatitis C in [illegible]

In the past, Hepatitis C was no[illegible]. Many people became infected thro[illegible] transfusions or medical procedures be[illegible] blood screening was common. There were limite[illegible] treatment options, and many people develope[illegible] serious liver problems over time. Fear and misinformation caused stigma, and people with Hepatitis C were often judged unfairly.

M[illegible]

A commo[illegible]patitis C spreads t[illegible]casual contact like to[illegible] or sharing food. This is false. Another myth is that people with Hepatitis C always feel very sick. Many people feel healthy for years, especially if they receive proper medical care.

Hepatitis C Today

Today, Hepatitis C can often be **treated and cured** with modern medicine. Treatment helps remove the virus from the body and protects the liver from damage. Many people who receive treatment can live healthy lives. In Canada, about 250,000 people are living with Hepatitis C, and many do not know they have it.

Stigma and Respect

People with Hepatitis C may be treated unfairly because others misunderstand the disease. It does not spread through everyday contact. Learning the facts helps people show respect and support those affected.

Name: ______________________ 59

True or False | Is the statement true or false?

1) Hepatitis C spreads through everyday contact like hugging.	True	False
2) Hepatitis C is a blood-borne infectious disease.	True	False
3) Sharing needles can spread Hepatitis C.	True	False
4) Hepatitis C always causes symptoms right away.	True	False
5) People with Hepatitis C can live healthy lives with treatment.	True	False

Questions | ...formation from the text to support your answer.

1) W...

____

____

____

2) How is Hepatitis C treated?

____

____

____

3) Why is testing important for Hepatitis C?

____

____

____

Think | If you were in charge of public health, what two things would you do to reduce the spread of Hepatitis C?

1) ____

____

2) ____

____

Social Media Post – Disease Stigma

@EcoExplorer4 CA

Why do people still judge others for illnesses like HIV or mental health conditions? How does fear and wrong information shape how people treat each other?

11:30 AM - 11/17/2025 - 1,929 SHARES 4,721 LIKES

@Re[illegible]an – Honestly, some diseases just sound scary. I'd be nervous if someone [illegible]on't want to get sick.

@[illegible]First[illegible] [illegible] scared, but HIV doesn't spread that way. You can't catch it from [illegible]ring food.

@RealTalkRyan [illegible] die from it a lot. That's why people freak out.

@FactCheckKid – That was [illegible]w people with HIV can live long lives and not spread it if treated.

@MindMattersON – Mental illness gets tre[illegible]dly [illegible] "just be happy" like it's that simple. That really hurts.

@SkepticalSam – But isn't mental illness sometimes a[illegible] trying hard enough?

@MindMattersON – Doctors say it's a real health condition. You wou[illegible] say that to someone with cancer or asthma.

@CareFirstMom – Stigma makes things worse. People stop asking for help because they don't want to be judged.

@RealTalkRyan – I didn't know you couldn't get HIV from touching or sharing stuff. They never really explained that before.

@HealthTalkON_CA – That's why learning matters. When people know facts instead of rumours, fear goes down and respect grows.

Name: ______________________ 61

True or False | Is the statement true or false?

1) Fear can increase stigma when facts are missing.	True	False
2) HIV can spread through sharing food.	True	False
3) Stigma can stop people from asking for help.	True	False
4) Rumours can be stronger than medical facts.	True	False
5) Stigma helps communities stay healthier.	True	False

Questions | Answer the questions below.

1) What happens w[illegible] are judged for illness?

____

____

____

____

2) What misunderstanding did Ryan lea[illegible]ut HIV?

____

____

____

____

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

Username: ______________________ Date: ______________________

____

____

____

____

____

Exit Cards

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

Name: ______________________ | Mark

What is disease stigma, and how does it affect people?

____

____

____

____

____

____

____

____

____

Name: ______________________ | Mark

What is disease stigma, and how does it affect people?

____

____

____

____

____

____

____

____

____

Name: ______________________ | Mark

What is disease stigma, and how does it affect people?

____

____

____

____

____

____

____

____

____

Name: ______________________ | Mark

What is disease stigma, and how does it affect people?

____

____

____

____

____

____

____

____

____

Interview: Where Do New Diseases Come From?

Student: Hi, thanks for talking with me. What do you do as a public health scientist?

Expert (Public Health Scientist): I study how diseases start, spread, and affect communities. I help track outbreaks and find ways to protect people's health.

Student: Where do new diseases usually come from?

Expert: New diseases can come from viruses changing, spreading from animals to humans, or moving [illegible] countries through travel and trade.

Student: [illegible] change?

Expert: [illegible] which means they change a little over time. Some mutations make [illegible] spre[illegible] affect people differently.

Student: Can [illegible] people sick?

Expert: Yes. Many [illegible] meaning they spread [illegible] About 60% of new infectio[illegible] from animals.

Student: Can you give an example stud[illegible] might know?

Expert: COVID-19 is one example. Scientists believe it started in animals before spreading between people around the world.

Student: How does global travel affect diseases?

Expert: Planes allow people to travel across the world in hours. A di[illegible] [illegible]ead to many countries before symptoms even appear.

Student: Why don't all diseases spread the same way?

Expert: Some spread through the air, others through touch, food, or water. How fast they spread depends on the virus and people's behaviour.

Student: How do scientists find new diseases?

Expert: We use **disease surveillance**, which means watching patterns of illness and testing samples to spot problems early.

Student: Why is learning about new diseases important?

Expert: Understanding where diseases come from helps prevent outbreaks and keeps communities healthier and safer.

Name: ______________________

Questions	Answer the questions below.

1) What does it mean when a virus mutates?

____

____

____

2) What is a [illegible]onotic disease?

____

____

____

3) Why don't a[illegible]ct p[illegible] same way?

____

____

____

Two Truths and a Lie	Read each group. Tick [illegible] two t[illegible]. Mark ✗ the one lie.

	Viruses can change over time through mutation.
	Most new infectious diseases come from animals.
	Zoonotic diseases spread only between animals.

	[illegible] anima[illegible]ar before [illegible]
	COVID-[illegible] b[illegible]mal origins.
	Disease surveillanc[illegible]s watching patterns o[illegible]ness.

Questioning	Write 2 questions you would ask the public health scientist about where new diseases come from.

1)	____
2)	____

Blog Post: Why People Get Sick Differently

Top 5 Reasons Diseases Affect People Differently

Date: January 08, 2026 *Author: Ms. Taylor Hayes* *5-minute read*

Have you ever wondered why two people can get the same disease, but one feels very sick while the other feels only a little unwell? Diseases do not affect everyone in the same way. Doctors and scientists have learned that many factors play a role in how sic[illegible]eone becomes and how fast they recover. Here are five important reasons [illegible]ses affect people differently.

1) **A[illegible]** [illegible]en it comes to illness. Young children and older adults [illegible] [illegible]e their bodies are still growing or becoming weaker. Ad[illegible] usu[illegible] bodies that can fight germs more easily.

2) **Immune Sy[illegible]ngt[illegible]** [illegible]une system is the body's defence system. People with st[illegible] [illegible]an fight infections better. If someone is already sick, stres[illegible] [illegible]eatin[illegible] [illegible]eir immune system may be weaker.

3) **Early Treatment:** Getting [illegible] ea[illegible] [illegible] difference. People who see a doctor quickly often recover fas[illegible] [illegible]use t[illegible]nt can stop the disease from getting worse.

4) **Access to Health Care:** Not everyone ha[illegible] [illegible]ctors, medicine, or hospitals. People with better access to he[illegible] [illegible]faster treatment and better support while they are sic[illegible]

5) **Overall Health and Lifestyle:** Healthy habits like eating wel[illegible] [illegible]nd getting enough sleep help the body heal. Someone with o[illegible] problems may take longer to recover.

Comments:

Alex – January 08, 2026

My cousin and I had the same flu, but he was way sicker than me. I didn't know immune systems mattered so much.

Like Reply 1d ago

Jordan – January 09, 2026

This helps me understand why health care access is about fairness too. Getting help early really matters.

Like Reply 30m ago

Name: ______________________ 66

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

1) Can the same disease cause mild or severe illness?	Yes	No
2) Do people with strong immunity always avoid disease?	Yes	No
3) Does early treatment lower risk of serious complications?	Yes	No
4) Does access to health care affect survival rates?	Yes	No
5) Can untreated illness worsen even after symptoms fade?	Yes	No

Questions ...er the questions below

1) Ho... sick someone gets?

____

____

____

2) How can lifestyle choices ...

____

____

____

3) Explain why a strong immune system helps fight di...

____

____

____

Comment What comment would you post to the blog post?

____

____

____

____

Like Reply Just now

Case Study: Chickenpox and Age

What Is Chickenpox?

Chickenpox is a contagious disease caused by the **varicella virus**. It spreads easily through coughing, sneezing, or close contact. Chickenpox is most common in children, especially those under age 10. In Canada, before the chickenpox vaccine was widely used, about 90% of people c[illegible]ht chickenpox during childhood.

A Child's [illegible] With Chickenpox

Liam [illegible] who developed itchy red spots, a fever, and felt very tired. His do[illegible] explai[illegible]'s immune system was still learning how to fight new viruses. Childr[illegible] chick[illegible] because they have not been exposed to the virus before, so their bo[illegible] no[illegible]. Once Liam recovered, his immune system remembered the virus, [illegible] unlikely [illegible] would get chickenpox again.

Why Adults Usually Don't Get Ch[illegible]

Most adults do not get chickenpox bec[illegible] either [illegible] children or received the vaccine. Adults' immune systems have more ex[illegible] fight [illegible]ions. However, if adults do get chickenpox, it can be more serious [illegible] more strongly, sometimes leading to **pneumonia** or other complication[illegible]

How Age Affects Disease Risk

Age plays a big role in which diseases people get:

- Children's immune systems are still developing and learning.
- Adults' bodies change over time due to lifestyle and aging.
- Long-term habits can increase disease risk later in life.

Comparing Chickenpox and Adult Diseases

Chickenpox is common in children because it spreads easily in schools and daycares. Heart disease, on the other hand, is more common in adults because it is linked to years of lifestyle choices, such as diet, physical activity, and stress. This shows how body changes and daily habits affect disease risk at different ages.

Name: ______________________

Curriculum Connection

Directions	Circle "Right" or "Wrong" for each statement. Then explain your reason.

1) Chickenpox is more common in adults than children.	Right	Wrong

____

____

2) Recovering from chickenpox gives long-term immunity.	Right	Wrong

____

____

3) Chi[illegible] [illegible]isease affect the same age groups.	Right	Wrong

____

____

Visualization	What [illegible] you were reading? Describe your picture.

Summarize	Write the important details from the reading passage.

____

____

____

____

____

____

Exit Cards

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

Name: ______________________ | Mark

Underline the correct answer for each question.

1	Chickenpox is caused by a **(virus / bacteria).**
2	Chickenpox spreads easily through **(dirty water/ close contact).**
3	Chickenpox is most common in (**children / elderly adults**).
4	Adult chickenpox can be more **(serious / mild)**
5	After recovery, the immune system (**forgets / remembers**)

Name: ______________________ | Mark

Underline the correct answer for each question.

1	Chickenpox is caused by a **(virus / bacteria).**
2	Chickenpox spreads easily through **(dirty water/ close contact).**
3	Chickenpox is most common in (**children / elderly adults**).
4	Adult chickenpox can be more **(serious / mild)**
5	After recovery, the immune system (**forgets / remembers**)

Name: ______________________ | Mark

Underline the correct answer for each question.

1	Chickenpox is caused by a **(virus / bacteria).**
2	Chickenpox spreads easily through **(dirty water/ close contact).**
3	Chickenpox is most common in (**children / elderly adults**).
4	Adult chickenpox can be more **(serious / mild)**
5	After recovery, the immune system (**forgets / remembers**)

Name: ______________________ | Mark

Underline the correct answer for each question.

1	Chickenpox is caused by a **(virus / bacteria).**
2	Chickenpox spreads easily through **(dirty water/ close contact).**
3	Chickenpox is most common in (**children / elderly adults**).
4	Adult chickenpox can be more **(serious / mild)**
5	After recovery, the immune system (**forgets / remembers**)

Name: ______________________ ID:

Fact or Fiction: Holistic Well-Being

Objective | What are we learning about?

Students will use a Fact or Fiction game to demonstrate understanding of how the body protects itself from disease, how illness affects holistic well-being, and why diseases affect peop... differently.

Materi... | ...ll you need for the activity?

- Fact or Fic... s
- A 'Fact' sign an... ctio... uish the two sides of the room...
- Designated areas in the class...m ... 'Fact' and 'Fiction' signs, allowing s... stud... to move to either side

Instructions | How will you complete the activity?

1) Your teacher will read statements. Pay close attention as each ... ...red.
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!

Name: ____________________

Fact or Fiction | Read the statements to the class.

#	Statement	
1	Healthy skin usually protects the body but cannot stop all germs.	Fact
2	A disease can affect emotions even when the body feels fine.	Fact
3	Touching a sick person always means you will get their disease.	Fiction
4	Som[illegible]es change how families live, not just individuals.	Fact
5	[illegible] works even when you do not feel sick.	Fact
6	A [illegible]on ca[illegible] before showing any symptoms.	Fact
7	Feeling [illegible] slo[illegible]en without physical injury.	Fact
8	If medicine exists, [illegible] not need to work.	Fiction
9	Children and adults can [illegible] very differently.	Fact
10	Fear and misinformation can cau[illegible] harm [illegible] itself.	Fact
11	Looking healthy always means the body i[illegible]	Fiction
12	Germs entering the body do not always cause [illegible]	Fact
13	Mental health challenges can affect physical healing spe[illegible]	[illegible]ct
14	Washing hands prevents all diseases from spreading.	Fiction
15	Some illnesses affect spiritual or emotional well-being more than physical.	Fact
16	A strong immune system guarantees a person will never get sick.	Fiction
17	Illness can affect school, friendships, and daily routines.	Fact
18	Adults get certain diseases because of years of body changes.	Fact
19	All diseases can be cured if treated early enough.	Fiction
20	A person may carry germs without ever feeling unwell.	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) The immune system works even when you do not feel sick.	True	False
2) A person can be contagious before showing any symptoms.	True	False
3) Feeling stressed can slow healing, even without physical injury.	True	False
4) Children and adults can experience the same disease very differently.	True	False
5) All diseases can be cured if treated early enough.	True	False
6) Fear and misinformation can cause more harm than disease itself.	True	False

Name: ______________________ Mark: ____

Is the statement true or false?

1) The immune system works even when you do not feel sick.	True	False
2) A person can be contagious before showing any symptoms.	True	False
3) Feeling stressed can slow healing, even without physical injury.	True	False
4) Children and adults can experience the same disease very differently.	True	False
5) All diseases can be cured if treated early enough.	True	False
6) Fear and misinformation can cause more harm than disease itself.	True	False

Name: ______________________ Mark: ____

Is the statement true or false?

1) The immune system works even when you do not feel sick.	True	False
2) A person can be contagious before showing any symptoms.	True	False
3) Feeling stressed can slow healing, even without physical injury.	True	False
4) Children and adults can experience the same disease very differently.	True	False
5) All diseases can be cured if treated early enough.	True	False
6) Fear and misinformation can cause more harm than disease itself.	True	False

Name: ____________________

Total
/

Unit Test
Diseases

Mark	/

1. What makes a disease infectious?

a) It lasts a long time

b) It can spread to others

c) It affects emotions

d) It is gene[illegible]

2. How does HIV **not** spread?

a) Sharing needles

b) From parent to baby during birth

c) Unprotected sexual contact

d) Hugging or handshakes

3. Which d[illegible] not spread person to person?

a) Fl[illegible]

b) Chick[illegible]

c) HIV

d) Diabetes

4. Which example shows an infectious disease?

a) Influenza

b) Depression

c) Heart disease

d) Cancer

5. What causes cancer to [illegible] body?

a) A virus

b) A weak immune system

c) Uncontrolled cell growth

d) Poor hygiene

6. [illegible] term means how a person feels [illegible]

a) Dis[illegible]

b) [illegible]

c) [illegible]

d) Diag[illegible]

7. What is a lump formed by cancer cells called?

a) Tumour

b) Infection

c) Virus

d) Node

8. What term [illegible] learned through vacc[illegible]

a) Infection

b) Immunization

c) Illness

d) Transmission

9. Which body system protects the body from germs?

a) Digestive system

b) Nervous system

c) Immune system

d) Skeletal system

10. Which immune cells attack germs directly?

a) Red blood cells

b) Platelets

c) Nerve cells

d) White blood cells

Define What do the terms below mean?

Mark /

Disease	
Lymph no	
Sig	

Short Answer Answer ... ons b...

Mark /

1) Explain the ways diseases begi...

2) Explain why some diseases affect adults more than children.

3) Give three ways a person can help stop the spread of infectious diseases.

Long Answer | Answer the questions below

Mark	/

1) Explain the difference between infectious and non-infectious diseases. In your answer, describe how each type affects the body and list five examples of each.

2) Explain what the immune system is, how it fi[illegible]ms, [illegible]ease that attacks it, and explain how vaccines help it work better.

