



Preview – Information



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

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Workbook Preview



Grade 1 – Health Unit

Human Development and Sexual Health

	Curriculum Expectations	Pages
D1.3	identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology and body-positive language	6 - 29
D1.4		59
D2.5		92
	preventing the transmission of disease to others	

**Preview of 75 pages from
this product that contains
126 pages total.**

NAME: _____

HUMAN DEVELOPMENT

PREVIEW



five
senses

Knowing Our Body Parts

Why Body Parts are Special

Our body has many parts. Each part is special and important. They help us do things like playing, singing, and talking. We should know their names and take good care of them.



Parts We See

- Head: We have eyes to see, ears to hear, nose to smell, and mouth to eat.
- Arms and Hands: We use them to hold things, write, and wave hello.
- Legs and Feet: They help us walk, run, and jump.

Parts We Don't See

Inside our body, we have a heart that beats to keep us alive. We also have a stomach for digesting food and lungs to help us breathe.

Taking Care of Our Body

- Clean: We keep our body clean by bathing.
- Healthy Food: Eating fruits and vegetables keeps our body strong.
- Rest: Sleeping well helps our body stay healthy.

Name: _____

7

True or False

Is the statement true or false?

1. We have two eyes to see.	True	False
2. We use our mouth to eat.	True	False
3. Hands are not used for holding things.	True	False
4. Legs help us to run.	True	False
5. We don't need to sleep for our body.	True	False

Draw

Draw 3 body parts inside your body and 3 outside



Body Check

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

How many?

I have _____ hands

I have _____ feet

I have _____ eyes

I have _____ ears

I have _____ nose

I have _____ mouth

I have _____ arms

I have _____ legs

I have _____ fingers

I have _____ toes



Exit Cards

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

Name: _____

How many do you have of each?

1) Hands	
2) Fingers	
3) Eyes	
4) Arms	
5) Legs	
6) Toes	
7) Nose	
8) Ears	

Name: _____

How many do you have of each?

1) Hands	
2) Fingers	
3) Eyes	
4) Arms	
5) Legs	
6) Toes	
7) Nose	
8) Ears	

Name: _____

How many do you have of each?

1) Hands	
2) Fingers	
3) Eyes	
4) Arms	
5) Legs	
6) Toes	
7) Nose	
8) Ears	

Name: _____

How many do you have of each?

1) Hands	
2) Fingers	
3) Eyes	
4) Arms	
5) Legs	
6) Toes	
7) Nose	
8) Ears	

Name: _____

10

Curriculum Connection
D13

My Body Parts



Word Bank

Use the word bank to fill in the blanks above

Eye	Hip	Hand	Foot	Leg
Nose	Neck	Finger	Hair	Tongue
Shoulder	Knee	Chest	Ear	Arm
Tooth	Ankle	Elbow	Toe	

My Body Parts

Word Bank

Use the word bank to fill in the blanks above

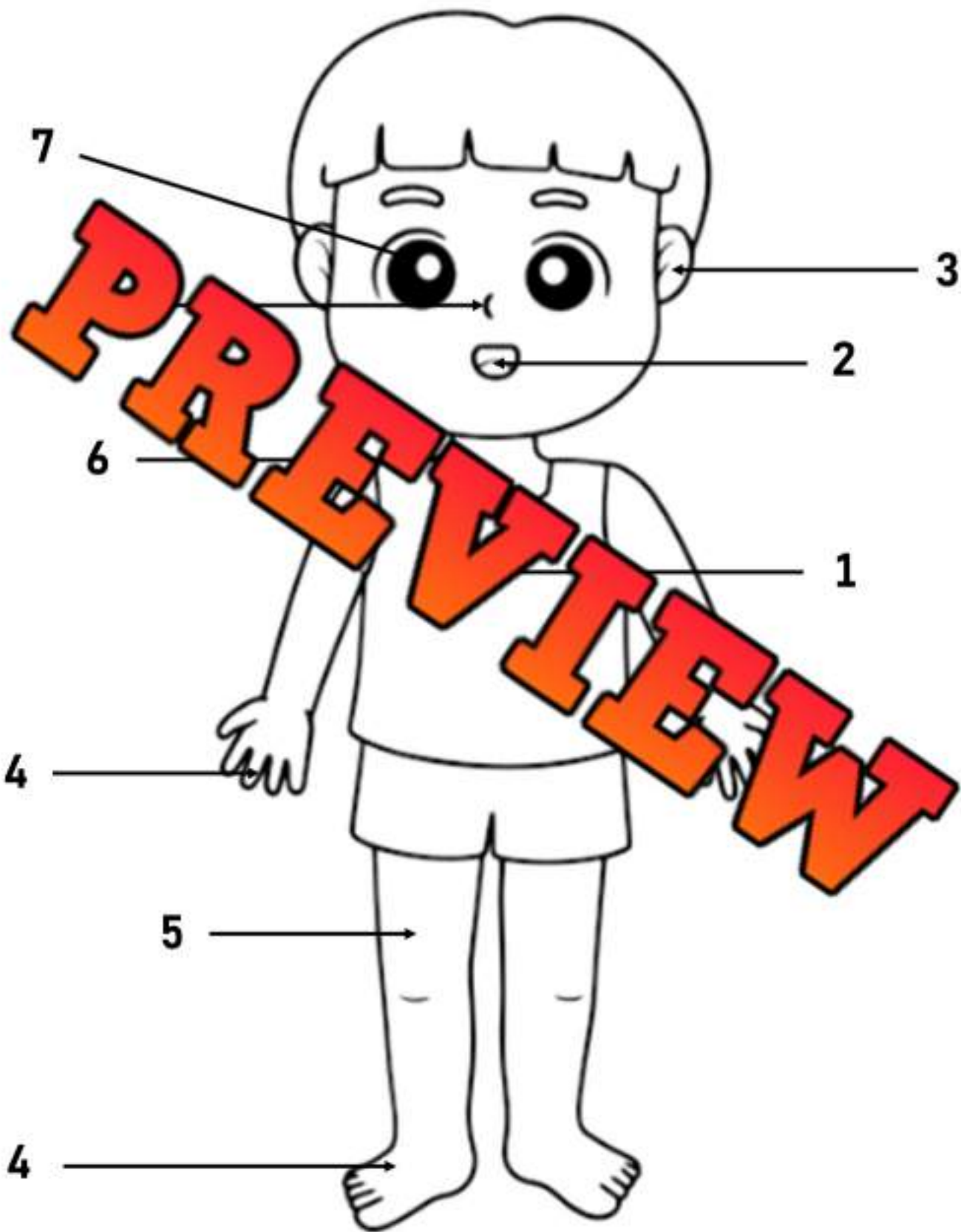
Testicles	Penis	Vulva	Vagina	Hair
Forehead	Eye	Nose	Neck	
Eyebr	Earlobe	Cheek	Chin	
Eyel	Ear	Tongue	Teeth	

PREVIEW



Crossword Guide

Use this guide to answer the crossword on the next page.



Crossword

Complete the puzzle below.



Activity: Body Parts Pictionary

Objective

What are we learning about?

To engage students in a fun activity that helps them learn and correctly identify different body parts, reinforcing their understanding and vocabulary.

Materials

What you will need for the activity.

- Yellow paper
- Markers or colored pencils
- Timer (optional)
- Flashcards with body parts written on them



Instructions

How you will complete the activity.

1. Divide the class into two teams.
2. One student from the first team picks a card without showing it to others.
3. The student tries to draw the body part on the whiteboard.
4. The rest of the team has one minute to guess the word.
5. If the team guesses correctly, they get a point.
6. Then it's the second team's turn to draw and guess.
7. No letters or numbers are allowed in the drawings.
8. Keep rotating turns between the teams.
9. The game continues until all cards are used.
10. The team with the most points at the end wins!

Name: _____

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Curriculum Connection
01.3

Idea

Body Parts Cards

Hair

Arm

Leg

Neck

Hand

Foot

Heart

Eye

Ear

Lungs

Mouth

Stomach

Teeth

Tongue

Brain

Head

Bones

Knee

Elbow

Muscles

Finger

Toe

Thumb

Stomach

Neck

PREVIEW

Activity – Exploring Body Parts Through Drawing**Draw**

Draw a picture of the body part and label it.

PREVIEW

1) Body Parts

2) Body

3) Body Parts

4) Body Parts

Newspaper Article: Body Positivity

Celebrating Every Body

Published on January 27, 2024

Everyone has a unique body, and that's something to be proud of! Feeling good about ourselves helps us be happy and healthy.

Dr. Lisa, known for teaching about happiness, tells us, "Our bodies are amazing! They let us dance, laugh, and learn. Remember to say nice things about your body every day."

Tim, a joyful first grader, loves what his body can do. "My arms are strong from climbing trees," he says proudly. "I love my body because it's part of who I am!"

Sarah, another first grader, adds, "I like my eyes because they let me see the stars. My body is awesome!"

Dr. Lisa advises, "Your body is your lifelong friend. Treat it with love and kindness."

Let's remember to be proud of our bodies. They are gifts for us, from playing sports to giving our warmest hugs. Celebrate your body every day for the wonderful things it allows you to do!



Directions

Colour the pictures that show what our body can really do



Word Search

Find the words in the word search

Love	Body
Play	Kind
Jump	Dance
Happy	Run
Care	Smile

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

Name: _____

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Curriculum Connection
01.3

Directions

Draw yourself and circle one body part you like.

PREVIEW

Question

Why do you like that body part?

Story: Respecting Our Bodies

Benny Learns About Respect

Benny the Bear had a big heart and lots of friends. One sunny day, Benny learned something important about respect.

Benny learns about respect



Benny's teacher, Mr. Owl, talked about respecting our bodies and the bodies of others. "We all have personal space and it's important to respect it," Mr. Owl said gently.

Benny thought about this. He remembered asking his friend Lucy the Rabbit, "Is it okay if I hug you?" Benny asked Lucy one time.

Lucy smiled. "Yes, Benny, that's okay with me!" she said.

Benny learned to ask his friends before giving them hugs. He also learned to say "no" if he didn't want a hug. "It's important to respect each other's space," Benny thought happily.

From then on, Benny and his friends always asked each other before sharing hugs. They knew respecting personal boundaries made everyone feel safe and happy.

True or False

Is the statement true or false?

1) Benny never asks before giving hugs.	True	False
2) Mr. Owl talked about playing games.	True	False
3) It's important to ask before hugging someone.	True	False
4) Friends should not respect each other's space.	True	False
5) Saying "a hug is okay."	True	False

Direction

re rules that show actions that respect our bodies.

Eating healthy food	Ignoring	Washing hands
Eating too much junk food	Brushing teeth	Skipping meals
Resting when tired	Staying up very late	Sleeping early

Question

Do you like it when people are in your personal space? Explain.

Newspaper Article: Identifying Personal Safety

Learning Our Bodies, Keeping Safe

Published on January 27, 2024

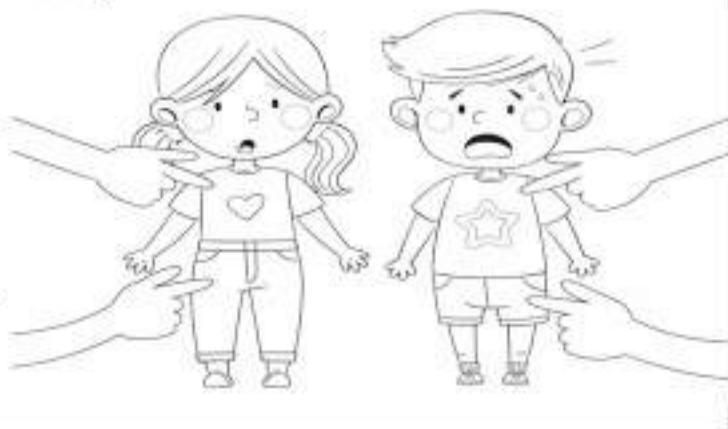
It's good to learn about the parts of your body. It helps you stay safe! Every kid has 206 bones and over 600 muscles that let them run and play. Skin is the biggest body part we have.

Dr. Kay tells us, "When kids know their body parts, they can tell someone if they don't feel okay." This is important because your body is yours.

Jane, who is in grade one, learned a lot. "If I get hurt or feel bad, I can tell someone," she says. Kids should always tell a grown-up if they're hurt.

Dr. Kay says it's okay to say no if someone tries to touch you and you don't like it. You are in charge of your body. This also means you should not touch other people unless they give you permission.

When talking to grown-ups you trust about something, it's very important. Dr. Kay says talking to a trusted adult can help you feel and stay safe. Remember, your body is special, and you are in charge of your body.



True or False

Is the statement true or false?

1. Everyone has a personal space bubble.	True	False
2. It's okay to keep secrets from trusted adults.	True	False
3. You can say no or stop if someone touches you.	True	False
4. Personal space is the same for everyone.	True	False
5. Teachers can help if you feel unsafe.	True	False

Directions: Circle the trusted adults you can talk to.

			
Stranger	Teacher	Politician	Doctor

Word Search

Find the words in the wordsearch.

Safe	Trust
No	Talk
Space	Feel
Help	Friend
Yes	Adult

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

Exit Cards

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

Name: _____

Is the statement true or false?

1) Every kid has 600 bones.	T	F
2) We have over 600 muscles.	T	F
3) Our brain is the biggest body part we have.	T	F
4) No one should touch you unless they have permission.	T	F

Name: _____

Is the statement true or false?

1) Every kid has 600 bones.	T	F
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4) No one should touch you unless they have permission.	T	F

Listening to Our Bodies

Understanding Body Signals

Our bodies are like whispering friends, always telling us how they feel and what they need to be happy and healthy.



Key Signals from Our Bodies

- When We're Hungry: Our tummies grumble, asking for nutritious food to fuel our adventure.
- When We're Thirsty: Dry throat signals the need for water to stay hydrated and active.
- When We Need Sleep: Yawning and drooping eyelids are our body's way of saying it's time for bed to recharge for tomorrow.
- When It's Time to Move: A burst of energy encourages us to run, jump, and play, keeping our heart healthy.

Responding to Our Body's Needs

- Adjusting to Temperature: Shivering or sweating reminds us to find shade, put on a hat, or wear a warm coat.
- Reacting to Pain: Ouches and aches tell us to be careful, possibly needing a bandage or a comforting hug.
- Listening When We're Unwell: Feeling weak or having a tummy ache means we might need to rest, see a doctor, or take medicine.

True or False

Is the statement true or false?

1) Our bodies talk to us.	True	False
2) We should ignore when we feel thirsty.	True	False
3) Feeling tired means we need to play more.	True	False
4) Eating when hungry helps our body.	True	False
5) Drinking is important when we're thirsty.	True	False

Fill in the Blank Write the missing word.

1)	When we feel _____ we should _____ water.	Thirsty	Hungry
2)	Wearing _____ clothes helps you feel _____.	Cold	Warm
3)	Sleeping helps when we are _____.	Energetic	Tired
4)	We feel _____ after running and playing.	Fatigued	Hungry
5)	Our body needs rest when it feels _____.	Sleepy	Awake

Question

When have you ever needed a band-aid?

Story: Understanding the Five Senses

Draw

Draw pictures that show the story

Lily's Discovery of the Five Senses

Once there was a curious girl named Lily. She loved exploring the world around her. Lily wanted to learn how her senses helped her experience everything.

One sunny morning, Lily went to the garden. She saw beautiful flowers. "I use my eyes to see," she thought happily. Colors and shapes became clear to her.

PREVIEW

In the garden, Lily heard birds singing. "My ears help me hear," she realized. The chirping was like music, making her smile and dance.

Next, Lily found different flowers and fruits. She sniffed them one by one. "My nose helps me to smell," she discovered. Each scent was unique and lovely.

Then, Lily picked a soft, fuzzy peach. She felt its texture. "My skin helps me feel," she understood. The peach was soft, and the grass was tickly under her feet.

It was time for a snack, so Lily ate the peach. "Yum!" she exclaimed. "My tongue helps me taste." The peach was sweet and juicy, making her giggle.

PREVIEW

PREVIEW

Later, Lily's friend, Aarav, joined her. They played a game of guessing sounds and smells. They laughed and learned together.

Lily realized her senses made every day special. Seeing, hearing, smelling, feeling, and tasting helped her enjoy the world. "I love my senses," she said with a big smile.

Story: The World of Sight

Alex's Adventures in the World of Sight

In a small town lived a curious boy named Alex. Alex loved looking at everything around him. His world was full of colours, shapes, and movement.



One day, Alex and his cat, Whiskers, played outside. He saw green trees, and colourful butterflies. "My eyes help me see all these," Alex thought.

Alex and Whiskers played together. Alex watched birds flying and clouds moving. "My eyes can follow this," Alex said, giggling, chasing Whiskers.

Later, Alex drew pictures with many colours. He used reds, blues, yellows, and greens. "My eyes help me see different colours," he said, smiling at his artwork.

As the sun set, Alex watched the sky change. It turned from blue to orange and pink. "What a beautiful world!" Alex exclaimed. He felt happy his eyes let him see such wonders.

Every day, Alex appreciated his eyes more. He knew his world of sight was a special gift.

True or False

Is the statement true or false?

1) Alex has a dog named Whiskers.	True	False
2) Alex loves looking at the sky.	True	False
3) Birds can be seen flying in the sky.	True	False
4) Alex uses his ears to see colours.	True	False
5) Alex drew pictures with many colours.	True	False

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

	Alex played with his dog, Whiskers.
	Alex felt happy when his dog saw him.
	Alex drew pictures with many colours.
	Alex looked around and saw many birds.
	Alex watched birds and clouds move.

Word Search

Find the words in the wordsearch.

Alex	See
Sky	Blue
Cat	Draw
Birds	Green

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

The Sense of Touch

How We Feel Things

Our skin is amazing! It helps us feel things. When we touch something, our skin tells our brain if it is soft, hard, hot, or cold.

Diff. Feel

- Soft: Like a kitten.
- Hard: Like a football.
- Hot: Like warm soup.
- Cold: Like a snowflake.



Skin Receptors

Under our skin, we have tiny things called receptors that send messages to our brain about what we feel. This keeps us safe from feeling things that could hurt us.

Taking Care of Skin

- Gentle Washing: Keep your skin clean by washing gently.
- Sun Protection: Wear sunscreen to protect from the sun.
- Warm Clothes: Wear warm clothes when it's cold outside.

True or False

Is the statement true or false?

1. Our skin helps us feel things.	True	False
2. We feel with our ears.	True	False
3. Sunscreen protects our skin.	True	False
4. Receptors are under our skin.	True	False
5. We use our skin to feel textures.	True	False

Draw

Draw three things you can feel with your skin.

		
Soft	Hard	Hot

Question

What does our skin help us do?

Story: Hearing the World

Ethan's Listening Adventure

Once there was a boy named Ethan who loved listening to the world. He discovered that his ears were special. They helped him hear all sorts of sounds.

One day, Ethan listened to the birds chirping outside his window. "My ears let me hear the birds singing," he thought with a smile.



At breakfast, Ethan heard the sizzle of pancakes on the stove. He listened to the gentle hum of the refrigerator and the ticking of the clock on the wall. "So many different sounds!" he said happily.

On his way to school, Ethan heard cars beep, leaves rustling, and dogs barking. Each sound was unique and told him something about his surroundings.

In the classroom, Ethan listened to his teacher's stories. He loved the sound of her voice and the laughter of his friends.

Every day, Ethan explored the world through his ears. He realized that listening carefully helped him learn and understand so much about the world around him. "I love hearing!" Ethan exclaimed, eager for more sounds to discover.

True or False

Is the statement true or false?

1) Ethan loves to listen.	True	False
2) Ethan has a pet fish.	True	False
3) Ethan hears birds chirping.	True	False
4) Ethan sees with his ears.	True	False
5) Leaves make a rustling sound.	True	False

Fill in the blanks with the missing word.

1)	Ethan loves listening to _____ chirping.	Cats	Birds
2)	The _____ sizzle when cooking breakfast.	Pancakes	Milk
3)	Ethan hears the _____ ticking in the classroom.	Light	Clock
4)	Cars make a _____ sound on the street.	Beeping	Whispering
5)	Ethan's _____ help him hear all these sounds.	Ears	Eyes

Word Search

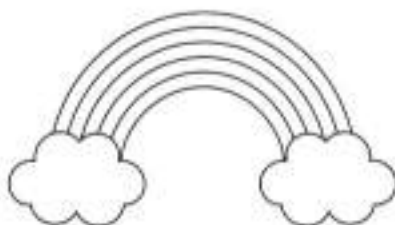
Find the words in the wordsearch.

Ethan	Hear
Birds	Clock
Cars	Leaves
Beep	Ear

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

Directions

Colour the things that you can hear.



Story: Smelling and Tasting

Nina's Flavourful Day

Nina had a nose that loved to smell and a tongue that loved to taste.

One sunny day, she decided to explore

how they worked together.

In the kitchen, Nina was baking cinnamon cookies. Nina loved the sweet, spicy scent. "Mmm, cinnamon," she said, her nose tingling.



Then, it was time to taste. Nina took a bite of a warm cookie. "Yummy!" she exclaimed. Her tongue could taste the sweet and spicy flavour, just like her nose smelled it.

At lunch, Nina sniffed her apple. It smelled fresh and fragrant. When she took a bite, her tongue tasted the juicy, sweet flavour. "What a team they make it smells!" Nina realized.

In the garden, Nina sniffed flowers. Their scent was like perfume. She knew not to taste them, but loved their smell.

Nina learned her nose and tongue worked as a team. They helped her enjoy every smell and taste. "What a delicious day!" Nina said happily.

Fill in the Blanks

Write the missing word.

1)	Nina smells _____ baking in the oven.	Cookies	Shoes
2)	The cookies taste like _____.	Cinnamon	Salt
3)	Nina's nose helps her _____ different scents.	Smell	See
4)	Nina _____ flowers in the garden.	Smells	Hears
5)	Nina _____ to taste food.	Ear	Tongue

Draw

Draw three of your favourite smells

Word Search

Find the words in the word search.

Nina	Smell
Taste	Apple
Sweet	Fruity
Nose	Oven

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

Activity – Five Senses Charades

Objective

What are we learning about?

To help students understand and communicate about the five senses (sight, hearing, taste, smell, and touch) through a fun and interactive game of charades.

Materials

What you will need for the activity.

- Cards or objects related to each sense (e.g., a flower for smell, eating an apple for taste)
- A box or bag for the cards
- Timer (optional)



Instructions

How you will complete the activity

1. Divide the class into two teams.
2. One student from the first team picks a card with an object and acts it out to others.
3. The student acts out the action that is related to the sense.
4. The rest of the team has one minute to guess what is being acted out and which sense the actor is using.
5. If the team guesses correctly, they earn a point.
6. Then it's the second team's turn to act and guess.
7. No speaking or mouthing words is allowed during the acting.
8. Keep rotating turns between the teams.
9. The game continues until all cards are used.
10. The team with the most points at the end wins!

Charade Cards

Cut out the cards below

Looking through a telescope

Listening to loud music

Blinded by a camera flash

Covering ears from dog barking

Wearing glasses

Tasting a sour lemon

Smelling a flower

Licking a lollipop

Smelling something gross

Biting into a sandwich

Holding nose from stinky socks

Drinking through a straw

Petting a furry animal

Looking for a toy

Getting tickled

Staring at stars

Warming hands near a fire

Shaking a rattle

Cooling face with a fan

Blowing a whistle

Feeling something sticky

Listening to ocean in a seashell

Eating a piece of chocolate

Smelling perfume or cologne

Eating spaghetti

Tasting a spicy pepper

Newspaper Article: Safe Exploration**Exploring Safely With
Our Senses**

Published on January 26, 2024

Exploring nature is fun! We use our eyes, ears, nose, touch, and taste to learn about nature. But when we explore,

squirrel! I stayed quiet and watched. It was fun!"

Dr. Chen adds, "Stay on the paths and don't pick plants. This keeps nature safe and happy."

Dr. Amy Chen, a nature expert, says, "Using our senses helps us enjoy nature. We see beautiful flowers, hear birds, and smell the fresh air. But remember, look at animals from far, don't touch them."

Tommy, a first grader, went on a nature walk. He shares, "I saw a



Draw

Draw how you use your senses in nature below

Things you **SEE**

Things you **SMELL**

Things you **HEAR**

Things you **TASTE** Things you **FEEL**

Word Search

Find the words in the wordsearch

See	Bird
Smell	Path
Walk	Safe
Fresh	Air
Hear	Tree

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

True or False

Is the statement true or false?

1. White canes are used for hearing.	True	False
2. Braille books have raised dots.	True	False
3. Hearing aids make things quieter.	True	False
4. Flashing lights can signal sounds.	True	False
5. Walkers help people walk.	True	False

Multiple Choice

Circle the correct answer.

1) What tool helps people who have trouble seeing?		
A) White cane	B) Headphones	C) Spoon
2) What helps people read when they are blind?		
A) Picture book	B) Pencil	C) Braille
3) What tool makes sounds louder for hearing?		
A) Hearing aid	B) Flashlight	C) Mirror
4) What tool flashes light to tell there is a sound?		
A) Television	B) Visual alert	C) Mirror
5) What helps people move around easily?		
A) Book	B) Pillow	C) Wheelchair

Question

What assistive tools have you seen before?

Activity – Snowman Game: Sensory Edition

Objective

What are we learning about?

To help students recall and reinforce their knowledge of the five senses through a fun and interactive Snowman game, enhancing their understanding and memory of sensory-related words.

Materials

What you will need for the activity.

- White paper
- Pens or crayons
- List of words related to the five senses (sight, smell, hearing, taste, touch)
- Eraser or cloth (for erasing a word)



Instructions

How you can complete the activity

1. Sensory Word Selection: Start by asking students to list all sensory-related words they've learned, such as 'sight', 'taste', 'hearing', 'smell', and 'touch'.
2. Explain Snowman: Demonstrate how to play the Snowman game on a whiteboard or chalkboard. Explain that for each incorrect guess, a part of the snowman is drawn, starting from the bottom snowball to the sad face.
3. Game Setup: Distribute blank Snowman game templates to the students and ask them to think of a word related to the health topics they've studied.
4. Play in Pairs: Students pair up. One student thinks of a health-related word and draws blanks on the template for each letter.
5. Guessing the Word: The partner guesses letters. If a letter is correct, it's added to the blanks. If not, a part of the snowman is drawn.
6. Discover and Discuss: The game continues until the word is guessed or the snowman is completed. After each round, discuss the word in context of Safety education.
7. Encourage Creativity: Urge students to be creative with their word choices, thinking broadly about everything they've learned in health class.
8. Rotate and Repeat: After a few rounds, have students switch partners for fresh gameplay and new word challenges.

Snowman

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

Draw Your Snowman

Cross off incorrect guesses

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below

Draw Your Snowman

Cross off incorrect

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below

Food – Using Our Senses

Discovering Food

Every time we eat, we use our senses. This adventure helps us love our meals and snacks.



Senses That Make Eating Exciting

- **Sight:** Colours and shapes on our plate make us excited to eat. Green spinach, red apples, and yellow bananas look so inviting.
- **Sound:** Some foods crunch, crackle, or pop! Like when we bite into crispy celery or munch on popcorn.
- **Smell:** Before we even taste, our nose tells us if something smells delicious, like fresh bread or fruit.
- **Touch:** Feeling our food can be fun! Soft peas, firm broccoli, and squishy tomatoes tell us a lot.
- **Taste:** Our tongues discover if food is sweet like strawberries, salty like nuts, sour like lemons, or bitter like kale.

Learning From Our Senses

Our senses guide us to eat a variety of foods. They show us what foods we like and which ones are healthy for us. Eating different colours and types of food makes sure we get lots of vitamins.

Draw

Draw foods that use the senses below

Taste: Food You Like The Taste Of**Taste:** Food You Don't Like The Taste Of**Sight:** Food That Is Colourful**Sight:** Food That Is Not Colourful**Smell:** Food You Like The Smell Of**Smell:** Food You Don't Like The Smell Of**Touch:** Food That Is Soft**Touch:** Food That Is Hard

Exit Cards

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

Name: _____

How would you describe the food?

1) Popcorn	Small	Big
2) Lemons	Sour	Spicy
3) Ice Cream	Cold	Hot
4) Apples	Crunchy	Soft
5) Bananas	Soft	Hard
6) Brownies	Sweet	Sour

Name: _____

How would you describe the food?

1) Popcorn	Small	Big
2) Lemons	Sour	Spicy
3) Ice Cream	Cold	Hot
4) Apples	Crunchy	Soft
5) Bananas	Soft	Hard
6) Brownies	Sweet	Sour

Name: _____

How would you describe the food?

1) Popcorn	Small	Big
2) Lemons	Sour	Spicy
3) Ice Cream	Cold	Hot
4) Apples	Crunchy	Soft
5) Bananas	Soft	Hard
6) Brownies	Sweet	Sour

Name: _____

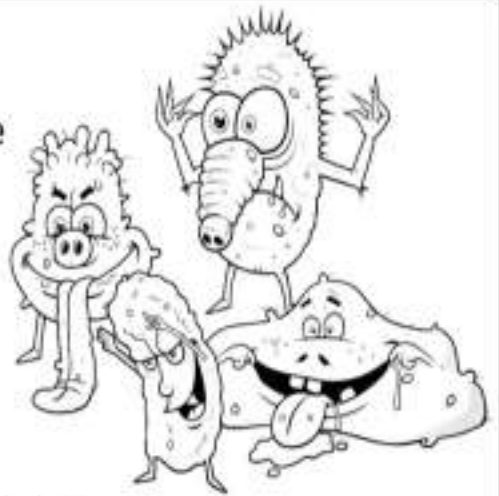
How would you describe the food?

1) Popcorn	Small	Big
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4) Apples	Crunchy	Soft
5) Bananas	Soft	Hard
6) Brownies	Sweet	Sour

Germs and Health

What Are Germs?

Germs are too small to see but they can make us feel sick. They hide everywhere on our toys, doorknobs, and even our hands!



Type of Germ

- Bacteria: Tiny little bugs that can give us sore throats.
- Viruses: They are even smaller and make us sneeze.

Fighting Germs

To keep germs away and stay healthy, we can:

- Wash Hands: Use soap and water to wash your hands for 20 seconds. Do this especially before eating and after using the washroom.
- Sneeze Right: Always sneeze into your elbow, not your hands.
- Keep Clean: Toys, clothes, and surfaces should be cleaned regularly.

Germs might be small, but we're much smarter! By washing our hands and keeping clean, we can stop germs from making us sick. Let's be germ fighters every day!

True or False

Is the statement true or false?

1. Germs can make us feel sick.	True	False
2. Germs are very big and easy to see.	True	False
3. Washing hands can keep germs away.	True	False
4. Toys never have germs on them.	True	False
5. Bacteria and viruses are types of germs.	True	False

Draw

Draw three ways we fight germs.



PREVIEW

Question

How can we stop germs from spreading?

Keeping Hands Clean

Keeping Hands Germ-Free

Hand washing is one of the best ways to stay healthy. It removes germs and dirt that can make us feel sick. We need to wash our hands many times a day.



Times to Wash

- Before Going Outside: To keep you clean and safe.
- After Sneezing or Coughing: To stop germs from spreading.
- Before and After Visiting Sick People: To avoid getting sick or making them sicker.
- After Handling Garbage: To remove germs from your hands.

Steps for Washing Hands

- Soap and Water: Always use soap and water. If no soap and water, use hand sanitizer.
- Sing a Song: Sing a short song like "Happy Birthday" twice to make sure you scrub long enough.
- Between Fingers and Nails: Scrub everywhere, including the back of your hands.
- Rinse Well: Make sure all soap is washed off.
- Use a Towel: Dry your hands completely with a clean towel.

True or False

Is the statement true or false?

1. We should wash our hands before eating.	True	False
2. Hand washing is only for adults.	True	False
3. Singing while washing helps time it.	True	False
4. We wash hands only after playing.	True	False
5. We don't need to dry our hands.	True	False

Instructions Read the page and answer the question below.

Why
should we
wash our
hands?



Handout

How to Wash Hands Properly

Step 1	Turn on the water and wet your hands.
Step 2	Get some soap onto your hands.
Step 3	Rub your palms together with soap.
Step 4	Clean under your nails to remove dirt.
Step 5	Wash between your fingers carefully.
Step 6	Rinse your hands under the running water.
Step 7	Dry your hands with a clean towel.
Step 8	Turn off the tap using the towel.

Handwashing Steps

Write the description of each handwashing step.



PREVIEW



PREVIEW

Story: Sneezing Etiquette

Sammy's Sneezing Lesson

Sammy the Squirrel loved playing outside. But one day, he started sneezing a lot. "Achoo! Achoo!" went Sammy.

His friend Lily the Rabbit, gave him a tissue.

"Always sneeze into your sleeve," she said.