Workbook Preview

Grade 5 Health Unit
Personal Identity and Well-being

	Curriculum Expectations	Pages
USC5.4a	Investigate knowledge and information about self-image.	6-8, 11-12, 71-76
USC5.4b	Discuss criteria that can be used to determine if a health source is reliable.	37-40, 71-76
USC5.4c	Describe the qualities that are important in a person, regardless of their gender, culture, appearance, sexual orientation, abilities, and/or language.	27-40, 51-61, 64-65
USC5.4d	Define stereotyping, prejudice, and discrimination.	48-61, 64-65
USC5.4e	Ask questions and seek answers for deeper understanding.	48-50, 62-65
USC5.4f	Express insights of the effects of stereotyping and discrimination on self and others.	13-18, 31-36, 48-63
USC5.4g	[illegible]	[illegible]18
USC5.4h	[illegible]	[illegible]10
USC5.4i	[illegible]	[illegible]27-40, [illegible]63
USC5.4j	Identify and practise strategies for expressing feelings associated with the physical and emotional changes of puberty.	41-47, 62-63
USC5.4k	Identify misunderstandings and/or misconceptions related to messages in the media that may misinform the public about identities.	66-67
USC5.4l	Discuss how privilege, lack of privilege, and/or unexamined privilege distort our views of others, limit our potential, and impact our own and others' identities.	68-76
AP5.1a	Identify the elements of effective action plans, including what will be done, who will be involved, where it will take place, when it will take place, and why this action is being taken.	19-26
AP5.1b	Identify the supports needed to carry out the action plan.	19-26
AP5.1c	Carry out, with guidance, the steps identified in the design of the action plan.	19-26
AP5.1d	Reflect on if the goal was achieved in order to guide future application.	19-26

PERSONAL IDENTITY AND WELL-BEING

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.

Building Y[illegible] Image

1. D[illegible] Abilities: What you love doing and what you are good at can s[illegible] your s[illegible] If you enjoy drawing and are good at it, you might see yourself [illegible]
2. Feedback fro[illegible] ay and think about us can affect how we see ourselves. If your fr[illegible] yo[illegible] you play soccer, you might fe[illegible] a [illegible]
3. Media Influence: TV shows, movi[illegible] ocial media can impact our self-image too. The[illegible] often show what they think is 'perfect' or 'cool,' but 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.

Name: ______________________ 7

True or False — Circle whether the statement is 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 do not boost self-image.	True	False
5) Friends' opinions can shape our self-image.	True	False

Questions — … information from the text to support your answer.

1) W…

2) How do you shape a positive self-im…

Think — Celebrating what you're good at is an effective way to shape your … age. List three things at which you excel.

1)

2)

3)

Exit Cards

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

Name: ______________

Is the statement true (T) or false (F)?

Mark

1) Self-image can change based on daily experiences.	T / F
2) Friends' opinions can influence personal self-image.	T / F
3) Everyone's self-image stays the same over time.	T / F
4) Mistakes permanently damage how people see themselves.	T / F
5) Self-image affects behaviour and daily choices.	T / F

Name: ______________

Is the statement true (T) or false (F)?

Mark

1) Self-image can change based on daily experiences.	T / F
2) Friends' opinions can influence personal self-image.	T / F
3) Everyone's self-image stays the same over time.	T / F
4) Mistakes permanently damage how people see themselves.	T / F
5) Self-image affects behaviour and daily choices.	T / F

Name: ______________

Is the statement true (T) or false (F)?

Mark

1) Self-image can change based on daily experiences.	T / F
2) Friends' opinions can influence personal self-image.	T / F
3) Everyone's self-image stays the same over time.	T / F
4) Mistakes permanently damage how people see themselves.	T / F
5) Self-image affects behaviour and daily choices.	T / F

Name: ______________

Is the statement true (T) or false (F)?

Mark

1) Self-image can change based on daily experiences.	T / F
2) Friends' opinions can influence personal self-image.	T / F
3) Everyone's self-image stays the same over time.	T / F
4) Mistakes permanently damage how people see themselves.	T / F
5) Self-image affects behaviour and daily choices.	T / F

Influence of Self and Others on Self-Image

Family Influences

Family expectations, **values**, and **beliefs** can shape how we see ourselves. For example, when families encourage effort and kindness, children may feel confident and valued. If families place a lot of pressure on success, children may feel [illegible] or worry about making mistakes. What families say and [illegible] affect how children feel about who they are.

Cult[illegible]ces

Culture and reli[illegible]elf-image by teaching values, traditions, and [illegible] cultures may value teamwork, independence, respect for elders, o[illegible]ous beliefs can guide behaviour and help people feel a sense of belo[illegible] help students feel proud of their identity, but they can also cause [illegible] feel hard to meet.

Personal Beliefs and Self-Talk

How we talk to ourselves also affects self-imag[illegible] recognizing strengths and effort, can build confidence. **Negative s**[illegible] yourself to others, can lower self-esteem. Learning to notice and chang[illegible] students develop a healthier self-image.

Understanding how self and others influence self-image can help students:

- Build Confidence: Knowing expectations differ helps students accept themselves
- Show Respect: Learning about backgrounds encourages kindness and empathy
- Make Healthy Choices: Choosing positive thoughts supports strong self-image

Examples

- Family Expectations: Encouragement at home helps students believe in themselves
- Cultural Traditions: Celebrating traditions builds pride and a sense of identity
- Positive Self-Talk: Remembering strengths builds confidence over time

Name: ______________________ 10

[illegible]

Agree or Disagree | Decide whether you agree or disagree.

1) Is self-image shaped only by personal thoughts?	Agree	Disagree
2) Can family expectations change how children view mistakes?	Agree	Disagree
3) Does culture always influence self-image in the same way?	Agree	Disagree
4) Can positive self-talk reduce pressure from others?	Agree	Disagree
5) Can religious beliefs affect feelings of belonging?	Agree	Disagree

Questions | [illegible] information from the text to support your answer.

1) E[illegible]re can affect self-image differently for students.

____

____

____

____

2) Why can cultural traditions make so[illegible] pr[illegible]onfused?

____

____

____

____

Making Connections | Can positive or negative self-talk affect your cho[illegible]xplain.

____

____

____

____

____

____

____

Activity – Challenging Negative Messages About Self

Objective	What are we learning about?

To help students recognize negative messages about self and others, and practise changing them into respectful, fair, and positive thoughts that support a healthy self-image and inclusion.

Respect & [illegible] Self-Image	[illegible] about how negative messages can affect self-image and how to [illegible] them into positive ones.

Neg[illegible] Messa[illegible]	Positive, Respectful Thoughts
I'm not g[illegible] enough.	
I don't fit in.	
People like me can't do this.	
I'm different, so I'm not as good.	
I always mess things up.	
Others are better than me.	
I should be like everyone else.	

Letter Write a reply to your friend, turning their negative thoughts into positive ones.

I hope you're doing well. I wanted to write to you because I've been feeling unsure about myself lately. Sometimes I compare myself to others and feel like I don't measure up.

At school, I hear people say things about what someone should look like or be good at, and it makes me doubt myself. I start thinking that because I'm different, I'm not as capab[illegible]portant as others.

I [illegible] that when others make jokes or assumptions, it affects how I see mys[illegible] it still makes me feel left out sometimes.

[illegible] ey[illegible] but I'm struggling to believe that those differences are okay. I re[illegible] feel [illegible]fident and accept who I am.

Thanks for [illegible] me think about this in a better way.

Your friend,
Isla

Dear Isla,

____

____

____

____

____

____

____

____

____

Your friend,

Storytime: Lina's Quiet Strength

Draw Draw pictures to illustrate the story

Lina loved art class, especially sketching trees during quiet mornings. At recess, though, she walked slowly, hugging her hoodie tight. S[illegible] eyes on her body, judging before knowing her heart.

One afternoon, a group of kids whispered near the swings. "She's too big to run," someone laughed. Another added, "People like her are just lazy." The words hit Lina like cold rain.

That night, Lina stared at her mirror. Her thoughts were loud and unkind. Then she remembered her aunt's words: "Your body tells one story, but your choices tell the truth." Lina took a deep breath.

The next day, when a classmate smirked and said, "You'd never finish the relay," Lina replied quietly, "I'm strong in my own way." Her voice shook, but she stood tall, and walked on.

In health class, the teacher spoke about self-image. "What we say matters," she explained. Lina listened closely. She wrote in her notebook: Think kind thoughts. Speak up. Support others.

During gym, Lina joined a walking club instead of hiding on the bench. Another girl, Maya, smiled and walked beside her. "I hate running," Maya admitted. Lina laughed. "Me too. But I love music."

Soon, Lina noticed changes. She stopped laughing at herself. She challenged jokes that hurt. When someone said, "She can't," Lina answered, "Watch me try." Trying felt brave, not embarrassing.

One day, a boy muttered, "Why are you even here?" Maya snapped back, "Because she belongs." Lina felt warmth spread through her chest. Support made her stronger than silence ever had.

At the school assembly, Lina shared a short speech. "Comments about bodies can hurt," she said. "We all deserve respect." The gym grew quiet, then filled with claps.

Walking home, Lina felt lighter. She still had hard days, but she knew what to think, say, and do. Lina smiled, proud of the story she was choosing to tell herself.

Ordering | Number the events from 1 (first) to 6 (last) to show what happened in the story.

	An adult or supportive moment helps her feel understood.
	She chooses not to believe the negative words anymore.
	Classmates make hurtful comments about her appearance.
	She feels proud, confident, and comfortable being herself.
	She begins to feel embarrassed and doubts herself.
	S[illegible]nds herself of her strengths and positive qualities.

Question[illegible] | [illegible] questions below.

1) What [illegible] of c[illegible]e made about the girl's appearance?

____

____

____

2) How did those comments affect how [illegible]

____

____

____

3) How did her behaviour change by the end?

____

____

____

Making Connections | What did this story teach you about self-image?

____

____

____

____

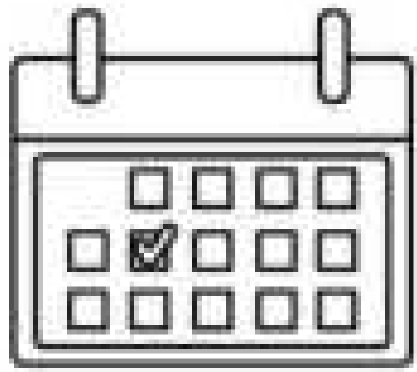
Activity – My Week of Positive Self-Talk

Objective — What are we learning about?

Students will learn how negative self-thoughts affect self-image and well-being by identifying unhelpful thoughts and practising positive self-talk strategies to build confidence and emotional health.

Materials — [illegible]at will you need for the activity?

- [illegible] Talk Planner (five-day temp[illegible]e)
- Self-talk [illegible] eet [illegible] hought → positive replac[illegible]
- Reflection journal or [illegible]er



Instructions — How will you compl[illegible] activi[illegible]

1) Introduction: Begin with a class discuss[illegible]ut [illegible]d how the way we talk to ourselves can affect how we fee[illegible]
2) Identify Self-Thoughts: Each day, students identify [illegible] they had about their self-image (appearance, abilities, or [illegible]
3) Create Positive Self-Talk: Students write a positive self-talk sta[illegible]nt to challenge the negative thought and replace it with a healthier message.
4) Daily Practice: Students practise using their positive self-talk during the day and record when they used it and how it helped.
5) Daily Check-In: At the end of each day, students reflect on whether the positive self-talk helped them feel more confident, calm, or supported.
6) End-of-Week Reflection: At the end of five days, students reflect on which strategies worked best and how positive self-talk supports a healthy self-image.

Reference | Self-Image and positive self-talk support

Common Negative Self-Talk and Healthy Replacements		
Self-Image Area	**Common Negative Self-Talk**	**Positive Self-Talk to Try**
Appearance	"I don't like how I look."	"My body is changing, and that is normal."
Ab[illegible]	"I'm not good at this."	"I am learning, and I can improve."
Mi[illegible]kes	"I [illegible]ays mess up."	"Mistakes help me learn."
Friendships	[illegible] with [illegible]	"I am a good friend and belong."
Schoolwork	"I'm not sm[illegible]nough"	[illegible]an try again or ask for help."
Sports / Activities	"Everyone is better than me[illegible]	[illegible]'t ne[illegible] the best to [illegible]
Speaking Up	"I'll sound silly."	"My voi[illegible]ers."
Comparing to Others	"I'm not like them."	"Everyone is different, including me."
Body Changes	"Something is wrong with me."	"Puberty happens differently for everyone."
Big Feelings	"I can't handle this."	"I can calm myself and get support."

Self-Image and Positive Self-Talk Planner

Monday						
Step	What I Do	My Writing				
1	Negative Self-Thought I Had					
2	What Triggered This Thought?(What happened?)					
3	Positive Self-Talk Replacement					
4	How Did My Positive Self-Talk Help Me Feel?	I felt calmer	I felt more confident	I felt less worried	It helped a little	It did not help yet

5) End-of-Day Reflection: How did positive self-talk affect my self-image today?

Name: ______________________

Self-Image and Positive Self-Talk Planner

Thursday						
Step	**What I Do**	**My Writing**				
1	**Negative Self-Thought I Had**					
2	**What [illegible] This Thought?(What happened?)**					
3	**Positive Self-Talk Replacement**					
4	**How Did My Positive Self-Talk Help Me Feel?**	I felt calmer	I felt more confident	I felt less worried	It helped a little	It did not help yet
5) End-of-Day Reflection: How did positive self-talk affect my self-image today?						

Self-Image and Positive Self-Talk Planner

Friday						
Step	**What I Do**	**My Writing**				
1	**Negative Self-Thought I Had**					
2	**What Triggered This Thought? (What happened?)**					
3	**Positive Self-Talk Replacement**					
4	**How Did My Positive Self-Talk Help Me Feel?**	I felt calmer	I felt more confident	I felt less worried	It helped a little	It did not help yet

5) End-of-Day Reflection: How did positive self-talk affect my self-image today?

Exploring Virtues

What Are Virtues?

Virtues are positive traits or qualities that help us behave in good ways. Some important virtues are honesty, kindness, and courage. Practising these virtues helps us grow as individuals and become better people.

Key Virtu[illegible]rn

Here a[illegible]s and what they mean:

- [illegible]sty: T[illegible]uth and being sincere.
- Kindnes[illegible]ndi[illegible]rous, and considerate to others.
- Courage: B[illegible]ave[illegible]hallenges, even when they are scary.

How Virtues Help Us Gro[illegible]

Practising virtues helps us in m[illegible]y w[illegible]nest, people trust us more. This can help us build strong friendsh[illegible]ndne[illegible]thers feel happy and supported, and it also makes us feel good ab[illegible]elve[illegible]helps us try new things and overcome fears, leading to personal g[illegible]

Applying Virtues in Daily Life

Here are some examples of how to practise these virtues:

- Honesty: If you find a lost wallet, return it to its owner.
- Kindness: Help a classmate who is having trouble with their homework.
- Courage: Speak up if you see someone being bullied, even if it's difficult.

Positive Outcomes of Practising Virtues

Practising these virtues can lead to many positive outcomes:

- Honesty: Builds trust and respect.
- Kindness: Creates a positive and supportive environment.
- Courage: Helps us overcome fears and face new challenges confidently.

Name: ____________________ 28

True or False	Circle whether the statement is true or false.

1) Practising virtues helps us grow as individuals.	True	False
2) Kindness means being friendly, generous, and considerate.	True	False
3) Courage involves avoiding challenges that are too scary.	True	False
4) Honesty means telling the truth and being sincere.	True	False
5) Virtues are negative traits that cause bad behaviour.	True	False

Define	... the following virtues mean?

1) Ho	
2) Integrity	
3) Fairness	
4) Humility	

Word Search	Find the words in the wordsearch.

Kindness	Gratitude
Honesty	Compassion
Respect	Humility
Courage	Loyalty
Generosity	Diligence
Patience	Integrity
Forgiveness	Empathy

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

Name: ____________________ 29

Identify: Identify the virtue demonstrated in each scenario.

a) Honesty	b) Kindness	c) Responsibility	d) Respect	e) Generosity
f) Diligence	g) Patience	h) Selflessness	i) Gratitude	j) Obedience
k) Compassion	l) Integrity	m) Sportsmanship	n) Courage	o) Perseverance

1)	[illegible]en studied hard every night for a week to prepare for his math test.
2)	[illegible] noticed the school playground was messy after lunch, so she spent [illegible] picking up the trash even though it wasn't her responsibility.
3)	S[illegible]mate forgot her lunch, so Sarah shared her own lunch with [illegible]
4)	[illegible] socc[illegible] a game, Liam encouraged his teammates and con[illegible]
5)	Lily saw [illegible] [illegible]p [illegible]d returned it to her immediately.
6)	Mia always thank[illegible] the [illegible] [illegible]r lunch every day.
7)	Jack saw his friend being [illegible]llied [illegible] [illegible]m by telling the teacher.
8)	Sam admitted to his teacher that [illegible] [illegible]lassroom vase.
9)	Chris always followed the school rules, even [illegible]
10)	During recess, Jason noticed a new student sitting [illegible] [illegible]d him to join his group of friends.
11)	Isabella and her team were struggling with their science experiment, but they kept trying different solutions until they succeeded.
12)	Olivia helped her younger sibling with homework even though she wanted to play video games.
13)	When it was time to work on a group project, Max listened to everyone's ideas and made sure each person had a chance to speak.
14)	Emily noticed that her friend was sad and offered a hug and some kind words.
15)	During a heated argument, Ava remained calm and tried to understand the other person's point of view.