Sammy was a little shy.



Lily explained, "Sneezing into your sleeve keeps germs from spreading."

Sammy sneezed again, but this time into his sleeve. "Achoo!" He felt better knowing he wasn't spreading germs.

"Germs are tiny things that can make others sick," Lily said. "By sneezing properly, we help everyone stay healthy."

Sammy understood now. He thanked Lily and promised to always sneeze the right way.

From then on, Sammy always carried tissues. When he sneezed, he used a tissue or his sleeve. He was proud to help keep his friends healthy.

True or False

Is the statement true or false?

1) Sammy is a squirrel.	True	False
2) Sneezing spreads germs.	True	False
3) Sammy sneezes into his hand.	True	False
4) Lily gave Sammy a tissue.	True	False
5) Sammy is spreading germs.	True	False

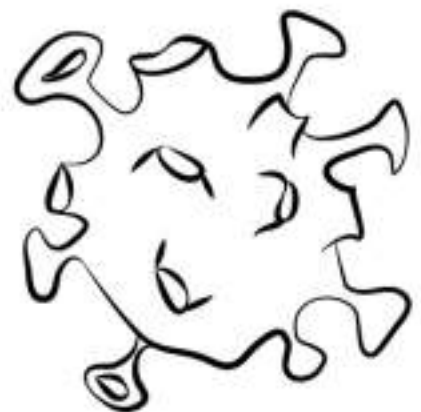
Fill in the Blank

Write the missing word.

1)	Sneezing into _____ spreads germs.	Sock	Tissue
2)	Germs are _____ than a cat's whisker.	Tiny	Big
3)	Lily is a kind _____ who helped Sammy.	Rabbit	Squirrel
4)	Sammy felt _____ knowing he wasn't spreading germs.	Worse	Better
5)	Always _____ your hands after sneezing.	Wash	Clap

Colour

Colour in the germs below



Identify

Who among the group practise proper sneezing/ coughing?



Dental Hygiene

Why Clean Our Teeth

Cleaning our teeth keeps them strong and healthy. It helps prevent cavities, which are tiny holes in our teeth. Clean teeth also mean fresh breath!



How to Brush Teeth

- Use Toothpaste: A pea-sized amount of toothpaste is enough.
- Brush Gently: Brush your teeth from front and back, for 2 minutes.
- Twice a Day: Brush your teeth in the morning and before bedtime.

Flossing is Important Too

- What is Flossing?: It's using a special string to get between teeth.
- How to Floss: Carefully move the floss between each tooth.
- Floss Every Day: Just like brushing, flossing is a daily habit.

Visiting the Dentist

- Regular Check-ups: Visit the dentist twice a year for healthy teeth.
- Dentist Helps: They check our teeth and teach us how to clean them better.

Taking care of our teeth is part of being healthy. Let's brush and floss every day!

True or False

Is the statement true or false?

1. Brushing teeth prevents cavities.	True	False
2. We should brush once a week.	True	False
3. Flossing is important for teeth.	True	False
4. We visit the dentist once a year.	True	False
5. Fresh breath comes from clean teeth.	True	False

Color _____ the picture below



Question

How do you take care of your teeth?

Draw

Draw foods that make your teeth happy and sad.

**PREVIEW**

Personal Items and Hygiene

Why Personal Items are Special

Personal items are things like hats, hairbrushes, combs, and toothbrushes. They are special because they touch our bodies. We should not share these items.



Keeping Germs Away

Sharing personal items can spread germs. Germs are tiny things that can make us sick. Lice, bugs that live in hair, can also be spread.

Items We Should Not Share

- Hats and Hair Accessories: They touch our hair and can carry lice.
- Hairbrushes and Combs: They can have germs and lice from our hair.
- Toothbrushes: They are used in our mouths and can spread germs.
- Towels: They can carry germs from our skin.

Keeping Items Clean

- Wash Regularly: Clean things like combs and towels often.
- Have Your Own: It's best to have your own personal items.
- Label Your Things: Put your name on your items to avoid mix-ups.

True or False

Is the statement true or false?

1) We should share our toothbrushes.	True	False
2) Lice are tiny bugs that live in hair.	True	False
3) Hats can carry germs.	True	False
4) It's okay to share towels.	True	False
5) Person _____ can spread germs.	True	False

Word Search

Find the words in the wordsearch.

Hat	
Comb	Towel
Clean	Label
Brush	Teeth
Hair	Germs



Fill in the Blanks

Write the missing word.

1)	We should not share our _____ with others.	Hats	Shoes
2)	Lice can live in our _____.	Hands	Hair
3)	Toothbrushes are for cleaning our _____.	Hair	Teeth
4)	Towels can carry _____ from our skin.	Flowers	Germs
5)	It's important to have your own _____ for hair.	Comb	Ball

Activity – Glitter Germs Experiment

Objective

What are we learning about?

Understand how germs spread by touch and why it's important to keep personal items to ourselves to avoid spreading germs.

Material

What will you need for the activity?

- Glitter (any color)
- Lotion or sanitizer (to put on the glitter stick to hands)
- Paper towels
- Hand wipes or access to a sink for washing hands



Instructions

How will you complete the activity?

1. Choose one student to be the "Germ Starter." Ask them to put a small amount of lotion or hand sanitizer on their hands, then sprinkle glitter over the lotion to represent "germs."
2. Have the "Germ Starter" shake hands with a few classmates and observe how some of the glitter transfers to the other students' hands.
3. Continue the handshake chain until all students have interacted with the "Germ Starter."
4. Pause and observe how much glitter has spread around the group. Discuss how the glitter represents germs spreading from one person to another.
5. Ask students to look at their hands and see how far the "germs" have traveled.
6. Clean up by having everyone wash their hands to remove the glitter, reinforcing the importance of handwashing to get rid of germs.

Reflection

What did I learn?

I noticed that germs spread easily when _____

The glitter showed that germs can _____

After seeing the glitter spread, I think it's important _____

One thing I'll do differently now to stay healthy is _____

Activity – My Healthy Day Routine

Objective

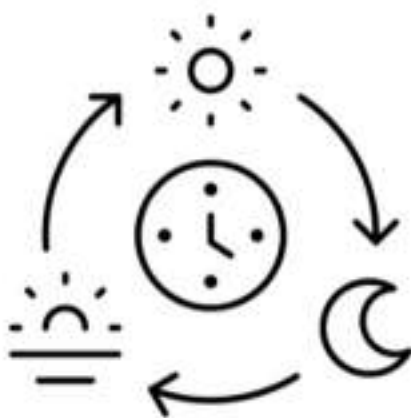
What are we learning about?

Students will recognize, practise, and reflect on healthy daily habits by recording what they do throughout the day and discussing how these habits help their bodies and minds stay healthy.

Materials

What do you need for the activity?

- Pencil
- Healthy Day Routine recording sheet



Instructions

How will you complete the activity?

1. Review the recording sheet with students and read each healthy habit aloud, making sure students understand what each habit is.
2. Explain that students will check off the habits they are doing during the day, from morning until bedtime.
3. Ask students the discussion question: Why do you think brushing your teeth and washing your face are important in the morning and at night?
4. Have students complete the recording sheet by checking off habits they have already done today or usually do at those times.
5. Ask the discussion question: Which healthy habit do you think helps your body the most, and why?
6. Give students time to quietly review their sheet and notice which habits they do often and which ones they might forget.
7. Ask the discussion question: What is one healthy habit you could try to remember tomorrow?

Recording Sheet

Check off the things you do

Time of Day	Healthy Habit	☒ When Done
Morning (When I Wake Up)	Brush my teeth and wash my face	☐
	Eat a healthy breakfast	☐
Mid-Morning	Drink water to stay hydrated	☐
	Stretch and do light exercise	☐
Lunchtime	Eat fruits and vegetables	☐
	Wash hands before and after eating	☐
Afternoon	Play outside or exercise	☐
	Drink more water	☐
Evening (Before Bed)	Brush my teeth and wash my face again	☐
	Read a book or do something relaxing	☐

Activity – Hygiene Jeopardy

Objective

What are we learning about?

To reinforce the importance of hygiene practices in a fun, interactive way using a Jeopardy-style game format, helping to prevent illness.

Materials

What you will need for the activity.

- A digital slide to display categories and point values
- Cards with questions and answers about hygiene
- Buzzer or bell (optional, for signaling answers)
- Scoreboard to keep track of team scores



Instructions

How you will complete the activity.

1. Divide the class into teams for a game of Jeopardy.
2. If available, give each team a buzzer or bell to signal answers.
3. Pick a student from each team to select the first question.
4. They choose a hygiene topic and point value from the board.
5. Read out the hygiene question that corresponds to their selection.
6. Teams buzz in, ring the bell, or raise a hand to answer.
7. The first team to signal gets the chance to respond.
8. Award the points to the team if they answer correctly.
9. Keep score on a board where all students can see.
10. Rotate the question selection among team members, playing until all questions are covered.

Jeopardy

Use the jeopardy questions below

1 Point	2 Points	3 Points	4 Points	5 Points
What do we use to clean our hands?	How many times a day should you brush your teeth?	After playing outside, what should you do before touching food?	What vitamin do we get from the sun?	How many teeth does a child usually have?
What should you use to brush your teeth?	What is it called when you are keeping your teeth healthy?	What is the colour of the vegetable that has a lot of Vitamin C?	Why is it important to drink water?	Name 3 vitamins.
What is a healthy drink we get from cows?	Name a vegetable that helps you see in the dark.	Name 1 mineral.	Name two benefits of brushing your teeth.	Name a mineral important for bones and teeth.
What do we wear on our head when riding a bike?	What should you do before eating?	Name a food that is bad for your teeth.	What happens if you don't take a bath?	What are cavities in your teeth?
Where do we put trash to keep our place clean?	Why should we cover our mouth when we cough?	How long should you wash your hands?	Why is sleep important?	How many minutes of exercise should a kid get each day?

Activity – Role Play: Doctor's Visit

Objective

What are we learning about?

To teach students about body parts and encourage openness in discussing health by engaging in a role-play activity where students alternate playing the roles of a doctor and a patient.

Materials

What you will need for the activity.

- Play doctor's kit (stethoscope, thermometer, etc.)
- White lab coat (optional)
- Notepad for the "doctor"
- Chairs for "doctor" and "patient" to sit



Instructions

How you complete the activity

1. The teacher will explain what a doctor does and what a patient is to the class.
2. The class will make pairs. One friend will be the doctor and the other will be the patient.
3. Give the doctor a play doctor's kit and a paper notepad.
4. The patient tells about a part of their body and how it feels, like "My leg is okay," or "I have a headache."
5. The doctor pretends to check the patient with the play tools and thinks about the body part the patient talked about.
6. The doctor suggests a way to feel better, like "Rest your leg" or "Drink water for your headache."
7. After a bit, friends switch roles. Now the other friend gets to be the doctor.
8. Have students act out their role-play in front of the class.
9. Discuss whether the doctor gave a good treatment plan after each role-play.

Scenarios

Role-Play Scenarios

1. Finding a scraped knee after a fall.
2. Feeling a stomachache after lunch.
3. Discovering a splinter in a finger.
4. Waking up with a sore throat.
5. Having a toothache from a loose tooth.
6. Experiencing a fever after being outside.
7. Dealing with a headache during a game.
8. Getting a bee sting during recess.
9. Suffering from cold symptoms, like a runny nose.
10. Feeling dizzy after spinning around.
11. Having an allergic reaction to a plant.
12. Experiencing sunburn after a day outside.
13. Finding a rash on an arm.
14. Having trouble breathing after running.
15. Having a fever and feeling hot.

Activity – Drawing Contest: Healthy Habits

Objective

What are we learning about?

To promote creativity and raise awareness of good hygiene and healthy habits among students through a drawing contest.

Materials

What you will need for the activity.

- Paper for each student
- Crayons, markers, and coloured pencils
- A box or container for student drawings
- A list of healthy habits (optional)



Instructions

How you will complete the activity.

1. Discuss the importance of healthy habits and good hygiene.
2. Provide examples of healthy habits, like eating fruits and vegetables.
3. Hand out paper and drawing materials to each student.
4. Let students pick their favourite healthy habit to illustrate.
5. Give them ample time to create their drawings.
6. After finishing, each student shares their drawing with the class.
7. The student describes the healthy habit they illustrated and its benefits.
8. Arrange all the artworks in a specific area of the classroom for display.
9. Organize a friendly contest where students vote for the drawing that best represents a healthy habit.
10. Celebrate the creativity and effort of all students, emphasizing the importance of maintaining healthy habits.

1. Eat a Variety of Foods	Include fruits, vegetables, grains, protein, and dairy in your meals.
2. Stay Hydrated	Drink plenty of water throughout the day to keep your body hydrated.
3. Regular Exercise	Engage in physical activities like walking, playing sports, or riding a bike.
4. Get Enough Sleep	Aim for 9-11 hours of sleep each night for your age group.
5. Practice Hygiene	Wash your hands regularly and bathe daily.
6. Safe Sun Exposure	Wear sunscreen and hats when playing outside to protect your skin.
7. Dental Care	Brush your teeth twice a day and floss to keep your teeth and gums healthy.
8. Mindful Eating	Listen to your body when you're hungry and stop when you're full.
9. Positive Thinking	Keep a positive attitude and manage stress through activities you enjoy.
10. Healthy Snacking	Choose healthy snacks like fruits, vegetables, and yogurt instead of junk food.
11. Safe Play	Always wear appropriate gear like helmets and knee pads for activities like biking and skating.
12. Laughter	Laughing is good for your heart and can improve your mood.
13. Time in Nature	Spend time outdoors in nature to improve your mood and wellbeing.
14. Be Mindful	Pay attention to your body and how you feel, and respond to your needs.
15. Balance Activities	Balance time spent sitting with regular movement to keep your body active.

Unit Test – Human Development**Multiple Choice**

/10

1. Why do we wash hands? a) To make bubbles b) To remove germs c) To paint d) For fun	2. How many times should we brush our teeth? a) Once a week b) Every morning c) Before bed d) Both B and C
3. Why do we protect our skin from the sun? a) A hat b) Sunscreen c) Sunglasses d) All of the above	4. When do we use our ears? a) To hear sounds b) To see c) To taste d) When swimming
5. What should we not share to avoid germs? a) Stories b) Toothbrushes c) Music d) Books	6. Why do we eat fruits and vegetables? a) They are colorful b) They are from the ground c) They taste good d) To play video games
7. What tells us if something is hot or cold? a) Our skin b) Our clothes c) Our shoes d) Our books	8. How do we know when we are hungry? a) When the TV is off b) When we're not hungry c) Our eyes are droopy d) When we're in a car
9. What is NOT a way to explore safely? a) Smelling the air b) Staying on paths c) Looking at flowers d) Touching wild animals	10. What do we do if we feel pain? a) Ignore it b) Tell a grown-up c) Play more d) Eat candy

Matching

Match the terms with what they mean

Hygiene

☐ Learning about the world

Nutrition

☐ Eating healthy foods

Senses

☐ Keeping clean**Scenarios**

Read the situation and circle the best way to handle it

1) Liam needs to sneeze. What should he do?

- a) Let it go in a big group
- b) Try to sneeze on a classmate
- c) Run to the bathroom
- d) Sneeze into a tissue or into his sleeve

2) Jayden feels a toothache after eating candy. What should he do?

- a) Eat more candy
- b) Tell a parent or teacher
- c) Ignore the pain
- d) Drink soda

3) Emma hears her friend sneezing and coughing. How can she stay healthy?

- a) Share her water bottle
- b) Play closer to her friend
- c) Wash her hands often
- d) Sneeze without covering



Workbook Preview



Grade 1 – Health

Substance Use, Addictions, and Related Behaviours

	Curriculum Expectations	Pages
D3.2	Preview of 75 pages from this product that contains 118 pages total.	

NAME: _____

SUBSTANCE USE, ADDICTION, AND RELATED BEHAVIOURS



Understanding Screen Time and Its Effects

What is Screen Time?

Screen time is when we use devices like tablets, computers, or TVs. It is fun to watch shows and play games, but we should not do it too much.



Why Screen Time?

- Better Sleep: Using screens before bed helps us sleep. Our bodies need rest to grow strong.
- Play More: When we use screens, we can play outside, run, and jump. This helps our bodies become healthy and happy.
- Learn and Discover: Without screens, we can read books, and explore the world around us. We find out what things we are good at.

How to Enjoy Less Screen Time

- Family Fun: Play games, go for walks, or have a dance party with your family.
- Create: Use paper, markers, and glue to make art. Build things with blocks or Lego.
- Nature Adventures: Explore a park, have a picnic, or watch the clouds. Nature is full of surprises!

Name: _____

7

True or False

Is the statement true or false?

1) Watching TV before bed helps us sleep better.	True	False
2) Playing outside is good for our health.	True	False
3) Drawing and building with blocks is fun.	True	False
4) We should always stay indoors and play video games.	True	False
5) Family time is a good way to spend time.	True	False

Draw a few activities that make you feel happy and healthy.

Reading a book

Playing soccer

Drawing pictures

Eating Fruits

Riding a bike

Exit Cards

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

Name: _____

Circle the correct answer.

1) Too much screen time is bad for ____.	sleep	our hair
2) Screen time is ____.	fun	boring
3) Too much screen time means we are not ____.	exercising	relaxing
4) Without ____ we can't draw and read.	friends	screens

Name: _____

Circle the correct answer.

1) Too much screen time is bad for ____.	sleep	our hair
2) Screen time is ____.	fun	boring
3) Too much screen time means we are not ____.	exercising	relaxing
4) Without ____ we can't draw and read.	friends	screens

Name: _____

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2) Screen time is ____.	fun	boring
3) Too much screen time means we are not ____.	exercising	relaxing
4) Without ____ we can't draw and read.	friends	screens

Activity – Screen Time Choices

Objective

What are we learning about?

To help students identify good choices for screen time and learn fun activities they can do without it.



Materials

What will you need for the activity?

- Picture cards (activities and non-screen activities)
- Two labels: SCREEN TIME and NO SCREEN TIME
- Pocket chart, board, or table

Instructions

How will you complete the activity?

1. Place the labels SCREEN TIME and NO SCREEN TIME on the board or table.
2. Have the picture cards ready where all students can see them.
3. Show one picture card to the class.
4. Ask the class: "Is this screen time or no screen time?"
5. Let students think and respond together.
6. Call one student to come to the front.
7. The student places the picture under the correct label.
8. Say the name of the activity together as a class.
9. Ask: "Is this okay all day, or just a little?"
10. Repeat the steps until all picture cards are sorted.

Screen Time Choices

Cut out

Cut out the pictures.



Story: Outdoor Adventure

Alex's Outdoor Fun

Once upon a time, in a cozy little town,
lived a boy named Alex and his dog, Buster.
One sunny afternoon, Alex turned off his
video game and said, "Let's find an
adventure with Buster!"



First, they went to the park to play soccer. Alex kicked the ball,
and Buster chased it, wagging his tail. "That's fun!" Alex laughed.

Then, they found a trail and went for a walk. They saw trees,
flowers, and even a rabbit! "Wow, nature is beautiful!" Alex thought.

After the walk, they had a race back home. Alex ran as fast as his
legs could carry him, and Buster zoomed alongside. Both were out
of breath but smiling when they reached their doorstep.

That night, Alex felt happy and tired in a good way. He realized
playing outside was an amazing adventure. "Tomorrow, we will
explore again, Buster!" he said, drifting off to sleep.

True or False

Is the statement true or false?

1) Alex played video games all day.	True	False
2) Alex and Buster played soccer outside.	True	False
3) They saw a rabbit on their walk.	True	False
4) Alex did not enjoy the outdoor adventure.	True	False
5) Alex will explore more tomorrow.	True	False

Fill in the Blank Write the missing word.

1)	Alex turned off his _____ game to _____.	Outside	Inside
2)	Alex and Buster played _____ the park.	Soccer	Video games
3)	They went for a walk and saw _____.	Ants	Birds
4)	Alex and Buster had a _____ back home.	Nap	Race
5)	At night, Alex felt _____ and happy.	Tired	Excited

Directions

Draw three activities that make you feel energetic and happy.

Activity – Outdoor Match-Up

Objective

What are we learning about?

To help students identify outdoor activities and match them with the things they need or see when doing these activities.

**Materials**

What do you need for the activity?

- Worksheet
- Crayons or coloured pencils

Instructions

How will you complete the activity?

1. Look at the pictures of outdoor activities on the left side.
2. Look at the pictures on the right side.
3. Think about what you need or see when doing each activity.
4. Choose one outdoor activity to start with.
5. Find the picture that matches that activity.
6. Draw a line to connect the matching pictures.
7. Continue until all activities are matched.
8. Check your work when you are done.

Match-Up Activity

Match the outdoor activity to what you need or see when doing it!



Playing soccer



Going for a walk



Riding a bike



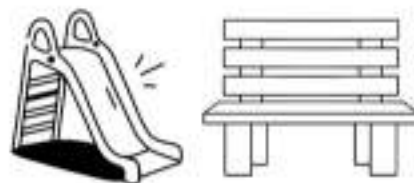
Playing at the park



Exploring nature



Helmet



Bench and slide



Trees



Net



Birds and animals

What Happens When People Smoke?

Why Smoking is Bad

When people smoke cigarettes, they breathe smoke that has many bad chemicals. These chemicals can make our bodies sick.



What's in a Cigarette?

- Nicotine: Makes it hard to stop smoking cigarettes.
- Tar: This sticky stuff coats the lungs.
- Carbon Monoxide: This is bad for our hearts.

How Smoking Hurts Us

- Lungs Get Sick: Smoking can make it hard to breathe and run fast.
- Heart Works Harder: The heart has to work harder to pump blood through smoke, which is not healthy.
- Other Sickneses: Smoking can lead to many other problems like coughing a lot and getting sick more often.

Keeping Healthy

Our bodies are happiest when we breathe clean air. Playing outside, eating fruits and vegetables, and drinking water are good ways to keep our bodies strong and healthy.

True or False

Is the statement true or false?

1. Smoking is good for our lungs.	True	False
2. Nicotine makes it hard to quit smoking.	True	False
3. Smoking can make us run faster.	True	False
4. Fruits and vegetables keep our body strong.	True	False
5. Water is healthy.	True	False

Think

Put a checkmark in the boxes that show the harmful effects of smoking.

☐ Hard to breathe	☐ Can play more
☐ Hurts lungs	☐ Coughs a lot
☐ Clean air	☐ Cells hurt
☐ Feel sick	☐ Feel happy
☐ Strong lungs	☐ Get tired fast

Question

How does smoking affect our lungs?

Exit Cards

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

Name: _____

Is the statement true or false?

1) Smoking is good for your health.	T	F
2) Cigarettes have nicotine.	T	F
3) Smoking hurts our bones.	T	F
4) Smoking makes our heart and lungs sick.	T	F

Name: _____

Is the statement true or false?

1) Smoking is good for your health.	T	F
2) Cigarettes have nicotine.	T	F
3) Smoking hurts our bones.	T	F
4) Smoking makes our heart and lungs sick.	T	F

Name: _____

Is the statement true or false?

1) Smoking is good for your health.	T	F
2) Cigarettes have nicotine.	T	F
3) Smoking hurts our bones.	T	F
4) Smoking makes our heart and lungs sick.	T	F

Name: _____

Is the statement true or false?

1) Smoking is good for your health.	T	F
2) Cigarettes have nicotine.	T	F
3) Smoking hurts our bones.	T	F
4) Smoking makes our heart and lungs sick.	T	F

Story: Healthy Lungs, Happy Life

Breath of Joy

Once upon a time, in a sunny park, lived a joyful boy named Alex.

Alex loved playing outside, running under

the big trees and laughing with his

friends. One sunny day, Alex's teacher,

Ms. Lee, talked about lungs,

two special balloons in our chest

that help him breathe.



Ms. Lee showed Alex and his friends a game called deep breathing.

They would take a big breath in, filling their lungs with fresh air, and

then slowly let it out. Alex felt his chest rise and fall. He realized

his lungs getting stronger and happier with each breath.

Ms. Lee explained, "Our lungs help us run, play, and laugh. Keeping them healthy is very important. Fresh air, deep breaths, and staying away from smoke make our lungs happy."

Alex promised to always remember this lesson. He knew healthy lungs meant a happy life, full of running and playing in the park.

True or False

Is the statement true or false?

1) Our lungs are like special balloons.	True	False
2) Deep breathing is bad for us.	True	False
3) Smoke is good for our lungs.	True	False
4) Running makes our lungs stronger.	True	False
5) Fresh air makes our lungs happy.	True	False

Colour

the pictures that show healthy lungs.



Question

Why is fresh air important?

Activity – My Lungs Drawing

Objective

What are we learning about?

To help students understand how smoking affects the lungs by drawing healthy and unhealthy lungs and learning how to keep their lungs strong.



Materials

What do you need for the activity?

- Worksheet with lung pictures
- Crayons or colored pencils

Instructions

How will you complete the activity?

1. Look at the two lung pictures on the page.
2. The first lungs show healthy lungs.
3. Draw things that help lungs stay healthy.
4. You may draw clean air, trees, or a happy face.
5. The second lungs show unhealthy lungs.
6. Draw things that can hurt the lungs.
7. You may draw smoke, coughing, or a sad face.
8. Colour your drawings neatly.
9. Check your work when you are done.
10. Be ready to share your drawing with the class.

Draw

Draw what healthy and unhealthy lungs look like.

Healthy Lungs

Unhealthy Lungs



The Dangers of Vaping

What is Vaping?

Vaping is when people breathe in vapour from an electronic device called a vape. It looks like smoking but uses liquid instead of tobacco.



Why We Need For Us

- Harmful Chemicals: Vapes have bad chemicals that can make us sick.
- Not Safe for Lungs: Breathing in vapour can hurt our lungs, making it hard to breathe and cough.
- Very Addictive: Vapes are very addictive, making it hard for people to stop using them.

Saying No to Vaping

It is important to say no to vaping and cigarette smoking because they can make us sick and are not good for our bodies.

How to Stay Healthy

- Play outside in fresh air.
- Eat lots of fruits and vegetables.
- Drink water instead of sugary drinks.

Our bodies are happiest when we take good care of them. Let's choose healthy activities and snacks to keep us strong and happy.

True or False

Is the statement true or false?

1. Vaping is safe for everyone.	True	False
2. Vapes have harmful chemicals.	True	False
3. Fresh air is bad for our lungs.	True	False
4. Eating _____ is good for our health.	True	False
5. Water _____ drink than vape liquids.	True	False

Think

Choose 1-5 ways to keep our lungs safe from vaping.

☐	1) Say NO if someone offers you a vape.
☐	2) Try vaping because friends are doing.
☐	3) Tell a teacher or parent.
☐	4) Breathe clean air and move away from smoke.
☐	5) Choose healthy activities like playing outside or sports.

Question

What can we do to keep our lungs healthy?

The Role of Advertisements in Smoking and Vaping

What Are Ads?

Ads are pictures and videos that tell us to buy things. Sometimes, they talk about smoking and vaping.



Ads That Say Smoking is Good

Some ads show people smoking and vaping, making it look fun or cool. But this is not true.

The Truth About Smoking

- Harmful: Smoking and vaping can make you very sick.
- Not Cool: Being healthy is much cooler than smoking.
- Say No: It is important to say no to smoking and vaping.

Why Ads Trick Us

Ads want us to think smoking is okay, but our bodies do not like smoke. We need to remember what is really good for us.

Choosing Healthy

- Playing with friends
- Eating yummy fruits
- Breathing clean air

True or False

Is the statement true or false?

1) Ads always tell the truth about smoking.	True	False
2) Smoking can make us very sick.	True	False
3) Vaping is safe because it looks cool in ads.	True	False
4) Being healthy is cooler than smoking or vaping.	True	False
5) Ads can make smoking and vaping look fun.	True	False

Think Circle the correct answer.

1) What do smokers want to do?	A) Make people want to smoke or vape	B) Help lungs
2) What should kids choose to do when they see a bad smoking or vaping ad?	A) To not smoke or vape	B) Vape
3) Which helps your lungs stay healthy?	A) Breathing smoke	B) Breathing clean air
4) What should you do when you see a bad smoking or vaping ad?	A) Not smoke or vape	B) Follow it
5) Which phrase shows a healthy choice?	A) Child playing outside	B) Person vaping

Question

Can ads make bad things look good?

Colour

Colour the picture using crayons and coloured pencils.

DON'T VAPE!



BAD FOR YOUR HEALTH!

Story: Choosing Healthy Heroes

Heroes Choose Health

In a bright, bustling town, there lived a young girl named Sara. Sara admired her big brother, Alex, who was everyone's hero. He played soccer, painted beautiful pictures, and always had a bright smile.



One day, Sara saw a picture of someone who was coughing. She asked Alex about it. Alex sat down beside her, with a gentle smile and explained, "Sara, real heroes make choices that keep them strong and happy. Smoking and vaping can hurt us, making it hard to run, play, or even be a hero."

Sara thought about Alex's words. She loved playing tag with her brother, and laughing without coughing. "So, choosing to smoke or vape is like choosing to be a hero?" she asked.

Alex nodded, "Exactly, Sara. We are heroes when we choose health and happiness."

Sara beamed, hugging her brother. She knew that heroes like Alex, who choose health over smoking and vaping, were the best role models.

True or False

Is the statement true or false?

1) Sara loves smoking.	True	False
2) Heroes make healthy choices.	True	False
3) Vaping makes you a hero.	True	False
4) Alex and Sara choose health.	True	False
5) Painting is a healthy activity.	True	False

Fill in the Blank Write the missing word.

1)	Sara looks up to her _____.	Brother	Sister
2)	Alex enjoys _____ and playing _____.	Soccer	Video games
3)	Smoking and vaping can _____ us.	Help	Help
4)	Being _____ is cooler than smoking.	Sick	Healthy
5)	Sara and Alex enjoy _____ outdoors.	Painting	Painting

Directions

Draw three pictures showing how Sara and Alex stay healthy.

Doctors and Nurses Help

Who Helps Us?

Doctors and nurses work in hospitals and clinics. They help sick people feel better and teach us how to stay healthy.



Helping Us

- Talk about health: They tell people why smoking is bad for our health.
- Give Advice: They give advice to stop smoking.
- Support Groups: They help all people to find groups to help them quit.

Why Quitting Is Good

Quitting smoking makes our lungs healthy. It means we can run and play without getting tired quickly. When people stop smoking, it's easier and have more energy to have fun.

How We Can Stay Healthy

- Eating lots of fruits and vegetables.
- Playing outside in fresh air.
- Visiting doctors for check-ups.

Doctors and nurses care about us. They want us to be strong and healthy by making good choices.

True or False

Is the statement true or false?

1) Nurses help people quit smoking.	True	False
2) Smoking is good for our lungs.	True	False
3) Eating fruits is healthy.	True	False
4) All people can run easily when smoking.	True	False
5) Doctors help people on stopping smoking.	True	False

Identify the colour the word is GREEN if it helps your body and RED if it hurts your body.

Doctor	Smoke	Fruits	Nurse
Clean air	Smoke	Medicine	
Exercise	Vaping	Veg	Check-ups
Washing hands	Junk food	Rest	Hospital

Question

How do doctors help smokers?

Instructions

Use the word bank to fill the missing terms. Learn how doctors and nurses help keep us healthy.

Doctors help us when we feel _____.

clinics

They work in hospitals and _____.

bad

They _____ stay strong.

stop

They tell people _____
for the body.

sick

Doctors and nurses help us breathe _____.

body

They give advice to help people _____
smoking.

good

We can visit doctors to stay _____.

healthy

Doctors and nurses want us to make _____
choices.

easier



Being safe is important and fun!

Doctors and nurses help us stay safe and healthy.
Listening to them helps our bodies grow strong.

Exit Cards

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

Name: _____

Draw 2 things that help our bodies and
2 things that hurt it.

Help	Hurt

Name: _____

Draw 2 things that help our bodies and
2 things that hurt it.

Help	Hurt

Name: _____

Draw 2 things that help our bodies and
2 things that hurt it.

Help	Hurt

Name: _____

Draw 2 things that help our bodies and
2 things that hurt it.

Help	Hurt

Newspaper Article: Gaming and Health Balance

Fun Games and Healthy Play

Published on February 1, 2024

Video games are so fun. Kids and even grown-ups love playing them. But did you know it is important to play them all day?

Dr. Maya, a health expert, says, "Video games are okay for a little while, but running and playing outside is very important for our health."

Timmy, who loves video games, shares, "I play games for one hour, then I play soccer outside. This way, I stay happy and healthy!"

Playing games too much can make us sit for too long. This is not good for our legs and eyes. But if we play for a little bit, and then do something active like jumping or biking, we can have the best of both worlds.

For example, it is great to enjoy games, but we also need time to move around. This keeps our bodies strong and our hearts happy. We should try to play outside just as much as we play video games.



True or False

Is the statement true or false?

1. Video games are never fun.	True	False
2. Playing outside is healthy.	True	False
3. Dr. Maya says outside play is important.	True	False
4. Timmy plays soccer after video games.	True	False
5. Video games should be played all day.	True	False

Draw

things you could do when not playing video games

Word Search

Find the words in the wordsearch.

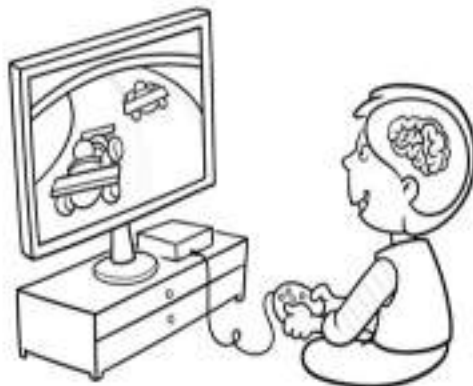
Game	Play
Run	Jump
Ball	Move
Happy	Park
Hour	Rest

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

Screens and Games

What is Addiction?

Addiction means wanting to do something so much that it is hard to stop. Sometimes, people feel this way about playing games on screens.



Why Too Much Screen Time is Not Good

- Eyes Get Sore: Looking at screens a lot can make our eyes sore.
- Missing Fun: When we play too many games, we miss out on outdoor fun.
- Hard to Sleep: Too much screen time can make it tricky to fall asleep at night.

Making Healthy Choices

We can enjoy screens and still be healthy. Here's how:

- Play Time Limit: Only play games for a short time each day.
- Break Time: Take breaks to stretch, jump, and run outside.
- Fun Activities: Instead of always playing games, we can draw, read, or play with toys.

It is okay to like screens, but remember, running around and playing with friends is also super fun and good for us. Let's make healthy choices together!

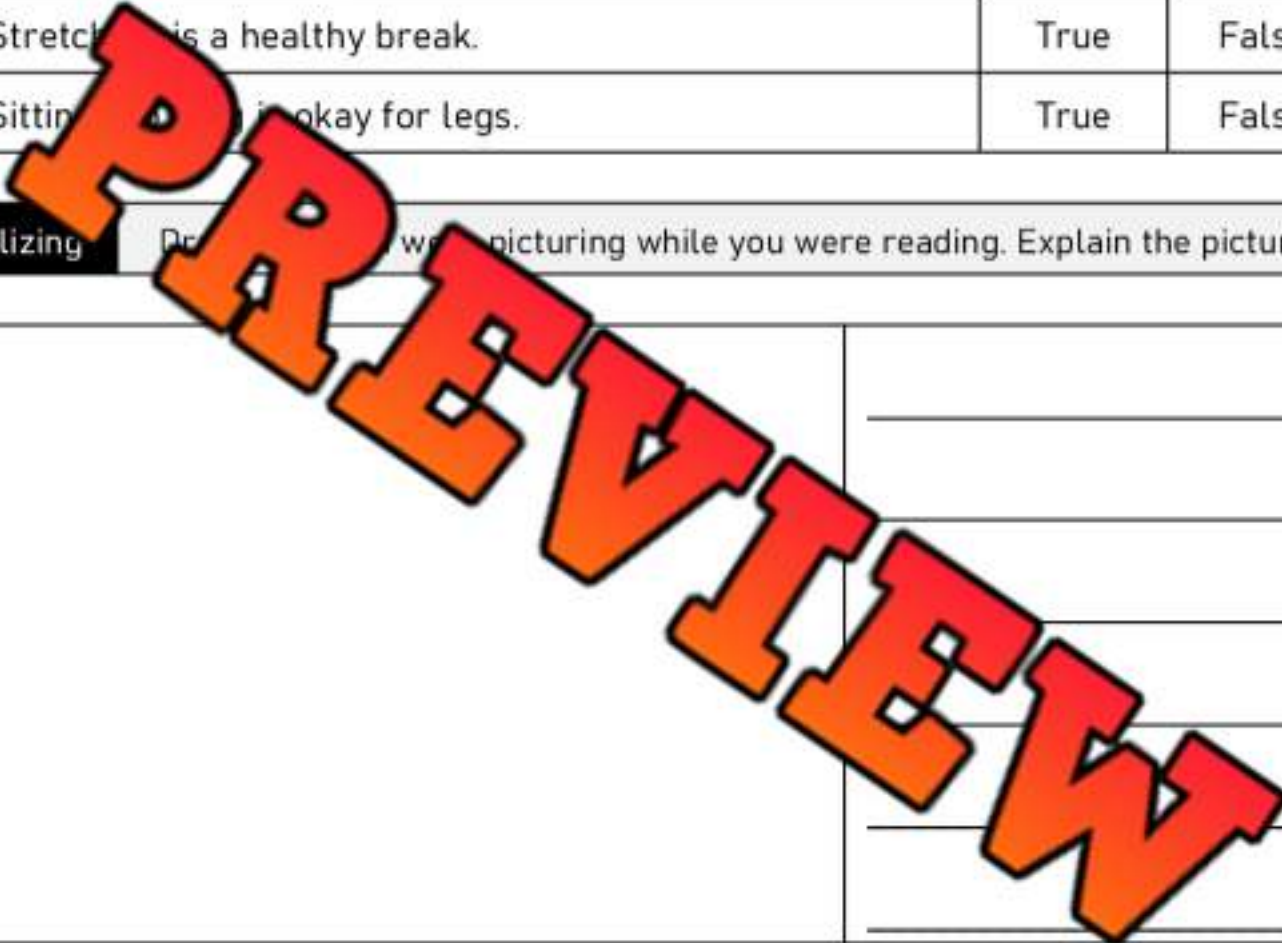
True or False

Is the statement true or false?

1) Addiction means wanting to stop something.	True	False
2) Playing games can be addicting.	True	False
3) Breaks help us feel good.	True	False
4) Stretching is a healthy break.	True	False
5) Sitting is okay for legs.	True	False

Visualizing

Draw what you were picturing while you were reading. Explain the picture.

	_____

Question

How can we take a healthy break?

Activity – Jeopardy-Style Game: Health Edition

Objective

What are we learning about?

To engage students in a fun, interactive learning experience about health by playing a Jeopardy-style game with categories related to healthy living.

Materials

What you will need for the activity.

- Board or table to display categories and points
- Cards with questions and answers for each category
- Buzzer or bell (optional for timing)
- Score sheet to keep track of team scores



Instructions

How you will complete the activity.

1. Divide the class into teams.
2. Teams choose a point value category, and the teacher reads the question from the corresponding card.
3. The first team to buzz in gets to answer.
4. If correct, the team earns the points; if incorrect, another team can answer.
5. Keep track of points on the score sheet.
6. Play continues until all questions are answered or time runs out.
7. The team with the most points at the end wins.
8. Discuss the answers to ensure understanding and reinforce learning.

Jeopardy

Use the jeopardy questions below.

1 Point	2 Points	3 Points	4 Points
Why should we play outside? (Exercise)	How long should screen time be each day? (1 hour)	What can too much screen time cause?	Why is too much sugar bad for us? (Cavities)
What's a better outdoor activity than sitting for a long time?	What's better than sitting for a long time?	Why is it important to rest your eyes? (eye strain, headaches, etc.)	What is a risk of vaping?
What should you drink a lot of every day? (Water)	What should you do after sitting a long time? (Stretch)	Why is it important to take breaks from screen time? (eye strain, headaches, etc.)	What's bad about too much video gaming?
What's a healthy treat to have sometimes?	Why are fruits and veggies good? (Vitamins)	What's a good habit before bedtime? (Reading)	What should we avoid smoking?
What's a healthy drink? (Milk)	What's a game that makes you move? (Soccer)	What's bad about sitting all day? (Weakness)	What can replace video games? (Sports)

Educational Games vs. Video Games

What Are Educational Games?

Educational games are special games we play on computers or tablets that help us learn. They can teach us letters, numbers, and lots more!



How Are They Different From Video Games?

- **Learning Content:** Educational games help us learn new things while having fun.
- **Skill Building:** They help us get better at solving problems and thinking.
- **Less Flashy:** They might not have as many bright colours or loud sounds as other video games.

What About Other Video Games?

Video games are mostly for fun. They have exciting stories and adventures, but they do not teach us as much.

Why Mix Both?

- **Balance is Key:** It is good to play both types of games.
- **Time for Fun:** Some game time can be for fun video games.
- **Time to Learn:** Other times, we can play educational games to learn.

When we play, we can choose games that are fun and help us learn. It is like having a yummy snack that is also good for us!

True or False

Is the statement true or false?

1) Educational games are not fun.	True	False
2) Playing games too much is good.	True	False
3) All video games are for learning.	True	False
4) We can learn words from games.	True	False
5) Educational games have lots of learning.	True	False

Questioning

Write questions you have after reading the text.

1)	
2)	

Word Search

Find the words in the wordsearch.

Play	Math
Word	Game
Read	Fun
Jump	Draw
Quiz	Book

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

Exit Cards

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

Name: _____

Is the statement true or false?

1) Educational games and video games are the same.	T	F
2) Educational games can help you learn.	T	F
3) Video games teach you more than educational games.	T	F
4) You shouldn't play regular video games ever.	T	F

Name: _____

Is the statement true or false?

1) Educational games and video games are the same.	T	F
2) Educational games can help you learn.	T	F
3) Video games teach you more than educational games.	T	F
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3) Video games teach you more than educational games.	T	F
4) You shouldn't play regular video games ever.	T	F

Name: _____

Is the statement true or false?

1) Educational games and video games are the same.	T	F
2) Educational games can help you learn.	T	F
3) Video games teach you more than educational games.	T	F
4) You shouldn't play regular video games ever.	T	F

Activity – What Should You Do?

Objective

What are we learning about?

Students will learn how to make healthy and smart choices when using screens by choosing when to stop, when to take breaks, and which games help them learn.

Materials

What you need for the activity?

- Scenario cards about screen use and games
- Open space in the classroom for movement



Instructions

How will you complete the activity?

1. The teacher explains that screens can be helpful, but we must use them wisely.
2. Shuffle the scenario cards.
3. Each student picks one card.
4. The teacher reads the card aloud.
5. The student says what they should do.
6. Encourage answers like "Take a break," "Play outside," "Choose a learning game," or "Stop and rest."
7. The class may share other good ideas.
8. Continue until everyone has a turn.

Scenario Cards

Cut out the scenarios below.

Scenario Cards

You have been watching TV for a long time.

Your eyes feel tired from using the tablet.

Your parent says, "Time to turn off the screen."

You feel sleepy while playing a video game.

You forget to eat because you are on the screen.

Your tablet battery runs out.

You want to turn the TV off, but the TV is still on.

You have reached your screen time.

It is bedtime, but you are still on the phone.

Your body feels stiff from sitting for a long time.

You want to play a game that teaches you something.

You want to play a loud game with lots of characters.

Your teacher shows a math game on the tablet.

You can choose between a learning game and a fighting game.

You want to practise counting using a game.

You want to play a game just for fun for a long time.

Your parent suggests a learning game.

You want to play a game that helps you read.

You want to switch from a video game to a puzzle game.

You finish homework and choose a game to play.

Story: Fun Family Nights

Fun Family Nights

Once in a town called Green Grove, there was a family who loved spending time together. Every night, they used to sit and watch TV, but one day, the TV stopped working!



"Let's play a board game!" suggested little Emma. They played a game with cards and dice, and they laughed when Dad made funny faces.

The next night, Mom said, "Let's make a puzzle!" The pieces were like a treasure hunt, and they cheered when they fit the last piece.

On another evening, big brother Liam proposed, "How about a pizza night?" They made a pizza with lots of toppings, and it was the best dinner ever!

The following day, Grandma said, "Let's go for a walk." They saw squirrels playing and found pretty leaves.

The family learned that every night could be special without the TV. They talked more, played more, and even the stars seemed to shine brighter for them.

True or False

Is the statement true or false?

1) Emma suggested playing a board game.	True	False
2) They cooked a pizza together.	True	False
3) They played video games every night.	True	False
4) The puzzle was easy to finish.	True	False
5) They went for a walk with Grandma.	True	False

Fill in the Blank

Write the missing word.

1)	The family used _____ every night.	TV	Books
2)	They made a _____ with _____.	Pizza	Cake
3)	The puzzle pieces were like a _____ hunt.	Boring	Treasure
4)	Grandma suggested going for a _____.		Walk
5)	Without TV, they talked and _____ more _____.		Shared

Question

What did the family do when the TV stopped working?

Story: Real Playtime**Draw**

Draw pictures that show the story.

Friends Beyond Screens

In the small town of Maple Leaf, there was a group of friends who loved playing video games. They would sit for hours, eyes glued to screens, barely talking to each other.

One sunny Saturday, Mia suggested, "Let's go to the park instead of playing games today." Her friends were surprised but agreed to give it a try.

PREVIEW

At the park, they found a playground with swings and slides. As they played, they laughed and talked more than they had in a long time. "This is fun!" exclaimed Leo, swinging higher and higher.

After playing, they sat under a big oak tree. Mia brought out a storybook, and they took turns reading aloud. Listening to each other's voices felt special, different from hearing digital sounds from games.

Next, they decided to have a treasure hunt. Working together to find hidden items around the park made them feel like a team. "We did it together!" they cheered, finding the last item.

As the day ended, they lay on the grass, looking at the clouds. "I did not miss my time at all today," confessed Alex. "Me neither," said the other.

PREVIEW

PREVIEW

Walking home, they promised to spend more time together away from screens. They realized that the best adventures came from the stories they made together, not the ones on a screen.

From that day on, Mia, Leo, and Alex met every week to explore a new activity. They learned that friendship grows stronger when they shared real moments, not just digital ones.

True or False

Is the statement true or false?

1) The friends always talked a lot during video games.	True	False
2) Mia suggested going to the park one day.	True	False
3) They had less fun at the park than at home.	True	False
4) Playing swings and slides made them laugh.	True	False
5) The _____ made them feel like a team.	True	False

Questioning

Write questions you have after reading the text.

1)	
2)	

Word Search

Find the words in the wordsearch.

Park	Read
Play	Team
Hunt	Tree
Swing	Slide
Cloud	Laugh

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

Activity – Role Play: Healthy Lifestyle Choices**Objective**

What are we learning about?

To help students understand the importance of making healthy lifestyle choices through role-playing various scenarios.

**Materials**

What you will need for the activity.

- Scenario cards for different situations (e.g., choosing between playing outside or watching TV, selecting snacks, etc.)
- Props to represent different activities (optional, such as a pretend remote control, play money, or a smartphone)
- A designated area for role-playing

Instructions

How you will implement the activity.

1. Introduce the concept of healthy lifestyle choices to students.
2. Divide the class into small groups or pairs.
3. Distribute scenario cards to each group, explaining the situation and acting out.
4. Give students a few minutes to discuss their scenario and plan their role-play.
5. Each group takes turns performing their scenario in front of the class.
6. After each performance, discuss the choices made and their impact on health.
7. Encourage the audience to suggest alternative healthy choices if applicable.
8. Rotate roles within groups to give all students a chance to participate.
9. Conclude by reinforcing the importance of choosing healthy activities and snacks.

Scenarios

Role-Play Scenarios

1. Picking between sugary cereal and oatmeal with fruit.
2. Deciding between an apple or a bag of chips.
3. Opting to play outside or stay indoors playing video games.
4. Choosing between a soda during lunch.
5. Selecting to watch TV or doing a fun dance.
6. Watching TV instead of playing outside after school.
7. Deciding how long to brush your teeth at night.
8. Choosing to do homework right after school or watching TV.
9. A friend asks you to play soccer or watch cartoons.
10. Picking up a jump rope or a handheld game.
11. Choosing between fruits or cake at a party.
12. Deciding to walk or take a short drive to the park.
13. Choosing between a swim class or playing on a tablet.
14. Planning to hike with family or play computer games.

Reflection

Answer the questions below.

1) What was your role-play scenario, and what did you choose?

2) How did it  a  choice in your role-play?

3) Draw a scene you acted out.

PREVIEW

Sleep Tight Every Night

Why Sleep Matters

Sleep helps our bodies rest and get ready for a new day. It makes us feel happy, smart, and ready to learn and play.



Screens and Sleep

Looking at tablets, tablets, and phones before bed can make it hard for us to sleep. Light from screens tricks our brains into thinking it is still day.

Good Bedtime Habits

- Book Time: Read a book instead of screen time.
- Quiet Games: Play with puzzles or quiet toys.
- Story Time: Listen to a bedtime story from someone.

Sleeping Better

Having a bedtime routine without screens helps us fall asleep faster and sleep better. This means we can wake up feeling great and ready for fun and learning.

Let's promise to give our eyes a rest from screens before bed so we can have sweet dreams and a bright tomorrow!

True or False

Is the statement true or false?

1. Sleep helps our bodies rest.	True	False
2. Screens before bed help us sleep better.	True	False
3. Reading a book is good before bedtime.	True	False
4. Screen light tricks our brain to think it is daytime.	True	False
5. A bedtime story makes it hard to sleep.	True	False

Draw

Draw pictures showing good bedtime habits.

Reading Books

Playing Puzzles

Listening to Stories

Question

What helps you fall asleep?

Exit Cards

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

Name: _____

Write or draw 3 things that can help you sleep.

1	
2	
3	

Name: _____

Write or draw 3 things that can help you sleep.

1	
2	
3	

Name: _____

Write or draw 3 things that can help you sleep.

1	
2	
3	

Name: _____

Write or draw 3 things that can help you sleep.

1	
2	
3	

Activity – My Bedroom Set Up

Objective

What are we learning about?

Students will draw their ideal bedroom to show the things that make them feel safe, happy, and comfortable at home.

Materials

What do you need for the activity?

- Blank paper or drawing paper
- Crayons, markers, or colored pencils



Instructions

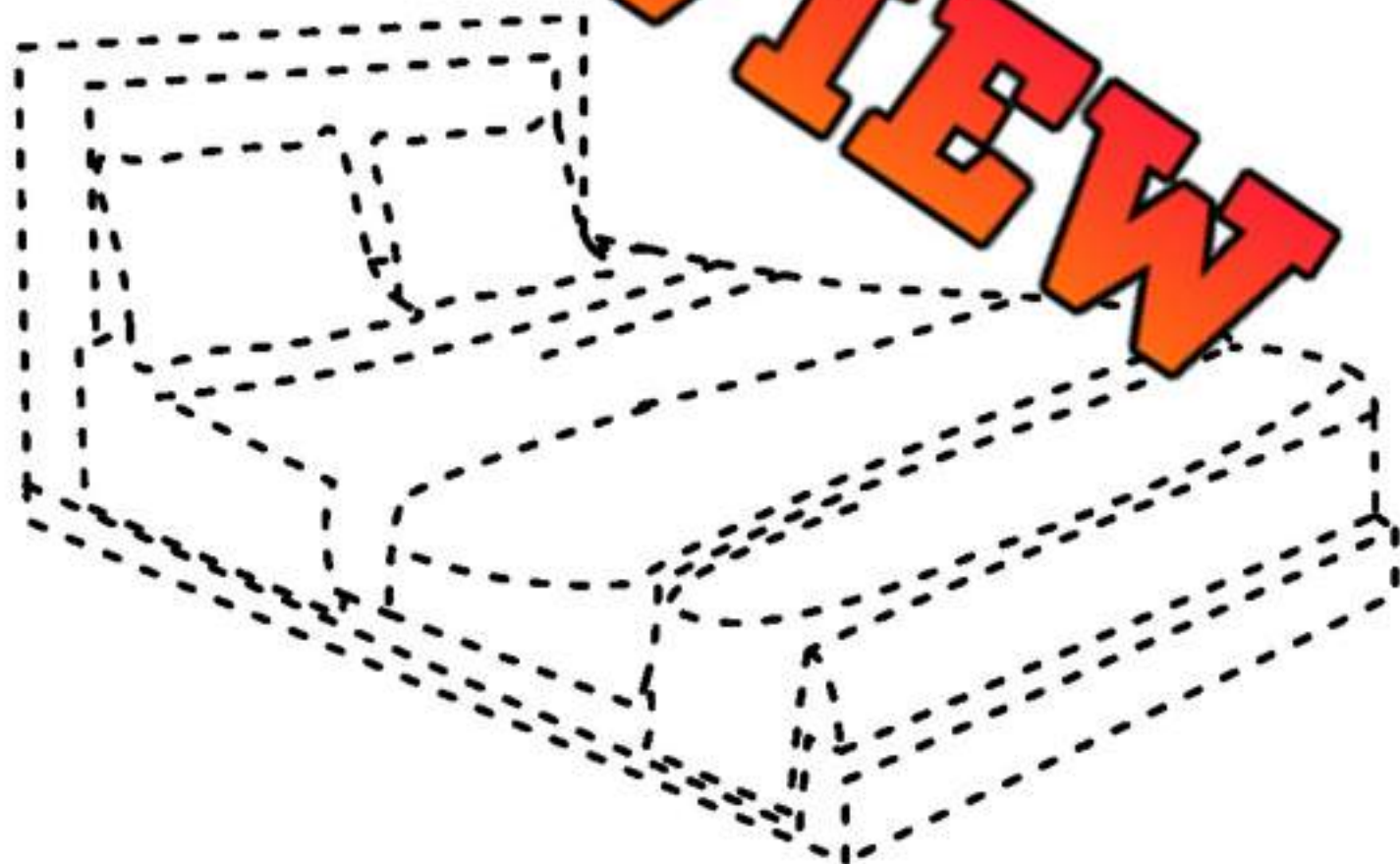
How will you complete the activity?

1. Think about your bedroom or a bedroom you would like to have.
2. Look at the big box on the page. This is where you will draw.
3. Start with tracing the bed in your bedroom.
4. Draw other things you like, such as toys, books, a lamp, or a window.
5. You may draw yourself in your bedroom if you want.
6. Colour your picture carefully and neatly.
7. When you are finished, put your name on your paper.
8. Be ready to show and talk about your bedroom drawing with the class or your teacher.

**Bedroom
Design**

Design your dream bedroom starting by tracing the bed to make it cozy for a good night's sleep.

PREVIEW



Story: Mindful Quiet Time

Quiet Time Adventures

In the town of Willow Creek, there was a curious boy named Sam. Sam loved playing on his tablet, but sometimes he felt very tired and his mind.



One day, Sam's mom, Mrs. Lee, talked about something called mindfulness and meditation. "It's like going on an adventure inside your mind," she said, "a quiet time when you can feel calm and happy."

The next day, instead of turning on his tablet, Sam tried sitting quietly. He closed his eyes, took deep breaths, and imagined he was in a peaceful forest. He could hear birds singing and feel a gentle breeze.

Sam felt something amazing—he was calm and happy, just by sitting quietly! He learned he could have fun adventures without a screen.

From then on, Sam spent some time each day on his quiet time adventures. He found out that mindfulness and meditation were like secret treasures for his mind and heart.

Sam still liked his tablet, but now he also loved exploring the quiet and beautiful places in his mind.

True or False

Is the statement true or false?

1) Sam disliked all his quiet time.	True	False
2) Mrs. Lee taught Sam about mindfulness.	True	False
3) Sam imagined he was in a noisy city.	True	False
4) Meditation made Sam feel calm and happy.	True	False
5) Quiet adventures are like secret treasures.	True	False

Fill in the Blank Write the missing word.

1)	Sam loved playing _____.	Bike	Tablet
2)	Mrs. Lee talked about _____.	Mindfulness	Running
3)	Sam imagined being in a _____ for _____.	Peaceful	Loud
4)	During meditation, Sam felt _____ and _____.		Calm
5)	Sam found _____ in quiet time without screens.	Freedom	

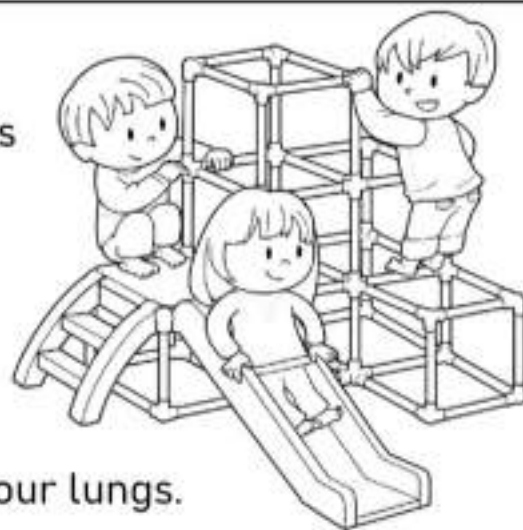
Draw

What makes you feel peaceful and happy?

The Benefits of Outdoor Play

Why Play Outside?

Playing outside is not just fun, it is good for us too! When we play in the sun and fresh air, we feel happy and strong.



Good Things About Outdoor Play

- Fresh Air: Clean air is great for our lungs.
- Exercise: Running, jumping, and climbing make our muscles strong.
- Sunshine: The sun gives us vitamin D, which keeps us healthy.

Playtime Ideas

- Have a race with friends.
- Play hide and seek.
- Climb on the playground.

Why It Is Better Than Screens

Screens are fun, but they do not help us run fast or jump high. Playing outside makes our bodies and minds healthy.

Let's Go Play!

Next time you have free time, try to play outside. You can see beautiful things, make new friends, and have big adventures. Outdoor play is a special way to grow up happy and healthy.

True or False

Is the statement true or false?

1. Outdoor play is bad for us.	True	False
2. Fresh air is great for our lungs.	True	False
3. Playing outside gives us vitamin D.	True	False
4. Sunshine is not important for health.	True	False
5. Climbing playgrounds makes our muscles strong.	True	False

Direction: Draw pictures of outdoor fun.

Running Race	Jumping	Climbing Trees

Word Scramble

Unscramble the words using the word list.

HIDE AND SEEK	TAG	HOPSCOTCH	SOCCER
BASKETBALL	FRISBEE	JUMP ROPE	RACING

GAT		HCTOOPSH	
RCOESC		KEES DNA HIED	
SIEFRBE		LEBAKTASBL	

Exit Cards

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

Name: _____

Is it healthy (H) or unhealthy (UH)?

1) Fresh air	H	UH
2) Watching screens	H	UH
3) Running outside	H	UH
4) Getting sunshine outside	H	UH
5) Playing video games all day.	H	UH
6) Climbing	H	UH

Name: _____

Is it healthy (H) or unhealthy (UH)?

1) Fresh air	H	UH
2) Watching screens	H	UH
3) Running outside	H	UH
4) Getting sunshine outside	H	UH
5) Playing video games all day.	H	UH
6) Climbing	H	UH

Name: _____

Is it healthy (H) or unhealthy (UH)?

1) Fresh air	H	UH
2) Watching screens	H	UH
3) Running outside	H	UH
4) Getting sunshine outside	H	UH
5) Playing video games all day.	H	UH
6) Climbing	H	UH

Name: _____

Is it healthy (H) or unhealthy (UH)?

1) Fresh air	H	UH
2) Watching screens	H	UH
3) Running outside	H	UH
4) Getting sunshine outside	H	UH
5) Playing video games all day.	H	UH
6) Climbing	H	UH

Pictionary – Drawing Healthy Habits

Objective

What are we learning about?

To help students understand and differentiate between healthy and unhealthy habits through a fun drawing and guessing game.

Materials

What you will need for the activity.

- Whiteboard or paper
- Markers or colored pencils
- Timer
- List of healthy and unhealthy habits (for teacher's reference)



Instructions

How you will complete the activity.

1. Divide the class into two teams.
2. Explain that they will draw and guess healthy and unhealthy habits.
3. The teacher selects a habit from the list without telling the students what it is.
4. A student from Team 1 comes up and reads the habit secretly.
5. The student has 1 minute to draw the habit on the whiteboard or paper.
6. Team 1 tries to guess the habit based on the drawing.
7. If Team 1 guesses correctly, they earn a point. If not, Team 2 gets a chance to guess.
8. Alternate turns between Team 1 and Team 2, with different students drawing each time.
9. Discuss each habit after it's guessed, explaining why it's healthy or unhealthy.
10. The team with the most points at the end wins.

Cards

Have students choose a card from below to draw. Is the thing or action healthy or unhealthy?

Vegetables

Watching TV

Running

Biking

Water

Sleeping

Jumping

Sitting

Reading Books

Lifting Weights

Walking

Jumping Rope

Eating Candy

Swimming

Playing Video Games

Choosing Healthy and Unhealthy Habits

Think

Circle if the habit is healthy or unhealthy



Healthy

Unhealthy



Healthy

Unhealthy



Healthy

Unhealthy



Healthy

Unhealthy



Healthy

Unhealthy



Healthy

Unhealthy



Healthy

Unhealthy



Healthy

Unhealthy



Healthy

Unhealthy



Healthy

Unhealthy



Healthy

Unhealthy



Healthy

Unhealthy

Reflection

Answer the questions below.

1) What is your favourite healthy habit and why?

2) How do you play outside?

3) Draw your favourite healthy habit.



Activity – Spelling Bee: Health Vocabulary

Objective

What are we learning about?

To enhance students' vocabulary on health and well-being through a fun and interactive spelling bee.



Materials

What you will need for the activity.

- List of health-related words (e.g., exercise, nutrition, smoking, screen, sleep, fruits, vegetables, hygiene, wellness)
- Microphone (optional for amplifying voices)
- Small prizes or certificates for participants
- Whiteboard or blackboard

Instructions

How you will complete the activity

1. Prepare a list of health-related words appropriate for 1 students.
2. Explain the rules of a spelling bee to the class.
3. Students take turns coming to the front of the class.
4. The teacher reads out a word and uses it in a simple sentence.
5. The student spells the word out loud.
6. If correct, the student moves to the next round; if not, they sit down but are praised for trying.
7. Continue until one student remains or everyone has had a chance to spell.
8. Celebrate all participants with small prizes or certificates.
9. Discuss the meanings of the words after the bee to reinforce understanding.

Name: _____

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Curriculum Connection
D3.2

Spelling Bee

List of spelling words

Easy	Moderate	Hard
Eat	Fruit	Brush
Wash	Drink	Water
Bath	Sleep	Breakfast
Play	Stretch	Health
Rest	Smile	Vegetables
Apple	Share	Walk
Jump	Happy	Protein
Sit	Fresh	Balance
Walk	Taste	Exercise

Activity – Word Search: Find the Healthy Habits**Objective**

What are we learning about?

To reinforce students' understanding of healthy habits through the fun activity of completing or creating word searches.

**Materials**

What will you need for the activity?

- Blank grid paper (and paper for students creating their own word searches)
- A list of healthy habits (e.g. fruits, sleep, water, hygiene)

Instructions

How you will complete the activity

1. Each student gets a blank word search grid.
2. Choose 8 words from the list on the next page.
3. Write these words in your word search grid. They can go up, down, or across.
4. Fill in the other spaces with different letters.
5. Trade your word search with a classmate and try to find their words!
6. Remember to write neatly so your words are easy to find.
7. Have fun searching!
8. Tip: Think about why each word is important as you search.

Healthy Habits

Use the terms below for your word search

Eat	Apple
Sleep	Water
Drink	Walk
Run	Ball
Jump	Share
Swim	Clean
Bath	Rest
Brush	Veggie
Smile	Stretch
Jump	Kick
Fruit	Climb
Milk	Climb
Salad	Bike
Hike	Skate
Dance	Yoga
Exercise	Outdoors

Word Search Create your own word search below.

Word Bank			

PREVIEW

Activity – Vocabulary Snowman

Objective

What are we learning about?

To enhance students' understanding and retention of new vocabulary related to the content they have been learning in class through a fun game of Snowman.

Materials

What you will need for the activity.

- Snowman game templates (blank snowman grids).
- Dry erase markers or chalk.



Instructions

How to complete the activity

1. Recall Health Topics: Start by reminding students of the topics they've learned about in class.
2. Explain Snowman: Demonstrate how to play the Snowman game on a whiteboard or chalkboard. Explain that for each incorrect guess, a part of the snowman is drawn, starting from the bottom snowball to the sad face. The template will have: lower snowball, middle snowball, top snowball (head), and eyes, nose, mouth. This would allow 9 mistakes.
3. Game Setup: Distribute blank Snowman game templates to the students. Students can use the terms on the next page (this should help with spelling).
4. Play in Pairs: Students pair up. One student thinks of a word and draws blanks on the template for each letter.
5. Guessing the Word: The partner guesses letters. If a letter is correct, it's added to the blanks. If not, a part of the snowman is drawn.
6. Discover and Discuss: The game continues until the word is guessed or the snowman is completed.
7. Rotate and Repeat: After a few rounds, have students switch partners for fresh gameplay and new word challenges.