Exit Cards

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

Name: ______________________ | Mark | |

Match each virtue to the example that best shows it.

	Honesty		A) Helping a classmate who is being left out at recess.
	Kindness		B) Listening politely when someone shares a different opinion.
	Courage		C) Speaking up when someone is being treated unfairly.
	Respect		D) Telling the truth after accidentally breaking something.

Name: ______________________ | Mark | |

Match each virtue to the example that best shows it.

	Honesty		A) Helping a classmate who is being left out at recess.
	Kindness		B) Listening politely when someone shares a different opinion.
	Courage		C) Speaking up when someone is being treated unfairly.
	Respect		D) Telling the truth after accidentally breaking something.

Name: ______________________ | Mark | |

Match each virtue to the example that best shows it.

	Honesty		A) Helping a classmate who is being left out at recess.
	Kindness		B) Listening politely when someone shares a different opinion.
	Courage		C) Speaking up when someone is being treated unfairly.
	Respect		D) Telling the truth after accidentally breaking something.

Name: ______________________ | Mark | |

Match each virtue to the example that best shows it.

	Honesty		A) Helping a classmate who is being left out at recess.
	Kindness		B) Listening politely when someone shares a different opinion.
	Courage		C) Speaking up when someone is being treated unfairly.
	Respect		D) Telling the truth after accidentally breaking something.

Memory Game – Self-Image and Personal Values

Objective — What are we learning about?

To assess students' understanding of how practising positive virtues and values helps build a strong self-image and supports respectful, confident, and healthy choices in daily life.

Materi[illegible] — [illegible] you need for the activity?

- Set of Me[illegible] ch group (provided)
- A small table or clear [illegible] fl[illegible]

Instructions — How will you complete [illegible] ivity?

1. Divide the class into groups of 3 or 4. Give [illegible] y Game cards. (Provided)
2. Have each group lay all the cards face down in a grid [illegible]
3. The students take turns flipping over two cards at a time, tryin[illegible] ching 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.

Name: ____________________

Cards	Memory Game Cards

Honesty	Telling the truth and being fair.
[illegible]	Being friendly, generous, and considerate.
Patience	[illegible]lm and waiting wit[illegible]stration.
Empathy	Understanding a[illegible]aring the feelings of others.
Respect	Treating others with kindness and consideration.

Cards | Memory Game Cards

Responsibility	Being reliable and making good choices.
[illegible]	Facing fears and taking risks for what is right.
Gratitude	[illegible]ting what you [illegible]ve [illegible] thankful.
Compassion	Showing conc[illegible]nd kindness to others.
Integrity	Doing the right thing, even when no one is watching.

Name: ______________________ 34

Cards | Memory Game Cards

Perseverance	Continuing to try, even when things are difficult.
Fo[illegible]s	Letting go of anger and resentment toward others.
Humility	[illegible] modest and not [illegible] too highly [illegible]lf.
Generosity	Willingness to [illegible] and share with others.
Fairness	Treating everyone equally and justly.

Cards | Memory Game Cards

Self-Discipline	Controlling one's emotions and actions.
[illegible]	Being faithful and devoted to someone or something.
Optimism	[illegible] positive and ho[illegible]ttitude.
Diligent	Working har[illegible] being dedicated.
Sincerity	Being genuine and honest in one's feelings and actions.

Name: ______________________ 37

Snowman – Important Qualities in People

Objective | What are we learning about?

Students will review important virtue vocabulary by playing a Snowman game that helps them practise spelling, understand meanings, and learn why these qualities matter in all people.

Material | [illegible] will you need for the activity?

- Whi[illegible]ard [illegible] paper
- Dry erase m[illegible] regu[illegible]
- List of vocabulary [illegible]
- Eraser or cloth for erasing

Instructions | How will you complete the acti[illegible]

1) Divide the class into two teams.
2) Select a vocabulary word from the unit without showi[illegible]
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 [illegible]rect 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: ______________________ 38

Optional Words You may use some of these words for your game.

Kindness	Honesty	Respect	Responsibility
Courage	Empathy	Fairness	Integrity
C[illegible]	Patience	Generosity	Humility
Perseveran[illegible]	G[illegible]	Diligence	Loyalty
Cooperation	Accep[illegible]nc[illegible]	[illegible]nce	Inclusiveness
Trustworthiness	Accountability	[illegible]	[illegible]ermination
Selflessness	Understanding	Sportsmanship	[illegible]
Forgiveness	Obedience	Leadership	Citizenship
Justice	Equality	Carefulness	Commitment
Responsiveness	Respectfulness	Dependability	Self-control

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 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

Changes to Emotions During Puberty

Emotions During Puberty

Puberty is a time when your body goes through a lot of changes as you grow from a child to an adult. Your body will start to develop and change in many ways, and your **emotions** might feel like they are [illegible] too. It is normal to feel a little confused or overw[illegible] these changes, but there are things you [illegible] feel better.

What Changes [illegible] Have [illegible] Emotions?

During puberty, you [illegible] emotions, such as feeling more sad, anxious, angry, or happy. [illegible] are feeling the way you do. You might also feel more **self-consc[illegible]**, [illegible] what other people think of you, or feel like you are not sure who you [illegible]more.

What Can You Do To Cope With Emotional Chang[illegible]

There are some ways to help you deal with these changes, including:

- Talk to someone you trust about how you are feeling. This could be a parent, teacher, counsellor, or another trusted adult.
- Take care of yourself. Make sure you are eating healthy foods, getting enough sleep, and exercising regularly.
- Try to remember that everyone goes through puberty, and it is a normal part of growing up. It might feel overwhelming at times, but it will not last forever. With time and patience, you will start to feel more comfortable with the changes happening in your body and emotions.

Name: ____________________ 42

Curriculum Connection

True or False | Circle whether the statement is true or false.

1) Your body changes inside and outside during puberty.	True	False
2) During puberty you will have changes in how you feel.	True	False
3) If you feel confused during puberty it is best to keep it to yourself.	True	False
4) Making healthy food choices and getting exercise is helpful.	True	False
5) You will be the only one who feels differently during puberty.	True	False

Visualization | What were you picturing while you were reading? Describe your picture.

Questions | Use information from the text to support your answers.

1) What kind of emotional changes can you expect during puberty?

2) What are some things you can do to feel better during puberty?

Exit Cards

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

Name: ____________________

Circle Fact or Fiction for each statement.

Mark

1) Puberty can cause sudden anger without a clear reason.	Fact
	Fiction
2) Feeling confused means something is wrong with you.	Fact
	Fiction
3) Worrying about others' opinions can increase during puberty.	Fact
	Fiction
4) Sleep and food can affect emotional balance.	Fact
	Fiction
5) Emotional changes during puberty last forever.	Fact
	Fiction

Name: ____________________

Circle Fact or Fiction for each statement.

Mark

1) Puberty can cause sudden anger without a clear reason.	Fact
	Fiction
2) Feeling confused means something is wrong with you.	Fact
	Fiction
3) Worrying about others' opinions can increase during puberty.	Fact
	Fiction
4) Sleep and food can affect emotional balance.	Fact
	Fiction
5) Emotional changes during puberty last forever.	Fact
	Fiction

Name: ____________________

Circle Fact or Fiction for each statement.

Mark

1) Puberty can cause sudden anger without a clear reason.	Fact
	Fiction
2) Feeling confused means something is wrong with you.	Fact
	Fiction
3) Worrying about others' opinions can increase during puberty.	Fact
	Fiction
4) Sleep and food can affect emotional balance.	Fact
	Fiction
5) Emotional changes during puberty last forever.	Fact
	Fiction

Name: ____________________

Circle Fact or Fiction for each statement.

Mark

1) Puberty can cause sudden anger without a clear reason.	Fact
	Fiction
2) Feeling confused means something is wrong with you.	Fact
	Fiction
3) Worrying about others' opinions can increase during puberty.	Fact
	Fiction
4) Sleep and food can affect emotional balance.	Fact
	Fiction
5) Emotional changes during puberty last forever.	Fact
	Fiction

Blog Post: Handling Big Feelings During Puberty

5 Real Ways to Handle Big Feelings During Puberty

Date: January 11, 2026 *Author: Ms. Taylor Hayes* *5-minute read*

If you've noticed your feelings getting bigger, faster, or harder to control lately, you're not imagining it. Puberty doesn't just change bodies — it changes emotions too. One minute you feel fine, and the next you feel angry, embarrassed, or overwhelmed for no clear reason. Th[illegible] because hormones affect the brain, not just physical growth.

Here are [illegible]rategies that actually help when emotions feel too heavy.

1) [illegible] Family meetings aren't about getting in trouble. They're a [illegible]nce to [illegible]bothering you before feelings build up. Even saying, "I don't know [illegible] good start.

2) **Write w[illegible]on't [illegible]**: Journaling works because it's private. Writing helps slow [illegible] th[illegible] confusing feelings clearer. Some kids write daily. Others o[illegible] ways count.

3) **Name the feeling, no[illegible]** [illegible] frustrated" or "I feel embarrassed" helps others understand [illegible] lead to better help and fewer misunderstandings.

4) **Find one safe adult**: A teacher, coach, co[illegible] or [illegible]ember can help explain what's normal and when to ask [illegible] ca[illegible] n't need to handle everything alone.

5) **Move your body on purpose**: Walking, stretching [illegible] release stress chemicals. Movement gives big feeli[illegible]

Puberty can feel confusing, but it doesn't mean something is [illegible] With the right tools, emotions become easier to manage — and you stay in con[illegible]

Comments:

Avery – January 11, 2026

Writing in a journal helps me understand my feelings before talking. When I know what I'm feeling, it's easier to explain things calmly to my parents.

Like Reply 1hr ago

Sam – January 11, 2026

I relate to that, Avery. Writing first makes family talks feel less awkward. It helps me say what I mean instead of getting upset or quiet.

Like Reply 30m ago

Name: ______________________ 47

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

1) Puberty changes emotions even without clear reasons.	Yes	No
2) Strong emotions mean something is wrong with you.	Yes	No
3) Hormones affect the brain, not just the body.	Yes	No
4) Moving your body can help release stress.	Yes	No
5) Big feelings should always be handled by yourself.	Yes	No

Questions [illegible] the questions below.

1) Wh [illegible] times appear suddenly during puberty?

____

____

____

2) How can journaling help [illegible]

____

____

____

3) Which strategy from the post seems most useful to [illegible]

____

____

____

Comment What comment would you post to the blog post?

____

____

____

____

Like Reply Just now

What Are Stereotypes?

What Is a Stereotype?

A **stereotype** is a belief about a group of people that is not always true. Stereotypes happen when people assume things about others based on their gender, race, interests, or abilities. [illegible] ideas are often unfair and can lead to hurtful tr[illegible] studies show that over 75% of kids hear [illegible]ypes before age 10.

Examples of St[illegible]

Stereotypes ca[illegible] eve[illegible]uding school, sports, and media. Here are some common examples:

- Gender Stereotypes: [illegible] ar[illegible]rts" or "Girls should play with dolls."
- Racial Stereotypes: "People from [illegible] the same."
- Interest Stereotypes: "Kids who [illegible]ath ca[illegible]"
- Ability Stereotypes: "A person with a dis[illegible] can't [illegible]ngs."

Why Stereotypes Are Harmful

Stereotypes can make people feel excluded or judged. Kids w[illegible] feel less confident or avoid activities they enjoy. Research shows th[illegible] experience stereotypes are less likely to try new things.

How to Challenge Stereotypes

It's important to think before making assumptions about others. Here are some ways to challenge stereotypes:

1) Get to Know People – Everyone is unique!
2) Speak Up – If you hear a stereotype, question it.
3) Include Everyone – Be open to different talents and interests.
4) Think Critically – Don't believe everything you see in movies or online.

Name: ____________________

Curriculum Connection

True or False — Circle whether the statement is true or false.

1) Stereotypes are always true for every person in a group.	True	False
2) Over 75% of kids hear stereotypes before age 10.	True	False
3) Stereotypes can lead to unfair treatment of others.	True	False
4) People who hear stereotypes may feel less confident.	True	False
5) Challenging stereotypes helps create a fairer world.	True	False

Questions — ... information from the text to support your answer.

1) W... your own words?

____

____

____

2) Give examples of two differ...

____

____

____

3) How can stereotypes affect how students feel?

____

____

____

Fill-in-the-Blanks — Fill-in-the-Blanks with the appropriate answer.

1) A ____________________ is a belief about a group of people that is not always true.
2) Over ____________________ of kids hear stereotypes before age 10.
3) Saying "only boys play soccer" is an example of a ____________________ stereotype.
4) Stereotypes can make people feel ____________________ or left out.
5) One way to challenge stereotypes is to ____________________ when you hear one.

Curriculum Connection

Exit Cards

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

Name: ____________________ | Mark

Circle Yes if it is a stereotype.
Circle No if it is not a stereotype.

1) "Boys don't cry."	Yes	No
2) "All rich people are selfish."	Yes	No
3) "Kids who wear glasses are smart."	Yes	No
4) "Anyone can be good at math with practice."	Yes	No
5) "People from that country are lazy."	Yes	No
6) "All teenagers are rude."	Yes	No
7) "Some people like art, others like sports."	Yes	No

Name: ____________________ | Mark

Circle Yes if it is a stereotype.
Circle No if it is not a stereotype.

1) "Boys don't cry."	Yes	No
2) "All rich people are selfish."	Yes	No
3) "Kids who wear glasses are smart."	Yes	No
4) "Anyone can be good at math with practice."	Yes	No
5) "People from that country are lazy."	Yes	No
6) "All teenagers are rude."	Yes	No
7) "Some people like art, others like sports."	Yes	No

Name: ____________________ | Mark

Circle Yes if it is a stereotype.
Circle No if it is not a stereotype.

1) "Boys don't cry."	Yes	No
2) "All rich people are selfish."	Yes	No
3) "Kids who wear glasses are smart."	Yes	No
4) "Anyone can be good at math with practice."	Yes	No
5) "People from that country are lazy."	Yes	No
6) "All teenagers are rude."	Yes	No
7) "Some people like art, others like sports."	Yes	No

Name: ____________________ | Mark

Circle Yes if it is a stereotype.
Circle No if it is not a stereotype.

1) "Boys don't cry."	Yes	No
2) "All rich people are selfish."	Yes	No
3) "Kids who wear glasses are smart."	Yes	No
4) "Anyone can be good at math with practice."	Yes	No
5) "People from that country are lazy."	Yes	No
6) "All teenagers are rude."	Yes	No
7) "Some people like art, others like sports."	Yes	No

Name: ______________________ 51

Stereotype or Not? Identifying Assumptions

Objective — What are we learning about?

Students will learn to identify stereotypes by listening to real-life situations, thinking critically, and deciding whether each statement is a stereotype or not through movement and discus

Materials — ... will you need for the activity?

- Situation c... st...ments (provided)
- A "Stereotyp...
- A "Not a Stereoty...
- Open space in the class... ...stu... safely

Instructions — How will you complete the ac...

1) The teacher will place a "Stereotype" sign on one ... ...room ... Not a Stereotype" sign on the other.
2) Students will stand in the middle of the classroom.
3) The teacher will read a short situation or statement aloud.
4) Students will decide if the statement is a stereotype or not.
5) If students think the statement is a stereotype, they move to the "Stereotype" side.
6) If students think the statement is not a stereotype, they move to the "Not a Stereotype" side.
7) Students stay in place while the class briefly discusses why they chose that side.
8) The teacher explains the correct answer and clears up misunderstandings.
9) Students return to the centre for the next situation.
10) The activity continues until all situations have been discussed.

Name: ______________________ 52

Stereotype or Not? | Read the statements to the class.

#	Statement	Answer
1	Girls deserve equal pay because they do the same jobs.	Not a Stereotype
2	All Asian students are naturally better at math.	Stereotype
3	Boys are expected to be leaders more than girls.	Stereotype
4	Any[illegible] succeed in school with support and effort.	Not a Stereotype
5	[illegible]milies have easier lives than others.	Stereotype
6	[illegible] should [illegible]truction or heavy jobs.	Stereotype
7	Intelligen[illegible] decide[illegible] or background.	Not a Stereotype
8	Boys are stronger [illegible] should [illegible]gh work.	Stereotype
9	People with disabilities ne[illegible]lp[illegible]	Stereotype
10	Having an accent does not mean [illegible]one is [illegible]	Not a Stereotype
11	Girls are better caregivers than boys by n[illegible]	Stereotype
12	Everyone deserves respect, regardless of gender[illegible]	[illegible] Stereotype
13	Kids who struggle in school are just lazy.	[illegible]
14	Success looks different for different people.	[illegible]tereotype
15	Boys should not choose jobs like teaching or nursing.	Stereotype
16	Hard work matters more than where someone comes from.	Not a Stereotype
17	All people from the same country behave similarly.	Stereotype
18	Girls are too emotional to make important decisions.	Stereotype
19	Interests should never be limited by gender expectations.	Not a Stereotype
20	Boys are naturally better at sports than girls.	Stereotype

[illegible]

Quiz Check-In This quiz will assess students' understanding of stereotypes discussed during the Stereotype or Not activity.