Healthy Habits

Use the terms below for the Snowman Game

Eat	Apple
Sleep	Water
Drink	Walk
Run	Ball
Play	Share
Wash	Clean
Bath	Rest
Brush	Veggie
Smile	Stretch
Jump	Kick
Fruit	Cart
Milk	Climb
Salad	Bike
Hike	Skate
Dance	Yoga
Exercise	Outdoors

Snowman

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

Draw Your Snowman

Cross off incorrect guesses

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below

Draw Your Snowman

Cross off incorrect

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below

Unit Test – Addiction and Behaviours**Multiple Choice**

/10

1. What helps us sleep well? a) Watching TV b) Playing video games c) Turning off screens d) Eating	2. What makes our bodies healthy and happy? a) Sitting inside b) Playing outside c) Watching movies d) Drinking soda
3. What does running do? a) Makes us run b) Improves breathing c) Hurts our lungs d) Is good for health	4. What is not good for our hearts? a) Eating fruits b) Running c) Carbon Monoxide d) Drinking water
5. What activity is healthy for our lungs? a) Deep breathing b) Smoking c) Vaping d) Sitting all day	6. What should we do instead of playing video games? a) Watch TV b) Drink soda c) Eat vegetables because we're bored d) Play outside
7. What's important to say no to? a) Exercise b) Smoking and vaping c) Eating vegetables d) Drinking water	8. What helps us grow? a) Staying up late b) Eating fruits and vegetables c) Smoking d) Drinking soda
9. Why play outside instead of screen time? a) It's boring b) For exercise and fresh air c) Screens are healthier d) You can't learn outside	10. What is part of a balanced routine? a) Only screen time b) Skipping meals c) Staying up all night d) Learning and play time

Matching

Match the terms with what they mean

Screen Time

☐ Good for your body

Healthy

☐ Breathing in vapour

Vape

☐ Watching TV or playing games

Scenarios

Read the situation and circle the best way to handle it.

1) What should you do if you are bored to sleep?

- a) Play video games
- b) Read a book
- c) Watch TV
- d) Eat candy

2) If you want to play, what's a healthy choice?

- a) Run outside
- b) Sit and draw
- c) Play a video game
- d) Watch a movie

3) Why is it good to have less screen time?

- a) More time to play outside
- b) You can watch more TV
- c) It's not good; more screen time is better
- d) You can play more video games



Workbook Preview



Grade 1 – Health Unit

Personal Safety and Injury Prevention

	Curriculum Expectations	Pages
D1.2	demonstrate an understanding of essential knowledge and practices for ensuring their personal safety (e.g., knowing their home phone numbers; knowing how to contact 9-1-1; seeking help from a police officer, teacher, youth worker, or other trusted adult; knowing routines for safe pickup from school or activities)	6-31
D2.3	Preview of 75 pages from this product that contains 131 pages total. understanding of the importance of consent	32-48
D2.4	apply their knowledge of essential safety practices to take an active role in their own safety at school (e.g., inform teacher of allergies, be aware of food safety issues, play in supervised areas, follow safe routines for travelling to and from school)	49-59
D3.1	demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, when online, and outdoors (e.g., items or situations that could lead to poisoning, slips, falls, fire, or injury, including injuries from household products, medicines, kitchen tools and equipment, unstable furniture, candles, toys; road, water, and playground hazards; the danger of landing on websites that are not age-appropriate; weather and sun hazards)	60-98

NAME: _____

SAFETY & INJURY PREVENTION



Knowing Your Home Address

Why Know Your Home Address?

Knowing where you live is very important, especially in emergencies. If you ever need help from police officers, firefighters, or paramedics, they need to know where to find you.

Your Home Address

Your home address is like a special code that tells people exactly where you live.

It includes:

- House or building number
- Street name
- City or town
- Province



Your Phone Number

Having your phone number in your memory is also very important. If you need help or if you get lost, you can tell someone your phone number. They can call your family to make sure you are safe.

It is a good idea to practice saying your address and phone number with your family. You can make it into a fun game! This way, you will always be ready in case of an emergency.

Name: _____

7

Parts of My Address

Fill in your address and phone number.

1) What is the name of your street?	
2) What street number is your home?	
3) Do you have an apartment number?	
4) What city do you live in?	
5) Which province do you live in?	
6) Which country do you live in?	
7) What is your postal code?	
8) What is your phone number?	

Parts of My Address

Fill in your address and phone number.

From: _____



To: 80 Wellington St.
Ottawa, ON, Canada,
K1A 0A2

How to Dial 9-1-1

When to Call 9-1-1

You should call 9-1-1 only in emergencies. Emergencies are when someone is hurt badly, or you are in danger and need help fast.

Steps to Call 9-1-1

- Find a phone.
- Press the numbers 9-1-1.
- Stay calm and speak clearly.
- Tell the person your name and what happened.
- Listen carefully and do what they say.

Remember

- 9-1-1 is for big problems, not for small ones.
- Never call 9-1-1 as a joke.
- If you are not sure it is an emergency, ask a grown-up.
- Practice with a pretend phone first.

Knowing how to call 911 is important. It helps you get help fast when there is a big problem. You can be a helper by knowing what to do!



Name: _____

9

Curriculum Connection
012

True or False

Is the statement true or false?

1. Call 9-1-1 for an emergency.	True	False
2. 9-1-1 is for fun calls.	True	False
3. Tell your name when you call 9-1-1.	True	False
4. Stay calm when calling 9-1-1.	True	False
5. Only call 9-1-1.	True	False

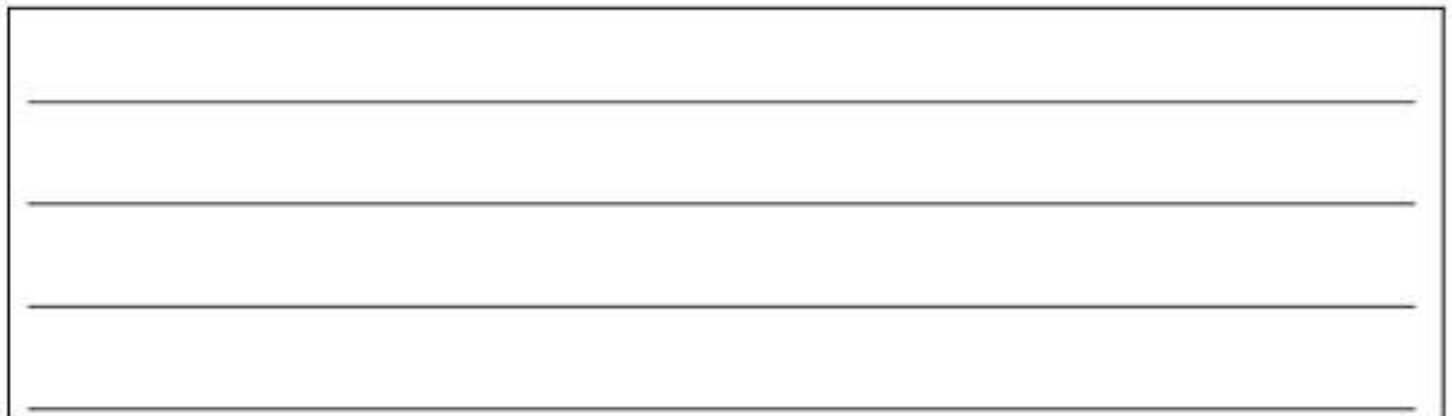
Draw

Draw pictures of when you might call 9-1-1



Question

What is 9-1-1 for?



Exit Cards

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

Name: _____

Is the statement true or false?

1) 9-1-1 is only for emergencies.	T	F
2) You should call 9-1-1 when you lose a toy.	T	F
3) You need to stay calm when talking to 9-1-1.	T	F
4) Never dial 9-1-1 as a joke.	T	F

Name: _____

Is the statement true or false?

1) 9-1-1 is only for emergencies.	T	F
2) You should call 9-1-1 when you lose a toy.	T	F
3) You need to stay calm when talking to 9-1-1.	T	F
4) Never dial 9-1-1 as a joke.	T	F

Name: _____

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Name: _____

Is the statement true or false?

1) 9-1-1 is only for emergencies.	T	F
2) You should call 9-1-1 when you lose a toy.	T	F
3) You need to stay calm when talking to 9-1-1.	T	F
4) Never dial 9-1-1 as a joke.	T	F

Activity – Emergency Role Play

Objective

What are we learning about?

To teach students about different emergency scenarios and appropriate responses through a fun and engaging game of charades.



Materials

What you will need for the activity.

- Cards with emergency scenarios written on them (e.g., "fire in the building," "lost in a building," "playing")

Instructions

How to complete the activity

1. Divide the students into small groups.
2. Explain that each group will role-play different emergency scenarios.
3. Hand out scenario cards to each group.
4. Give the groups time to plan how they will act out the emergency and the proper way to handle it.
5. Have each group present their role-play to the class, acting out the emergency and the response.
6. After each presentation, discuss as a class the actions taken and if they were appropriate.
7. Ensure each group understands the importance of the correct response in an emergency.
8. Allow all groups to have a turn to present and discuss.
9. Emphasize the importance of staying calm, finding a grown-up, and safety first.
10. Wrap up with a group talk about what they've learned about emergencies and safety.

Scenarios

Acting Out Safety: Emergency Scenarios for Kids

Fire in the building

Spotting a dangerous
animal

Lost in a park

Someone falls in the
playground

Injury while playing

Seeing a car accident

Earthquake at school

Bike tire goes flat

Stranger approaches

Getting locked out of the
house

Pet gets lost

Tree falls in the yard

Power outage at home

Discovering a leak

Severe weather alert

Smoke in the kitchen

Finding a broken glass

Seeing someone steal
something

Hearing a fire alarm

Finding a sharp object on
the ground

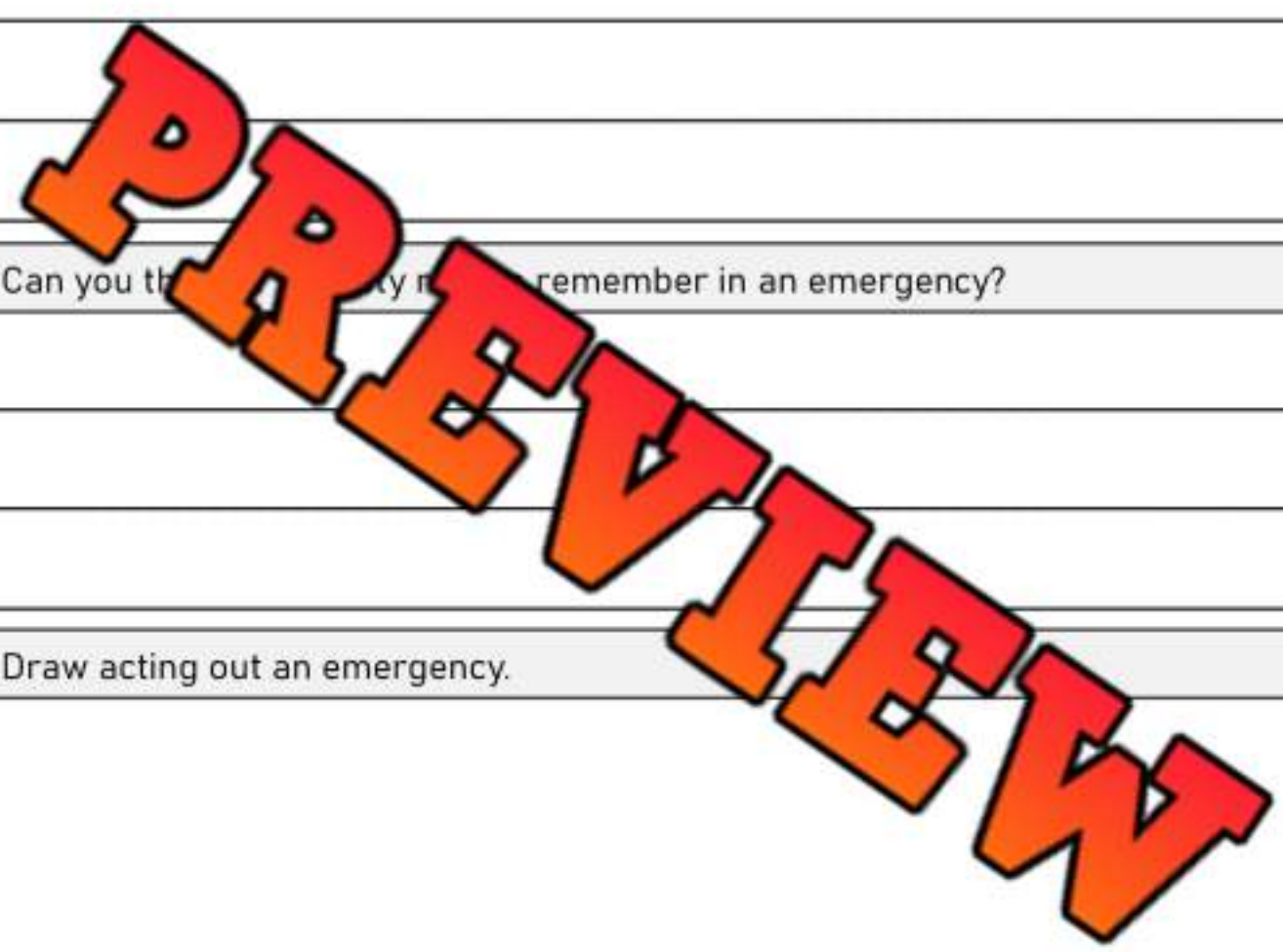
Reflection

Answer the questions below

1) Have you ever been in an emergency? Explain.

2) Can you think of any memory you remember in an emergency?

3) Draw acting out an emergency.



Identifying Trusted Adults

Who Are Trusted Adults?

Trusted adults are people who help you stay safe and happy. They are always ready to listen to you and help you when you need it.



List of Trusted Adults

- Family Members: Your mother, father, or grandparents. They love you and take care of you.
- Teachers: They teach you at school and help you learn new things.
- Police Officers: They work to keep everyone safe in your community.
- Firefighters: They put out fires and help in dangerous situations.
- Doctors and Nurses: They take care of you when you are sick or hurt.

How They Help

- They listen to your worries and help solve them.
- They keep you safe from harm.
- They give you advice and teach you important things.

True or False

Is the statement true or false?

1. Teachers are trusted adults.	True	False
2. Only police officers are trusted adults.	True	False
3. You can tell firefighters your problems.	True	False
4. Doctors help you when you are sick.	True	False
5. Strangers are always trusted adults.	True	False

Matching

Which trusted adult is described in each statement?

1)	They help you cross the roads.	a) Police Officers
2)	They care for you at home.	b) Parents
3)	They help you feel better when you are sick.	c) Nurses
4)	They keep the neighbourhood safe.	d) Firemen
5)	They help you feel better when you are sick.	e) Cross Guards

Question

Who can you trust at school?

My Trusted Adults

Write the names of your 5 trusted adults in the hand outline

**How To Pick a Trusted Adult:**

- ✓ They are someone who makes you feel safe.
- ✓ You can talk to them if you feel worried or scared.
- ✓ You see or talk to them often.
- ✓ At least one should be someone who is not in your family.

Think

Circle if the choice is safe or unsafe.

#	Descriptions	Safe	Unsafe
1	Walking to school with a parent.	Safe	Unsafe
2	A person you do not know offers you a ride home.	Safe	Unsafe
3	Holding a teacher's hand during a field trip.	Safe	Unsafe
4	A person at the park wants to take your picture.	Safe	Unsafe
5	Telling a police officer you are lost.	Safe	Unsafe
6	Accepting a ride from someone you do not know.	Safe	Unsafe
7	A person you do not know asks you to go with them to pick out a present.	Safe	Unsafe
8	Someone offers you free ice cream.	Safe	Unsafe
9	Asking a librarian to help with a book.	Safe	Unsafe
10	Someone you have never met offers you their lost dog.	Safe	Unsafe
11	Being in the classroom with your teacher.	Safe	Unsafe
12	Getting into a car with someone you do not know.	Safe	Unsafe
13	Someone you do not recognize wants to show you something on their phone.	Safe	Unsafe
14	A stranger gives you a toy outside of school.	Safe	Unsafe
15	A stranger asks for your help to carry something to their car.	Safe	Unsafe
16	A person at the park wants to take your picture.	Safe	Unsafe
17	A family member picking you up from school.	Safe	Unsafe
18	A new person on your street asks you to come inside for games.	Safe	Unsafe
19	Asking a store employee for help when lost in a store.	Safe	Unsafe
20	An unknown adult at the playground says your mom sent them to pick you up.	Safe	Unsafe

Exit Cards

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

Name: _____

Is the person a trusted adult?

1) Teacher	Yes	No
2) Police officer	Yes	No
3) Stranger	Yes	No
4) Store owner	Yes	No
5) Firefighter	Yes	No
6) Someone you meet at the park.	Yes	No

Name: _____

Is the person a trusted adult?

1) Teacher	Yes	No
2) Police officer	Yes	No
3) Stranger	Yes	No
4) Store owner	Yes	No
5) Firefighter	Yes	No
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Name: _____

Is the person a trusted adult?

1) Teacher	Yes	No
2) Police officer	Yes	No
3) Stranger	Yes	No
4) Store owner	Yes	No
5) Firefighter	Yes	No
6) Someone you meet at the park.	Yes	No

Safe Pick-Up Routines

Who Picks You Up?

It is important to know who will pick you up from school or activities. Usually, it is your parent, guardian, or someone your family trusts.



Safe Pick-Up

- Know the name of the person who will pick you up.
- Always wait in the area your family told you.
- If you do not know the person, do not get into the car.
- Tell your teacher if something is different.

Why It Is Important

Being safe means, you know who will take you home. Your family and school make a plan, so you are always cared for.

Remembering Your Plan

Your family will tell you about the pick-up plan. Always remember it and follow it every day.

True or False

Is the statement true or false?

1. You should know who picks you up.	True	False
2. You can go with anyone who calls your name.	True	False
3. Your teacher knows the pick-up plan.	True	False
4. Your family tells you the pick-up plan.	True	False
5. Always go to a different place each day.	True	False

Visualizing

Draw what you were picturing while you were reading. Explain the picture.

Identify

Colour the rules that help you keep safe.

Listen to your teacher	Go home with your family
Leave the school alone	Leave with someone you don't know
Go with a stranger	Say no to strangers
Ask your teacher for help	Tell an adult if plans change

Exit Cards

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

Name: _____

Is the statement true or false?

1) You should know the name of the person picking you up.	T	F
2) Don't go home with someone you don't know.	T	F
3) If someone different takes you home, that's okay.	T	F
4) You can change your plan for getting home.	T	F

Name: _____

Is the statement true or false?

1) You should know the name of the person picking you up.	T	F
2) Don't go home with someone you don't know.	T	F
3) If someone different takes you home, that's okay.	T	F
4) You can change your plan for getting home.	T	F

Name: _____

Is the statement true or false?

1) You should know the name of the person picking you up.	T	F
2) Don't go home with someone you don't know.	T	F
3) If someone different takes you home, that's okay.	T	F
4) You can change your plan for getting home.	T	F

Name: _____

Is the statement true or false?

1) You should know the name of the person picking you up.	T	F
2) Don't go home with someone you don't know.	T	F
3) If someone different takes you home, that's okay.	T	F
4) You can change your plan for getting home.	T	F

Travel Safety To And From School

Getting to School Safely

Every day, we travel to school. It is important to be safe on our way. Whether we walk, ride a bus, or get a ride, we can always be careful.

Safety When Travel

- Always cross the street at the crosswalk.
- Look both ways look left and right before crossing.
- Stay on the sidewalk stay on the sidewalk, not in the street.

Riding the Bus Safely

If you take a bus, remember to:

- Stay seated while the bus is moving.
- Wait for the bus to stop before getting on or off.
- Always listen to the bus driver.

Being Safe with Grown-Ups

When travelling with a grown-up:

- Hold their hand while crossing the street.
- Stay close to them in crowded places.
- Always follow their instructions.



Walk



Bike



Bus



Car

Staying safe means we can enjoy our trip to and from school every day!

True or False

Is the statement true or false?

1) Crossing the street without looking is safe.	True	False
2) We should hold a grown-up's hand while crossing the road.	True	False
3) Standing up on the bus is a good idea.	True	False
4) Using _____ sidewalk to cross the street is safe.	True	False
5) It is safe to wear a helmet when riding a bike.	True	False

Fill in the Blank Write the missing word.

1) Always walk on the _____.	Sidewalk	Road
2) Look _____ ways before crossing the street.	One	Both
3) Stay _____ while the bus is moving.	Standing	Seated
4) Wait for the _____ signal before crossing the street.	Stop	Walking
5) Keep _____ on the school grounds during breaks.	Stop	Walking

Directions

Draw three safe travel practices.

Choices

Circle if the choice is safe or unsafe

#	Descriptions	Safe	Unsafe
1	Walking on the sidewalk to school.	Safe	Unsafe
2	Running across the street without looking.	Safe	Unsafe
3	Holding a grown-up's hand while crossing the road.	Safe	Unsafe
4	Playing near the street while waiting for the bus.	Safe	Unsafe
5	Pushing or pulling to cross the street.	Safe	Unsafe
6	Chasing a friend on the street without stopping.	Safe	Unsafe
7	Waiting patiently at the bus stop.	Safe	Unsafe
8	Pushing friends while waiting on the bus.	Safe	Unsafe
9	Buckling up if riding in a car.	Safe	Unsafe
10	Standing up on the bus while it is moving.	Safe	Unsafe
11	Looking both ways before crossing the street.	Safe	Unsafe
12	Crossing the street alone without an adult.	Safe	Unsafe
13	Waiting for the walking signal at traffic lights.	Safe	Unsafe
14	Riding a bike without a helmet.	Safe	Unsafe
15	Keeping backpacks and bags close while walking.	Safe	Unsafe
16	Running ahead of the group while on a field trip.	Safe	Unsafe
17	Staying on the school grounds during breaks.	Safe	Unsafe
18	Climbing on fences or barriers near the road.	Safe	Unsafe
19	Listening to the crossing guard's instructions.	Safe	Unsafe
20	Disturbing the bus driver while the bus is moving.	Safe	Unsafe

Activity – Safety Colouring Pages

Objective

What are we learning about?

Students will learn about the importance of boundaries and safety through visual examples.

Material

What will you need for the activity?

- Printable colouring pages with safety boundaries
- Crayons or coloured pencils



Instructions

How do we complete the activity?

1. Start by discussing what boundaries are and how they keep us safe, using simple examples like wearing a helmet while riding a bike or staying on the sidewalk when walking.
2. Give each student a set of colouring pages with pictures that show different safety boundaries.
3. Ask the students to colour each picture while thinking about how each safety rule is important.
4. While they are colouring, walk around and ask students to talk about how the boundaries in the pictures keep them and others safe.
5. Once they are finished colouring, have students share their favourite picture with a partner and explain why they think that safety boundary is important.
6. After completing the activity, display the students' work to remind them of the different safety rules.

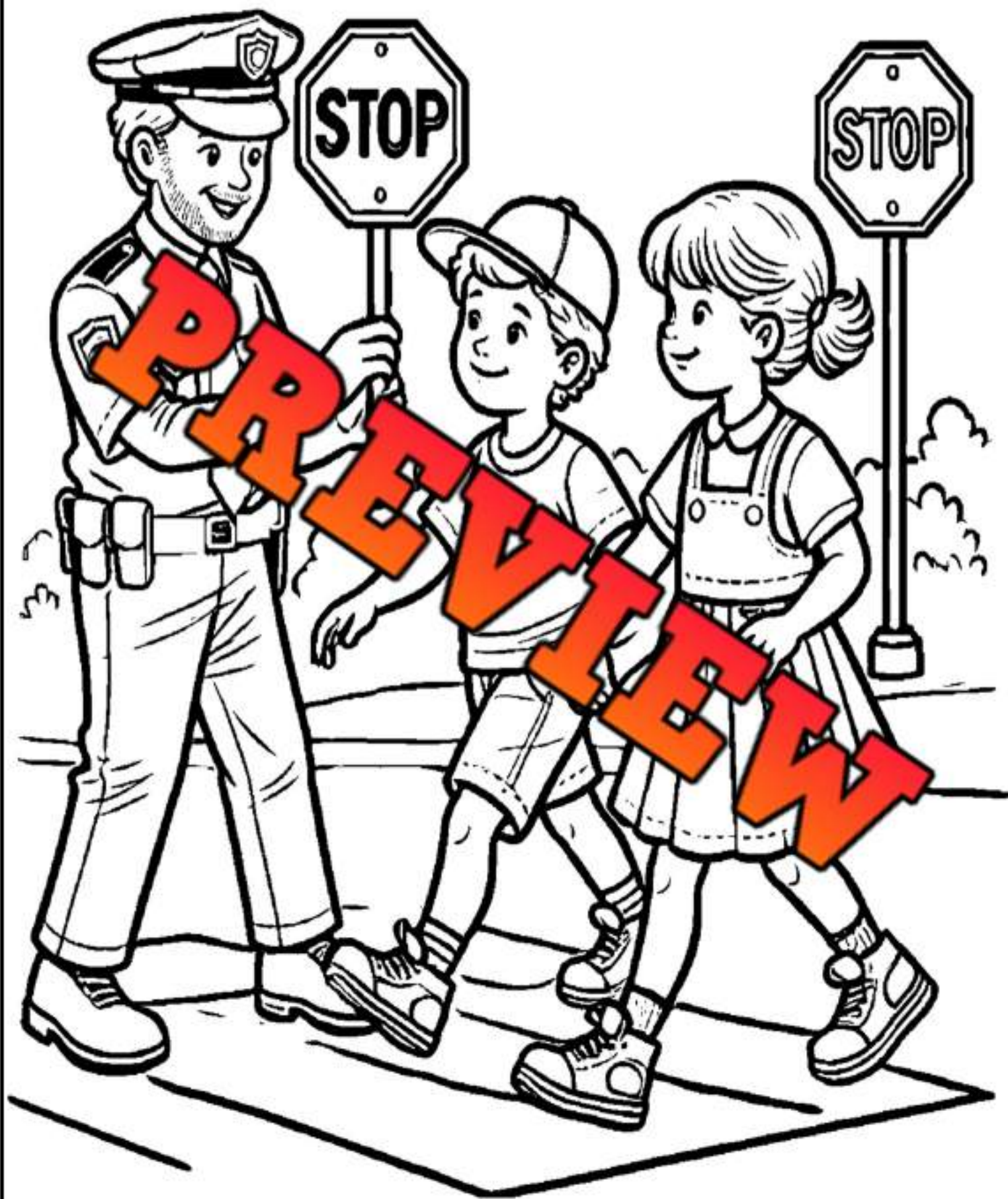


Name: _____

30

Curriculum Connection
01.2





Story: Listening with Respect

Listening Lily and the Magic Words

Once upon a time, in a bright classroom, there was a girl named Lily. Lily loved talking with her friends Anna, Zoe, and Miguel. But sometimes, she forgot to listen.



One day, Mrs. Chen said, "Today, we will learn about listening with respect." Lily nodded her head, curious.

"When we listen," Mrs. Chen explained, "we show our friends that we care. It makes our friends feel special and heard."

Lily thought about it. "I want to make my friends feel special."

The next day, when Zoe talked about her new puppy, Lily remembered Mrs. Chen's words. She listened without interrupting. Zoe's eyes sparkled. "Thanks for listening, Lily! It means a lot."

Lily smiled. Listening made her friends happy. From that day, Lily became 'Listening Lily,' always remembering that listening with respect was like saying a magic word that made her friends feel valued and heard. And the classroom was filled with more smiles than ever!

True or False

Is the statement true or false?

1) Lily loves to talk with her friends.	True	False
2) Lily always remembers to listen.	True	False
3) Listening makes friends feel ignored.	True	False
4) Zoe feels happy when Lily listens.	True	False
5) Mrs. Chen teaches about respectful listening.	True	False

Order

Put the sentences in the right order based on the story.

	Mrs. Chen taught the class about listening.
	Zoe felt happy, and Lily smiled.
	Lily wanted to make her friend feel happy.
	Lily liked to talk with her friends.
	Lily listened when Zoe was talking.

Word Search

Find the words in the wordsearch.

Listen	Respect
Feelings	Lily
Eyes	Special
Happy	Care

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

Story: Being Helpful

Mia's Helping Hands

In a small, cozy town, there was a kind-hearted girl named Mia. Mia loved helping everyone.

One day, Mia saw Mrs. Kumar struggling with her grocery bags. "Can I help you carry those?" Mia asked. Mrs. Kumar smiled gratefully as Mia helped her to her door.



At school, Mia noticed her classmate Omar looking sad. "I cannot find my crayon," he said. Mia shared her crayons and Omar's frown disappeared.

Later, Mia saw a lost kitten. She asked for help to find its owner. The kitten purred, as if saying thank you.

At home, Mia's mom looked tired. Mia decided to set the table for dinner. "Thank you, Mia," her mom said, "You are so helpful!"

Being helpful made Mia feel happy. She learned that even small actions could make a big difference in others' lives, creating smiles and building friendships.

True or False

Is the statement true or false?

1) Mia helped Mrs. Kumar with bags.	True	False
2) Mia ignored Omar when he was sad.	True	False
3) Mia set the table for dinner.	True	False
4) Helping others makes them smile.	True	False
5) Mia only helps her friends.	True	False

Directions: Draw hearts that show helpful actions.

Helping
carry
groceriesHelping
othersHelping a
friend who
is sadSaying "Can
I help?"Saying
mean wordsHolding the
door openHelping
with
dinnerPushing in
line

Draw

Draw three pictures of how Mia helped others

Story: Understanding Boundaries

Space Bubbles: A Lesson in Personal Space

Sam loved playing space explorer with his friends, Aliya and Ben. They pretended their playground was a distant planet.

One sunny day while playing, Sam got too close to Aliya. "Whoa, Sam! I need a little space," Aliya said, stepping back.

Sam felt confused. Mrs. Lee, his teacher, noticed and intervened.

"Sam, just like planets need space around them, people need personal space too," she explained.

"Personal space?" Sam asked.

"Yes, it is an invisible bubble around us. We should respect everyone's space to keep everyone comfortable," Mrs. Lee smiled.

Sam understood now. "I'm sorry, Aliya. I'll remember your space bubble."

From then on, Sam made sure to respect everyone's personal space. He learned that understanding boundaries was important for everyone's safety and comfort. And their space adventures were more fun than ever, with all the planets happily spinning in their own space!



True or False

Is the statement true or false?

1) Sam likes being a space explorer.	True	False
2) Aliya was happy when Sam got too close.	True	False
3) Mrs. Lee taught Sam about personal space.	True	False
4) Personal space is like an invisible bubble.	True	False
5) Sam forgot about Aliya's space bubble.	True	False

Fill in the Blank

Write the missing word.

1)	They pretended to be on a _____ planet.	Close	Distant
2)	"Whoa, Sam! I need a _____ aid."	Time	Space
3)	Mrs. Lee talked about _____ space.	Personal	Outer
4)	It is an invisible _____ around us.	Bubble	
5)	Sam made sure to respect everyone's _____.	Personal	

Draw

Draw Sam and Aliya in their space bubble

Personal Space, and Saying No

Understanding Personal Space

Personal space is like an invisible bubble around us. It keeps us safe and comfortable. Just like you have your own toys and like to decide who can play with them, you also get to decide who can come into your space.



Respecting Boundaries

Boundaries are rules for our bubble. Here's what you need to know:

- It's okay to say "no" if you don't want to be touched, even in friendly ways like hugs.
- Always ask before giving someone a hug or a handshake.
- If someone makes you feel uncomfortable, you can say "no" and stop the touch.

Being a Good Friend

Good friends respect each other's bubbles. Here's how you can be one:

- Listen when a friend says "no" or "stop."
- Always ask for permission. "Can I give you a hug?"
- Be kind and respect everyone's space.

Remember, everyone's bubble is important. Let's keep each other safe and happy by respecting personal space and asking for consent!

True or False

Is the statement true or false?

1. Everyone has their own personal space.	True	False
2. It's okay to hug someone without asking.	True	False
3. You should tell a grown-up if uncomfortable.	True	False
4. Only strangers should respect your space.	True	False
5. Saying "no" is rude.	True	False

Draw

Draw a picture of yourself with your personal bubble around you. Show how you want your space to be.



Question

What should you do if someone breaks your personal boundary?



Exit Cards

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

Name: _____

Circle the correct answer.

1) Personal space is like an _____ bubble.	invisible	big
2) It is _____ to say no.	okay	not okay
3) You don't need to give _____.	thanks	hugs
4) If you feel uncomfortable, talk to a _____.	kid	trusted adult

Name: _____

Circle the correct answer.

1) Personal space is like an _____ bubble.	invisible	big
2) It is _____ to say no.	okay	not okay
3) You don't need to give _____.	thanks	hugs
4) If you feel uncomfortable, talk to a _____.	kid	trusted adult

Name: _____

Circle the correct answer.

1) Personal space is like an _____ bubble.	invisible	big
2) It is _____ to say no.	okay	not okay
3) You don't need to give _____.	thanks	hugs
4) If you feel uncomfortable, talk to a _____.	kid	trusted adult

Name: _____

Circle the correct answer.

1) Personal space is like an _____ bubble.	invisible	big
2) It is _____ to say no.	okay	not okay
3) You don't need to give _____.	thanks	hugs
4) If you feel uncomfortable, talk to a _____.	kid	trusted adult

Activity – My Boundary Circles

Objective

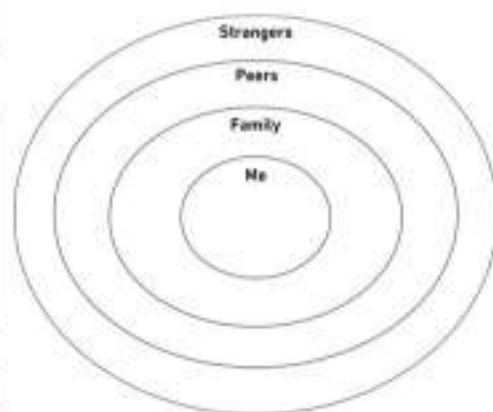
What are we learning about?

Students will learn about personal boundaries by categorizing various activities based on their comfort level with family, friends, acquaintances, and strangers.

Materials

What will you need for the activity?

- A printed version of the boundary circles diagram for each student
- A pencil or crayon for writing or coloring



Instructions

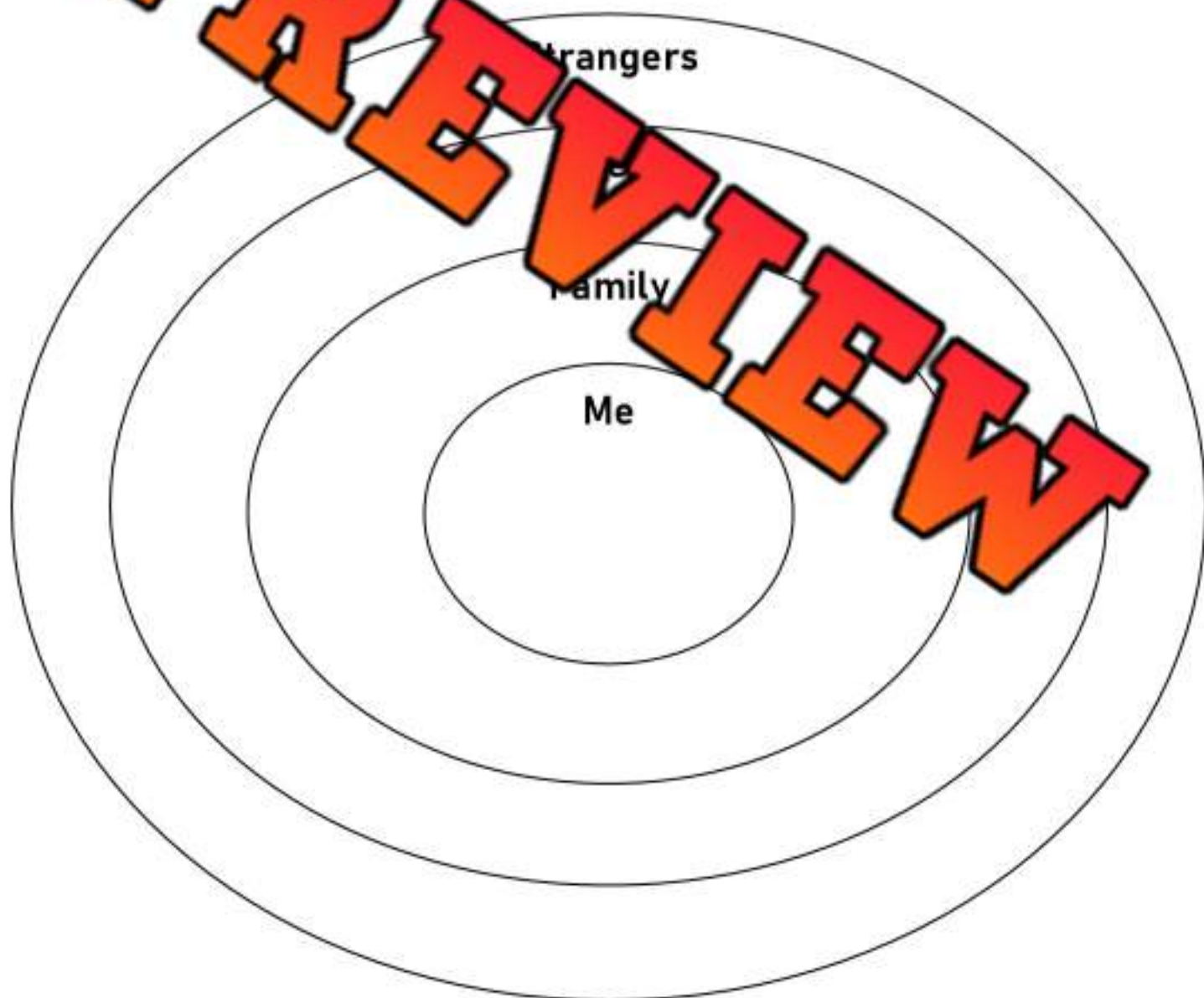
How will you complete the activity?

1. Give each student a copy of the boundary circles diagram, which includes circles for "Me," "Family," "Friends," "Acquaintances," and "Strangers."
2. Read through the list of activities with the students to explain each one and what it means.
3. Have students think about where they feel most comfortable doing each activity.
4. Ask them to write the number of the activity in the circle that matches who they feel most comfortable doing that activity with (e.g., they might put "Hugging" in the "Family" circle).
5. Students can use a pencil or crayons to write or colour in the numbers in the correct circles.
6. Once they've filled in their diagrams, discuss as a class how different people might have different boundaries, and that's okay!

The circles below show your personal boundaries. The closer the circle, the more special the people are to you. You have four circles: Family, Friends, Peers, and Strangers.

Write the number of each activity in the circle where you feel most comfortable doing it. Some activities can be in more than one circle!

A) Hugging	B) Saying Hello	C) Sharing a Snack
D) Asking for help	E) Playing a game	F) Giving a high five
G) Talking	H) Holding Hands	I) Sharing a toy



Activity – Boundary Meter

Objective

What are we learning about?

Students will explore their personal comfort zones by deciding how close or far they feel comfortable being with different people in their lives.

Materials

What will you need for the activity?

- Boundary Meter Worksheet
- Crayons, markers



Instructions

How will we complete the activity?

- 1. Introduce the Concept:** Start by explaining that everyone has different comfort levels when it comes to being close to other people. It's important to understand how close or far we feel safe and comfortable with different people.
- 2. Distribute Boundary Meters:** Give each student a Boundary Meter Worksheet. At one end of the paper, there should be drawings or labels of different people, such as "Family," "Best Friend," "Classmate," "Teacher," "Stranger."
- 3. Drawing Themselves:** Students will draw a small picture of themselves or place a sticker on the meter, showing how close or far they feel comfortable being with each person. For example, they may draw themselves closer to "Family" and farther from "Stranger."
- 4. Explain Choices:** After drawing themselves, students will explain why they chose to be close to some people and farther from others. Discuss how this helps them understand their own boundaries.

Meter

How close or far do you want to be with the people at the end of the line?

	FAMILY	
	BESTFRIEND	
	CLASSMATES	
	TEACHER	
	NEIGHBOUR	
	STRANGER	

Story: Recognizing Exclusion

Jenny's Birthday Invites

Jenny was buzzing with excitement about her birthday. She had a stack of party invites for her friends.



While giving out invites, she remembered Omar by himself. He looked sad. Jenny remembered feeling sad last year when she did not get an invite to a birthday party.

Walking over, Jenny smiled. "Omar, I would like you to come to my birthday!" she said. Omar's smile was as bright as the sun. "Really? Thanks!"

At the party, all the kids played and laughed together. Omar was grinning, and Jenny felt happy. She was glad she invited everyone.

Later, Jenny told her mom, "Inviting Omar made my birthday the best!"

Her mom hugged her. "You were very kind, Jenny."

Jenny went to bed smiling, feeling great about her kind choice.

True or False

Is the statement true or false?

1) Jenny was excited for her birthday.	True	False
2) Omar was invited to the party at first.	True	False
3) Jenny felt good including Omar.	True	False
4) Leaving people out feels good.	True	False
5) Jenny was left out last year.	True	False

Direction

Check if the action shows including others.

☐ I invite everyone to	☐ I say kind words
☐ I leave someone out	☐ I play with my best friend
☐ I share toys and games	☐ I ask someone alone to join
☐ I ignore someone who wants to join	☐ I listen to my friend

Question

Why is it important to include everyone?

Story: Bullying Awareness

Lucas and the Kind Words

Lucas was new at Maple Leaf School. He felt nervous and a little shy.

One day, while playing
in the schoolyard, he

heard two boys
laughing at him.
They called him names and
made fun of his shoes. Lucas felt sad and alone.



Mrs. Patel, their teacher, noticed what was happening. She sat down with the class and talked about bullying. "Bullying hurts feelings and is never okay," she explained. "If someone bullies you, tell a teacher or a grown-up."

Lucas bravely shared his feelings. "They made me feel sad and alone."

Mrs. Patel encouraged the class to be kind and supportive. The next day, those same kids apologized to Lucas. They learned that words could hurt but could also heal.

From then on, Lucas felt happier at school. He made many friends who cared and supported each other. They all learned that kindness is stronger than any mean words.

True or False

Is the statement true or false?

1) Lucas was new at Maple Leaf School.	True	False
2) Bullying makes people feel good.	True	False
3) Mrs. Patel talked about kindness.	True	False
4) The kids apologized to Lucas.	True	False
5) Lucas has friends at the end.	True	False

Word Search

Find the words in the wordsearch.

Bully	W
Rude	Mean
Sad	Happy
Feelings	Friends
Lucas	Teacher

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

Fill in the Blanks

Write the missing word.

1)	Lucas felt _____ when he was laughed at.	Sad	Happy
2)	The kids made fun of Lucas's _____.	Shoes	Hat
3)	Mrs. Patel is their _____.	Principal	Teacher
4)	Lucas shared his _____ with the class.	Toys	Feelings
5)	Lucas made many _____ at school.	Drawings	Friends

Allergy Awareness

What Are Allergies?

Allergies happen when our bodies think some things like nuts or bee stings are not safe. Our body tries to protect us, which can make us feel sick.

Common Allergies

- Nuts: Some people can get very sick if they eat nuts.
- Bees: Bee stings can cause allergies for some people.

Being Safe with Allergies

It is important to help keep our friends safe. Here is how:

- Do not share food at school.
- Wash hands after eating.
- Tell a teacher if a friend feels sick.

Helping Friends with Allergies

We can be good friends by:

- Knowing our friends' allergies.
- Keeping our snacks away from allergic friends.
- Getting help if a friend feels sick.

Remember, allergies can make people feel very ill, so it is important to be careful and kind to keep everyone happy and healthy at school.



True or False

Is the statement true or false?

1. Allergies can make you feel sick.	True	False
2. Only nuts cause allergies.	True	False
3. Washing hands helps prevent allergies.	True	False
4. Bee stings never cause allergies.	True	False
5. Telling others about allergies is good.	True	False

Draw

Draw something people can be allergic to.



PREVIEW

Question

What should you do if a friend has an allergy?

Safety in the Classroom

Why Safety Matters

Being safe in the classroom helps everyone learn and have fun. When we are safe, we can listen, play, and work without getting hurt.



Safety Practices

- Tell the Teacher: If you have an allergy or feel sick, tell your teacher right away.
- Safe Snacks: Some snacks are safe for everyone. Ask your teacher before bringing them to school.
- Clean Hands: Wash your hands often to keep germs away.

Helping Each Other

We can all help to keep the classroom safe by:

- Listening to the teacher.
- Walking, not running, inside.
- Keeping our desks neat and tidy.



Remember, a safe classroom is a happy classroom. Let's work together to make sure everyone feels safe and can enjoy school!

True or False

Is the statement true or false?

1. Tell the teacher if you feel sick.	True	False
2. Washing hands keeps germs away.	True	False
3. It is okay to keep allergies a secret.	True	False
4. We do need to clean our desks.	True	False
5. Safety is how we learn better.	True	False

Direction

We need to be safe in the classroom.

Students lining up calmly	Pushing or shoving classmates	Handwashing at a sink
Teacher helping students	Running inside classroom	Standing or climbing on chairs or desks
Playing with scissors the wrong way	Teacher with a whistle or signal	Students properly on desks

Question

Why do we wash our hands?

Playground Safety

Safe Places to Play

Playgrounds are fun places to play, but we need to make sure they are safe. This means playing where grown-ups can see us and help us if we need it.

Rules for Safe Play

- Stay where adults can see you.
- Use playground equipment the right way.
- Wait your turn on slides and swings.



Why Following Rules is Important

Following rules keeps everyone safe and happy. If we play safely, we can have more fun without getting hurt.

Being a Good Friend at Play

Being safe also means being a good friend. We can help by:

- Sharing toys and games.
- Helping someone who falls down.
- Playing games that are safe for everyone.

Playing in safe places and following rules makes the playground a great place for everyone. Let's all play safely and have fun together!

True or False

Is the statement true or false?

1. Playgrounds should be safe.	True	False
2. It is okay to leave the playground alone.	True	False
3. Taking turns is important for safety.	True	False
4. We can use playground equipment any way we want.	True	False
5. Safe playgrounds are more fun.	True	False

Matching type

Read each safety rule and match it to the correct situation.

1. Wait your turn	☐	You play with a friend.
2. Use gentle hands	☐	You are near the swings.
3. Wear safety gear	☐	☐ Someone is on a slide.
4. Walk, don't run	☐	☐ The teacher says "Stop".
5. Listen to adults	☐	☐ You ride a bike.

Question

Why is it important to follow playground rules?

Instructions

Use the word bank below to fill in the blanks and learn important rules about staying safe in public places.

Stay close to your _____

Don't talk to _____

Remember _____

It's okay to _____ when
you feel unsafe.

Always _____ before
crossing the street.

Ask a _____ if you're lost.

Keep walking with an _____
in crowded places.

Always remember the _____
for staying safe.

rules

Grown-
upspolice
officer

look

adult

no

parents

yes

strangers

**Being safe is important and fun!**

When you follow these simple rules, you help keep yourself and others safe. Remember, asking for help and knowing who to trust are big steps toward staying safe.

Activity – Role Play: Safe Behaviours

Objective

What are we learning about?

To help students understand and practice caring and safe behaviours through role-playing various scenarios, including asking for consent and respecting others' personal space.



Material

What you will need for the activity.

- Scenario cards with different safe behaviour situations written on them (e.g., asking for consent to borrow items, respecting personal space)
- An open space for role-play
- Props like toys or classroom items for scenarios

Instructions

How you will complete the activity.

1. Explain the concept of role-playing and safe behaviours to students.
2. Divide the class into small groups.
3. Hand out scenario cards to each group.
4. Allow a few minutes for each group to discuss and plan their role-play.
5. One group at a time, students act out the scenario in front of the class.
6. Encourage the use of props to make the role-play more realistic.
7. After each role-play, discuss with the class which safe behaviour was demonstrated.
8. Ask students how they could apply these behaviours in real life.
9. Rotate through the groups until all have had a chance to perform.
10. Conclude by summarizing the importance of caring and safe behaviours.

Scenarios

Role-Play Scenarios

1. Finding a lost dog
2. Seeing a broken swing at the playground
3. Someone is bullying a friend
4. Getting lost at the mall
5. Witnessing an accident
6. Spotting a fire in the school
7. A friend falls off the monkey bars
8. Someone is taking a toy from a classmate
9. Spotting a stranger in the schoolyard
10. A friend is choking on food
11. The classroom is too noisy
12. Someone is stuck on top of the slide
13. Finding a broken glass on the playground
14. A friend is crying because they are lost
15. The ball goes into the street

Story: Avoiding Home Hazards

Draw

Draw pictures that show the story.

Aiden's Safety Adventure

Once upon a time, in a cozy little house, lived a curious boy named Aiden. Aiden loved exploring every corner of his home.

One day, Aiden was cooking in the kitchen. He saw shiny, interesting tools on the counter. "Remember, kitchen tools are not toys," his mom reminded him recently.

PREVIEW

PREVIEW

Aiden nodded. He knew kitchen tools could be sharp and dangerous. He decided to play with his toy cars instead.

Later, Aiden saw a bottle of colourful pills in the bathroom. They looked like candy, but he remembered his dad's words, "Medicines are not for playing. They can make you very sick."

Aiden went to tell his dad about the medicine. His dad was proud of Aiden for being responsible and not touching them.

In the living room, Aiden saw a small, shiny object on the floor. It was a battery. He remembered learning at school that batteries should be given to adults, as they can be harmful.

Aiden gave the battery to his mom. She thanked him for being so careful and said, "Batteries can be dangerous if they are broken or swallowed."

PREVIEW

PREVIEW

That evening, Aiden's parents sat down with him. They talked about safety in the house and how proud they were of Aiden for avoiding dangers.

Aiden felt happy and safe. He learned that by being careful and listening to his parents, he could avoid hazards at home. From then on, Aiden became a safety hero in his house!

True or False

Is the statement true or false?

1. Kitchen tools are toys.	True	False
2. Playing with medicines can make you sick.	True	False
3. It is safe to play with batteries.	True	False
4. Aiden gave the battery to his mom.	True	False
5. Aiden's dad talked about safety with him.	True	False

Think

How can you stay safe at home.

1	
2	
3	

Word Search

Find the words in the wordsearch.

Safety	Sharp
Car	Mom
Dad	Talk
Help	Play
Hero	Careful

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

Activity – What's in the Bottle?

Objective

What are we learning about?

Students will know the importance of labels and safety by exploring different safe liquids and learning that substances can't always be identified by look or smell alone.

Material:

What will you need for the activity?

- Clear plastic bottles (one for each liquid)
- Safe liquids such as coloured water, Soap (liquid hand soap), Vinegar, Milk, Vegetable oil,
- Labels (optional)
- Blindfolds (optional for safety)



Instructions

How will you conduct the activity?

1. **Prepare the Bottles:** Fill each clear plastic bottle with a different safe liquid (coloured water, soap, vinegar, juice, milk, vegetable oil). Make sure the bottles are tightly sealed.
2. **Set Up the Activity:** Place the bottles on a table. Students can look, smell, and (optionally) feel the bottles without opening them. They should make a guess of what they think is in each bottle based only on the sensory clues (appearance, smell, touch).
3. **Discussion:** After students make their guesses, reveal what's actually in each bottle. Discuss how looks and smells can sometimes be deceiving, and why we shouldn't rely on just these senses to determine if something is safe.
4. **Explain Labels:** Talk about the importance of labels and how they help us know what's safe and what's not. Emphasize that if students ever find a bottle or substance, they aren't sure about, they should ask an adult first.
5. **Reinforce Safety:** Explain how some liquids might look similar (like water and vinegar) but have very different uses. This is why it's important to always check labels or ask for help before touching or using substances, especially at home.
6. **Clean-Up:** Make sure all bottles are properly sealed and cleaned up after the activity.

Bottle Labels

Label these bottles based on your guesses!

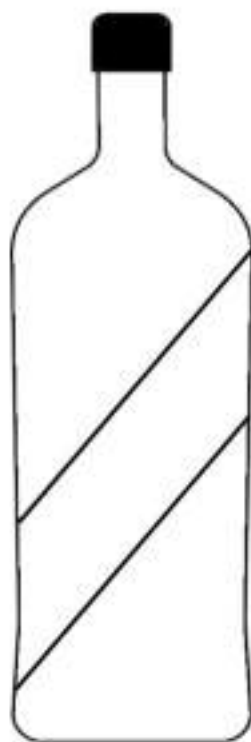
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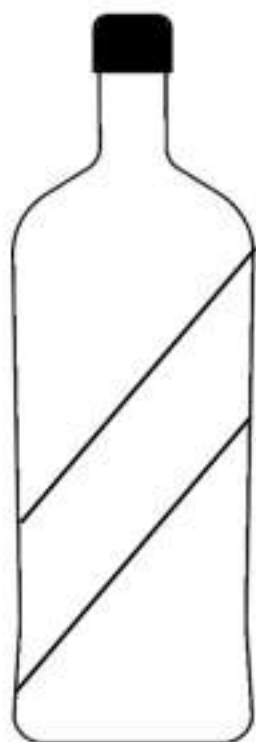
2



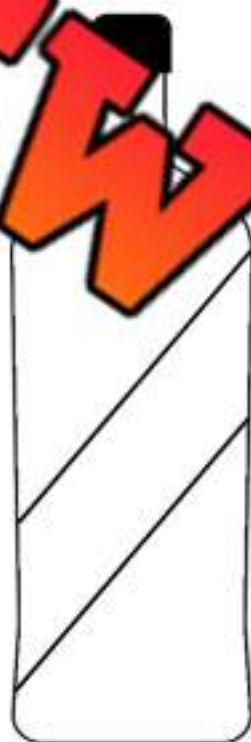
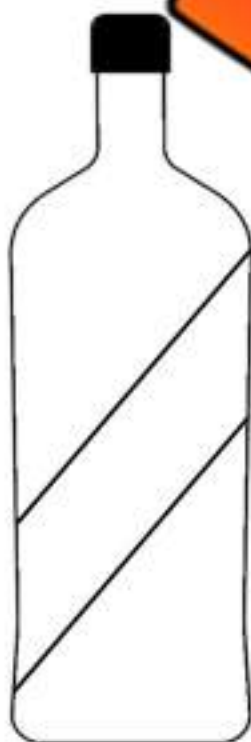
3



4



5



Understanding Online Safety

What is Online Safety?

When we use computers, tablets, or phones, we go online. Online means being connected to the internet. It is important to be safe while online.

Safe Websites for Kids

- Websites are just for kids.
- Ask a grown-up if a website is okay to use.
- Remember, all websites are good for kids.



Household Rules for Internet Use

Every family has rules for using the internet. Some rules might include:

- Not talking to strangers online.
- Not sharing personal information, like your name or address.
- Only using the internet when a grown-up is around.

Being Careful Online

It is fun to play games or watch videos online, but always be careful. If you see something that makes you feel uncomfortable, tell a grown-up right away.

Staying safe online is like being safe in the real world. We follow rules to make sure we have fun without any problems.

True or False

Is the statement true or false?

1. It is okay to talk to strangers online.	True	False
2. Only use websites that are good for kids.	True	False
3. You can share your address online.	True	False
4. Ask a grown-up before using a website.	True	False
5. All websites are safe for kids.	True	False

Direction: Write **S** if it is **SAFE** to do online or **NS** if it is **NOT SAFE**.

	Asking a parent to download a new app
	Sharing your full name and address online
	Telling a trusted adult if something online feels scary
	Keeping your password secret
	Posting photos without asking an adult

Question

What should you do if you see something bad online?

Activity – Digital Traffic Lights

Objective

What are we learning about?

To help students understand which online actions require permission, which ones need caution, and which are safe to do on their own.

Materials

What will you need for the activity?

- Digital activity worksheet
- Crayons or colored pencils (red, yellow, green)



Instructions

How will you conduct the activity?

1. Distribute the traffic light worksheet to students.
2. Explain the Lights: Discuss what each colour means:
 - Red: Stop! You should always ask for permission.
 - Yellow: Be careful! Sometimes you need permission.
 - Green: Go ahead! Safe to do on your own.
3. Discuss examples of actions that belong in each category.
4. Have students colour the top circle of the traffic light red for always ask for permission, the middle yellow for sometimes you need permission, and the bottom green for Safe to do on your own.
5. Discuss why certain actions belong in each category. Highlight the importance of always asking permission for red light actions.

Posting a
picture of a
friend

Watching a
funny video

Sharing a
photo of
your pet

Sending a
message to
a friend
in class

Sharing
your home
address
online

Posting a
video of
your family

Liking a
picture on
social
media

Posting a
picture of
your pet
to
social media

Signing up
for a new
app

Watching a
video your
friend sent

Playing an
online
game

Posting a
picture of
your school

Sending an
emoji in a
chat

Watching a
learning
video for
school

Posting
about your
vacation

Activity – Online Safety Show and Tell

Objective

What are we learning about?

To educate students about online safety by having them share tips and rules for staying safe online, emphasizing the importance of following guidelines set by parents or guardians.



Materials

What you will need for the activity.

- A device for showing online safety videos (optional)
- Drawing materials for students to illustrate their tips (paper, crayons, markers)

Instructions

How you will complete the activity

1. Ask students to think of an online safety rule they have learned from their family. Maybe have them prepare one for the next day.
2. Provide each student with drawing materials.
3. Ask students to draw a picture representing their online safety tip.
4. Optionally, show a brief video about online safety as an example.
5. Allow each student to present their drawing and explain their tip.
6. Encourage students to talk about rules their parents or guardians have set.
7. Discuss why these rules are important for staying safe online.
8. After each presentation, engage the class in a brief discussion.
9. Reinforce key online safety practices mentioned by students.
10. Conclude with a reminder about the importance of following online safety rules.

Reflection

Answer the questions below.

1) What was your favourite online safety tip shared by a classmate?

2) Can you think of any rules you follow at home for online safety?

3) Draw a picture of your online safety rule.



PREVIEW

Newspaper Article: Weather and Sun Hazards**Stay Safe in All Weathers!**

Published on June 24, 2024

Summertime is a fun time for lots of activities. But

we need to be safe. Dr. Lily, a weather expert, tells us, "When you play

outside in the sun." This helps keep your

skin safe and happy.

Billy, a first-grader, loves playing in the

park. He says, "I wear my cool cap and

put on sunscreen before I go out. It

keeps me from getting a sunburn!"

Winter is chilly and snowy. Dr. Lily says,

"Wear warm coats, hats, and mittens in

the winter." This keeps us cozy and

stops us from getting too cold.

Sara, another first-grader, enjoys

building snowmen. She shares, "I wear

my big coat and fuzzy mittens. They

keep me warm when I play in the snow."

Remember these tips: Use sunscreen

and wear a hat in the sun. Stay warm

in coats and mittens. Let's have fun

and stay safe in every weather!



True or False

Is the statement true or false?

1. Sunscreen is needed only in winter.	True	False
2. Hats protect us from the sun.	True	False
3. You do not need a coat in the snow.	True	False
4. Mittens keep your hands warm in winter.	True	False
5. Wearing warm clothes in winter is good.	True	False

Directions

Write three weather safety practices.

Word Search

Find the words in the wordsearch.

Sun	Hat
Warm	Coat
Cap	Snow
Beach	Winter
Cold	Protect

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

Idea

Safety Cards

Helmet

Crosswalk

Seatbelt

Life Jacket

Slip

Fire Alarm

Safety Glasses

Ear Protection

Knee Pads

Work Lights

First Aid

Hand

Reflective Vest

Stop Sign

Caution Tape

Wet Floor Sign

Smoke Detector

Child Gate

Reflection

Answer the questions below.

1) Which safety item is most important and why?

2) How do the safety items help us every day?

3) Draw your favourite safety item.



Activity – Snowman Game

Objective

What are we learning about?

To reinforce understanding of safety-related words and concepts.

Materials

What you will need for the activity.

- A whiteboard or large paper
- Markers or chalk
- List of safety-related words (e.g., sunscreen, lifejacket, helmet, crosswalk)



Instructions

How to conduct the activity

1. **Safety Word Selection:** Begin by having students think of safety-related words they have learned, like 'helmet', 'crosswalk', 'sunscreen', etc.
2. **Explain Snowman:** Demonstrate how to play the snowman game on a whiteboard or chalkboard. Explain that for each incorrect letter guess, a part of the snowman is drawn, starting from the bottom snowball to the sad face.
3. **Game Setup:** Distribute blank Snowman game templates. Have students think of a word related to the health topics they've studied.
4. **Play in Pairs:** Students pair up. One student thinks of a health-related word and draws blanks on the template for each letter.
5. **Guessing the Word:** The partner guesses letters. If a letter is correct, it's added to the blanks. If not, a part of the snowman is drawn.
6. **Discover and Discuss:** The game continues until the word is guessed or the snowman is completed. After each round, discuss the word in context of Safety education.
7. **Encourage Creativity:** Urge students to be creative with their word choices, thinking broadly about everything they've learned in health class.
8. **Rotate and Repeat:** After a few rounds, have students switch partners for fresh gameplay and new word challenges.

Snowman

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

Draw Your Snowman

Cross off incorrect guesses

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below

Draw Your Snowman

Cross off incorrect

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below

Unit Test – Personal Safety And Injury Prevention**Multiple Choice**

/10

1. What is your home address? a) A secret code b) Tells where you live c) A game d) Your favourite colour	2. When should you call 9-1-1? a) For a joke b) For a small problem c) In a big emergency d) To say hello
3. Who is a stranger? a) A stranger b) Your teacher c) Your best friend d) A cartoon character	4. What should you do with hot things? a) Play with them b) Touch them c) Stay away d) Eat them
5. What to wear in the sun? a) A swimsuit b) Sunscreen and a hat c) Just a hat d) Nothing	6. How to cross the road safely? a) Run b) Look both ways c) Follow your friend d) Walk quickly
7. Who helps you learn at school? a) Mom b) Teacher c) Police Officer d) Doctor	8. Why do we wear masks? a) To play b) To get a snack c) To keep germs away d) To find books
9. What do you do if a friend feels sick from nuts? a) Share more food b) Run away c) Get help d) Watch a video	10. What is important about online safety? a) Talking to strangers b) Sharing your address c) Being careful d) Ignoring rules

Matching

Match the terms with what they mean

Allergies

☐ Safe walking path on roads

Emergency

☐ Serious situation needing quick help

Crosswalk

☐ Reaction to things like nuts**Scenarios**

Read the situation and circle the best way to handle it

1) Emma sees a stranger make a remark. What should she do?

- a) Go with the stranger
- b) Stay away and find a trusted adult
- c) Ask the stranger for candy
- d) Play a game with the stranger

2) Alex needs to cross the street. How should he do it?

- a) Run across quickly
- b) Use the crosswalk and look both ways
- c) Close his eyes and walk
- d) Cross without looking

3) Max is helping in the kitchen. He sees a sharp knife. What should he do?

- a) Pick up the knife
- b) Ask a grown-up for help
- c) Play with the knife
- d) Use the knife by himself



Workbook Preview



Grade 1 – Health Unit

Healthy Eating

	Curriculum Expectations	Pages
D1.1		1-41, 49-74, 86
D2.1	describe how Canada's Food Guide can help them develop healthy eating habits	16, 42-54, 57-58, 86-96
D2.2	know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits	75-85

**Preview of 75 pages from
this product that contains
134 pages total.**

NAME: _____

HEALTHY EATING



Rainbow Foods

Why Eat Rainbow Foods?

Eating fruits and vegetables from every colour of the rainbow is good for our bodies. They help us grow strong, think well, and feel happy. Each colour has special nutrients.



Colours of the Rainbow

- Red: Red fruits like apples and vegetables like tomatoes help with your heart.
- Orange: Carrots and oranges keep you healthy and your skin glow.
- Yellow: Yellow peppers and bananas keep your vision clear and help heal cuts.
- Green: Broccoli and green apples are great for your eyes.
- Blue/Purple: Blueberries and purple grapes are good for your brain.

Fun with Rainbow Foods

Try to eat one food from each colour every day. It's like a fun game for your health! You can make a chart to track all the rainbow foods you eat. Remember, fruits and vegetables are nature's treats that keep us strong and smart!

True or False

Is the statement true or false?

1) Red strawberries are good for your heart.	True	False
2) Carrots can make your skin glow.	True	False
3) Bananas help heal cuts.	True	False
4) Blueberries help your brain.	True	False
5) Broccoli is a green vegetable.	True	False

Draw

Draw the foods that are the colours below.

Red Foods

Blue Foods

Purple Foods

Yellow Foods

Orange Foods

Exit Cards

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

Name: _____

Circle the correct answer.

1) Red fruits are good for your ____.	brain	heart
2) Orange foods help your ____.	eyes	bones
3) Yellow foods help you ____ faster.	run	heal
4) Blue and purple foods help your ____.	brain	heart

Name: _____

Circle the correct answer.

1) Red fruits are good for your ____.	brain	heart
2) Orange foods help your ____.	eyes	bones
3) Yellow foods help you ____ faster.	run	heal
4) Blue and purple foods help your ____.	brain	heart

Name: _____

Circle the correct answer.

1) Red fruits are good for your ____.	brain	heart
2) Orange foods help your ____.	eyes	bones
3) Yellow foods help you ____ faster.	run	heal
4) Blue and purple foods help your ____.	brain	heart

Name: _____

Circle the correct answer.