Name: ______________________ Mark: ______

Is the statement a stereotype or not?

1) Girls are naturally worse at math than boys.	Stereotype	Not a Stereotype
2) Boys should not cry or show strong emotions.	Stereotype	Not a Stereotype
3) Interests and abilities can change as people grow.	Stereotype	Not a Stereotype
4) Boys are better leaders than girls.	Stereotype	Not a Stereotype
5) Clothing does not decide someone's intelligence.	Stereotype	Not a Stereotype
6) Anyone can improve skills with practice.	Stereotype	Not a Stereotype

Name: ______________________ Mark: ______

Is the statement a stereotype or not?

1) Girls are naturally worse at math than boys.	Stereotype	Not a Stereotype
2) Boys should not cry or show strong emotions.	Stereotype	Not a Stereotype
3) Interests and abilities can change as people grow.	Stereotype	Not a Stereotype
4) Boys are better leaders than girls.	Stereotype	Not a Stereotype
5) Clothing does not decide someone's intelligence.	Stereotype	Not a Stereotype
6) Anyone can improve skills with practice.	Stereotype	Not a Stereotype

Name: ______________________ Mark: ______

Is the statement a stereotype or not?

1) Girls are naturally worse at math than boys.	Stereotype	Not a Stereotype
2) Boys should not cry or show strong emotions.	Stereotype	Not a Stereotype
3) Interests and abilities can change as people grow.	Stereotype	Not a Stereotype
4) Boys are better leaders than girls.	Stereotype	Not a Stereotype
5) Clothing does not decide someone's intelligence.	Stereotype	Not a Stereotype
6) Anyone can improve skills with practice.	Stereotype	Not a Stereotype

Name: ______________________ 54

Activity - Stereotype Sorting Game

Objective — What are we learning about?

Students will learn to identify stereotypes and understand their harmful impact by sorting statements or pictures into categories. They will brainstorm ways to challenge stereotypes in their daily lives.

Materials — What will you need for the activity?

- [illegible] paper
- Mar[illegible] or [illegible]
- Poster or [illegible] "[illegible]types" and "Non-Stereotypes"
- Optional: printe[illegible] that represent stereotyp[illegible]n-s[illegible]l ideas

Instructions — How will you comp[illegible] acti[illegible]

1) Prepare index cards with written state[illegible] r p[illegible] present stereotypes (e.g., "Boys are better at math[illegible] (e.g. "Anyone can be good at math with effort").
2) Divide the class into small groups and give each gr[illegible] m[illegible] and non-stereotype cards.
3) Ask the groups to discuss each card and decide if it belongs in t[illegible] "Stereotypes" or "Non-Stereotypes" category. Have them match up the stereotype with the non-stereotype.
4) Prepare the poster by drawing a t-table with stereotypes on one side and non-stereotype on the other. Once the cards are sorted, have each group stick their cards on the correct spot on the table.
5) As a class, review the sorted cards, discussing why each statement belongs in its chosen category.
6) End the activity by brainstorming ways students can challenge stereotypes in their daily lives, such as speaking up when they hear one or encouraging others to try new things.

Name: ______________________ 55

Instruction | List of stereotypes and non-stereotypes

Boys are better at math.	Everyone has emotions, and it's okay to express them.
Girls can't play sports as well as boys.	Taking care of others is for everyone, not just girls.
[illegible] cry.	People should pursue what they love, no matter their gender.
Girls are [illegible] emotio[illegible]	Cooking and cleaning are life skills for everyone.
Only boys can play video gam[illegible]	[illegible]ls and boys can both be [illegible]ghters, doctors, or [illegible]chers.
Girls are better at taking care of others.	[illegible] at math [illegible] ef[illegible]
Boys should always like science and engineering.	Both boys and [illegible] at sports.
Girls aren't strong enough for physical jobs.	Anyone can succeed in science or engineering.
Boys shouldn't do chores like cooking or cleaning.	Strength doesn't depend on whether you're a boy or a girl.
Certain jobs, like firefighters, are only for men.	Both boys and girls can enjoy video games.

Instruction Brainstorming chart: how to challenge stereotypes

Stereotype Example	Why It's Harmful	How to Challenge It
"Boys are better at math."	It discourages girls from trying their best in math.	Encourage everyone to practise and work hard in math.
"Girls c[illegible] sport[illegible]	[illegible] makes girls feel [illegible]ded from sports [illegible]ities.	Invite everyone to join sports and celebrate their efforts.
"Boys don't cry."	It for[illegible] boys t[illegible] their emotio[illegible]ch is unhea[illegible]	[illegible]ormalize talking [illegible] emotions and [illegible] feelings.
"Only girls cook and clean."	It reinforces gender roles and limits life skills.	Teach e[illegible]one life skills, like cooking and cleaning.
"Some jobs are only for men."	It prevents people from pursuing careers they enjoy.	Highlight examples of women and men succeeding in all fields.

Name: ____________________

Stereotypes	Non-Stereotypes

Name: ______________________ 59

Rubric | How did you do on the activity?

Criteria	Insufficient (1)	Satisfactory (2)	Good (3)	Excellent (4)
Understanding	Struggles to identify stereotypes.	Identifies some stereotypes.	Accurately identifies and explains stereotypes.	Clearly explains stereotypes and why they are harmful.
Participa[illegible]	Rarely participates in activity.	Participates occasionally.	Actively participates and contributes.	Fully engaged and consistently contributes ideas.
Brain[illegible]ng	[illegible] to [illegible]	Provides basic ideas.	Suggests meaningful ideas.	Offers thoughtful and creative strategies.
Collaboration	[illegible] othe[illegible]	[illegible] with the [illegible]	Contributes meaningfully to the group.	Actively collaborates and encourages others.
Creativity	Lacks creativity in responses.	[illegible] some creativ[illegible]	[illegible]ates cre[illegible]	Consistently provides unique and creative ideas.

Teacher Comments

____

____

____

____

[illegible]ark

Student Reflection – How did you do on this assignment? What could you do better?

____

____

____

____

Name: ______________________ 60

What Is Discrimination?

Noah loved playing soccer at recess. One day, he noticed his classmate Maya standing near the field, watching the game. "Can I play?" she asked. One of the other kids shook his head. "Girls aren't as good at soccer," he said. Noah felt uncomfortable. He knew this wasn't fair.

... happened to Maya is called discrimi... ...ination happens when som... ...ecause of things like their ...nde... ...abilities. Studies show ... of ... Canada say they hav... school.

Discrimination can happen ... ways ... times, people are excluded from activities, like Maya. Other times, pe... migh... hu... ...mments about their race, culture, or beliefs. Even small actions ca... ...eop... ...ome.

Noah knew that discrimination can make p... ...ad, ... or left out. Research shows that students who experience discriminatio... ...n ... esteem and trouble focusing in school. He didn't want Maya to feel ...

Noah remembered that speaking up can make a difference. He said, "Everyone should get a chance to play. Maya is great at soccer!" The other kids thought about it and agreed. Maya joined the game, smiling.

Noah felt proud for standing up. It's important to challenge discrimination so everyone feels included and respected. Even small actions, like speaking up, can help create a fairer world for everyone.

True or False Circle whether the statement is true or false.

1) Kids cannot do anything to help stop discrimination.	True	False
2) Treating people unfairly based on religion is discrimination.	True	False
3) Everyone should have an equal chance to participate in activities.	True	False
4) It is important to include everyone, no matter their differences.	True	False
5) People are always aware when they are being unfair to others.	True	False

Questions [illegible] information from the text to support your answer.

1) W[illegible]

____

____

____

2) What are two things students can do [illegible] discr[illegible]

____

____

____

Ordering Number the events from 1 (first) to 6 (last) to show what happ[illegible] in the story.

	One of the kids said that girls aren't good at soccer.
	Noah noticed that Maya was being excluded from the soccer game.
	The group agreed, and Maya happily joined the game.
	Noah realized this was discrimination and felt uncomfortable.
	Noah told the others that Maya should get a chance to play.
	He remembered that speaking up can help stop unfair treatment.

Hi, I'm Maya.

Today I'm sitting at my desk, writing in my journal. As you colour me, read what I wrote today.

"Today someone joked about my skin colour during group work."

"I wrote because I didn't want those words stuck inside me."

"The... ed bu... tig... d he..."

"I reminded myself my skin tells a story of strength and family."

"I kept thinking about the words even after class ended."

"I am proud of who I am, even when others are wrong."

"...eir ...t get t... e you."

Name: ______________________ 64

Interview: How Prejudice Shapes Africa's Image

Student: Hi, thanks for talking with me. What does prejudice mean?

Expert (Historian): Prejudice means having a negative belief about a group without knowing the facts.

Student: Can prejudice affect how people see whole places?

Expert: Yes. Prejudice can create false images of countries and continents.

Student: [illegible] hat happens with Africa?

Expert: [illegible] is sometimes shown only as po[illegible] is not accurate.

Stude[illegible] is th[illegible] real?

Expert: Africa [illegible] wi[illegible] **ntries**, large cities, uni[illegible] usin[illegible] technology.

Student: But why do peop[illegible] same?

Expert: Prejudice ignores diversity. Afr[illegible] er **1.4 billion people** and **2,000 languages**.

Student: Are there modern cities in Africa?

Expert: Yes. Cities like **Lagos, Addis Ababa, Nairob**[illegible] f people and modern buildings.

Student: Where do false ideas about Africa come from?

Expert: Media, old history books, and charity ads sometimes show [illegible]

Student: Does that hurt people?

Expert: Yes. Prejudice can make Africans seem less capable or less important, which is unfair.

Student: Is Africa growing and changing today?

Expert: Very much. Africa has fast-growing economies, doctors, scientists, artists, and athletes.

Student: How can students challenge this prejudice?

Expert: Learn facts, ask questions, and avoid judging places by one image.

Student: Why is that important?

Expert: Understanding the truth helps replace prejudice with respect.

Name: ____________________ 65

Questions | Answer the questions below.

1) What does prejudice mean in your own words?

____

____

____

2) How do… prejudice affect how Africa is viewed?

____

____

____

3) Why can fa… harm… people?

____

____

____

Two Truths and a Lie | Read each group. Tick… two… Mark ✗ the one lie.

	Prejudice can affect first impressions.
	Prejudice ignores individual differences.
	Prejudice is based on strong evidence.

	…people are j…
	Prejudi… alw… learning facts…
	Prejudice can be p… down over time.

Questioning | Write 2 questions you would ask the historian about how prejudice creates false images of people or places.

1)	____
2)	____

Fact Sheet: Understanding Privilege

What Is Privilege?
Privilege means having advantages that make life easier for some people. These advantages can include money, education, safe housing, or access to health care. People can have privilege without choosing it or noticing it.

Types of Privilege
Privilege can show up in many ways, including:

- **Educ... privilege:** Some students attend schools with ... technology, and support ...
- **Wealth privilege:** ... with more money can afford tut... ...ities.
- **Access privilege:** ... closer to hospitals, libraries ...

In Canada, students from ... are more likely to graduate high school ... from low-income families.

Lack of Privilege
Lack of privilege means facing barriers that others ... not. Students may have fewer learning tools, less time for homework, or fewer chances to join activities. These challenges are not caused by effort or ability. Children from families with lower incomes are more likely to experience food insecurity, which can affect focus and learning at school.

How Privilege Affects Identity
... shape how ... selves and ... with more ... fewer ... left out or blamed ... things they cannot control.

In Canada, racialized and Indigenous communities are more likely to face barriers in education, health care, and employment due to long-standing unfair systems.

Unexamined Privilege
Unexamined privilege happens when people do not notice their advantages. This can lead to unfair judgments, such as thinking others are lazy or careless. These ideas can turn into stereotypes.

Why This Matters
When privilege is ignored, discrimination can grow. Learning about privilege helps students understand fairness, challenge bias, and treat others with respect.

Name: ______________________ 69

Matching	Match each word to the correct meaning.

Education privilege ◯	◯ Facing barriers not caused by effort or ability
Wealth privilege ◯	◯ Living close to hospitals and libraries
Access privilege ◯	◯ Not noticing advantages and judging others unfairly
Unexamined privilege ◯	◯ Having more books, technology, and school support
Lack of privilege ◯	◯ Having more money for food, tutors, and activities

Questions	[illegible]rmation from the text to support your answer.

1) How [illegible] access [illegible] affect daily life?

____

____

2) How can privilege affect grad[illegible]

____

____

3) Why is lack of privilege not caused by ability or effort?

____

____

Fact or Myth	Circle whether each statement is a fact or a myth.

1) Privilege always comes from hard work alone.	Fact	Myth
2) Some people have advantages they did not choose.	Fact	Myth
3) Privilege is always easy to notice.	Fact	Myth
4) Lack of privilege can create barriers at school.	Fact	Myth
5) Unexamined privilege can lead to unfair judgments.	Fact	Myth

Role Play – Identity, Self-Image, and Well-Being

Objective What are we learning about?

Students will explore how personal identity, self-image, and well-being are connected. They will act out real-life situations that show how stereotypes, privilege, media messages, and the actions of others can affect how people see themselves. Students will practise empathy, critical thinking, and positive strategies for supporting their own self-image and the well-being of others.

Materials What will we need for our activity?

- Scenario cards (real-life situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch

Instructions How will we complete the activity?

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that [illegible] related to the topic being studied.
3. Give out roles to each student in the group, assigning them characters 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.

Name: ______________________ 72

[illegible]

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show imagination and effort. Make your character believable through actions, expressions, and reactions.
Voice	Speak clearly and at an appropriate volume. Use a voice that matches your character and the situation.
Movemen[illegible]	Use body movements and actions that match what your character is [illegible]oing in the scene.
Stay in [illegible]	[illegible] in character from start to finish, even when the scene feels [illegible] or funny.
Teamw[illegible]k	[illegible]atively with your group. Share ideas, listen to others, and [illegible]bers.

Scenario Cards [illegible]

Scenario		[illegible]
1	Self-Image at School	Sam is a confident studen[illegible] at school. In class, Sam compares grades, clot[illegible] and [illegible] Friends talk about who is "smart" or "popular," and S[illegible] a class activity, Sam hesitates to share ideas, worr[illegible] encourages participation, while classmates react in [illegible] Lat[illegible] reflects alone, thinking about appearance, abilities, [illegible] members describe Sam positively, creating con[illegible] comments, reactions, and self-talk shape how Sam se[illegible] moments show how beliefs slowly build self-image th[illegible] and reflection.
2	Trusting Health Information	Riley feels confused after seeing health advice online. One video promises quick results, while another gives opposite advice. At school, friends argue about which source is true. In class, students examine different health websites, posts, and advertisements. Riley notices some sources show evidence and experts, while others rely on opinions or strong language. A teacher asks questions about reliability, authors, and purpose. Later, Riley discusses the information with family members, comparing what seems trustworthy. Over several scenes, Riley learns how choices about sources affect understanding and decisions. The situation highlights how evaluating reliability helps protect well-being and prevents misinformation from shaping beliefs.

Name: ______________________ 73

[illegible]

Scenario Cards | Cut out the topics below.

Scenario		Description
3	Valuing People for Who They Are	In a classroom discussion, students list qualities they admire. Some mention strength, popularity, or appearance. Others mention kindness, honesty, and effort. Alex notices that classmates judge people differently based on gender, culture, or abilities. During group work, a student is ignored because they seem quiet. Later, the same student helps solve a problem. Reactions shift. Conversations continue at lunch and after school. Alex reflects on how true [illegible] comes from character, not surface traits. Through changing interactions [illegible]udes, the class begins to recognize important qualities that matter in [illegible]ardless of differences, building respect and inclusion within the [illegible]
4	Understanding Stereotypes	Du[illegible] joke is made about a certain group of people. Some st[illegible] othe[illegible] uncomfortable. The comment leads to assumptions abou[illegible] and [illegible]ter, a class discussion introduces the words stereoty[illegible]tion. Students connect the joke to unfair treatment. In [illegible]e, [illegible] experiences exclusion because of a label placed on [illegible] silence to support. Over time, characters recognize [illegible] people and lead to unfair actions. The situation show[illegible] how prejudice grows, and how discrimination affects in[illegible]ially.
5	How Prejudice Develops	Marcus hears repeated comments a[illegible] cert[illegible] peers and media. At first, Marcus feels unsure but stays [illegible] feel familiar and normal. In class, a story challenges th[illegible] Mar[illegible]ces the gap between assumptions and reality. Conversation[illegible] little evidence supports the prejudice. A trusted adult e[illegible] of knowledge influence thinking. Across several moments, [illegible] how beliefs slowly form through repetition. The situation shows h[illegible]dice develops when stereotypes go unchallenged and how question[illegible] ideas can change understanding, improve empathy, and support healthier relationships in school and community settings.
6	Effects of Stereotyping	Leah enjoys school but begins withdrawing after repeated comments about her abilities. Classmates expect her to fail and treat her differently. Teachers notice changes in participation. At home, Leah expresses frustration and self-doubt. In a later scene, a supportive peer challenges the stereotype publicly. Reactions vary, creating tension and reflection. Over time, Leah's confidence slowly returns, but the impact remains. The situation shows how stereotyping affects emotions, self-worth, and motivation. It highlights the harm caused by labels and how support can reduce damage. The story focuses on personal and social effects, emphasizing why stereotypes hurt both individuals and communities.