1) Red fruits are good for your ____.	brain	heart
2) Orange foods help your ____.	eyes	bones
3) Yellow foods help you ____ faster.	run	heal
4) Blue and purple foods help your ____.	brain	heart

Chart

Learn about what different colourful foods do for our body

1. Apple	Crunchy and sweet, great for energy.
2. Banana	Soft and filling, boosts morning energy.
3. Orange	Juicy and tangy, full of vitamin C.
4. Strawberry	Red and sweet, good for the heart.
5. Blueberry	Small and flavourful, great for the brain.
6. Grape	Fun to eat, good for overall health.
7. Pear	Crisp and juicy, great for digestion.
8. Peach	Fuzzy and sweet, full of vitamins.
9. Pineapple	Tropical and juicy, boosts immunity.
10. Watermelon	Juicy and refreshing, hydrates the body.
11. Cherry	Small and sweet, packed with antioxidants.
12. Kiwi	Tangy and nutritious, good for skin health.
13. Plum	Juicy and sweet, helps with hydration.
14. Mango	Sweet and tropical, high in vitamins.
15. Carrot	Crunchy and nutritious, good for eyesight.
16. Cucumber	Refreshing and hydrating, good for hydration.
17. Tomato	Juicy and versatile, great for skin health.
18. Bell Pepper	Crunchy and colourful, packed with vitamins.
19. Spinach	Leafy and healthy, good for muscles.
20. Broccoli	Green and nutritious, great for overall health.

Fill in the Blanks

Write the missing word.

1)	Strawberries are red and help your _____.	Heart	Feet
2)	_____ make your skin glow.	Oranges	Cookies
3)	Yellow peppers keep your _____ healthy.	Hair	Skin
4)	Broccoli is _____ in colour.	Blue	Green
5)	Fruit and vegetables are nature's _____.	Treats	Chores

Visualizing

Draw a picture of what you were picturing while you were reading. Explain the picture.

	_____

Question

What is your favourite rainbow fruit and vegetable?

Eating Right with Canada's Food Guides

Think

Circle if the food is a fruit or a vegetable.



Fruit Vegetable



Fruit Vegetable



Fruit Vegetable



Fruit Vegetable



Fruit Vegetable



Fruit Vegetable



Fruit Vegetable



Fruit Vegetable



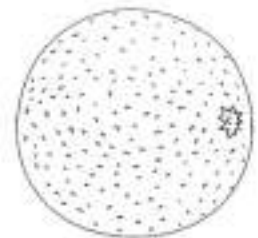
Fruit Vegetable



Fruit Vegetable



Fruit Vegetable



Fruit Vegetable

Activity – Fruit and Veggie Show and Tell

Objective

What are we learning about?

To help students learn about different fruits and vegetables and understand the variety in Canada's Food Guide by sharing their favourites with the class.

Materials

What you will need for the activity.

- One fruit or vegetable brought by each student
- A small table or area to display the fruits and veggies
- Paper and crayons for drawing
- A chart of Canada's Food Guide (optional for reference)



Instructions

How you will complete the activity

1. Ask each student to bring their favourite fruit or vegetable to class.
2. Set up a small table or area where students can display their fruits and veggies.
3. Each student takes a turn to come up and talk about their fruit or vegetable, sharing why they like it.
4. Encourage them to describe how it tastes, looks, and feels.
5. Discuss where it might fit in Canada's Food Guide.
6. After everyone has shared, allow the students to draw a picture of their fruit or vegetable.
7. Display these drawings alongside the actual items.

Name: _____

13

Curriculum Connection
011

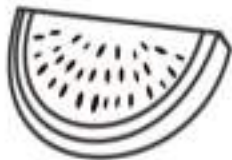
Draw

Draw a picture of your fruit or vegetable

PREVIEW

Fruit Matching

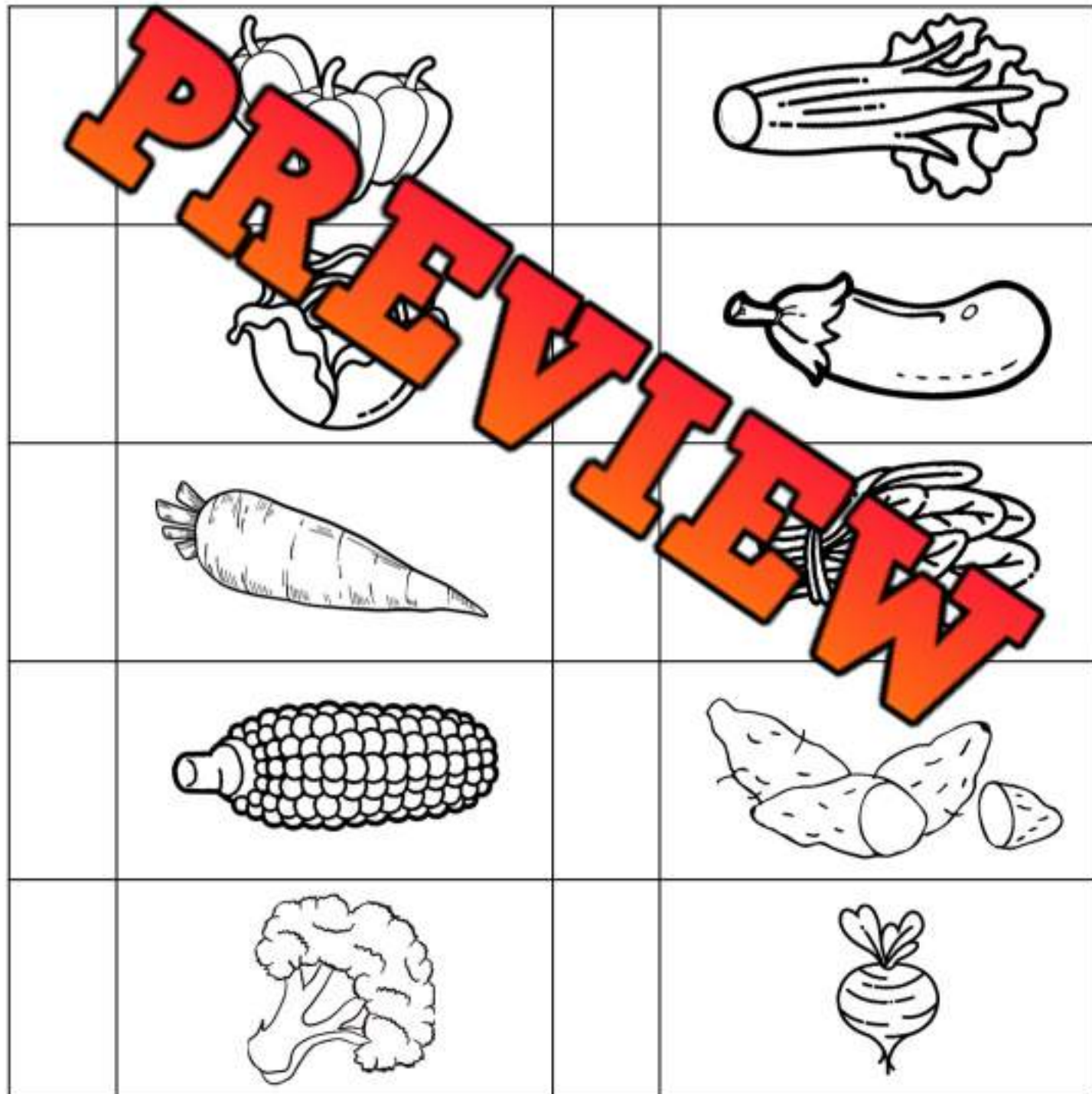
Match each fruit name to its whole fruit to its correct slice!

1	Strawberry		
2	Pineapple		
3	Watermelon		
4	Lemon		
5	Orange		
6	Passion Fruit		
7	Banana		
8	Kiwi		

Name these Veggies

Choose the name of the vegetables below.

a) Eggplant	b) Carrot	c) Sweet Potato	d) Broccoli	e) Bell Pepper
f) Corn	g) Celery	h) Cabbage	i) Spinach	j) Beet



Exploring Healthy Choices with Canada's Food Guide**Think**

Is the food item healthy or unhealthy?



Healthy Unhealthy



Healthy Unhealthy



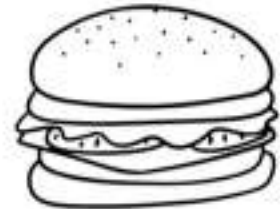
Healthy Unhealthy



Healthy Unhealthy



Healthy Unhealthy



Healthy Unhealthy



Healthy Unhealthy



Healthy Unhealthy



Healthy Unhealthy



Healthy Unhealthy



Healthy Unhealthy



Healthy Unhealthy

Scenarios

Circle if it is healthy or unhealthy

#	Scenario Description	Healthy	Unhealthy
1	Eating an apple for snack.		
2	Drinking lots of soda.		
3	Having oatmeal for breakfast.		
4	Munching on candy bars.		
5	Eating onion sticks.		
6	Eating french fries.		
7	Enjoying a hard-boiled egg.		
8	Drinking chocolate milk.		
9	Choosing whole wheat bread.		
10	Lots of fried potato chips.		
11	Eating grilled chicken.		
12	Too much ice cream.		
13	Sipping on a fruit smoothie.		
14	Constantly eating cookies.		
15	Having a yogurt with berries.		
16	Consuming many sugary donuts.		
17	Munching on almonds.		
18	Gobbling up lots of pizza.		
19	Enjoying a bowl of salad.		
20	Regularly eating chocolate bars.		

Activity – Storytelling Circle - The Adventures of Healthy Eating**Objective**

What are we learning about?

To engage students in a storytelling session that emphasizes the importance of healthy eating and the role of food in maintaining health and well-being.

Materials

What you will need for the activity.

- A space for an arrangement in a circle (e.g., cushions or chairs)
- A book or story about characters making healthy food choices
- Props related to the story (optional, like toy fruits and vegetables)
- Drawing sheets and crayons for each student
- A healthy snack (each student gets a piece of fruit)

**Instructions**

How you will complete the activity

1. Arrange the seating in a circle and gather all the students.
2. Introduce the story to the students, highlighting its connection to healthy eating.
3. Read the story aloud, using expressive voices and gestures to engage the students.
4. If using props, show them during relevant parts of the story.
5. After the story, discuss with the students the healthy choices made by the characters.
6. Hand out drawing sheets and crayons to the students.
7. Ask the students to draw their favourite part of the story or a scene where a character makes a healthy food choice.
8. Share the healthy snacks with the students as they draw.
9. Once everyone is done, allow students who wish to share their drawings and thoughts about the story to present them.

Story

Read the story below to the students

"Benny the Bunny's Big Salad"

In a bright green meadow under the sunny sky, Benny the Bunny hopped around, looking for something yummy to eat. He loved munching on crunchy carrots and fresh lettuce, but today he wanted to find something special.

Benny hopped east the candy creek, where the water flowed with chocolate syrup and the shore lined with lollipop trees. His friends, the Squirrel Sisters, were there munching on nuts. "Come join us, Benny!" they squeaked.

Benny's nose twitched. The candy creek smelled sweet, and the chocolate shone under the sun, but he remembered his mommy had said about eating too many sweets. "No, thank you," he said, "I'm going to make a big, healthy salad!"

Benny hopped to the vegetable patch where all kinds of vegetables grew. He saw ripe red tomatoes, bright bell peppers, and purple onions. "These will make the perfect salad!" he thought.

With a skip and a hop, Benny gathered the vegetables. He also picked some crispy cucumbers and some spinach leaves too. Then he found some berries to add a sweet touch without the candy's sugar.

Benny washed the vegetables in the clear stream and tossed them together to make a big, colourful salad. "This is the best lunch ever!" he exclaimed with a happy hop.

When the Squirrel Sisters saw Benny's big salad, they wanted to try some too. They crunched and munched and soon agreed that Benny's salad was delicious and made them feel good and full of energy.

From that day on, the meadow friends would often make healthy choices, just like Benny the Bunny. And sometimes, for a special treat, they'd have a little piece of candy, but only after finishing their vegetables!

And they all lived happily and healthily in the sunny meadow.

Name: _____

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Curriculum Connection
01.1

Draw

Draw your favourite part of the story

PREVIEW

Role-Play : Making Healthy Food Choices

Objective

What are we learning about?

To teach students about the importance of making healthy food choices through interactive role-play.



Materials

What you will need for the activity.

- Scenario cards (as listed below)
- A basket of the scenario cards
- Props (optional) such as fruits, vegetables, and snack packages

Instructions

How you will complete the activity

1. Scenario Distribution: Each group picks a scenario card from the basket. Give them a few minutes to read and understand their scenario.
2. Planning: Allow each group some time to discuss the scenario and decide how they will act it out. Encourage them to think about the reasons behind their food choice.
3. Role-Play: Each group takes turns acting out their scenario for the class. If props are available, they can use them to make their role-play more realistic.
4. Reflection: After each group has performed, lead a brief discussion. Ask questions such as, "Why did you make that choice?" "How does eating healthy foods make us feel?" Encourage students to reflect on the importance of making healthy choices.
5. Conclusion: Wrap up the activity by emphasizing the importance of eating healthy foods and how they help us grow strong and stay active. You can also integrate a creative element by having students draw their favourite healthy snack and explain their choice to the class.

Scenarios

Act out the scenario below and make a healthy choice

Grocery Shopping: You're helping your guardian at the grocery store. You can choose one snack: sliced apples or a packet of gummy bears. What do you choose?

After-School Snack: You come home hungry from school. There are two snacks on the table: a bowl of popcorn and a bag of potato chips. Which one do you pick?

Healthy Dessert: It's dessert time, and you have two options: a fruit salad or a slice of chocolate cake. Which dessert do you choose, and why?

Sports Day: You're at a sports event, and it's time for a snack. Do you choose a sports drink or a bottle of water?

Movie Night: For movie night, you can choose between a box of raisins or a pack of candy to snack on. What's your choice, and how do you explain it to your friend?

Breakfast Option: In the morning, you have two options: a donut or a bowl of whole-grain cereal. Which one do you choose for breakfast?

School Lunch: For lunch, there's a choice between a cheese pizza or a chicken salad. What do you decide to eat, and what do you think about your choice?

Weekend Treat: Your family is choosing a weekend treat. The options are ice cream or homemade smoothies. Which treat do you vote for?

Friend's Snack Bar: At your friend's house, there's a snack bar with fruit slices and chocolate bars. Which snack do you choose, and how do you enjoy it?

Vegetable Challenge: You're presented with two vegetable dishes: steamed broccoli with cheese or fried potato fries. Which dish do you choose for dinner?

Why Breakfast is Important

Energy Booster

Eating breakfast gives you energy. It is like fuel for your body. When you eat in the morning, you can play, think, and learn better.

If you are full, you stop eating.



Breakfast means you are breaking your fast. This means you are eating again. It is important to eat healthy foods to start your day right!

Healthy Foods to Eat

- Oats: They are warm and give you strong energy.
- Eggs: Good for your brain and muscles.
- Fruits: Like apples and bananas for quick energy.
- Milk or yogurt: For strong bones and teeth.

Helps You Focus

Breakfast helps you pay attention in class. It is hard to think on an empty stomach. When you eat a good breakfast, you can remember things better and learn new stuff easily.

True or False

Is the statement true or false?

1) Breakfast gives us energy.	True	False
2) Oats can make you strong.	True	False
3) Eggs are for building muscles.	True	False
4) Fruits help us run faster.	True	False
5) Milk is good for babies.	True	False

Draw

What you ate for breakfast today



Word Search

Find the words in the words

Eggs	Oats
Milk	Toast
Juice	Apple
Waffles	Banana
Yogurt	Pear

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

Exit Cards

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

Name: _____

Is the statement true or false?

1) Oats help your muscles and brain.	T	F
2) Fruits are good for quick energy.	T	F
3) Milk makes strong bones.	T	F
4) It is easier to think on an empty stomach.	T	F

Name: _____

Is the statement true or false?

1) Oats help your muscles and brain.	T	F
2) Fruits are good for quick energy.	T	F
3) Milk makes strong bones.	T	F
4) It is easier to think on an empty stomach.	T	F

Name: _____

Is the statement true or false?

1) Oats help your muscles and brain.	T	F
2) Fruits are good for quick energy.	T	F
3) Milk makes strong bones.	T	F
4) It is easier to think on an empty stomach.	T	F

Name: _____

Is the statement true or false?

1) Oats help your muscles and brain.	T	F
2) Fruits are good for quick energy.	T	F
3) Milk makes strong bones.	T	F
4) It is easier to think on an empty stomach.	T	F

Dairy Foods and Strong Bones

What Makes Bones Strong

Your bones need to be strong so you can play and run. Dairy foods help make your bones and teeth strong. They have calcium, which is like a superhero for bones!

Dairy Foods

- Milk: Drink it cold or warm.
- Cheese: There are many kinds like cheddar and mozzarella.
- Yogurt: It is soft and can have fruit.



Other Foods for Bones

Some kids cannot have dairy, but there are other foods that are good for bones.

- Almond milk: Made from almonds.
- Orange juice with calcium: Tastes like oranges.
- Broccoli: A green vegetable good for your bones.

Eating these foods helps keep your bones and teeth strong and healthy. Remember, strong bones mean more fun playing and running!

Fill in the Blanks

Write the missing word.

1)	Milk and _____ help your bones.	Cheese	Candy
2)	Yogurt can be eaten with _____.	Fruit	Chips
3)	_____ milk is made from nuts.	Almond	Cow
4)	Cheese is a type of _____ food.	Meat	Dairy
5)	Strawberries need lots of _____.	Sugar	Calcium

Draw

Draw a picture of your favourite dairy food. Explain the picture.

	_____

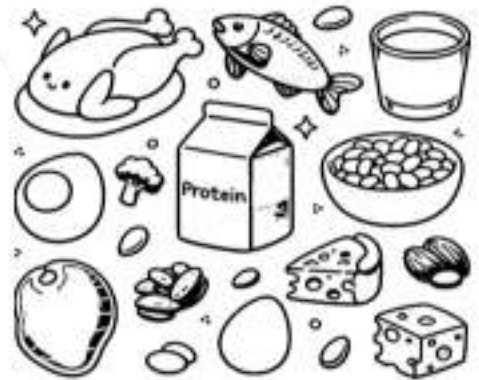
Question

Name a food that makes your bones strong.

Protein Helps Us Grow

Why Protein is Important

Protein is like building blocks for our bodies. It helps us grow strong muscles and repair our bodies when we get little hurts. Eating protein helps us be strong and healthy!



Kinds of Protein Foods

- Meat: Chicken, beef, and fish are good protein.
- Eggs: They are small but full of protein.
- Beans: These come in many kinds like kidney beans and chickpeas.
- Nuts: Almonds and peanuts are tasty protein snacks.
- Dairy: Milk, cheese, and yogurt have protein too.

Protein in Fun Foods

Sometimes, we can find protein in fun foods like peanut butter, which is great on bread. Even some cereals have protein.

Remember, eating different kinds of protein is good for us. It helps our muscles grow and keeps our bodies strong. Try to eat a little protein every day!

True or False

Is the statement true or false?

1) Protein helps us grow.	True	False
2) Eggs are full of protein.	True	False
3) Apples are a protein food.	True	False
4) Cheese is a protein food.	True	False
5) Beans are a protein food.	True	False

Fill in the Blank Write the missing word.

1)	Protein helps our bodies _____.	Shrink	Grow
2)	Eggs are a good source of _____.	Sugar	Protein
3)	_____ are not a protein food.	Fats	Beans
4)	Milk gives us protein and makes us _____.	Strong	Weak
5)	Cheese is made from _____.	Milk	

Draw

Draw three foods high in protein.

Whole Grains Give Energy

What Are Whole Grains?

Whole grains are special foods that give us energy to play and learn. They are parts of plants that are good for our bodies. Eating whole grains makes our brains work better too!



Types of Whole Grains

- Brown Rice: It is white rice but healthier.
- Oats: Great for breakfast as a cereal.
- Whole Wheat: Used in bread and pasta.
- Corn: Yellow and can be popped like popcorn.
- Barley: A grain that is good in soups.

Why They Are Good for Us

Whole grains are like slow energy batteries. They keep us full and active for a long time. They help us think clearly and learn things at school.

Remember, choosing whole grains for meals and snacks is a smart way to stay energized and smart!

True or False

Is the statement true or false?

1) Brown rice gives you energy.	True	False
2) Oats are not whole grains.	True	False
3) Whole grains make you sleepy.	True	False
4) Corn can be popped for popcorn.	True	False
5) Whole grains help you think.	True	False

Fill in the Blank Write the missing word.

1)	Brown rice is a type of _____ grain.	Whole	Candy
2)	Oats are eaten for _____	Breakfast	Dinner
3)	Whole wheat is used in _____ and _____	_____	Ice creams
4)	Barley is often found in _____	_____	Cookies
5)	Whole grains help our _____ work better.	_____	_____

Draw

Draw three foods that use whole grains.

DrawDraw a food made from the given grains. **Example:** Corn to Popcorn

Wheat

Oats

Rice

PREVIEW

Activity – Healthy Foods Pictionary

Objective

What are we learning about?

To help students identify and understand the importance of healthy foods through a fun drawing and guessing game.

Materials

What you will need for the activity.

- Whiteboard or large paper
- Whiteboard markers or crayons
- Pictures of healthy foods (optional for reference)
- A bell or buzzer (optional for signaling guesses)



Instructions

How you will complete the activity.

1. Divide the class into two teams.
2. The teacher will select a picture of a healthy food item for the game.
3. Draw the healthy food item on the whiteboard or large paper without revealing what it is.
4. Students take turns guessing what the food is. If using a bell or buzzer, they can ring it to make a guess.
5. The first student to guess correctly earns a point for their team.
6. Alternate turns between the teams.
7. Continue the game, drawing different healthy food items.
8. Keep score and celebrate both teams for their participation and learning.

Pictionary Topics

Cut out the topics below

Pictionary Cards: Healthy Foods

Apple

Banana

Carrot

Broccoli

Strawberry

Yogurt

Cheese

Tomato

Grapes

Spinach

Egg

Oats

Almonds

Milk

Peas

Watermelon

Cucumber

Bread

Chicken

Reflection

Answer the questions below

1) What was your favourite healthy food?

2) Can you list the benefits of eating healthy foods?

3) How does eating healthy foods help your body?

4) Can you draw your favourite healthy meal.

**PREVIEW**

Healthy Snacks Keep Us Happy

What is a Healthy Snack?

Healthy snacks are foods that are good for our body and brain. They give us energy and make us feel happy. Snacks are smaller than a big meal, but they are just as important.



Good Choices for Snacks

- Fruits: Like apples or grapes.
- Vegetables: Carrot sticks or cucumber slices are crunchy and fun.
- Nuts: Almonds or peanuts (if you are not allergic).
- Yogurt: It is creamy and can have fruit in it.
- Cheese: Small pieces are tasty and good for you.

Why Snacks are Important

Snacks help us not feel too hungry before meals. They keep our energy up for playing and learning. Eating healthy snacks makes our brain work better, so we can think and remember things.

Remember, choosing good snacks helps us stay healthy and smart.
Let's pick healthy snacks every day!

True or False

Is the statement true or false?

1. Apples are a healthy snack.	True	False
2. Chips are a healthy snack.	True	False
3. Carrots give you energy.	True	False
4. Yogurt can have fruit in it.	True	False
5. Nuts help brain.	True	False

Draw

four healthy snacks you like to eat

Exit Cards

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

Name: _____

Is the food healthy (H) or unhealthy (UH)?

1) French Fries	H	UH
2) Rice	H	UH
3) Ice Cream	H	UH
4) Apples	H	UH
5) Ginger Ale	H	UH
6) Donuts	H	UH

Name: _____

Is the food healthy (H) or unhealthy (UH)?

1) French Fries	H	UH
2) Rice	H	UH
3) Ice Cream	H	UH
4) Apples	H	UH
5) Ginger Ale	H	UH
6) Donuts	H	UH

Name: _____

Is the food healthy (H) or unhealthy (UH)?

1) French Fries	H	UH
2) Rice	H	UH
3) Ice Cream	H	UH
4) Apples	H	UH
5) Ginger Ale	H	UH
6) Donuts	H	UH

Name: _____

Is the food healthy (H) or unhealthy (UH)?

1) French Fries	H	UH
2) Rice	H	UH
3) Ice Cream	H	UH
4) Apples	H	UH
5) Ginger Ale	H	UH
6) Donuts	H	UH

Scenarios

Circle the correct answer: Is this a healthy food choice or not?

	Scenario	Healthy Choice	Unhealthy Choice
1.	Choosing an apple over a cookie for a snack.	Healthy	Unhealthy
2.	Eating candy for breakfast.	Healthy	Unhealthy
3.	Having a sandwich with whole grain bread for lunch.	Healthy	Unhealthy
4.	Drinking juice instead of water.	Healthy	Unhealthy
5.	Drinking coffee for a school snack.	Healthy	Unhealthy
6.	Choosing french fries over baked chips.	Healthy	Unhealthy
7.	Eating a salad with vegetables.	Healthy	Unhealthy
8.	Skipping breakfast in the morning.	Healthy	Unhealthy
9.	Snacking on yogurt with fruit.	Healthy	Unhealthy
10.	Having a milkshake every day after school.	Healthy	Unhealthy
11.	Drinking a glass of milk with dinner.	Healthy	Unhealthy
12.	Eating a big bowl of ice cream before bed.	Healthy	Unhealthy
13.	Choosing grilled chicken over fried chicken.	Healthy	Unhealthy
14.	Having a large candy bar for a snack.	Healthy	Unhealthy
15.	Eating a fruit salad for dessert.	Healthy	Unhealthy
16.	Constantly snacking on cookies.	Healthy	Unhealthy
17.	Making a smoothie with fruits and vegetables.	Healthy	Unhealthy
18.	Only eating fast food for meals.	Healthy	Unhealthy
19.	Eating a whole grain cereal for breakfast.	Healthy	Unhealthy
20.	Eating a doughnut every morning.	Healthy	Unhealthy

Name: _____

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Colour

Colour all energizing and healthy snacks.

Oatmeal	Candy	Chicken
Soda	Potatoes	Cookies
Almonds	Chocolate	Bananas
Water	Apples	Fish
	Yogurt	Cake

Draw

Draw what you ate for a snack today and write how it made you feel after.

List

List 3 healthy and 3 unhealthy foods.

Healthy	Unhealthy

Food Groups Are Fun

What Are Food Groups?

Food groups are like teams of foods. Each team has different kinds of foods that help our bodies in special ways. Eating from all food groups makes us healthy and strong!



Canada's Food Guide

Vegetables and Fruits Team: These are colourful and full of vitamins. Like carrots, apples, and bananas.

Protein Foods Team: These foods help our muscles strong. Like fish, beans, and eggs.

Whole Grains Team: They give us energy to play. Like rice and whole wheat bread.

Dairy and Alternatives Team: Good for our bones and teeth. Like yogurt, and almond milk.

Why We Need All Teams

Each team of food helps us in different ways. Vegetables and fruits keep us from getting sick. Protein foods help us grow. Whole grains give us energy. Dairy and alternatives make our bones strong.

It is important to eat from all these teams every day!

True or False

Is the statement true or false?

1. Carrots are in the Vegetables and Fruit Team.	True	False
2. Milk is in the Dairy Team.	True	False
3. Fish belongs to the Grains Team.	True	False
4. Beans are a type of protein.	True	False
5. Brown rice is a whole grain.	True	False

Identify

Identify the food described in each statement.

1)	These gives us energy	g r _ _ i _ _ s
2)	They build muscles.	_ _ _ _ t s
3)	They are sweet and full of vitamins	_ _ _ _ _ s
4)	It is yummy but unhealthy	_ _ _ a _ _

Question

Name a fruit you like to eat. How does it help your body?

Exit Cards

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

Name: _____

Which food group does it belong to?

1) Carrots	Fruit	Vegetable
2) Fish	Protein	Dairy
3) Bananas	Fruit	Vegetable
4) Apples	Fruit	Vegetable
5) Broccoli	Fruit	Vegetable
6) Milk	Protein	Dairy

Name: _____

Which food group does it belong to?

1) Carrots	Fruit	Vegetable
2) Fish	Protein	Dairy
3) Bananas	Fruit	Vegetable
4) Apples	Fruit	Vegetable
5) Broccoli	Fruit	Vegetable
6) Milk	Protein	Dairy

Name: _____

Which food group does it belong to?

1) Carrots	Fruit	Vegetable
2) Fish	Protein	Dairy
3) Bananas	Fruit	Vegetable
4) Apples	Fruit	Vegetable
5) Broccoli	Fruit	Vegetable
6) Milk	Protein	Dairy

Name: _____

Which food group does it belong to?

1) Carrots	Fruit	Vegetable
2) Fish	Protein	Dairy
3) Bananas	Fruit	Vegetable
4) Apples	Fruit	Vegetable
5) Broccoli	Fruit	Vegetable
6) Milk	Protein	Dairy

Activity – Draw Your Favourite Meal Contest

Objective

What are we learning about?

To encourage students to think about their favourite meals and how they fit into Canada's Food Guide, promoting an understanding of healthy eating habits.

Materials

What you will need for the activity.

- Sheets of drawing paper
- Crayons, colored pencils, markers
- Copies of Canada's Food Guide
- A space to display the drawings



Instructions

How you will complete the activity.

1. Distribute a sheet of drawing paper and drawing materials to each student.
2. Show the students Canada's Food Guide and explain the different food groups.
3. Ask the students to draw their favourite meal on the paper.
4. Encourage them to think about which food groups their meal includes.
5. Once everyone is done, have each student present their drawing to the class.
6. Discuss how each meal fits into the different categories of Canada's Food Guide.
7. Display the drawings in a designated area of the classroom.
8. Celebrate all the students' work and their understanding of healthy eating.

Your Canada Food Guide Plate

Draw

Draw foods on your plate that you like that fit into the food groups below.

Proteins

Salmon	Lobster	Turkey	Milk
Moose	Beef	Cod	Cheese
Chicken	Trout	Lentils	
Halibut	Chickpeas		
Eggs	Black beans		

Wheat	Wild rice	Chia seeds
Oats	Quinoa	Hemp seeds
Barley	Buckwheat	Borghum
Rye	Amaranth	Durum wheat
Corn	Spelt	Flaxseed

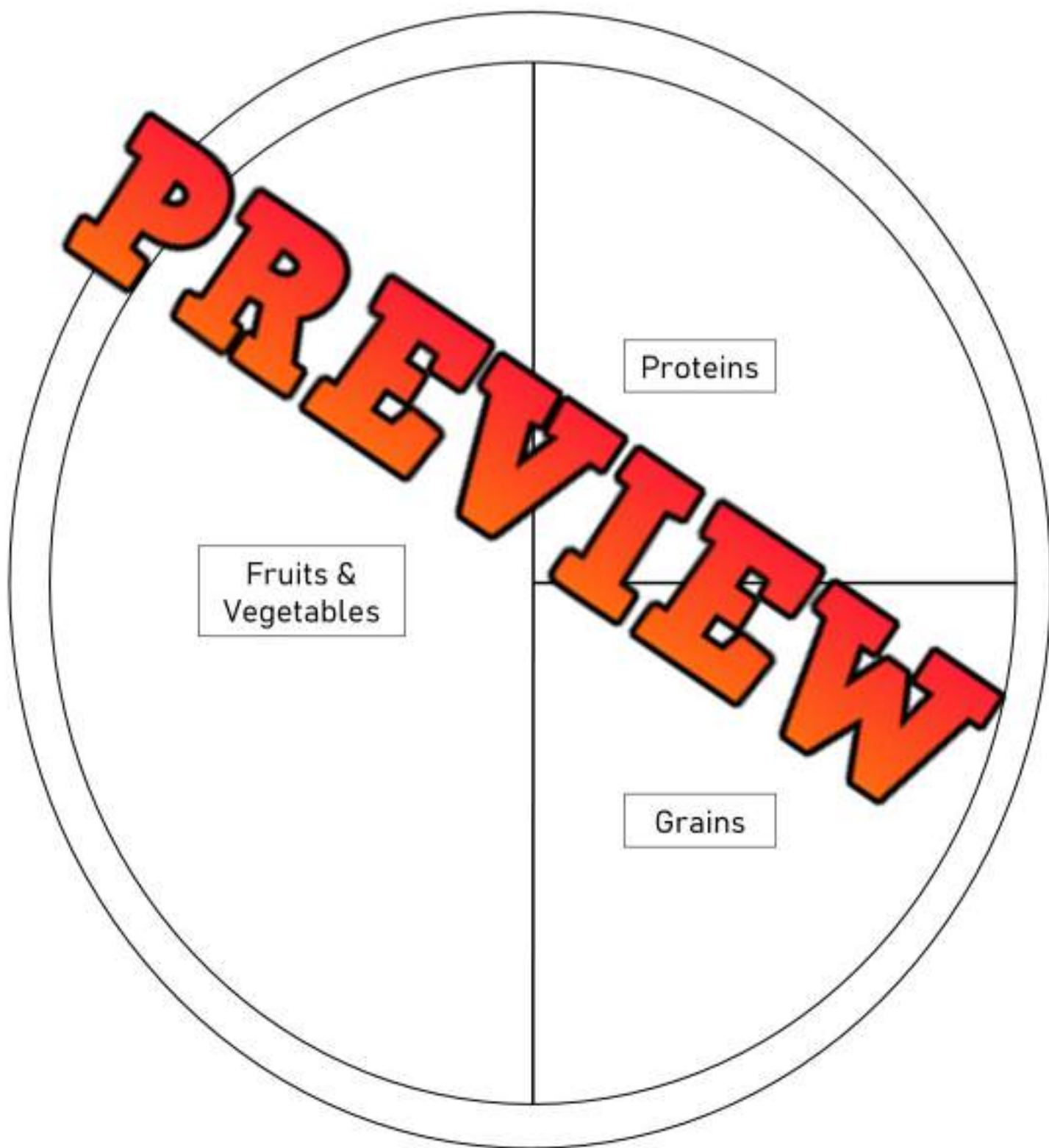
Fruits & Vegetables

Apples	Raspberries	Grapes	Cauliflower
Blueberries	Strawberries	Cherries	Corn
Cranberries	Pears	Potatoes	Peas
Saskatoon berries	Peaches	Carrots	Tomatoes
Zucchini	Plums	Broccoli	Cucumbers

Your Canada Food Guide Plate

Draw

Draw foods on your plate that you like that fit into the food groups below.



Story: Plant-Based Proteins

Alex's Protein Adventure

Once upon a time, in a colourful kitchen, lived a small, curious boy named Alex. Alex loved to help his mom cook, and one day, they decided to make a special meal with plant-based proteins, just like Canada's Food Guide suggests.

As they started, Alex's mom explained, "Plant-based proteins come from things that grow in the ground. They are good for us and the planet too!"

They began with beans. Alex loved beans, so he helped his mom simmer the beans into a tasty stew. "Beans make our muscles strong," his mom said. Alex smiled. Next, they chopped some tofu, a protein made from soybeans. Alex giggled as the tofu wobbled on the cutting board.

They also added lentils to a salad. "Lentils are tiny but full of protein," said Alex's mom.

Finally, they sprinkled some almonds and seeds on top. "Nuts and seeds are like tiny protein treasures," Alex cheered.

As they sat down to eat, Alex felt proud. He learned that plant-based proteins like beans, tofu, lentils, nuts, and seeds were not only delicious but also helped him grow strong and healthy. And that made the meal taste even better!



True or False

Is the statement true or false?

1) Beans are a plant-based protein.	Tofu	Apples
2) Tofu comes from animals.	Milk	Soybeans
3) Lentils are full of protein.	Berries	Lentils
4) Plant proteins are not healthy.	Protein	Play
5) Seeds have protein in them.	Sleepy	Strong

Fill in the Blank Write the missing word.

1)	Beans and _____ are plant proteins.	Tofu	Apples
2)	Tofu is made from _____.	Soybeans	Milk
3)	_____ are small but full of protein.	Berries	Lentils
4)	Seeds and nuts are good for _____.	Protein	Play
5)	Plant-based proteins help us grow _____.	from	Animals

Draw

Draw three plant protein foods

Story: Healthy Eating Around the World

Draw

Draw pictures that show the story

Aarav's Food Journey

Once upon a time, there was a little boy named Aarav who loved to explore. He lived in Canada, a place with lots of different foods from all over the world.

One day, Aarav's teacher talked about Canada's Food Guide. It said to eat different kinds of healthy food. Aarav thought this was exciting!

PREVIEW

PREVIEW

His first food adventure was in Italy. He did not go there, but his Italian friend, Sofia, shared a dish called 'whole wheat pasta' with vegetables. "It's good for energy," Sofia smiled.

Next, Aarav tried a dish from Japan, called sushi, with his friend Yuki. It had fish and rice. "Fish is good for your brain," Yuki explained. Aarav liked the taste.

Then, he tasted a dish from India, called dal. It is made with lentils. Aarav's friend, Isha, said, "Lentils are great for our muscles." Aarav enjoyed the spicy flavour.

His friend Carlos from Mexico, introduced him to a dish called 'tacos with beans'. "Beans are good for our heart," said Carlos. Aarav loved the beans.

PREVIEW

PREVIEW

Back in Canada, Aarav's mom made a salad with lots of different vegetables. "Vegetables are important for our health," his mom said. Aarav liked the crunchy carrots the most.

Aarav learned that people from all over the world eat healthy in different ways. He was happy to learn about Canada's Food Guide and the different yummy foods. He could not wait to try more!

True or False

Is the statement true or false?

1) Aarav lives in Canada.	True	False
2) Italy is famous for pizza.	True	False
3) Sushi comes from Japan.	True	False
4) Dal is from India.	True	False
5) Beans are good for your heart.	True	False

Questioning

Write questions you have after reading the text.

1)	
2)	

Word Search

Find the words in the wordsearch.

Food	Fish
Rice	Dal
Bean	Taco
Sushi	Pasta
Italy	Japan

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

Activity – Colouring Foods Around the World

Objective

What are we learning about?

Students will explore healthy foods from different countries through colouring. This activity helps students learn that people around the world eat many kinds of healthy foods and encourages them to talk about which foods they have tried and which ones they would like to try.

Materials

What do you need for the activity?

- Food-themed colouring pages showing healthy foods from different countries around the world
- Crayons or coloured pencils



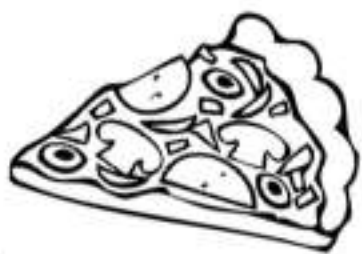
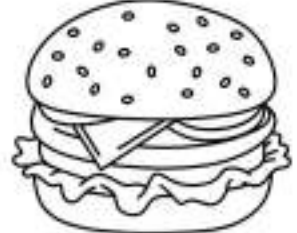
Instructions

How will you complete the activity?

1. Hand out the food-themed colouring pages to each student. The page shows different foods eaten around the world.
2. Provide students with crayons or coloured pencils.
3. While students are colouring, encourage them to think about:
 - Which foods they already know
 - Which foods are new to them
4. Once students finish colouring, gather them together to talk about:
 - Which foods they have tried
 - Which foods they would like to try in the future
5. Ask students to choose one healthy food from another country that they would like to try and explain why.
6. Lead a short discussion about how people around the world eat different healthy foods.

Instructions

Colour all the foods below. Colour  if you have tried the food before and  if you have not but want to try it.

Newspaper Article: Seasonal Eating

Yummy Seasonal Foods!

Published: January 18, 2024

Eating fresh fruits and veggies when they are in season is a healthy choice. Seasonal eating means eating foods that are ready to eat at certain times of the year.

Dr. Maya, a food expert, says, "Seasonal fruits and veggies are fresher, tastier, and better for you." She tells us that apples are best in fall, and strawberries are yummy in summer.

We talked to Sam, a farmer, who grows these foods. "When you eat

foods in their season, they are full of good stuff for your body," Sam says. He loves picking apples in the fall.

When you eat seasonal foods, you try new tastes. In spring, you can eat fresh peas. In winter, oranges and carrots are good to eat.

So, remember to eat fruits and veggies in season. They help you grow strong and healthy. Plus, they are super tasty!



True or False

Is the statement true or false?

1. Eating seasonal foods is healthy.	True	False
2. Apples are best in summer.	True	False
3. Strawberries are yummy in winter.	True	False
4. Dr. May says eat different foods.	True	False
5. Peas are best in spring.	True	False

Draw

Draw three yummy seasonal foods.

Apple

Pea

Carrot

Word Search

Find the words in the wordsearch

Peas	Corn
Kale	Plum
Pear	Bean
Fig	Kiwi
Date	Berry

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

Sugar and Health

Sugar in Our Food

Sugar is sweet and is in many foods we eat. But too much sugar is not good for our bodies or minds. It can make us feel too active and then very tired.

Effects of Sugar

- Too much sugar can make you feel very energetic quickly.
- Then, you might feel very tired.
- Eating lots of sugar can hurt your teeth.

Healthier Choices

Instead of foods with lots of sugar, we can eat healthier things.

Here are some yummy ideas:

- Fruits like apples, bananas, or berries.
They are sweet and good for you!
- Yogurt with honey or fruit instead of ice cream.
- Water or milk to drink instead of soda.

Remember, eating less sugar helps us stay healthy and happy!



Fill in the Blanks

Write the missing word.

1)	Eating too much sugar can make you feel _____.	Tired	Energetic
2)	Healthy snacks include fruits like _____.	Apples	Chips
3)	_____ is not good for your teeth.	Sugar	Water
4)	Drink _____ instead of soda.	Milk	Cola
5)	_____ with honey is a healthy treat.	Yogurt	Cake

Visualizing

How did you picture what you were picturing while you were reading. Explain the picture.

	_____

Question

What is a healthy drink to have?

Story: Mindful Eating

Mindful Munching

Once in a small town, there was a girl named Lily who loved to eat quickly. One day, her grandmother, Nana, made a special lunch. "Let's try mindful eating," Nana said with a smile.

"What is that?" Lily asked, holding a spoonful of soup.



"It means eating slowly and thinking about the food," Nana explained. "We notice the taste, smell, and how it feels as we eat."

Lily took a small bite of her soup. "It is warm and tastes like carrots and chicken," she said, surprised.

"Yes, and it is cooked with love," Nana added. "Mindful eating helps us enjoy our food more and feel happy."

Lily tried with her apple pie. She noticed it was sweet and felt the soft texture. "I like this," she said. "Eating slowly is fun!"

From that day on, Lily enjoyed every bite of her food, feeling thankful and happy. She learned that eating mindfully made meals special.

True or False

Is the statement true or false?

1) Mindful eating means eating quickly.	True	False
2) Lily learned to eat slowly.	True	False
3) Lily noticed her apple pie was sweet.	True	False
4) Soup tastes like candy.	True	False
5) Mindful eating makes us sad.	True	False

Fill in the Blank Write the missing word.

1)	Mindful eating means eating _____.	Fast	Slowly
2)	Lily tasted _____ in _____.	Chocolate	Carrots
3)	The apple pie was _____ and _____.		Sweet
4)	Nana cooked with _____ and care _____.	Love	Haste
5)	Eating mindfully makes meals _____.	Special	

Question

How can you eat mindfully?

Story: Eating Together

Together at the Table

In a cozy house lived a little girl named Maya. Every evening, her family gathered around the dinner table. Maya loves these moments because every day while enjoying meals together.



One evening, Maya's friend Leo joined them. He was amazed at how they talked and laughed together. "Why not do this at my home," Leo said, feeling a bit sad.

Maya's mom explained, "Eating together is our special time. It helps us feel close and happy as a family."

Leo smiled as he shared stories from his day too. He enjoyed the meal more because he was part of Maya's family circle. He felt warm and happy inside.

From then on, Leo joined Maya's family for dinner often. He learned that sharing meals was not just about eating; it was about being together, sharing love and laughter. And that made every meal taste better!

True or False

Is the statement true or false?

1) Maya likes eating alone.	True	False
2) Maya's family talks during dinner.	True	False
3) Leo never joined Maya for dinner.	True	False
4) Sharing stories is part of their dinner.	True	False
5) Dinner is at Maya's house.	True	False

Fill in the Blank Write the missing word.

1) Maya enjoys eating _____.	Family	Alone
2) Leo felt _____ eating with _____.	Sad	Happy
3) They talk and _____ at dinner.		Laugh
4) Dinner time is a time for _____.	Sharing	Sharing
5) Eating together makes meals more _____.	Deci	

Directions

Draw three things we do at dinner.

Story: Cooking Together

Lily's Garden Adventure

Once upon a time, there was a little girl named Lily who loved her garden. She was excited to see what grew in each season.

In spring, they grew bright green peas.

"They are so sweet and crunchy,"

her mom said. They ate

them right from the garden.



Then came summer, and Lily's garden had tomatoes. "Tomatoes love the sun," her dad explained. Lily made a yummy salad with them.

In fall, they picked pumpkins. "Pumpkins are perfect for pie," grandma said. Lily helped make a delicious pumpkin pie.

Winter had fewer plants, but Lily learned about plants that grow inside. Her brother showed her how to grow herbs like basil. "Basil smells nice," Lily thought.

Every season, Lily learned new things. She learned that plants need sun, water, and care to grow. She loved tasting the different foods from her garden. Lily could not wait to see what next season would bring!

True or False

Is the statement true or false?

1) Lily has a garden.	True	False
2) Lily picks oranges in spring.	True	False
3) Tomatoes grow in summer.	True	False
4) Lily made apple pie in fall.	True	False
5) Herbs grow in winter.	True	False

Fill in the Blank Write the missing word.

1)	In spring, Lily picks _____.	Peas	Apples
2)	Tomatoes grow in _____.	Summer	Winter
3)	Lily made a _____ pie in fall.	Apples	Pumpkin
4)	In winter, Lily grows _____.	Oranges	Herbs
5)	Plants need sun and _____.	Water	Soil

Directions

Draw three things Lily found in her garden.

Water Keeps Us Healthy

Staying Hydrated is Important

Our bodies need water to work well. Water is like oil for a car; it keeps everything running smoothly. When we play, learn, and even breathe, we use up water. So, we need to drink enough water every day!

Signs You Are Dehydrated

- Feeling thirsty
- Your mouth is dry.
- You have not had a drink for a while.



Choosing Healthy Drinks

- Water is the best choice. It is clean and refreshing.
- Milk is good too. It helps build strong bones.
- Fruit juices are okay, but not too much because they have sugar.

Fun with Water

- Carry a fun water bottle.
- Add slices of fruits like lemon or cucumber for a yummy taste.
- Drink water when you feel thirsty, especially after playing.

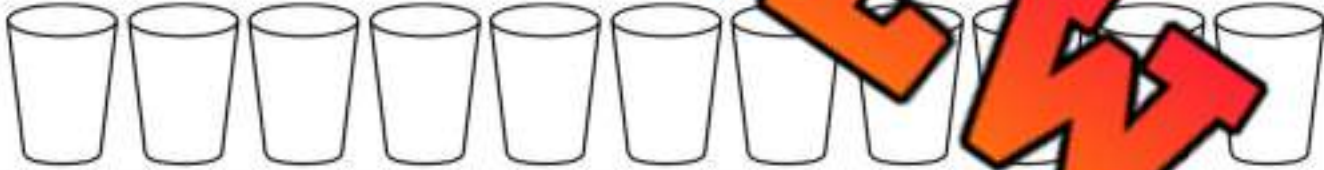
Remember, drinking water helps us stay happy, healthy, and full of energy! Most children need about 5–6 glasses of water each day, and adults need about 8 glasses, especially when they are active. Let's be water-wise every day!

Fill in the Blanks

Write the missing word.

1)	Water is like _____ for our bodies.	Sand	Oil
2)	A dry mouth means you need _____.	Water	Sun
3)	We use up water when we _____.	Play	Sleep
4)	Milk _____ build strong _____.	Toys	Bones
5)	_____ a bottle can be _____.	Fun	Boring

Drink Fill in the number of glasses of water adults and children should drink each day.

CHILDREN	
ADULT	

Question

Why is water important for our body?

Exit Cards

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

Name: _____

Is the statement true or false?

1) You need food when you are thirsty.	T	F
2) All drinks are healthy.	T	F
3) You should drink water after playing.	T	F
4) You should drink 5-6 glasses of water a day.	T	F

Name: _____

Is the statement true or false?

1) You need food when you are thirsty.	T	F
2) All drinks are healthy.	T	F
3) You should drink water after playing.	T	F
4) You should drink 5-6 glasses of water a day.	T	F

Name: _____

Is the statement true or false?

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3) You should drink water after playing.	T	F
4) You should drink 5-6 glasses of water a day.	T	F

Name: _____

Is the statement true or false?

1) You need food when you are thirsty.	T	F
2) All drinks are healthy.	T	F
3) You should drink water after playing.	T	F
4) You should drink 5-6 glasses of water a day.	T	F

Activity: Wonderful Water Day

Objective

What are we learning about?

To teach students about the importance of water in keeping us healthy, using simple, interactive discussions and a fun, creative activity.

Materials

What you will need for the activity.

- A large bowl of water and cups
- Paper for coloring sheets
- A piece of paper with a water drop drawn on it
- Sticky notes or pieces of paper



Instructions

How you will do the activity

- 1. Group Discussion (10 minutes):**
 - Start with a circle time discussion asking students what they know about water and why they think it is important. Highlight that water helps us stay hydrated, aids in digestion, and keeps our skin and joints healthy.
 - Explain that our bodies need water to function correctly, just like plants and animals do.
- 2. Water Tasting (5 minutes):**
 - Give each student a small cup of water to drink. Ask them how it makes them feel and why it's important to drink water every day. Mention that drinking water can keep us from feeling too hot or too tired and help us stay healthy.
- 3. Water Drop Coloring (15 minutes):**
 - Hand out water drop coloring sheets and let students decorate their own water drops using crayons, markers, or watercolor paints. As they work, encourage them to think about how water is beneficial.
 - Once everyone is done, have students share their artwork and discuss the different ways water helps us.
- 4. Creating a "Why Water is Wonderful" Chart (10 minutes):**
 - On the chart paper with a big water drop drawn, invite students to come up one by one to stick a note or piece of paper on the water drop. Each note will have a reason why water is important or how it helps us, based on the day's discussion.
 - This can be a collective effort where each student contributes an idea, and you help write it down if they're not comfortable writing themselves.

Name: _____

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Curriculum Connection
D2.2

PREVIEW



Newspaper Article: Feeling Full

Happy Tummies: Knowing When to Stop

Published: January 18, 2024

Have you ever eaten too much and

felt your tummy full?

It is important to know when to stop eating.

Eating just the right amount

makes our tummies happy.

Dr. Anjali Patel, a food doctor, tells

us, "When you eat, your tummy sends

a message to your brain saying it is

full. Listen to that message!" She says

to eat slowly and think about how

your food tastes. This helps you know

when you are full.

Luis, a first-grader, shared his story.

"I used to eat lots of cookies quickly.

My tummy felt bad. Now, I eat slowly

and stop when I am full. I feel better!"

Remember, eating slowly helps you

feel when you are full. It is good to

eat slowly when you feel just right.

This helps you stay healthy and ready to

play and learn. Listen to your body

helps you make smart choices every day.

food choices every day.



True or False

Is the statement true or false?

1. Dr. Patel is a food doctor.	True	False
2. Luis felt bad after eating slowly.	True	False
3. Your tummy tells you when it is full.	True	False
4. Eating too much makes your tummy happy.	True	False
5. It is good to keep eating when you feel full.	True	False

Draw

Draw how you feel when your tummy is too full.

Sleepy

Sad

Sick

Word Search

Find the words in the wordsearch.

Full	Rest
Eat	Stop
Play	Slow
Meal	Food
Cook	Feel

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

Activity – Nutrition Jeopardy

Objective

What are we learning about?

To engage students in a Jeopardy-style game focusing on healthy eating habits and food groups from Canada's Food Guide, enhancing their understanding of nutrition.

Materials

What you will need for the activity.

- A board with categories and points (like a Jeopardy board)
- Cards with questions related to healthy eating and food groups
- Bells or buzzers for students to answer questions
- Scoreboard to keep track of points
- Canada's Food Guide for reference



Instructions

How you will complete the activity.

1. Set up the board with categories related to nutrition: 'Fruits', 'Vegetables', 'Proteins', and 'Healthy Habits'.
2. Divide the class into teams and give each team a buzzer.
3. Explain the rules of Jeopardy, where teams choose a category and a point value.
4. Read out the question from the chosen category. The first team to ring the bell gets to answer.
5. Award points for correct answers and deduct for incorrect ones.
6. Take turns allowing each team to choose a category and a point value.
7. Continue the game until all questions are answered.
8. Tally the points to find the winning team.
9. Discuss the answers and provide more information about each topic.

Jeopardy

Use the jeopardy questions below

1 Point	2 Points	3 Points	4 Points
What makes bones strong? (milk/calcium)	What mineral is in dairy? (calcium)	What does breakfast give you? (energy)	Colour of unripe bananas? (green)
What does a carrot help with? (Vision)	What is the best drink for hydration? (Water)	What does protein build? (Muscle)	Which colour foods are good for our brains? (Blue/Purple)
What is an example of a sweet fruit?	What is a crunchy vegetable?	What does fiber do? (Fiber)	Which food group builds muscles? (Protein)
Name a food with whole grains.	Is a tomato a fruit or vegetable? (Fruit)	What is an example of a leafy green?	What is an example of a citrus fruit?
What makes us hydrated? (Water)	Is dairy part of Canada's Food Guide? (No)	What is the source of quick energy? (Sugar)	Name a plant protein (Tofu, beans, nuts)

Unit Test – Healthy Eating

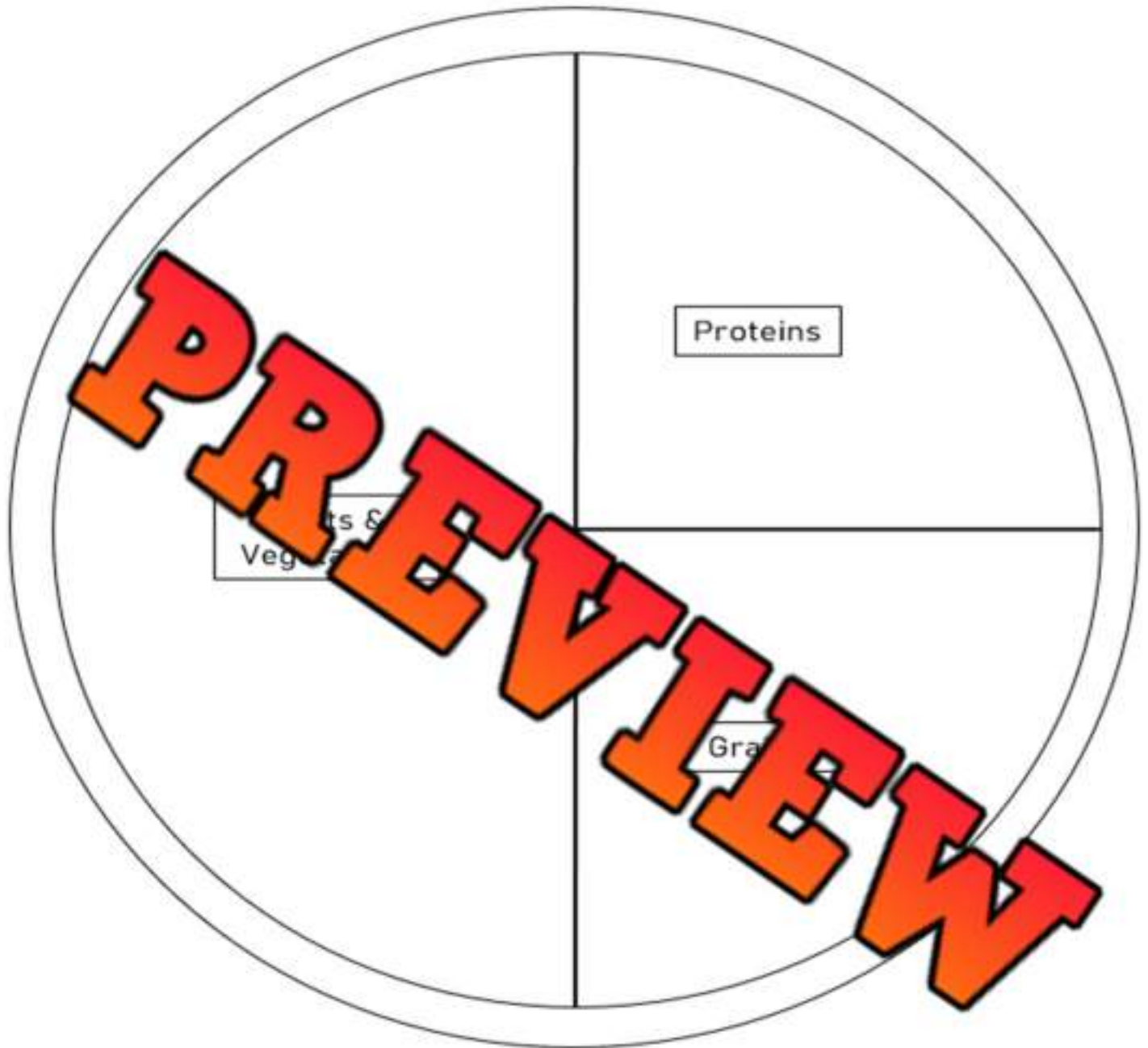
Multiple Choice

/10

1. Why eat rainbow foods? a) They make us happy b) Good for our bodies c) Just for fun d) They are colorful	2. What makes bones strong? a) Eating candies b) Drinking milk c) Playing games d) Watching TV
3. Why exercise? a) For strong muscles b) Makes us sleepy c) Just for taste d) For running fast	4. What are whole grains? a) Good for energy b) Only for adults c) For dessert d) For playing
5. What is a healthy snack? a) Chips and candy b) Fruits and nuts c) Only ice cream d) Cookies	6. Why drink water? a) It tastes good b) When thirsty c) For energy d) Keeps us hydrated
7. What is a hunger cue? a) A game we play b) A type of exercise c) A sign we need food d) A story to read	8. When should you stop eating? a) When your plate is empty b) When you feel just right. c) After watching TV. d) When everyone else is done.
9. Why eat seasonal fruits? a) They don't cost much money. b) Only in the morning c) Tastier and healthier d) To win a prize	10. What do plants need to grow? a) Sun, water, and care b) Just a little room c) Only in winter d) Loud music

Draw

Draw a plate of food that fits with Canada's Food Guide



Food Group

Which food group does the food belong to?

1) Eggs	Protein	Grains	Fruits and Vegetables
2) Tomato	Protein	Grains	Fruits and Vegetables
3) Pasta	Protein	Grains	Fruits and Vegetables
4) Carrots	Protein	Grains	Fruits and Vegetables



Workbook Preview



Grade 1 – Health Unit

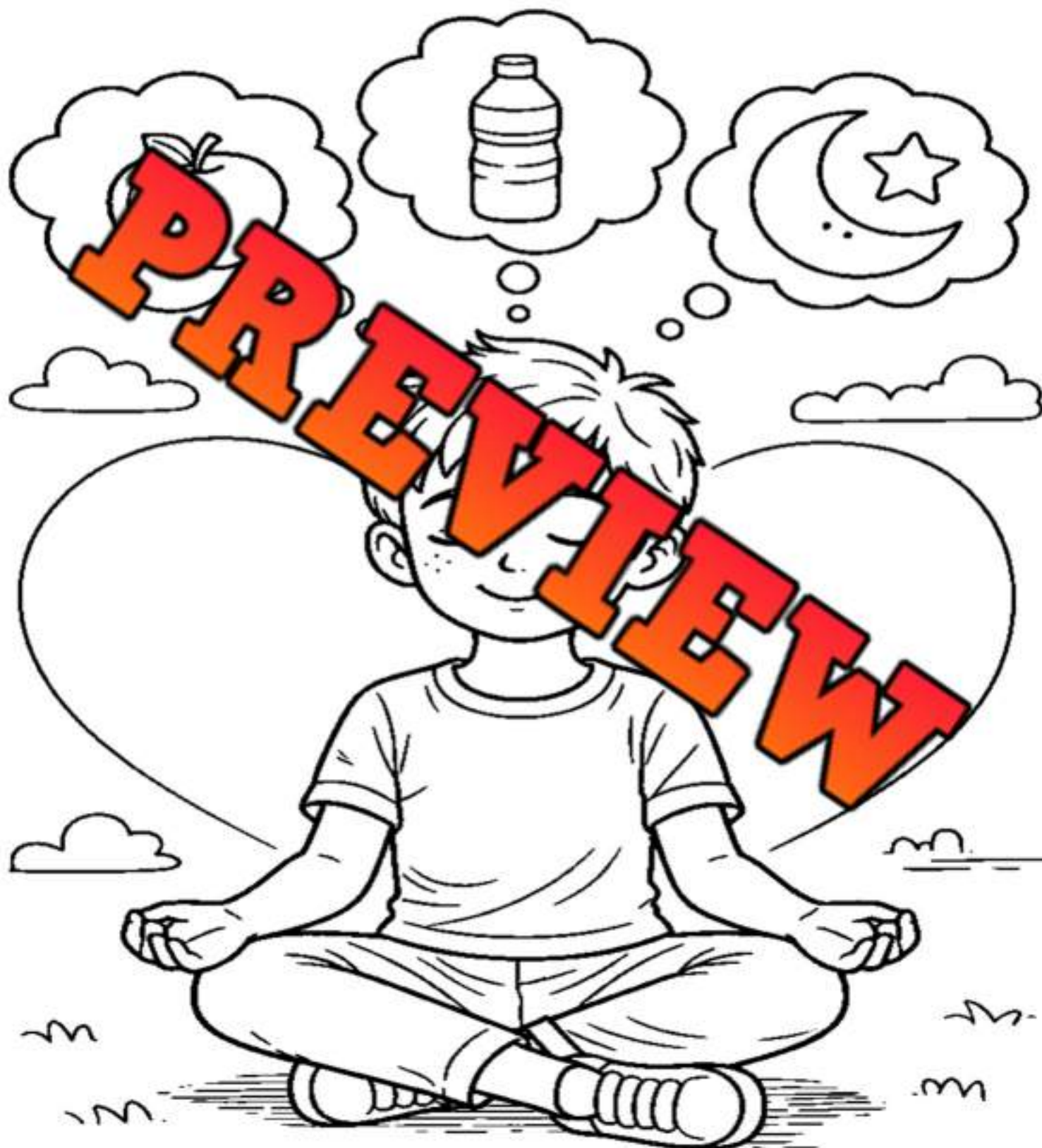
Mental Health Literacy

	Curriculum Expectations	Pages
D1.5	Demonstrate an understanding that mental health is a part of overall health and reflect on the things they can do to appreciate and take care of their body and mind	32 – 87
D3.3		31

**Preview of 70 pages from
this product that contains
120 pages total.**

NAME: _____

MENTAL HEALTH



Feelings and Emotions

Feelings and Emotions

Feelings and emotions are how we feel inside. It is important to understand them for our mental health.



Key Words about Feelings:

- Happy: When we are happy, we feel good. We smile and laugh.
- Sad: Sometimes we feel sad. It's okay to be sad. We might cry when we are sad.
- Mad: When we are mad, we feel angry. It's okay to feel mad, but we should try to calm down.
- Scared: Sometimes, we get scared. We get nervous about something. We can talk to grown-ups about it.
- Surprised: When something unexpected happens, we feel surprised. It can be a fun feeling!

Why Feelings are Important:

- Feelings help us understand ourselves and others.
- Talking about our feelings helps us feel better.
- It is okay to have different feelings. We can share them with our friends and family.

True or False

Is the statement true or false?

1. Happy feelings make us smile and laugh.	True	False
2. It is never okay to feel sad.	True	False
3. When we are mad, we feel joyful.	True	False
4. Talking about our feelings is helpful.	True	False
5. Feeling is important for understanding others.	True	False

Matching

Draw a line to match each feeling with the correct situation.

1. Happy		You lost your favourite toy.
2. Sad	☐	You played a game with your friends.
3. Mad	☐	☐ You heard a loud noise at night.
4. Scared	☐	☐ Someone took your favourite toy.
5. Surprised	☐	☐ A friend threw you a surprise party.

Question

Write about a time you felt sad.

Learning About Feelings with the Emotion Guide**Think**

Circle the emotion being shown.



Happy | Worried



Anxious

Excited



Disappointed

Pleased



Worried

Happy



Sad

Happy



Upset

Joyful



Tired

Fresh



Angry

Calm



Thinking

Sleepy



Loving

Anger



Thinking

Happy



Sleepy

Alert

True or False

Is the statement true or false?

1)	When we feel _____ we might cry.	Sad	Happy
2)	We can talk to _____ when we are scared.	Grown-ups	Nobody
3)	_____ help us know ourselves better.	Feelings	Toys
4)	We _____ when we are happy.	Frown	Smile
5)	_____ feelings makes us feel better.	Forgetting	Talking

Draw

Draw feelings you might have in a day.

Happy	Sad	
Scared	Sleepy	Surprised

Exit Cards

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

Name: _____

What would you feel?

1) You lose your favourite toy.	Sad	Joy
2) You didn't sleep well.	Tired	Happy
3) You didn't win a game.	Alert	Upset
4) You won a prize.	Scared	Joy

Name: _____

What would you feel?