Scenario Cards | Cut out the topics below.

Scenario		Description
7	Influences on Self-Image	Omar feels pressure from many directions. Family expectations focus on responsibility and success. Friends value popularity and confidence. Media images promote unrealistic standards. At school, comments about appearance and performance increase Omar's stress. During a health lesson, students discuss influences on self-image. Omar begins noticing how outside voices shape thoughts and feelings. Conversations with family and peers reveal [illegible] values. Over time, Omar reflects on which beliefs truly matter. The [illegible] shows how self-image is shaped by others and culture. It highlights [illegible] of awareness when balancing expectations, values, and [illegible] to support emotional well-being and confidence.
8	Supporting Positive Self-Image	[illegible] makes a negative comment about someone's [illegible] react differently. One laughs, another stays silent, [illegible] comment respectfully. Later, the class discusses how wo[illegible] scene, students practise giving supportive feedback du[illegible] who was previously quiet begins speaking more [illegible], language, and choices shape the classroom environm[illegible] people can think, say, and do things that support positive [illegible] everyday moments where kindness, awareness, and co[illegible] spaces for everyone.
9	Expressing Puberty Feelings	Taylor experiences mood changes [illegible]. Friends joke about changes, making Taylor uncom[illegible] explain physical and emotional changes. Taylor fe[illegible]. At home, a family meeting allows open discussion. Later [illegible] journal, expressing thoughts and worries. Over se[illegible] safe ways to express feelings. Support from trusted ad[illegible] peers helps reduce anxiety. The situation focuses on emo[illegible], showing how healthy strategies support well-being during ch[illegible]. It highlights communication, reflection, and support as tools for managing feelings linked to growing up.
10	Media Messages and Identity	Maya watches shows and scrolls social media daily. Characters and ads present narrow images of beauty, success, and strength. At school, classmates repeat these messages. During a lesson, students analyze media portrayals and bias. Maya notices patterns and missing voices. Conversations with friends reveal shared pressure. Later, Maya challenges a misleading message during discussion. Over time, Maya becomes more critical of media influence. The situation shows how media can misinform and shape identity. It focuses on recognizing bias, questioning messages, and understanding how media impacts beliefs about self and others in powerful but often hidden ways.

Name: ______________________

Curriculum Connection

My Role: Draw a picture of what your character did during the role-play.

Name: ____________________ 7A

[illegible]

Rubric | How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Very little effort shown	Some effort, limited detail	Creative and thoughtful	Highly creative and engaging
Voice	Difficult to hear or unclear	Sometimes clear	Clear and appropriate	Always clear, expressive, and confident
M[illegible]	[illegible]ents did [illegible]tch	Some matching movements	Movements matched well	Movements were purposeful and effective
Stay in Role	[illegible]n ou[illegible]	[illegible]etimes in [illegible]ter	Mostly stayed in character	Stayed in character throughout
Teamwork	Did not wor[illegible] well with group	[illegible]tion	[illegible]orked well [illegible]h group	Excellant cooperation and support

Teacher Comments

____

____

____

____

Mark

Student Comments – What Could You Do Better?

____

____

____

____

____

Name: ______________________ 77

Total
/

Unit Test

Personal Identity and Well-Being

Mark	/

1. Which example best reflects positive self-talk?

a) "Others are better than me"

b) "I failed, so I quit"

c) "I can improve with effort"

d) "I shoul[illegible]erfect"

2. Negative self-talk is harmful because it can:

a) Change how someone sees themselves

b) Make feelings stronger

c) Come from others

d) Happen often

3. Which [illegible] media influence on self-im[illegible]

a) A [illegible]ving a[illegible]

b) A show sho[illegible]

c) A teacher givi[illegible]ck

d) Learning a new skil[illegible]

4. Which action best challenges discrimination?

a) Staying quiet

b) Laughing it off

c) Speaking up respectfully

[illegible] Walking away

5. Which is a clear stereotyp[illegible]

a) People like different sports

b) Only boys are good at soccer

c) Practice helps skills

d) Everyone can improve

[illegible]ge means having:

[illegible] that make life easier

b) B[illegible]

[illegible] conf[illegible]

d) M[illegible]

7. "I never noticed how easy school is for me," a student reflects.

a) Guilt

b) Awareness of privilege

c) Confidence

d) Stereotyping

8. "One m[illegible]e[illegible]," says Ella. This is be[illegible]c[illegible]

a) Weak control

b) Poor sleep

c) Bad choices

d) Mood swings

9. Self-image can be shaped by which of the following?

a) Feedback from friends

b) Family expectations

c) Media messages

d) All of the above

10. Self-image is best defined as a person's:

a) Physical appearance only

b) Thoughts about their abilities, looks, and belonging

c) Reputation among peers

d) Emotions during difficult moments

Define List three virtues/values and explain each with one example.

Mark	/

Short Answer Answer [illegible] ions be[illegible]

Mark	/

1) Explain how negative self-talk can c[illegible] a p[illegible] feels about themselves.

2) What does positive self-talk mean? Give one example.

3) What is privilege? Explain how it can affect students differently at school.

Long Answer | Answer the questions below

Mark | /

1) Explain how self-image can be shaped by family, friends, and media. Include at least two examples and explain how these influences can affect a student's confidence or choices.

2) Describe the difference between a stereotyp[illegible] scri[illegible] lain why both are harmful and give one way students can challenge [illegible]

Workbook Preview

Grade 5 Health Unit

Violence and Abuse in Relationships

	Curriculum Expectations	Pages
USC5.5a	Review qualities of healthy relationships.	6-7
USC5.5b	Determine that abuse is used to gain or maintain power and control over another person(s).	10-13, 67-72
USC5.5c	Investigate the different types of abuse.	10-18
USC5.5d	Ask questions and seek answers for deeper understanding.	21-28
USC5.5e	Recognize warning signals of unhealthy/abusive relationships.	8-9, 14-20, 29-43, 45-47, 49, 67-72
USC5.5		42-43, 47
USC5.5		-18, 44, 49
USC5.5		48
USC5.5i	Explain how to access local violence and abuse prevention services and supports.	21-28, 57-66
USC5.5j	Discuss possible challenges and solutions to accessing local supports and services.	57-66
USC5.5k	Examine the possible short and long-term consequences of violence and/or abuse on self and others.	21-28, 40-41, 44, 48, 57-72
AP5.1a	Identify the elements of effective action plans, including what will be done, who will be involved, where it will take place, when it will take place, and why this action is being taken.	50-56
AP5.1b	Identify the supports needed to carry out the action plan.	50-56
AP5.1c	Carry out, with guidance, the steps identified in the design of the action plan.	50-56
AP5.1d	Reflect on if the goal was achieved in order to guide future application.	50-56

VIOLENCE AND ABUSE IN RELATIONSHIPS

Name: ______________________ 6

Qualities of Healthy Relationships

Instruction Think about your relationships at school and at home. Answer in full sentences.

1) What do you think a healthy relationship is?

____

____

2) How sh[illegible]le treat each other in a healthy relationship?

____

____

3) How do you [illegible]ou a[illegible]lthy relationship?

____

____

4) Name one thing that should never h[illegible]hea[illegible]ationship.

____

____

Guided Vocabulary Qualities of Healthy Relationships

Respect	Listening, using kind words, and caring about ot[illegible]
Honesty	Telling the truth and not lying or hiding important thi[illegible]
Reliability	Keeping promises and being there when someone needs you
Kindness	Helping others, encouraging them, and not hurting them
Safety	Feeling calm, protected, and not scared or worried
Trust	Believing someone will treat you fairly and do the right thing
Support	Helping others succeed and standing by them in hard times
Fairness	Treating people equally and not taking advantage of others
Communication	Talking and listening in a clear and respectful way
Boundaries	Respecting personal space, feelings, and limits

Name: ______________________ 7

Matching Read each scenario and match it to the healthy relationship quality it shows.

Respect ◯	◯ A student invites someone sitting alone to join their game at recess.
Honesty ◯	◯ Two people calmly explain their feelings and listen without interrupting.
Reliability ◯	◯ You share a personal secret because you believe the person will not tell others.
K ◯	◯ A classmate admits they broke your pencil instead of lying about it.
	◯ Everyone in the group follows the same rules and takes turns equally.
T	◯ You feel calm and relaxed around someone because they never threaten or scare you.
Support ◯	A friend asks before borrowing your phone accepts "no" without arguing.
Fairness ◯	ts for you to finish speaking and fun of your opinion.
Communication ◯	A te u on and helps you p or a sentation.
Boundaries ◯	◯ A p ws up every day and their d work.

Questions Answer the questions below.

1) How many of the healthy relationship qualities do you notice in your fr			
☐ 0–2	☐ 3–5	☐ 6–8	☐ 9–10
2) Which two qualities do you notice most often in your friendships?			
3) How many of the healthy relationship qualities do you notice in your family?			
☐ 0–2	☐ 3–5	☐ 6–8	
4) Which two qualities do you notice most often in your family relationships?			

PREVIEW

Name: ______________________

Traits of Unhealthy Relationships

Instruction Think about your relationships at school and at home. Answer in full sentences.

1) What do you think an unhealthy relationship is?

____

____

2) How do [illegible]eat each other in an unhealthy relationship?

____

____

3) How do peop[illegible]l in [illegible]thy relationship?

____

____

4) Name one warning sign of an u[illegible]

____

____

Guided Vocabulary Traits of Unhealthy Relationships

Bullying	Repeated teasing, name-calling, or hurti[illegible] purpose
Controlling Behaviour	Telling someone what to do, who to talk to, [illegible]w to act
Threatening Behaviour	Using words or actions to scare someone into obeying
Emotional Abuse	Insults, humiliation, or making someone feel worthless
Manipulation	Guilt-tripping or twisting the truth to get your way
Blaming	Making others feel responsible for your own harmful behaviour
Forced Isolation	Pressuring someone to stay away from friends or family
Intimidation	Using anger, size, or fear to control others
Boundary Violations	Ignoring "no" or pushing past personal limits
Disrespect	Mocking feelings, laughing at concerns, or ignoring needs

Name: ______________________ 9

Matching — Read each scenario and match it to the unhealthy relationship trait.

Trait			Scenario
Bullying	◯	◯	A classmate says, "If you don't do this, it proves you don't care about me."
Controlling Behaviour	◯	◯	A person tells you that you are worthless and never good enough.
Threatening Behaviour	◯	◯	A student tells others not to talk to a classmate so people will think that student is not cool.
Emotiona[l]	◯	◯	A person keeps borrowing your belongings even after you clearly say no each time.
		◯	A student repeatedly calls another student mean names every day at recess.
Blam[...]		◯	Someone stands very close and blocks your way to scare you into staying silent.
Forced Isolation	◯		[...]end says you must dress a certain way and [...]t if you choose differently.
Intimidation	◯		[...] their eyes and laughs when you [...] important to you.
Boundary Violations	◯		[...] you if you tell anyo[...]
Disrespect	◯	◯	After s[...] says it is your fault [...]

Questions — Answer the questions below.

1) How many of the unhealthy relationship traits do you notice in conflict[s with] friends?			
☐ 0–2	☐ 3–5	☐ 6–8	☐ 9–10

2) Which two unhealthy traits do you notice most often in friendships at school?	

3) How many of the unhealthy relationship traits do you notice in family relationships?			
☐ 0–2	☐ 3–5	☐ 6–8	

4) Which two unhealthy traits do you notice most often in family relationships?	

Fact Sheet: Types of Abuse

Abuse, Power, and Control

Abuse happens when one person uses **power and control** to hurt or control another person. The goal of abuse is not an accident or a loss of temper. It is a choice made to gain control over someone else's actions, feelings, or decisions. Abuse can happen between adults, between young people, or toward children.

Physical A

Physical ... using force to hurt someone's body ... g, kicking, pushing, or shak... ort tens of thousands of physical ... Physical abuse often causes bruise... but it can also cause fear. Many ... who ... physical abuse are hurt by s...

Emotional and Mental Abuse

Emotional and mental abuse use words ... control feelings and thoughts. This can ... name calling, threats, insults, or constant blaming. Th... of abuse is very common and can happen daily. Emotional abuse can lower self-esteem and make people feel scared, confused, or worthless, even when there are no visible injuries.

Sexual Abuse

Sexual abuse happens when someone is forced, pressured, or tricked into sexual actions. This includes unwanted touching or sharing sexual images. In Canada, many sexual abuse cases involve children and teens, and most victims know the person who harmed them. Sexual abuse is always the fault of the abuser, never the victim.

Spiritu...

Spiritual ... beliefs or traditions to ... ol someone. This may include saying someone will be punished for not obeying or stopping them from practising their beliefs. This type of abuse can make people feel trapped or guilty.

Economic Abuse

Economic abuse means controlling money or belongings. This can include taking money, stopping someone from working, or controlling how money is spent. Economic abuse is used to make someone depend on the abuser and feel unable to leave or get help.

Name: ______________________ 11

Define | Explain each type of abuse below in your own words and give one example.

Physical Abuse	
Sexual Abuse	
Emotional Abuse	

PREVIEW

Agree or Disagree | Read [illegible] statement[illegible] Write Agree or Disagree.

1) Abuse always involves physical force.	
2) Power and control are reasons abuse continues.	
3) Emotional abuse must include shouting.	
4) Spiritual beliefs can be used to control others.	
5) Abuse is a choice, not an accident.	
6) Fear can exist without physical harm.	
7) Abuse only happens to adults.	

Questioning | Write 2 questions you have about the reading.

1)	
2)	

Name: ______________________ 12

Instruction Write the abuse type beside each scenario.

1	A student says, "You are stupid and worthless," every day to make another student feel bad about themselves.	
2	A person says, "God will punish you if you do not follow my rules," to control someone's actions.	
3	Someone says, "Send pictures of your private body parts or I will tell everyone your secrets."	
4	A pe[illegible]ps all the money and says, "You are not allow[illegible] food or school supplies."	
5	[illegible] person hits and pushes someone [illegible] them [illegible]ey want.	
6	A person [illegible]ou[illegible] for making me angry," after hurt[illegible]e, so[illegible]uilty.	
7	A person stops [illegible]heir beliefs and says they are no[illegible] bo[illegible]rently.	
8	A person raises their fist [illegible] someone if they do not obey.	
9	Someone takes another person's al[illegible]ance a[illegible] how every dollar is spent.	
10	A person touches another child's private body [illegible] tells them not to tell anyone.	

Questions Answer the questions below.

1) Which abuse type do you think is hardest to notice? Why?

____

____

____

2) How might abuse affect learning at school?

____

____

____

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, C or D) beside each abuse type.

	Physical		A) Using beliefs or traditions to control behaviour
	Economic		B) Using words or actions to control feelings and thoughts
	Emotional/Mental		C) Using force to hurt someone's body
	Spiritual		D) Controlling money or belongings to limit independence

Name: ______________________ | Mark | |

Write the correct letter (A, B, C or D) beside each abuse type.

	Physical		A) Using beliefs or traditions to control behaviour
	Economic		B) Using words or actions to control feelings and thoughts
	Emotional/Mental		C) Using force to hurt someone's body
	Spiritual		D) Controlling money or belongings to limit independence

Name: ______________________ | Mark | |

Write the correct letter (A, B, C or D) beside each abuse type.

	Physical		A) Using beliefs or traditions to control behaviour
	Economic		B) Using words or actions to control feelings and thoughts
	Emotional/Mental		C) Using force to hurt someone's body
	Spiritual		D) Controlling money or belongings to limit independence

Name: ______________________ | Mark | |

Write the correct letter (A, B, C or D) beside each abuse type.

	Physical		A) Using beliefs or traditions to control behaviour
	Economic		B) Using words or actions to control feelings and thoughts
	Emotional/Mental		C) Using force to hurt someone's body
	Spiritual		D) Controlling money or belongings to limit independence

Name: ______________________ 1A

Matching Game – Types of Abuse

Objective What are we learning about?

To assess students' understanding of different types of abuse and help them recognize which types are most commonly noticed in school or everyday situations, including how these bef... rs affect safety, feelings, and relationships.

Materi... ... you need for the activity?

- Set of ma... r e... up (scenario cards and typ... (pr...
- A small table or clear ... fl...

Instructions How will you complete ... ctivity?

1) Divide the class into groups of 3 or 4 and gi... f matching cards.
2) Have each group lay all the cards face up on a table or the flo...
3) Students work together to match each scenario card with the corre... of abuse card.
4) When a group agrees on a match, they place the cards together as a pair.
5) Students continue matching until all scenario cards have been paired.
6) Once finished, review the matches together as a class.
7) Discuss why each scenario matches the chosen type of abuse.
8) Discuss which types of abuse are noticed most often and why.

Cards | Matching Game Cards

Physical Abuse	Jordan slams Alex against furniture during arguments to force him to agree.
Em[illegible]l [illegible]use	Maya tells Leena daily she is worthless and threatens public embarrassment.
Sexual Abuse	[illegible]ssures Ava to show [illegible] private body [illegible]fuses.
Spiritual Abuse	Noah says [illegible] cursed if she qu[illegible]tions his religious rules.
Economic Abuse	Emma takes Liam's pay cheque and refuses to let him buy food alone.

Cards | Matching Game Cards

Physical Abuse	Ryan blocks the exit and throws objects so Taylor cannot leave safely.
Emotion[illegible]l Abuse	Sofia spreads lies about Daniel to make others avoid and mock him.
Sexual Abuse	Em[illegible]eps pressuring Lucas t[illegible]uch[illegible]nd be physical a[illegible]peatedly.
Spiritual Abuse	Hannah forb[illegible]m praying and mock[illegible]him for believing differently.
Economic Abuse	Marcus hides Chloe's bank card so she must ask before buying necessities.

Cards | Matching Game Cards

Physical Abuse	Owen grabs Leo violently and drags him away during disagreements.
Emotio[illegible]l [illegible]use	Natalie blames Jordan for everything and says nobody else would want him.
Sexual Abuse	Ch[illegible]essures Maya to stay [illegible]he [illegible]im and tries [illegible]ys no.
Spiritual Abuse	Zoe says Fai[illegible]nd punished for not [illegible]llowing religious traditions.
Economic Abuse	Chris stops Sam from working so Sam depends completely on him financially.

Name: ______________________ 19

Warning Signals of Unhealthy/Abusive Relationships

Warning Signal	Description	Example
Name Calling	Using hurtful words to insult or put someone down. This is meant to make the person feel small or worthless.	A student says, "You're stupid and useless," every day during group work.
Blam[illegible]	Refusing to take responsibility and [illegible]aying problems are always someone [illegible] fault. This can make a person [illegible] or confused.	Someone says, "I yelled because you made me mad," instead of taking responsibility.
Swearing or Yelling	[illegible]y [illegible]age, swearing, or [illegible] to [illegible] control [illegible]e. [illegible] the person fe[illegible]	A person shouts, "Shut up or I'll make you sorry," during an argument.
Jealous Behaviour	Getting upse[illegible] others or has friend[illegible] lea[illegible] control and isolation[illegible]	A person says, "If you talk to [illegible]m again, we're done," out of [illegible]y.
Possessive Behaviour	Acting like they own the other p[illegible] and must control their choices, tim[illegible] or actions.	[illegible]ou're not [illegible] to [illegible] them at [illegible]
Destroying Possessions	Damaging or breaking belongings to scare, punish, or show power over someone.	A person rips [illegible] book and says, "This is w[illegible] happens when you don't listen."
Lying	Telling lies to hide hurtful behaviour or avoid taking responsibility. This can break trust over time.	Someone says, "I never said that" even though others heard them say it.
Humiliating	Embarrassing someone on purpose, especially in front of others, to feel powerful.	A student laughs and says, "Everyone knows you're bad at everything," in class.

Name: ______________________ 20

Curriculum Connection [illegible]

Define Explain the warning signs of abuse shown below using your own words.

Blaming	
Possessive Behaviour	
Humiliation	
Name Calling	

Yes or No Is this [illegible] circle Yes or No and think about why.

1) A friend says, "You made m[illegible] a[illegible]ou.	Yes	No
2) A friend says, "Do what I say or else [illegible]	Yes	No
3) A friend listens when you explain how [illegible] feel.	Yes	No
4) A person gets upset when you talk to other f[illegible]	Yes	No
5) A friend encourages you instead of putting you do[illegible]	Yes	No
6) A friend checks your messages and says they need to k[illegible]	[illegible]	No
7) Someone admits they were wrong and takes responsibility.	[illegible]	No

Making Connections Have you ever noticed any of these warning signs in a rel[illegible]ship you know? Explain.

Name: ______________________

Bullying

Bullying

Bullying is when someone repeatedly does or says things that are mean or hurtful to another person on purpose. This could be spreading rumours or saying mean things, making fun of someone or calling them names, or physically hurting them.

What is th[illegible]ence Between Bullying and Having a Disagreement?

There [illegible] all have disagreements with our friends. We may say some[illegible] mean [illegible]d because we are upset. In the heat of the moment, we might even p[illegible]. Is [illegible]llying?

For a behaviour [illegible]lly[illegible] 3 things including:

1) It must be repe[illegible]ccide[illegible]llying.
2) A bully has more pow[illegible]er [illegible] bigger, stronger, more popular or have more influence for so[illegible]on.
3) The bully must want to cause harm to the person they are bullying.

Types of Bullying

There are four types of bullying:

- Verbal Bullying
- Physical Bullying
- Social Bullying
- Cyberbullying

All forms of bullying are wrong and can cause harm to the person who is being bullied. If you or someone you know is being bullied, tell a trusted adult, so they can help. It is important to stand up for yourself and others who are getting bullied. Remember, everyone deserves to be treated with kindness and respect.

Name: ______________________ 30

True or False | Is the statement true or false?

1) If your best friend disagrees with you, they are bullying you.	True	False
2) If someone accidentally trips you, that is physical bullying.	True	False
3) Bullying happens repeatedly.	True	False
4) Bullies are trying to harm the person they are bullying.	True	False
5) Bullies are stronger than their victims in some way.	True	False

Visualizing | [illegible] what you were picturing while you were reading. Explain the picture.

Questions | Answer the questions below.

1) What is bullying? Give an example.

2) What are 3 characteristics of bullying?

Name: ______________________ 31

Is it Bullying?

Yes or No	Is it bullying – yes or no?

1) Two students argue over a project answer but resolve it by class end.	Yes	No
2) Mike laughs once when Tom trips over a chair but doesn't repeat or mention it [illegible]	Yes	No
3) Jenny [illegible]te Chloe to her birthday party but invites the rest of the cl[illegible]	Yes	No
4) Al[illegible] Sam's sports equipment, causing Sam to search [illegible]	Yes	No
5) Grace forget[illegible] Emm[illegible]en after being reminded several times.	Yes	No
6) Ben teases his sister Lily [illegible] laugh about it.	Yes	No
7) Nick and Emma argue every time the[illegible] wor[illegible]er on a school project.	Yes	No
8) Paul calls John names during a heated argu[illegible] apo[illegible] later.	Yes	No
9) During recess, a group of students exclude Zoe from [illegible] because they need even numbers to play.	[illegible]	No
10) Tom repeatedly criticizes Jerry's project ideas in front of the cla[illegible] making Jerry feel embarrassed.	[illegible]	No
11) Sarah always picks Kate last for team activities, but it's random and not intentional.	Yes	No
12) Chris receives an upsetting text from a classmate but it's a one-time incident.	Yes	No
13) A group starts a board game without noticing a student wanting to join.	Yes	No
14) A student mistakenly uses an unliked nickname but promptly apologizes.	Yes	No
15) Students, deep in a book discussion, fail to notice a new student trying to join in.	Yes	No

Exit Cards

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

Name: ____________________ **Mark**

Is it bullying – yes or no?

1) A student rolls their eyes once during a disagreement.	Yes / No
2) A group repeatedly ignores one student during group work.	Yes / No
3) Someone sends one rude message, then stops.	Yes / No
4) Two friends argue loudly but make up afterward.	Yes / No
5) A student keeps mocking another's accent in class.	Yes / No

Name: ____________________ **Mark**

Is it bullying – yes or no?

1) A student rolls their eyes once during a disagreement.	Yes / No
2) A group repeatedly ignores one student during group work.	Yes / No
3) Someone sends one rude message, then stops.	Yes / No
4) Two friends argue loudly but make up afterward.	Yes / No
5) A student keeps mocking another's accent in class.	Yes / No

Name: ____________________ **Mark**

Is it bullying – yes or no?

1) A student rolls their eyes once during a disagreement.	Yes / No
2) A group repeatedly ignores one student during group work.	Yes / No
3) Someone sends one rude message, then stops.	Yes / No
4) Two friends argue loudly but make up afterward.	Yes / No
5) A student keeps mocking another's accent in class.	Yes / No

Name: ____________________ **Mark**

Is it bullying – yes or no?

1) A student rolls their eyes once during a disagreement.	Yes / No
2) A group repeatedly ignores one student during group work.	Yes / No
3) Someone sends one rude message, then stops.	Yes / No
4) Two friends argue loudly but make up afterward.	Yes / No
5) A student keeps mocking another's accent in class.	Yes / No

Physical Bullying

Physical Bullying

Physical bullying is when someone repeatedly hurts you physically or damages your property. It includes:

- Hitting, kicking, punching and pinching
- ...ing, tripping, spitting
- ... breaking something that belongs to you
- ... ean gestures.

Where and Wh... ...cal ...ing Happen?

Physical bullying ... ...pen ... the bus, or on the way to school. ... whenever a bully is near the...

Physical bullying is easy to see ... bully hitting the victim. Physical bullying usually happens when ... are ...

Effects of Bullying

There are many negative effects of bullying including:

- It hurts the victim
- The victim and the bully often get, depression and anxiety
- Loss of sleep or loss of appetite and absences from school
- The bullied child often avoids other children and gets lonely
- Bullies often have relationship problems and difficulty holding a job later in life.
- Bullies have more drug and alcohol issues, and trouble with the law later in life.

What Can You Do?

- Tell a trusted adult, a parent, teacher, bus driver or friends.
- Because bullies are more powerful, it is not recommended to fight back. Instead, get help from an adult.

Name: ____________________ 34

True or False Is the statement true or false?

1) Sometimes our friends can bully us without meaning to hurt us.	True	False
2) Physical bullying usually happens when adults can see it.	True	False
3) Hitting, spitting and pinching are all examples of physical bullying.	True	False
4) The best way to deal with a bully is to tell a trusted adult.	True	False
5) Bullying only has a negative effect on the victim.	True	False

Questions Answer the questions below.

1) W

2) Where and when does physical bully n?

Draw Draw an example of physical bullying you have seen. How did it you feel?

Verbal Bullying

What is Verbal Bullying?

Verbal bullying is when someone repeatedly says or writes something mean or hurtful. It can be:

- Teasing or name-calling
- Th[illegible]atoning to hurt you
- [illegible]ate sexual comments

Hidd[illegible]

Verbal bullying [illegible] physical bullying. It is most often [illegible] adu[illegible] present.

Effects of Verbal Bullying

Verbal bullying is very harmful [illegible] the person being bullied feels about themselves. Verbal bullying can [illegible] anxiety [illegible]sion for the person being bullied. Often when someone is being bullied, th[illegible] the[illegible]tings where bullying occurs which leads to them being more socially [illegible]

Strategies If You Or Someone You Know Is Being Bullied

- ❑ Look confident and smile. Bullies are looking for someone weaker to bully.
- ❑ Because the bully is stronger in some way, than the victim the best thing to do is tell an adult. If the first adult you tell cannot or will not help, tell another adult until you find someone who will help.
- ❑ Ignore the bully if possible. Try not to respond to the bully with tears or fearful actions. When bullies do not get a response, they often lose interest. This does not mean you should handle being bullied by yourself. Ask a trusted adult for help. The bully needs to take responsibility for their bad behaviour.

Name: ____________________

True or False | Is the statement true or false?

1) Verbal bullying is not very harmful because words cannot hurt us.	True	False
2) It is a good idea to avoid everybody if we are being bullied.	True	False
3) If we tell an adult about bullying, they will not be able to help us.	True	False
4) Bullies have a good reason for bullying others.	True	False
5) It is our fault if we are being bullied.	True	False

Questions | ...er the questions below.

1) W... ...ober b...

2) Why do so many people say nothing ... y se... ...e else being bullied?

Making Connections | There is a rhyme, "Sticks and stones may break my bones, ... ames will never hurt me." Do you think this is true? Why or why not?

Cyberbullying

Cyberbullying

Cyberbullying is when someone uses the internet or phone to be mean or hurtful to someone else. This can include things like:

- Sending mean or threatening messages to someone.
- Postin[illegible] [illegible]tful comments or pictures online.
- Sprea[illegible] [illegible]ours or lies about someone online.
- E[illegible] [illegible]m online groups or activities.
- Pr[illegible]ing to [illegible] else online in order to trick or hu[illegible]

How Is Cyberbullying [illegible]

Cyberbullying can be very up[illegible] [illegible]nd [illegible] [illegible]eone feel embarrassed, scared or sad. Cyber[illegible] [illegible] ha[illegible] even if there is no in-person contact for [illegible]w rea[illegible]

- It happens 24/7: Unlike bullying, which happ[illegible] [illegible]per[illegible] [illegible]ing is there every time you use your device and continues all night [illegible]
- It can be anonymous: This makes it harder to identify [illegible] [illegible]an[illegible] [illegible]re people can see the messages online, making the victim feel mo[illegible]
- It can affect mental health: Cyberbullying can have serious effects on [illegible]on's mental health, including anxiety, depression, and even suicidal thoughts. This is because cyberbullying can make a person feel isolated, helpless, and worthless.

What Can You Do?

Even though cyberbullying happens online, it can hurt the victim. Talk to a trusted adult if you or someone you know is being affected by cyberbullying. It can happen to anyone, and it can be hard to know how to stop it without help.

Remember, no one deserves to be bullied, and it is always okay to ask for help.

Curriculum Connection:

True or False | Is the statement true or false?

1) Cyberbullying is not serious because people who see it do not know you.	True	False
2) Cyberbullying can affect your mental health.	True	False
3) It is okay to give your password to your best friend.	True	False
4) You should not tell about cyberbullying because your parent may take your devic[illegible]	True	False
5) I do not [illegible] bout posting private pictures because Facebook will protect [illegible]	True	False

Think | [illegible] t 5 th[illegible] will do.

1)	
2)	
3)	
4)	
5)	

Questions | Answer the questions below.

1) Why is cyberbullying so harmful?

____

____

____

____

2) What is a strategy for dealing with cyberbullying?

____

____

____

Newspaper Article: Cyberbullying Tragedy

Vermont Teen's Death Raises Alarm About Cyberbullying

Publish Date: October 7, 2003

A quiet Vermont community is in shock today after [illegible] death of 13-year-old Ryan Halligan, [illegible] school student from Esse[illegible] Monday after months [illegible] according to his family. Pol[illegible] is n[illegible] crime, but his death [illegible] concerns about cyberbully[illegible] student safety.

Ryan was bullied through in[illegible] messages and online chats. His parents say other students sent him hurtful messages and spread rumours using the internet. Cyberbullying happens when someone uses technology, such as computers or phones, to be cruel to others. Unlike playground bullying, it can follow a child home and happen at any time of day.

Ryan's father, John Halligan, said his son tried to hide how much he was hurting. "Ryan was kind and trusting," he shared.

> *"He believed people were his friends, even when they were being cruel."*

Ryan's parents say they spoke with the school before, but the online bullying was hard to see and stop.

Experts say this type of bullying [illegible]coming more common as more [illegible] the internet. Dr. Michele Ybarr[illegible] safety researcher, [illegible] "O[illegible]ing can feel nonstop. K[illegible] the message[illegible] home." Studies show [illegible] 11 to 14 now use instant m[illegible] day, making them more vulner[illegible] online harm.

School officials say they are reviewing their policies and talking with students about respectful behaviour. Ryan's death has started conversations across Vermont about the need for clearer rules, stronger school support, and better education for families about online safety.

Name: ____________________ 41

True or False | Is the statement true or false?

1) Cyberbullying followed Ryan even when he was home.	True	False
2) Police reported Ryan's death as a crime.	True	False
3) Ryan told many adults about the bullying.	True	False
4) Ryan believed the messages came from real friends.	True	False
5) Ryan's story continues to inspire efforts to make schools safer.	True	False

Questions | [illegible]wer the questions below.

1) W[illegible] difficult for adults to notice?

____

____

____

____

2) Why is empathy considered crucial in[illegible]

____

____

____

____

Instruction | Identify two effects of bullying and describe things you can [illegible] prevent it.

Social Bullying

Social Bullying

Social bullying involves excluding someone from a group or spreading rumours or gossip about them. Social bullying damages someone's reputation or relationships. Social bullying includes:

- Lea[illegible]meone out on purpose
- Sp[illegible]mours about someone
- [illegible]e in public
- T[illegible] othe[illegible] friends with someon[illegible]

Bystanders

Most bullying happens in fr[illegible]rs. That means there are bystanders who a[illegible] the bullying to happen. If you see some[illegible]ing b[illegible]:

1) **Be a Buddy**. Let the person being bullied [illegible]ou c[illegible]re a friend.
2) **Interrupt.** Say, "let's go" and walk away with t[illegible].
3) **Speak Out.** Say, "that's mean, don't do that"
4) **Tell Someone.** When you tell, about bullying it is not tattling, [illegible]e safe.

Be Able to Name Bullying

Bullying is repetitive. It is done with the intention to cause harm. The victim is less powerful than the bully. Within our peer groups we have disagreements and conflicts. This is a normal part of relationships. It is not bullying.

A friend may say, "I liked your hair when it was longer." This may hurt your feelings, but this is not bullying because it is not repetitive, your friend is not more powerful, and they did not mean to hurt your feelings. Knowing what bullying is and what it is not, can help us speak up against bullying.

Name: ____________________ 43

True or False
Is the statement true or false?

1) Spreading rumours about someone is called verbal bullying.	True	False
2) If someone excludes you from their game once, it is social bullying.	True	False
3) If you see someone being bullied you should mind your own business.	True	False
4) People who disagree with us are bullies.	True	False
5) When you report someone who is a bully you are a tattletale.	True	False

Questions
...er the questions below.

1) W...

2) What can you do if you see someone ... bullied?

Making Connections
Have you ever been a bystander when someone was being b...? What did it feel like? What did you do? What would you do now that you know more?

Bystanders

Reflect How does it feel to be a Bullying Bystander?

1) Write about how it feels to watch someone else being bullied. Choose at least 5 different feeling words. Explain what causes the feeling.

____
____
____
____
____

2) List 3 reasons why yo [illegible]

1	
2	
3	

3) What could you have done? What will you do next time?

____
____
____

4) Write an anti-bullying slogan.

____
____
____

Identity-Based Bullying

Identity-Based Bullying

Identity-based bullying is when someone is mean or hurtful to another person because of something that makes them different from the bully. For example, someone might be bullied because of their race, religion, gender, ability, appearance, weight, size, how much money the[illegible]ily has, or sexual orientation.

Ident[illegible] bullying is wrong and hurtful because it targe[illegible]ing that they cannot control, like th[illegible]ur of [illegible] where they were born.

What Can You D[illegible]dentit[illegible]llying?

There are ways to sto[illegible]cluding:

1) Speak up: tell a tr[illegible] being bullied know you suppor[illegible] not okay.
2) Be an ally to the person being [illegible] and [illegible]rs to do the same.
3) Education: Learn about different ident[illegible] you [illegible]nd value diversity.
4) Practice kindness and inclusion: Be kind to [illegible]rs. Everyone deserves to be treated with respect and kindnes[illegible]erences are what make us unique and special.

What Can You Do If You Are Being Bullied?

1) Talk to someone: It's important to talk to a trusted adult.
2) Stand up for yourself: let the bully know their behaviour is not okay.
3) Surround yourself with positive people: Spend time with people who accept you for who you are.
4) Take care of yourself physically and emotionally: Make sure you get enough sleep, eat healthy foods, and do things that make you happy.

Name: ______________________ 46

True or False | Is the statement true or false?

1) Identity-based bullying is when you are bullied because of something about yourself that you cannot change.	True	False
2) Identity-based bullies do not respect diversity.	True	False
3) We should all try to be more alike so there would be no identity-based bullies.	True	False
4) Our differences make us each special.	True	False
5) If someone else is being bullied you should mind your own business.	True	False

Questions | Answer the questions below

1) What is identity-based bullying?

____

____

____

____

2) What can you do about identity-based bullying?

____

____

____

____

Word Scramble | Unscramble the words from the word bank.

Word Bank				
Identity	Diversity	Gender	Appearance	Ability
Religion	Ally	Culture	Respect	Race

CTSRPEE		LLAY	
RLUETCU		DITYTNEI	
EYVDTSIRI		AAEAEPCNRP	

Name: ________________

Exit Cards

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

Name: ________________ Mark: ____

Multiple Choice: Circle the correct answer

1. Identity-based bullying happens when someone is targeted because of... a) A disag... nt they caused b) Somet... akes them different c) A ... d) A g... ey lo...	2. Which is an example of identity-based bullying? a) Two friends arguing during a game b) Teasing someone about their clothing brand c) Making fun of someone's race or religion d) Forgetting to invite someone one time
3. Identity-ba... esp... harmful becaus... a) It happens only at ... b) It is usually accidental c) It stops on its own d) It targets things people cannot contr...	4. Being an ally means... a) ...noring bullying to avoid trouble b) ...rting the bully's opinion c) ... e person being bullied d) Wa... time

Name: ________________ Mark: ____

Multiple Choice: Circle the correct answer

1. Identity-based bullying happens when someone is targeted because of... a) A disagreement they caused b) Something that makes them different c) A mistake they made once d) A game they lost	2. Which is an ... bullying? a) Two friends arguing ... b) Teasing someone about the... othing brand c) Making fun of someone's race or religion d) Forgetting to invite someone one time
3. Identity-based bullying is especially harmful because... a) It happens only at school b) It is usually accidental c) It stops on its own d) It targets things people cannot control	4. Being an ally means... a) Ignoring bullying to avoid trouble b) Supporting the bully's opinion c) Supporting the person being bullied d) Walking away every time

Name: ______________________

Types of Bullying

Scenarios Read the scenario and circle which type of bullying it is.

1) Jason pulls Jen's hair whenever he gets near her.	Verbal	Physical	Social	Cyber
2) Paul takes embarrassing pictures of Peter and posts them online with rude comments.	Verbal	Physical	Social	Cyber
3) Jack al[illegible]ites everyone but Nick to play tag.	Verbal	Physical	Social	Cyber
4) Kelly [illegible] the shoulder every time he gets [illegible]	Verbal	Physical	Social	Cyber
5) Lucas [illegible] N[illegible]h and posts them.	Verbal	Physical	Social	Cyber
6) Ava always [illegible]a for [illegible]t in races.	Verbal	Physical	Social	Cyber
7) Mike kicks Sam's [illegible] it on the floor.	Verbal	Physical	Social	Cyber
8) Avery and her grade 4 friends [illegible]ys the yard together, but they never invite [illegible] classmate, Sarah.	Verbal	Physical	Social	Cyber
9) Max writes insults about Zoe on a wall at sch[illegible]	Verbal	Physical	Social	Cyber
10) Levi spreads rumours about Logan to his friends through text messages.	Verbal	Physical	Social	Cyber

Your Turn Write an example of each type of bullying.

Verbal	
Physical	
Social	
Cyber	

Name: ______________________ 49

Scenarios Check if the scenario shows verbal, physical, or cyberbullying.

#	Scenario Description	Verbal	Physical	Cyber
1	Name-calling in the hallway.			
2	Shoving someone into a locker.			
3	Spreading rumours online.			
4	Maki[illegible] someone's clothes.			
5	[illegible] the cafeteria.			
6	Cr[illegible] abo[illegible] a classmate.			
7	Laughing a[illegible]e's a[illegible]s.			
8	Taking and hiding s[illegible] belongin[illegible]			
9	Sending hurtful texts to so[illegible]ne.			
10	Whispering about someone during [illegible]oup ac[illegible]			
11	Hitting someone during gym class.			
12	Posting someone's personal details without conse[illegible]			
13	Mocking someone's accent.			
14	Kicking someone under the table.			
15	Stalking a classmate's social media.			
16	Telling a joke about someone's family.			
17	Blocking someone's way on purpose.			
18	Sharing an embarrassing video of a classmate.			
19	Criticizing someone's academic performance loudly.			
20	Snatching a hat off someone's head and running.			

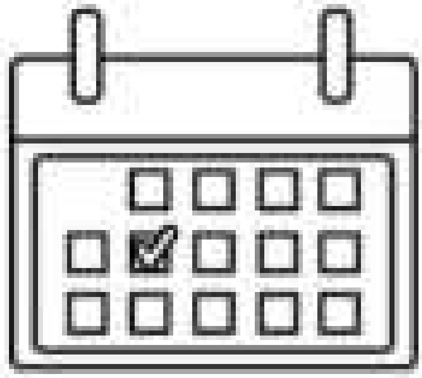
Activity – Recognizing Abusive Behaviours

Objective — What are we learning about?

Students will learn to recognize warning signs of abusive behaviour by noticing behaviours in themselves or in their surroundings, understanding how abuse involves power and control, and reflecting on how this awareness supports personal safety and healthy relationships.

Materials — What will you need for the activity?

- A[illegible] Behav[illegible]ing Sheet (five-day template)
- Daily reflection [illegible]



Instructions — How will [illegible]?

1) Introduction: Begin with a class disc[illegible] about [illegible] behaviour is and how it differs from healthy behaviour. Review that abus[illegible] [illegible] control. Explain that students will be noticing behaviours they obse[illegible] [illegible]ir **surroundings**.

2) Plan the Week: Students review the tracking ques[illegible] [illegible] behaviours to notice, such as name-calling, blaming, co[illegible] humiliation, or exclusion.

3) Daily Observation: Each day, students notice **one behaviour they [illegible] [illegible]mselves or in their surroundings** (school, online, home, community, or media). Students must **not name people or share private details**.

4) Daily Tracking: Students complete the tracking questions:

- What behaviour did I notice today?
- Was this behaviour healthy or unhealthy?
- How did it show power or control, if at all?
- Why could this behaviour be harmful?
- What could stop or improve this behaviour?

5) End-of-Week Reflection: At the end of the week, students reflect on how noticing behaviours in themselves, or their surroundings changed how they think about relationships, safety, and asking for help.

Recognizing Abusive Behaviours – Monday

Focus Area	My Response
Abusive behaviour I noticed (What happened?)	
How [illegible] **cont**[illegible] (Who ha[illegible] onte[illegible] how?)	
Why this behaviour is unhealthy or harmful	
What could stop or challenge this behaviour (Safe actions or supports)	

Monday Reflection: Did recognizing abusive behaviour today change how you think about relationships or safety? Why or why not?

Name: ____________________

Curriculum Connection
[illegible]

Recognizing Abusive Behaviours – Thursday

Focus Area	My Response
Abusive behaviour I noticed (What happened?)	
How [illegible] cont[illegible] (Who ha[illegible] contr[illegible] how?)	
Why this behaviour is unhealthy or harmful	
What could stop or challenge this behaviour (Safe actions or supports)	

Thursday Reflection: Did recognizing abusive behaviour today change how you think about relationships or safety? Why or why not?

Name: ______________________

Recognizing Abusive Behaviours – Friday

Focus Area	My Response
Abusive behaviour I noticed (What happened?)	
How [illegible] cont[illegible] (Who had contr[illegible] how?)	
Why this behaviour is unhealthy or harmful	
What could stop or challenge this behaviour (Safe actions or supports)	

Friday Reflection: Did recognizing abusive behaviour today change how you think about relationships or safety? Why or why not?

Name: ______________________ 56

Curriculum Connection
[illegible]

Self-Assessment Checklist | Recognizing Abusive Behaviours

1) Did I recognize different abusive behaviours during the week?	Yes	No
2) Did I understand how abuse involves power or control?	Yes	No
3) Did I explain why these behaviours were harmful?	Yes	No
4) Did I identify safe ways to stop or challenge abuse?	Yes	No
5) Did I re[illegible]hen a behaviour crossed a boundary?	Yes	No
6) Di[illegible] behaviour around me this week?	Yes	No
7) Did my [illegible] m the start of the week?	Yes	No

8) Which abusive [illegible]ur d[illegible] is the most dangerous? Explain why.

____

____

____

____

____

____

9) Most importantly, did I notice that I am not the abuser? Exp[illegible]

____

____

____

____

____

____

____

10) Are my surroundings abusive this week?

Never	Rarely	Sometimes	Often	Always

Bullying and Its Impact

Understanding Bullying's Impact

Bullying is when someone keeps being mean to someone else on purpose. It can make school a scary place and can hurt people for a long time.

Effects on [illegible]ls

Bully[illegible] in many ways:

1. [illegible]ng Alo[illegible]: Kids who are bullied often feel alone and unhappy. They might t[illegible] to[illegible] or play outside.
2. Harder to [illegible]: When [illegible]ried about bullying, it can be hard for them t[illegible] lessons.
3. Long-Term Challenge[illegible] sadness and fear can last a long [illegible] even when they grow up.

Effects on Our Community

- Less Safe: When there is bullying, it makes our schools and parks feel less safe for everyone.
- Loss of Trust: People might be less likely to help each other or work together if there is a lot of bullying.

Building a Supportive Community

Having people around who care can make a big difference. Here are ways communities help stop bullying:

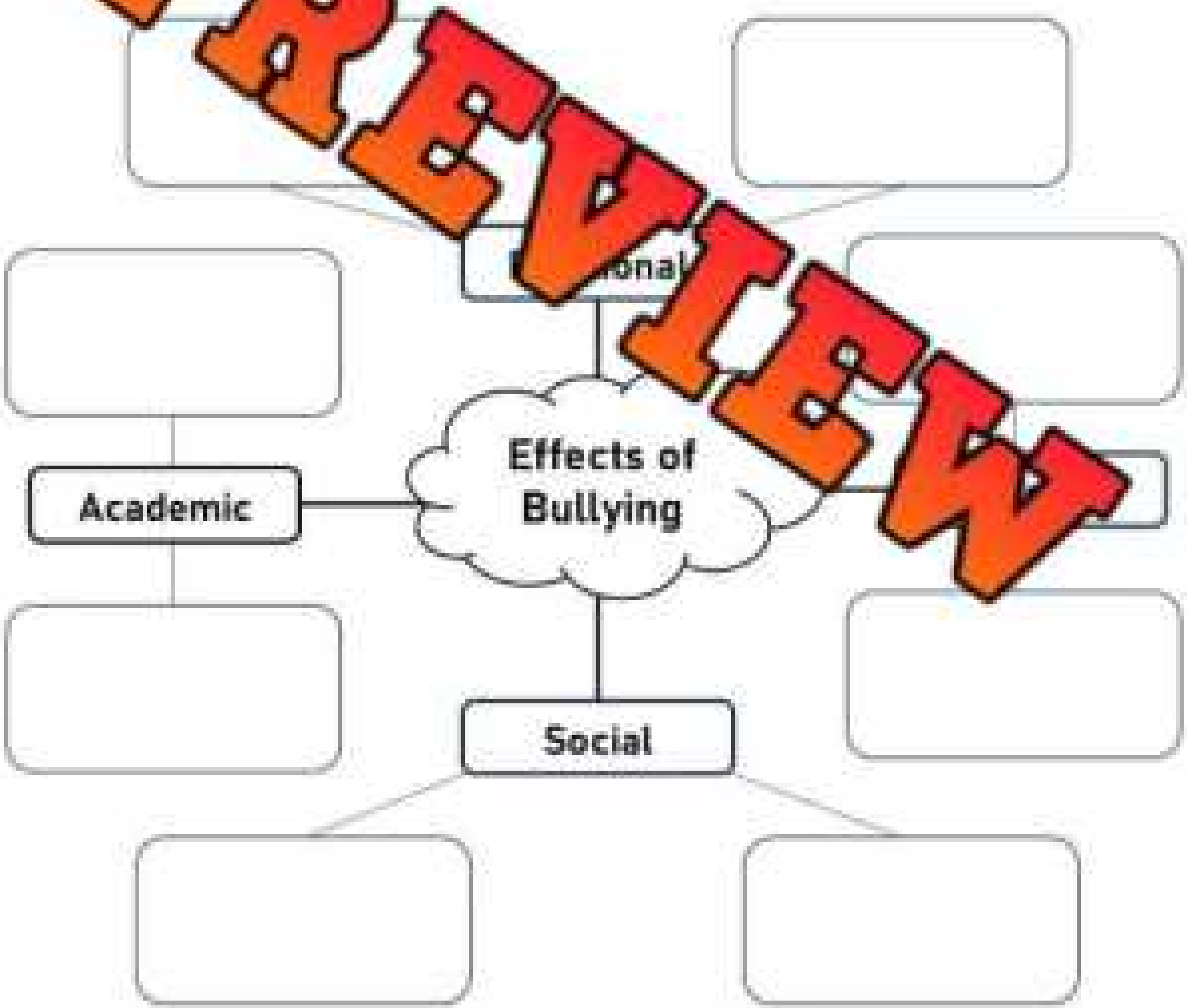
- Teachers and Parents Listening: Adults need to listen and help when a child says they are being bullied.
- Programs in Schools: Many schools have programs to teach about bullying and how to stand up to it.

Name: ____________________ 58

Completion Choose the word that best completes each sentence.

1) Bullying makes school a __________ place.	fun	scary
2) Feeling alone is an effect of __________.	bullying	friendship
3) Sadness from bullying can be __________.	attention seeking	long-term
4) Adults should __________ bullying claims.	ignore	address
5) Bullyin[illegible] __________ community trust.	increases	decreases

Mind M[illegible] [illegible]nd map of the effects of bullying.



Strategies to Address Bullying

How to Deal with Bullying

Bullying can make schools feel unsafe and scary. Here are some strategies you can use if you see bullying or if it happens to you.

If You're B[illegible] Bullied:

1. Spea[illegible] the bully to stop in a calm and clear voice, or you can walk away [illegible]
2. [illegible] Adult[illegible]cher, school counsellor, or a parent and explain what happene[illegible] t[illegible] bullying so it can be stopped.
3. Stay with Frie[illegible]ulli[illegible]ly to pick on someone in a group[illegible]ose[illegible] can keep you safe.

If You See Bullying:

- Don't Join In: It can be easy to go al[illegible] with [illegible] but it's important to stand up for what is r[illegible]
- Speak Up: If it feels safe, say something to stop [illegible] bully, like "That's not cool!" or "Leave them alone."
- Get Help: If speaking up feels scary, find an adult and tell them what's happening.

If You Have Been a Bully:

- Apologize: Saying sorry to the person you bullied can be a big step in making things right.
- Talk to Someone: Sometimes, people bully others because they are upset or angry about something else. Talking to a counsellor or teacher can help you find better ways to deal with those feelings.

Name: ______________________ 60

True or False
Circle whether the statement is true or false.

1) Walking away from bullying is helpful.	True	False
2) Telling an adult may stop bullying.	True	False
3) Joining in bullying is standing up.	True	False
4) Verbal bullying does not cause harm.	True	False
5) Adults ignore bullying reports.	True	False

Questions
[illegible] information from the text to support your answer.

1) W[illegible] are being bullied?

____

____

____

____

2) What can you do if you see bullying [illegible]?

____

____

____

____

Diagram
Draw and name three people you can tell about bullying.

Curriculum Connection

Exit Cards

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

Name: ____________________ | Mark: ____

Check the strategies that help address bullying.

	Reporting bullying behaviour
	Laughing at the bullying
	Walking away without help
	Speaking up respectfully
	Laughing along
	Joining the bully
	Staying near friends
	Helping someone feel included
	Blaming the victim

Name: ____________________ | Mark: ____

Check the strategies that help address bullying.

	Reporting bullying behaviour
	Laughing at the bullying
	Walking away without help
	Speaking up respectfully
	Laughing along
	Joining the bully
	Staying near friends
	Helping someone feel included
	Blaming the victim

Name: ____________________ | Mark: ____

Check the strategies that help address bullying.

	Reporting bullying behaviour
	Laughing at the bullying
	Walking away without help
	Speaking up respectfully
	Laughing along
	Joining the bully
	Staying near friends
	Helping someone feel included
	Blaming the victim

Name: ____________________ | Mark: ____

Check the strategies that help address bullying.

	Reporting bullying behaviour
	Laughing at the bullying
	Walking away without help
	Speaking up respectfully
	Laughing along
	Joining the bully
	Staying near friends
	Helping someone feel included
	Blaming the victim

Dealing with a Bully

When dealing with a bully, you have some options.

1) Avoid the bully – stay away from the bully as much as you can.
2) Stand up to the bully – sometimes telling the bully to stop in an assertive voice is enough to make it stop. If not, do not escalate the bullying by being physical.
3) Get a buddy to help – ask a friend to help you approach the bully. Better yet, get two friend[illegible]uping up and telling a bully to stop is an effective way to stop the bullying beca[illegible]ully will see that you have power, and the imbalance will be gone. In addi[illegible]! If a buddy is being bullied, help them out.
4) [illegible] can, ignore the bully because they will often stop if they do n[illegible] a res[illegible] you.
5) Tell an ad[illegible] be[illegible]lied, you should always tell an adult. Tell an adult you trust, a[illegible] ho[illegible] deserves to be bullied! Adults understand this and will help yo[illegible]rn. This is not tattling as bullying is not a small problem!

Scenarios Role Play	How would you deal with th[illegible] you should not bully back! Write your answers below. [illegible] with a group.

1) A bully keeps kicking, tripping, punching and [illegible] is not looking.

____

____

____

2) A bully always invites everyone to play hide and seek but they never in[illegible] you.

____

____

____

3) A bully always calls you a nickname you do not like.

____

____

____

Activity – Standing Up to Bullying

Scenario Starter:
In the schoolyard, Jamie notices that a few classmates are laughing at Alex's new glasses. Wanting to help, Jamie decides to step in.

Instructions

1) Write [illegible] Jamie might say to stop the teasing and support Alex.
2) Write [illegible]x could tell the classmates that their words are hurtful.
3) Thi[illegible] everyone can get along after the incident.
4) [illegible] can help each other when someone is being unkind.

Jamie	He[illegible] to [illegible] of someone for something they need. Let's be kind [illegible]
Alex	I feel really [illegible] me; my glasses help me see better.

Activity - Bullying Prevention Pledge

Objective What are we learning about?

To help students make a shared promise to prevent bullying and support safe, respectful behaviour at school.

Materials [illegible]hat will you need for the activity?

- St[illegible] prev[illegible]ge templates (provided)
- Pens or p[illegible]
- Poster board [illegible]lle[illegible] displaying pledges

Instructions How will you compl[illegible] activi[illegible]

1) Divide the class into pairs and give eac[illegible] bu[illegible] template and writing tools.
2) Review what bullying is and why it is harmful to st[illegible] community.
3) In pairs, students discuss actions that help prevent bullying and [illegible] others safe.
4) Students write clear and specific bullying-prevention promises on their pledge template.
5) Each pair shares one pledge statement with the class.
6) Display the completed bullying pledges in the classroom or hallway as a reminder.
7) Encourage students to review the pledges regularly and follow their promises.

Bullying Prevention Pledge

Introduction:
As a student, I promise to help prevent bullying and help make my school a safe and respectful place for everyone.

1) Respectful Words and Actions

I promise to treat others with respect and not use hurtful words, teasing, or name calling.

Write your pledge here:

____

____

____

2) Standing Up Against Bullying

I promise to speak up, get help, or support others if I see bullying happening.

Write your pledge here:

____

____

____

3. Supporting Others

I promise to help classmates who feel left out, hurt, or unsafe, and to include others whenever I can.

Write your pledge here:

____

____

____

4) Getting Help When Bullying Happens

I promise to tell a trusted adult if bullying happens to me or someone else, even if it feels uncomfortable or scary.

Write your pledge here:

____

____

____

____

5) Taking Re[illegible]ility fo[illegible]ns

I promise to s[illegible]ize if I hurt someone, and work to [illegible]er [illegible] future.

Write your pledge here:

____

____

____

____

Signature:

I understand that bullying can hurt others and make school feel unsafe. I promise to make choices that help stop bullying and keep others safe.

Sign here: ______________________ Date: ______________

Partner's Signature: ______________________

Role Play – Violence and Abuse in Relationships

Objective | What are we learning about?

Participants will explore what violence and abuse in relationships look like and how they affect safety, feelings, and personal choices. They will act out real-life situations that show power, control, bullying, and harmful behaviour. Participants will practise recognizing warning signs, responding in safe ways, supporting others, and knowing when and how t[illegible]elp.

Materi[illegible] | [illegible] we need for our activity?

- Scena[illegible] c[illegible]re[illegible]uations) (provided)
- Props or co[illegible]tion[illegible]
- Timer or stopwat[illegible]

Instructions | How will we co[illegible]

1. Divide the class into small groups of 3 to 4 [illegible].
2. Provide each group with a scenario card tha[illegible] related to the topic being studied.
3. Give out roles to each student in the group, assigning the[illegible]ch[illegible] within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students em[illegible] 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.

Name: ______________________ 68

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show imagination and effort. Make your character believable through actions, expressions, and reactions.
Voice	Speak clearly and at an appropriate volume. Use a voice that matches your character and the situation.
Movemen[illegible]	Use body movements and actions that match what your character is [illegible]oing in the scene.
Stay in [illegible]	[illegible]in in character from start to finish, even when the scene feels [illegible]g or funny.
Teamw[illegible]k	[illegible]atively with your group. Share ideas, listen to others, and [illegible]ers.

Scenario Cards [illegible]

Scenario		[illegible]
1	The Friendship That Slowly Changed	Maya and Leena have bee[illegible] frien[illegible]re little, and they usually do everything together. Re[illegible]ed acting like she owns the friendship. She tells May[illegible]d" and gets upset if Maya talks to anyone else for [illegible]or, notices Maya has stopped smiling and seems ner[illegible]. Leena begins checking Maya's messages and gets a[illegible]r right away. When Maya finally says "no" to a demand, [illegible]end the friendship and tell others embarrassing stories. N[illegible] to think about safety, boundaries, and getting help.
2	Power Through Threats	Sam is in a group that meets regularly to work on shared projects and activities. Jordan is in the same group and has a strong influence because people often follow Jordan's lead. Jordan begins using threats to control Sam, such as warning Sam that they will be embarrassed in front of others if they do not do what Jordan wants. Sam's close friend, Riley, notices Sam has become tense and keeps checking who is watching before speaking. Jordan starts giving Sam unfair tasks and then insults Sam for doing them "wrong." Riley tries to support Sam quietly, but Jordan notices and tries to separate them. The conflict grows until Sam must decide whether to keep obeying or seek support.

Scenario Cards Cut out the scenarios below.

Scenario		Description
3	When Online Messages Turn Harmful	Ava, Ben, and Lucas are part of a friend group that chats online almost every day. Ben and Ava used to joke around, but Ben begins posting personal details about Ava that were shared in private. Lucas is Ben's friend and often supports Ben, but he also cares about Ava and feels uncomfortable. Ben starts sending messages late at night, demanding that Ava respond right away, then mocking her when she does not. Ava becomes anxious and begins avoiding the chat. [illegible] notices that the group's tone has changed and that the harm is repeating. [illegible]ation reaches a breaking point when Ben threatens to post something [illegible]ersonal.
4	Being Left Out on Purpose	Eli, Ma[illegible]lia are in the same friend circle and often spend time toget[illegible] angry after a small disagreement and decides to pu[illegible] Marcus quietly tells Talia not to invite Eli, claiming Eli is [illegible]g" a[illegible]thing." Talia is Marcus's close friend and wants to stay c[illegible] goes along with it at first. Eli hears about plans after th[illegible] and [illegible]ing embarrassed and unwanted. Marcus starts spreading [illegible] void Eli too. Talia begins to feel guilty as the exclus[illegible]ntentional, and she must decide what kind of friend she wa[illegible]
5	Anger Used as Control	Alex and Priya are cousins who see [illegible] events, and they sometimes work together on share[illegible] a habit of exploding in anger during disagreeme[illegible]eep the peace" by giving Alex what he wants. Priy[illegible] notices Priya becoming quieter and agreeing too quickly. Al[illegible] conversations, shouting over others and making th[illegible] again if you disagree." Priya starts changing her choice[illegible] off. Daniel finally challenges the pattern and points out that f[illegible] respect. The group must deal with whether Alex's behaviour will be ex[illegible] or addressed.
6	"Jokes" That Are Not Jokes	Jamie and Chris are in the same social circle, and Chris often performs for attention by making people laugh. Chris starts making comments about Jamie's looks and skills, calling them "jokes," but the comments happen again and again. Morgan is Jamie's friend and is usually supportive, but Morgan laughs at first because everyone else does. Jamie becomes quieter, stops joining conversations, and tries to avoid being noticed. Chris increases the "jokes" when Jamie shows discomfort, acting like Jamie is "too sensitive." Morgan begins realizing the harm is not accidental and that the pattern is repeating. The tension grows until Morgan must choose whether to stay silent, join in, or support Jamie openly.

Name: ______________________ 70.

Scenario Cards | Cut out the scenarios below.

Scenario		Description
7	Control Through Guilt	Casey and Taylor are close friends who talk daily and spend a lot of time together. Taylor often says things that make Casey feel responsible for Taylor's happiness, such as "If you cared about me, you would do this," and "After all I've done for you, you owe me." Casey's neighbour and friend, Jordan, notices Casey is always stressed and seems afraid to say no. Taylor begins keeping score of favours and uses guilt to pressure Casey into doing things Casey is not [illegible]fortable with. When Casey tries to set a boundary, Taylor accuses Casey of [illegible]elfish and threatens to stop being friends. Jordan encourages Casey to [illegible]attern of guilt and control and think about safer choices.
8	Watching Abuse Hap[illegible]	[illegible]e in the same community group that meets regularly, and Owen [illegible] control Nina's choices and embarrass her in front of others. O[illegible], interrupts her, and speaks to her in a disrespectful way [illegible] others are listening. Farah is Nina's friend and notices [illegible] before speaking. Leo is Owen's friend and believes [illegible] he says nothing. Owen's behaviour repeats and [illegible] Nina tries to stand up for herself. Farah and Leo [illegible] witnessing and what responsibility they have. Nina's safety [illegible]ed as the bystanders' choices shape what happens next.
9	Identity-Based Harm	Amir recently joined a mixed group [illegible]s and stories about themselves. Zoe begins mak[illegible] Amir's identity and background, using stereotypes and [illegible] Hannah is Amir's friend from the same neighbourhood [illegible] quieter and avoids speaking. Zoe encourages o[illegible] excludes Amir from group plans. Amir tries to ignore it [illegible] behaviour keeps happening and starts affecting his con[illegible] decides to learn more about why identity-based bullying is harmful a[illegible]ares to speak up. The conflict builds when Zoe dismisses concerns and [illegible] to blame Amir for being "too sensitive."
10	Asking For Help is Not Easy	Liam and Sofia are close friends who usually tell each other everything. Lately, Liam has been acting differently—he avoids certain people, seems tense when his phone rings, and makes excuses to leave early. Sofia asks what is wrong, but Liam says everything is fine because he fears the situation will get worse if anyone knows. Liam's older cousin, Marcus, notices Liam is losing confidence and becoming withdrawn. Liam admits that someone has been repeatedly pressuring and humiliating him, and he feels stuck because the person has more social power. Sofia wants to help, but Liam worries he will not be believed. The story moves toward a moment where Liam must decide whether to stay silent or reach out for support.

Name: ____________________ 72

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Very little effort shown	Some effort, limited detail	Creative and thoughtful	Highly creative and engaging
Voice	Difficult to hear or unclear	Sometimes clear	Clear and appropriate	Always clear, expressive, and confident
M	…ents did …tch	Some matching movements	Movements matched well	Movements were purposeful and effective
Stay in Role	…n out…	…etimes in …ter	Mostly stayed in character	Stayed in character throughout
Teamwork	Did not wor… well with group	…tion	…orked well …h group	Excellent cooperation and support

Teacher Comments

____

____

____

____

Mark

Student Comments – What Could You Do Better?

____

____

____

____

____

Name: ____________________ 73

Total
/

Unit Test

Violence and Abuse in Relationships

Mark	/

1. Abuse happens when one person uses power to gain ______ over another person.

a) Anger

b) Control

c) Mistakes

d) Acciden[illegible]

2. When someone uses force like hitting or pushing to hurt another person, this is ..

a) Emotional abuse

b) Physical abuse

c) Social abuse

d) Economic abuse

3. Using [illegible] threats, or insults to hurt [illegible] called..

a) Em[illegible] abus[illegible]

b) Physical ab[illegible]

c) Social abuse

d) Economic abuse

4. Bullying that happens using phones or the internet is called ______ bullying.

a) Verbal

b) Social

c) Physical

[illegible] Cyber

5. A person who sees bullying [illegible] b[illegible] does nothing is called a ______.

a) Victim

b) Bully

c) Bystander

d) Ally

6. [illegible] actions can cause emotional harm [illegible]

a) In[illegible]

[illegible]

c) Co[illegible]

d) All of th[illegible]

7. Which example is identity-based bullying?

a) Teasing about a bad test

b) Ignoring someone once

c) Making fun of someone's religion

d) Disagreeing about a rule

8. Asking for hel[illegible] is [illegible]

a) Weakness

b) Strength

c) Failure

d) Trouble

9. "You're useless. You never do anything right." This quote is an example of:

a) Emotional abuse

b) Physical abuse

c) Economic abuse

d) Spiritual abuse

10. Which quote is NOT an example of control?

a) "You're not allowed to go."

b) "Do what I say."

c) "I choose for you."

d) "What do you think?"

Sorting – Roles in Bullying	Read the scenarios below. Write each character's name next to the correct role.

Mark	/

1) During recess, **Sam** repeatedly makes fun of **Alex** and pushes him. **Jordan** sees this happen but walks away. **Taylor** steps in, supports Alex, and tells a teacher.

Bystander:		**Victim:**	
Bully:		**Ally:**	

2) After school, **Ava** checks on **Noah**. Earlier, **Emma** saw hurtful messages but stayed silent. The [illegible] messages were posted by **Liam**, and **Noah** felt upset and embarrassed.

Bystan[illegible]		**Victim:**	
[illegible]		**Ally:**	

Sort	Read ea[illegible] and [illegible] the correct type of abuse beside each [illegible] **Physical** [illegible] **Spiritual · Sexual**

Mark	/

1) Hitting someone during an a[illegible] deserve this."	
2) Insulting someone often and saying, "You are u[illegible]	
3) Controlling shared money and saying, "I decid[illegible] our money is spent."	
4) Using beliefs to control someone and saying, "You will be punished."	
5) Yelling to control feelings and saying, "No one else likes you."	
6) Stopping someone from practising beliefs and saying, "You're not allowed."	
7) Forcing unwanted touching and saying, "Don't tell anyone."	
8) Pushing someone to scare them and saying, "I'll hurt you again."	
9) Pressuring someone to share private pictures and saying, "You have to."	
10) Stopping a partner from using money and saying, "You're not allowed to buy anything."	

Long Answer | Answer the questions below

Mark	/

1) Describe the effects of abuse on a person's feelings, learning, and safety, and explain how abuse can also affect families, schools, or the community over time.

2) Explain five safe and helpful ways a person c[illegible] with [illegible] why each one is important.