1) You lose your favourite toy.	Sad	Joy
2) You didn't sleep well.	Tired	Happy
3) You didn't win a game.	Alert	Upset
4) You won a prize.	Scared	Joy

Name: _____

What would you feel?

1) You lose your favourite toy.	Sad	Joy
2) You didn't sleep well.	Tired	Happy
3) You didn't win a game.	Alert	Upset
4) You won a prize.	Scared	Joy

Name: _____

What would you feel?

1) You lose your favourite toy.	Sad	Joy
2) You didn't sleep well.	Tired	Happy
3) You didn't win a game.	Alert	Upset
4) You won a prize.	Scared	Joy

Activity – Expressing Feelings through Art

Objective

What are we learning about?

Encourage students to recognize and express various emotions through creative drawing.

Materials

What you will need for the activity.

- Blank sheets
- Crayons



Instructions

How you will complete the activity

1. Each student receives a sheet of paper and a set of crayons.
2. The teacher announces an emotion (happy, sad, angry, etc.).
3. Students draw a picture representing the announced emotion. They should draw it on any of the 8 spots on the pages provided.
4. After drawing all 8 emotions announced, students show their drawings to a classmate.
5. Classmates guess the emotion based on the drawing.
6. Encourage discussion on why certain features represent specific emotions.
7. Ask students to share personal experiences related to the emotions drawn.
8. Discuss how expressing emotions through art can be therapeutic.
9. Conclude with a reflection on the importance of understanding and expressing feelings.

Name: _____

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Curriculum Connection
03.3

Emotions

Emotion Cards

Happy

Sad

Excited

Surprised

Scared

Laughing

Frustrated

Silly

Shy

Confused

Pro

Sleepy

Loving

Calm

Curious

Embarrassed

Grumpy

PREVIEW

Activity – Expressing Feelings through Art**Draw**

Draw a picture of the emotion. Then have a classmate guess the emotion.

PREVIEW

1) Emotion

mo

3) Emotion

4) Emotion

Activity – Expressing Feelings through Art**Draw**

Draw a picture of the emotion. Then have a classmate guess the emotion.

PREVIEW

5) Emotion

mo

7) Emotion

8) Emotion

Story: Handling Emotions

Max's Big Feelings

Max had a day filled with big feelings. In the morning, his little sister broke his toy airplane. Max felt angry. He remembered his mom saying, "When you are mad, count to ten and take deep breaths." Max counted slowly, and his anger went away.



At school, Max's best friend Sam was away. Max felt sad and missed him. His teacher, Mrs. Maple, noticed and said, "It's okay to feel sad, Max. Talking about it helps." Max talked to Mrs. Maple and felt a little better.

During recess, Max's new ball got stuck in a tree. Max felt frustrated. Then he remembered his dad's words, "Take a break, then try again." Max took a break, and with his friends' help, they got the ball down.

At bedtime, Max told his parents about his day. "I had so many feelings today," he said. His parents hugged him and said, "It is good to feel things, Max. You handled your emotions really well." Max smiled, feeling proud and happy. He learned that it is okay to have big feelings and that there are ways to handle them.

True or False

Is the statement true or false?

1) Max's sister broke his toy airplane.	True	False
2) Max felt sad at school.	True	False
3) Talking made Max feel worse.	True	False
4) Max's ball got stuck in a tree.	True	False
5) Max _____ his ball back.	True	False

Fill in the Blank _____ the missing word.

1)	Max felt _____ his toy b	Angry	Happy
2)	He counted to _____ to calm	Ten	One
3)	Max shared his feelings with Mrs. _____	Apple	Pine
4)	Max felt _____ when he talked about his feelings.	Better	Sadder
5)	His ball was stuck in a _____.	Tree	

Directions

Draw three ways to handle emotions.

Story: Positive Thinking

Lucy's Sunny Thoughts

Lucy was a girl who loved to think happy thoughts. One cloudy day, her friends were sad because they could not play outside. Lucy smiled and said, "Let's make a fort inside!"



Using blankets and pillows, they built the biggest fort ever. Inside, they told jokes and laughed. Lucy's positive thinking turned a gloomy day into an adventure.

The next day, Lucy saw a boy who dropped his ice cream. He was very upset. Lucy thought for a moment and said, "Don't worry! Now you can choose a new flavour!" The boy smiled, picked a new ice cream, and felt happy again.

At school, Lucy's class had a hard puzzle to solve. Some kids felt it was too difficult. Lucy said, "We can do it if we work together!" With everyone's help, they solved the puzzle. The class cheered!

Lucy showed everyone that with positive thinking, you can find happiness in any situation. Her friends learned that thinking positively can change feelings and make things better.

True or False

Is the statement true or false?

1) Lucy was sad on the cloudy day.	True	False
2) The boy was happy about dropping his ice cream.	True	False
3) Lucy helped the boy choose a new ice cream.	True	False
4) Positive thinking made things worse.	True	False
5) Lucy's _____ learned from her.	True	False

Think _____ if the thought is positive and ☹️ if it is not.

1. "I can't do this. I want to stop trying."	☺️	☹️
2. "I will keep trying even if it takes a long time."	☺️	☹️
3. "This is too hard for me, so I won't try anymore."	☺️	☹️
4. "I can make this better if I stay calm and try again."	☺️	☹️
5. "I can ask a teacher or friend for help."	☺️	☹️

Directions

How do you feel when you help someone?

Story: Ben's Brave Day

Ben's New Classroom

Ben was moving to a new class. He felt nervous. Everything would be different: new teacher, new friends, and a new desk. He told his mom, "I am so nervous about my new class."



Mom hugged Ben and said, "It's okay to be scared, but remember, change can be good. You will learn new things and make new friends."

On the first day in his new class, Ben met his teacher, Mr. Lee. Mr. Lee was kind and smiled a lot. Ben started to feel a bit better.

During recess, Ben met Maya. They both liked drawing and felt happy to find a friend with the same interest.

Each day, Ben found something fun and exciting in his new class. He realized that changes could be adventures. He told his mom, "I like my new class now."

Mom smiled. "See, you are learning to cope with change. That is important for being happy."

Ben understood that changes are part of life. He felt braver and ready for more new adventures.

True or False

Is the statement true or false?

1) Ben was excited about his new class.	True	False
2) Ben's mom said change can be good.	True	False
3) Mr. Lee was Ben's new teacher.	True	False
4) Ben started scared in his new class.	True	False
5) Maya and Ben both liked drawing.	True	False

Sequence

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

	Ben told Maya how he felt about his feelings.
	Ben made a new friend, Maya.
	Ben said he liked his new class.
	Ben felt scared about his new class.
	Ben met his teacher, Mr. Lee, who was kind.

Reflection

How did you feel on your first day of school?

Being Thankful Makes Us Happy

What is Gratitude?

Gratitude means being thankful for the good things in our lives. It is like saying a big "thank you" to the world!

Things to be Thankful For:

- Our family and friends.
- A nice home.
- Yummy food.
- Fun toys.
- Beautiful nature.



How Gratitude Makes Us Feel

- When we think about good things, we feel happy.
- Saying thank you makes others and us feel good.
- Being thankful helps us see more good in the world.

Fun Gratitude Activity

Every night, think of three good things that happened that day. It could be playing with a friend, a hug from mom or dad, or seeing a bird. Remember, there is always something to be thankful for!

True or False

Is the statement true or false?

1. Gratitude means being happy.	True	False
2. We should not thank our friends.	True	False
3. Toys can make us thankful.	True	False
4. Nature can make us grateful.	True	False
5. Saying thank you is not important.	True	False

Think

Write down three things you are grateful for.

1	
2	
3	

Word Search

Find the words in the wordsearch.

Thanks	Food
Toys	Home
Family	Nature
Happy	Friends
Play	Hug

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

Exit Cards

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

Name: _____

Is the statement true or false?

1) Gratitude means being upset.	T	F
2) You shouldn't say thank you very often.	T	F
3) Gratitude means thinking about good things.	T	F
4) We can be thankful for food, toys, and family.	T	F

Name: _____

Is the statement true or false?

1) Gratitude means being upset.	T	F
2) You shouldn't say thank you very often.	T	F
3) Gratitude means thinking about good things.	T	F
4) We can be thankful for food, toys, and family.	T	F

Name: _____

Is the statement true or false?

1) Gratitude means being upset.	T	F
2) You shouldn't say thank you very often.	T	F
3) Gratitude means thinking about good things.	T	F
4) We can be thankful for food, toys, and family.	T	F

Name: _____

Is the statement true or false?

1) Gratitude means being upset.	T	F
2) You shouldn't say thank you very often.	T	F
3) Gratitude means thinking about good things.	T	F
4) We can be thankful for food, toys, and family.	T	F

Activity – Gratitude Show and Tell

Objective

What are we learning about?

Encourage students to express gratitude and understand its positive impact on mental well-being.



Materials

What you will need for the activity.

- Small items for showing and telling about what they are grateful for.

Instructions

How you complete the activity

1. Choose something you are really thankful for. It could be a toy, a picture, or anything special!
2. Bring it to class or draw a picture of it.
3. Tell us all about it and why it is so special to you.
4. Listen to your friends share too and guess why they feel thankful.
5. We will chat about how awesome it feels to share and hear about happy things.
6. Remember, saying thank you for what we have makes us and our friends smile more!

Newspaper Article: Celebrating Successes

Cheers for Little Victories

Published: February 15, 2024

In a heartwarming display, our local community came together to celebrate the small successes, reminding us that every achievement counts. Local expert, Dr. Johnson, emphasized, "Celebrating even the tiniest achievements is crucial for building confidence and a positive mindset." She shared simple ways like clapping hands or giving a high-five.

We spoke to young friend Alex, who proudly exclaimed, "When I finished

my puzzle, I felt super happy!" Experts agree, these moments matter. Dr. Smith, a child psychologist, highlighted, "Positive experiences in childhood contribute significantly to mental well-being."

Dr. Johnson puts it, "Every success, no matter how small, deserves to be celebrated. Let's continue to celebrate our little victories, creating a community of confident and happy individuals."



True or False

Is the statement true or false?

1. Celebrating small successes boosts confidence.	True	False
2. Stars are mentioned in the article.	True	False
3. Celebrations impact mental health positively.	True	False
4. The article suggests drawing celebrations on paper.	True	False
5. The article discusses nature's role in celebrations.	True	False

Direction

Draw ways of celebrating successes.

Word Search

Find the words in the wordsearch.

News	Smile
Friend	Adapt
Feel	Boost
Like	Change
Sad	Joy

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

Healthy Eating for a Healthy Mind

Eating Right Helps You Think Bright

Your brain is amazing! It helps you think, play, and learn. To keep your brain happy and healthy, eating the right foods is very important.

Foods That Make Your Brain Happy

- Fruits like apples and bananas
- Vegetables like carrots and broccoli
- Fish like salmon
- Nuts and seeds
- Whole grains like oatmeal
- Dairy like milk and yogurt



Why These Foods Are Great

These foods are full of vitamins and nutrients. They help your brain grow strong and work well. When you eat healthy foods, you can remember things better, solve problems easier, and even feel happier!

Fun Food Tip

Try to eat a rainbow of foods! Different colours mean different vitamins. Can you find a food for every colour of the rainbow?

True or False

Is the statement true or false?

1. Apples are good for your brain.	True	False
2. Fish cannot help your brain.	True	False
3. Broccoli is a brain food.	True	False
4. Candy makes your brain strong.	True	False
5. Nuts are good for the brain.	True	False

Draw

Draw healthy foods you like to eat.



Question

What healthy food did you eat today?

Exit Cards

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

Name: _____

Write 5 foods that can make you feel happy.

1	
2	
3	
4	
5	

Name: _____

Write 5 foods that can make you feel happy.

1	
2	
3	
4	
5	

Name: _____

Write 5 foods that can make you feel happy.

1	
2	
3	
4	
5	

Name: _____

Write 5 foods that can make you feel happy.

1	
2	
3	
4	
5	

Choices

Circle if the choice is healthy or unhealthy

#	Descriptions	Healthy	Unhealthy
1	Eating an apple after play.	Healthy	Unhealthy
2	Drinking milk at breakfast.	Healthy	Unhealthy
3	Snacking on candy bars.	Healthy	Unhealthy
4	Munching on carrot sticks.	Healthy	Unhealthy
5	Drinking soft drinks.	Healthy	Unhealthy
6	Enjoying a smoothie.	Healthy	Unhealthy
7	Having cereal for snack.	Healthy	Unhealthy
8	Eating fish for dinner.	Healthy	Unhealthy
9	Gobbling up potato chips.	Healthy	Unhealthy
10	Crunching on mixed nuts.	Healthy	Unhealthy
11	Drinking lots of water.	Healthy	Unhealthy
12	Eating ice cream late.	Healthy	Unhealthy
13	Snacking on fresh berries.	Healthy	Unhealthy
14	Having chocolate for lunch.	Healthy	Unhealthy
15	Biting into a juicy peach.	Healthy	Unhealthy
16	Eating cake after school.	Healthy	Unhealthy
17	Chewing on whole grain bread.	Healthy	Unhealthy
18	Sipping on fruit punch.	Healthy	Unhealthy
19	Tasting yummy yogurt.	Healthy	Unhealthy
20	Eating fried fast food.	Healthy	Unhealthy

Activity – Healthy Habits Drawing Contest

Objective

What are we learning about?

Encourage students to reflect on and express their understanding of healthy habits through creative drawing.

Materials

What you will need for the activity.

- Crayons
- Paper



Instructions

How you will complete the activity

1. Provide each student with a sheet of paper and crayons.
2. Encourage them to draw their favourite healthy habit.
3. Discuss the importance of habits like eating fruits and vegetables for overall health.
4. Emphasize the positive impact of these habits on physical well-being.
5. Allow time for students to share their drawings with the class.
6. Foster a supportive environment for discussion and expression.
7. Connect the activity to the concept of maintaining a healthy lifestyle.
8. Ask students to explain why their chosen habits are good for them.
9. Celebrate and display the drawings in the classroom.
10. Reinforce the idea that small, positive habits contribute to a healthier life.

Practice

Draw 6 of your favourite healthy habits to practice for your poster.

PREVIEW

2

3

5

6

Exercise and Mental Health

Moving Makes Us Happy

When we play outside or do sports, our body and mind feel great!
Exercise helps us think better, feel happier, and stay healthy.

Awesome Activities for a Healthy Body and Mind

- Playing with your friends.
- Riding your bicycle.
- Jumping rope.
- Playing soccer or basketball.
- Swimming in a pool.
- Walking with your family.
- Dancing to your favourite music.

Why Exercise is Super Cool

- Helps your muscles grow strong.
- Makes your heart happy and healthy.
- You can think better and solve problems easier.
- Helps you sleep well at night.
- You feel more cheerful and less worried.

Tip for Fun Exercise

Try to play or move around every day! It can be a game, a sport, or even a dance party in your room. Moving is fun and good for you!



True or False

Is the statement true or false?

1. Exercise makes us happy.	True	False
2. Playing tag is not exercise.	True	False
3. Riding a bike is good exercise.	True	False
4. Sports make your mind strong.	True	False
5. Swimming does not help our health.	True	False

Colour It

Colour in if the activity helps your body and mind and RED if not.

Jumping rope	Going to bed very late	Riding a bike
Playing outside with friends	Dancing to music	Playing video games for many hours
Watching TV all day	Stretching your body	Spending time with family

Question

How do you feel after playing outside?

Exit Cards

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

Name: _____

Is the statement true or false?

1) Exercise makes you feel tired and mad.	T	F
2) Exercise makes your heart and muscles stronger.	T	F
3) Exercise is only good for your muscles.	T	F
4) Exercise makes your mind feel great.	T	F

Name: _____

Is the statement true or false?

1) Exercise makes you feel tired and mad.	T	F
2) Exercise makes your heart and muscles stronger.	T	F
3) Exercise is only good for your muscles.	T	F
4) Exercise makes your mind feel great.	T	F

Name: _____

Is the statement true or false?

1) Exercise makes you feel tired and mad.	T	F
2) Exercise makes your heart and muscles stronger.	T	F
3) Exercise is only good for your muscles.	T	F
4) Exercise makes your mind feel great.	T	F

Name: _____

Is the statement true or false?

1) Exercise makes you feel tired and mad.	T	F
2) Exercise makes your heart and muscles stronger.	T	F
3) Exercise is only good for your muscles.	T	F
4) Exercise makes your mind feel great.	T	F

Activity – Healthy Body, Healthy Mind Collage**Objective**

What are we learning about?

To encourage students to understand and express the connection between a healthy body and a healthy mind through the creation of a collage.

**Materials**

What you will need for the activity.

- A collection of printed images related to health and well-being
- Large sheets of construction paper or poster board
- Glue sticks
- Safety scissors
- Markers or crayons
- Optional: stickers or other items related to health

Instructions

How you will complete the activity.

1. Discuss with the students what a healthy body and mind mean.
2. Give each student a large sheet of construction paper or poster board.
3. Provide magazines or printed images that depict healthy body and mind, emotions, and habits.
4. Encourage students to cut out images and words that represent a healthy body and mind to them.
5. Instruct them to arrange their cutouts on the poster board to create a collage.
6. Once satisfied with their arrangement, students use glue sticks to attach the images and words.
7. Allow time for students to decorate their collages with markers, crayons, and optional stickers.
8. When finished, each student presents their collage to the class, explaining their choices.

Reflection

Answer the questions below

1) What makes you feel happy and calm, like in your collage?

2) How does _____ help you feel good?

3) Draw a picture of you doing your favourite activity

PREVIEW

Sleep Makes Us Shine

Why Good Sleep is Great

Sleep is like a magic time for your brain. When you sleep well, your brain gets to rest and recharge, just like plugging in your favourite toy to charge.

Super Sleep

- Sleep helps your brain be strong.
- It helps you remember what you learn.
- Good sleep makes you feel happy and calm.

How Sleep Helps Us

- When we sleep, we dream, which is fun!
- Sleep helps us solve problems better.
- We can learn better after a good sleep.
- It keeps us healthy and full of energy.

Bedtime Tips

Try to go to bed at the same time every night. Make sure your room is quiet and dark. And remember, a bedtime story can help you drift off to dreamland!



True or False

Is the statement true or false?

1. Sleep helps us grow.	True	False
2. Good sleep makes us sad.	True	False
3. We feel tired after good sleep.	True	False
4. Bedtime stories help us sleep.	True	False
5. A noisy room is good for sleep.	True	False

Draw

Where do you sleep the best?

**Question**

How do you feel when you wake up from a good sleep?



Exit Cards

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

Name: _____

Circle the best answer.

1) Sleep helps your ____ grow.	brain	mind
2) Sleep is like ____ your brain.	draining	charging
3) Sleep helps you ____ things.	remember	forget
4) Your room should be ____.	light	dark

Name: _____

Circle the best answer.

1) Sleep helps your ____ grow.	brain	mind
2) Sleep is like ____ your brain.	draining	charging
3) Sleep helps you ____ things.	remember	forget
4) Your room should be ____.	light	dark

Name: _____

Circle the best answer.

1) Sleep helps your ____ grow.	brain	mind
2) Sleep is like ____ your brain.	draining	charging
3) Sleep helps you ____ things.	remember	forget
4) Your room should be ____.	light	dark

Name: _____

Circle the best answer.

1) Sleep helps your ____ grow.	brain	mind
2) Sleep is like ____ your brain.	draining	charging
3) Sleep helps you ____ things.	remember	forget
4) Your room should be ____.	light	dark

Mindfulness and Relaxation

What is Mindfulness?

Mindfulness means paying attention to what you are doing and how you are feeling. It is like being a detective of your own thoughts and feelings.

Simple Ways to be Mindful:

- Taking slow breaths in and out.
- Listening to calm sounds.
- Sitting quietly and noticing how you feel.
- Thinking about things that make you happy.

Why Mindfulness is Good for You

- It helps you feel calm and peaceful.
- You can forget your worries for a while.
- It makes you feel happy inside.
- Mindfulness helps you sleep better at night.

Fun Relaxation Tip

Try to find a quiet spot. Close your eyes, take deep breaths, and think of your favourite place. It is like a mini-holiday for your brain!



True or False

Is the statement true or false?

1. Mindfulness means being loud.	True	False
2. Deep breathing helps us relax.	True	False
3. Calm music can make us happy.	True	False
4. We can practice mindfulness anywhere.	True	False
5. Running is a mindfulness activity.	True	False

Draw

Draw a picture of how you can relax.

Check

Put a ✓ on the actions that help you relax.

☐ Closing your eyes	☐ Taking slow breaths
☐ Yelling loudly	☐ Sitting quietly
☐ Stretching your body	☐ Running around when tired
☐ Listening to calm music	☐ Thinking of happy things
☐ Hitting things	☐ Clenching your fists

Activity – Relaxation Techniques Demonstration

Objective

What are we learning about?

To teach students simple relaxation techniques such as deep breathing and stretching, helping them to calm down and focus.

Materials

What you will need for the activity.

- A clear space in the classroom
- A soft carpet area
- Relaxing background music (optional)
- A timer or stopwatch



Instructions

How you will do the activity

1. Gather students in the open space and have them sit comfortably on mats or the carpet.
2. Demonstrate how to sit cross-legged and place hands on their knees.
3. Introduce deep breathing: breathe in slowly through the nose for a second, and exhale slowly through the mouth.
4. Lead the students through deep breathing for 2-3 minutes, guiding them to focus on their breath.
5. Show them a simple stretching exercise, like reaching up high with their arms and then gently bending to touch their toes.
6. Guide the students through the stretching exercise, holding each stretch for about 10 seconds.
7. Teach them to relax their muscles starting from their toes up to their head.
8. Introduce a quiet moment of relaxation, where they sit still, close their eyes, and think of a happy place.
9. After a few minutes, gently guide them to open their eyes and bring their focus back to the classroom.
10. Conclude by discussing how they felt before and after the exercise and when they can use these techniques.

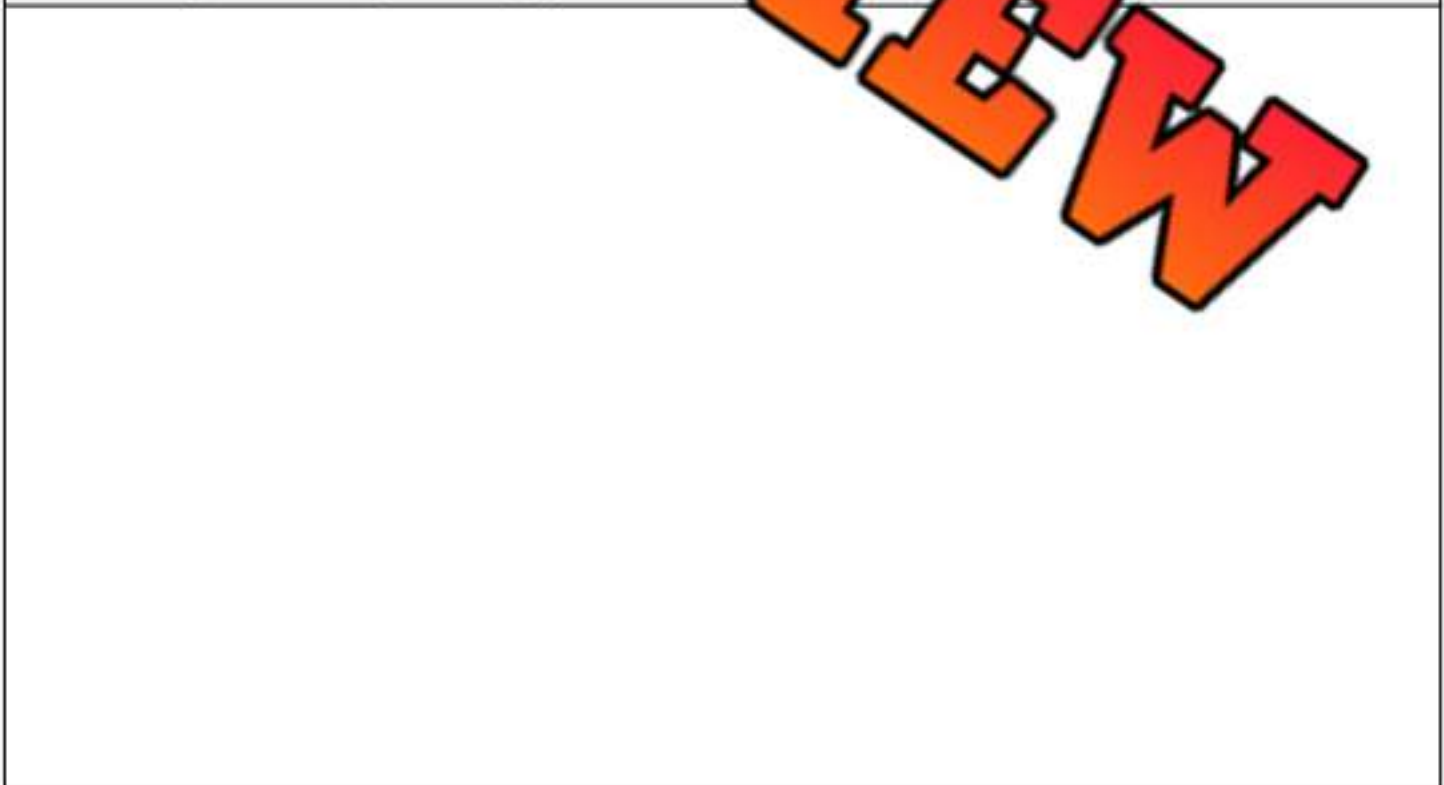
Reflection

Answer the questions below.

1) How did you feel before the activity?

2) How did you feel after the activity?

3) Draw a picture of you doing your favourite relaxation activity.



PREVIEW

Activity – Mindful Moments

Objective

What are we learning about?

To begin each day with a mindful moment, helping students to focus on positive thoughts and feelings, and setting a calm, positive tone for the day.



Materials

What you will need for the activity.

- A designated area (mats or a carpeted section of the classroom)
- A timer or a clock
- Optional: calming background music
- Optional: a mindfulness or meditation app (for guided sessions)

Instructions

How to complete the activity

1. Start the day by gathering students in the designated seating area.
2. Ask students to sit cross-legged or in a comfortable position.
3. Explain that they will have a few minutes of quiet time to think about happy and calm thoughts.
4. If using, start the calming background music at a low volume.
5. Guide students to close their eyes gently and take slow, deep breaths.
6. Encourage them to think about something that makes them happy or feel good.
7. Keep this mindful moment brief, about 3-5 minutes, to suit their attention span.
8. Use the timer to keep track of time, ensuring consistency each day.
9. Gently signal the end of the session by ringing a soft bell or turning off the music.
10. Conclude with a group sharing moment, where students can talk about their thoughts or feelings if they wish.

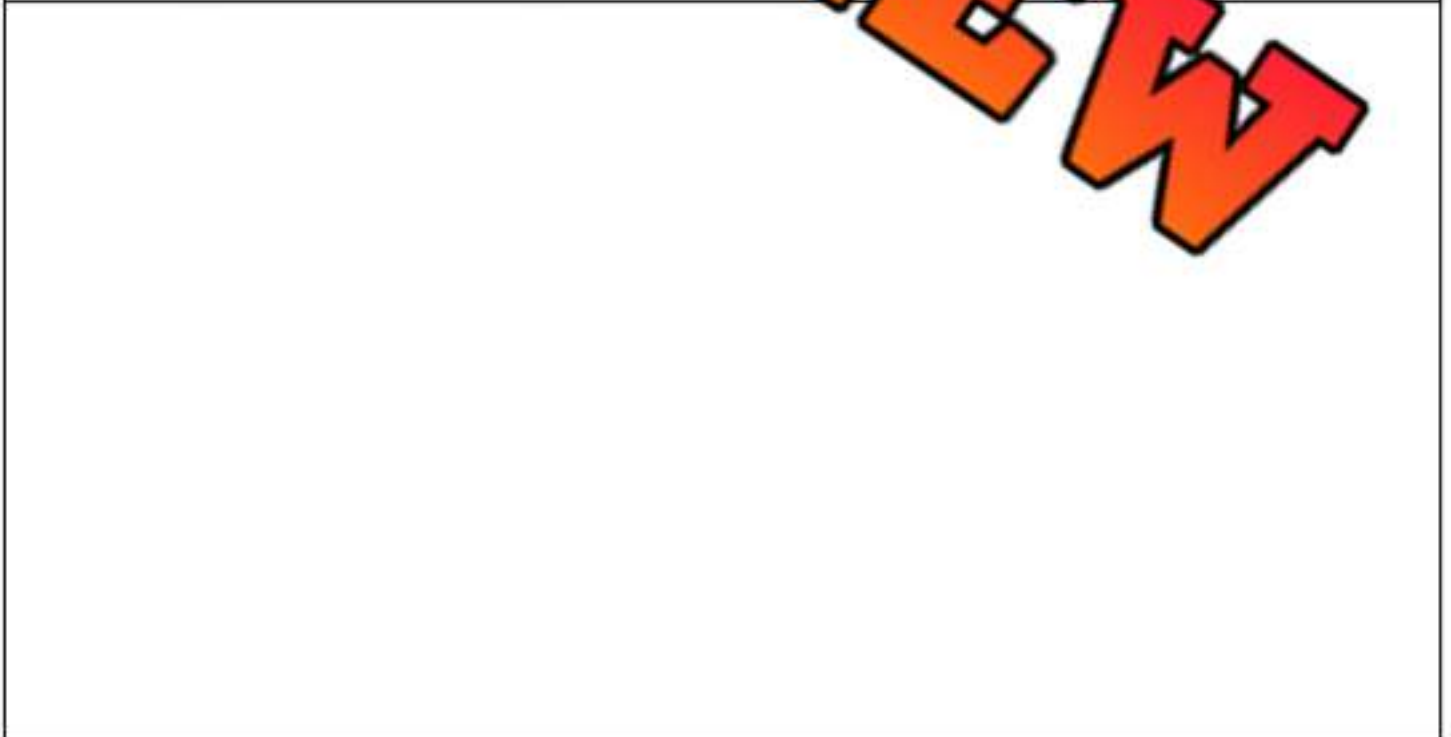
Reflection

Answer the questions below.

1) How did you feel during our quiet time?

2) What did you most enjoy about our mindful moment?

3) Draw a picture of something you were thinking of while relaxing.

**PREVIEW**

Taking Care of You

What is Self-Care?

Self-care means doing things to take care of your body and mind. It is like giving yourself a big, warm hug!

Fun Self-Care Activities:

- Reading your favorite book.
- Drawing or coloring pictures.
- Taking a warm bath.
- Playing quietly with toys.
- Listening to soft music.



Why Self-Care is Good

- It helps us feel calm and happy.
- We feel better after taking a break.
- Self-care makes us feel loved and special.
- It helps us sleep well at night.

Easy Self-Care Tip

Every day, choose one thing that makes you feel good. It could be cuddling with a teddy bear, telling a story, or building a puzzle. Remember, taking care of yourself is important!

True or False

Is the statement true or false?

1. Reading a book is self-care.	True	False
2. Drawing makes you feel stressed.	True	False
3. Warm baths are relaxing.	True	False
4. Running fast is self-care.	True	False
5. Self-care makes us happy.	True	False

Ide. _____ best choice.

1. When I feel _____, I should:		
A. Keep playing	B. _____	C. Yell
2. When I feel sad, I can:		
A. Talk to someone	B. Hide	C. Cry and scream
3. Before bedtime, it helps to:		
A. Run fast	B. Read quietly	C. Watch loud videos
4. When I feel angry, I can:		
A. Hit things	B. Shout	C. Take a break
5. When I feel worried, I can:		
A. Ask for help	B. Keep it inside	C. Run away

Question

Why is self-care important?

Exit Cards

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

Name: _____

Draw 2 self-care activities you enjoy doing.

--	--

Name: _____

Draw 2 self-care activities you enjoy doing.

--	--

Name: _____

Draw 2 self-care activities you enjoy doing.

--	--

Name: _____

Draw 2 self-care activities you enjoy doing.

--	--

Nature Makes Us Smile

Fun in Nature

Going outside to play or walk in nature is not just fun, it is also good for our brains and hearts. Nature is all around us - in parks, gardens, even on a city street with trees!

Nature Activities to Love:

- Walking in a park.
- Looking at flowers and trees.
- Watching birds and other animals.
- Playing in a leaf pile.
- Jumping in puddles after rain.



Why Nature is Awesome for Us

- Nature helps us feel calm and happy.
- Fresh air is good for our bodies.
- Seeing green trees and colourful flowers makes us feel good.
- Listening to birds sing is like music to our ears.

Nature Tip

Next time you go outside, try to see how many different colours you can find in nature. It is like a rainbow treasure hunt!

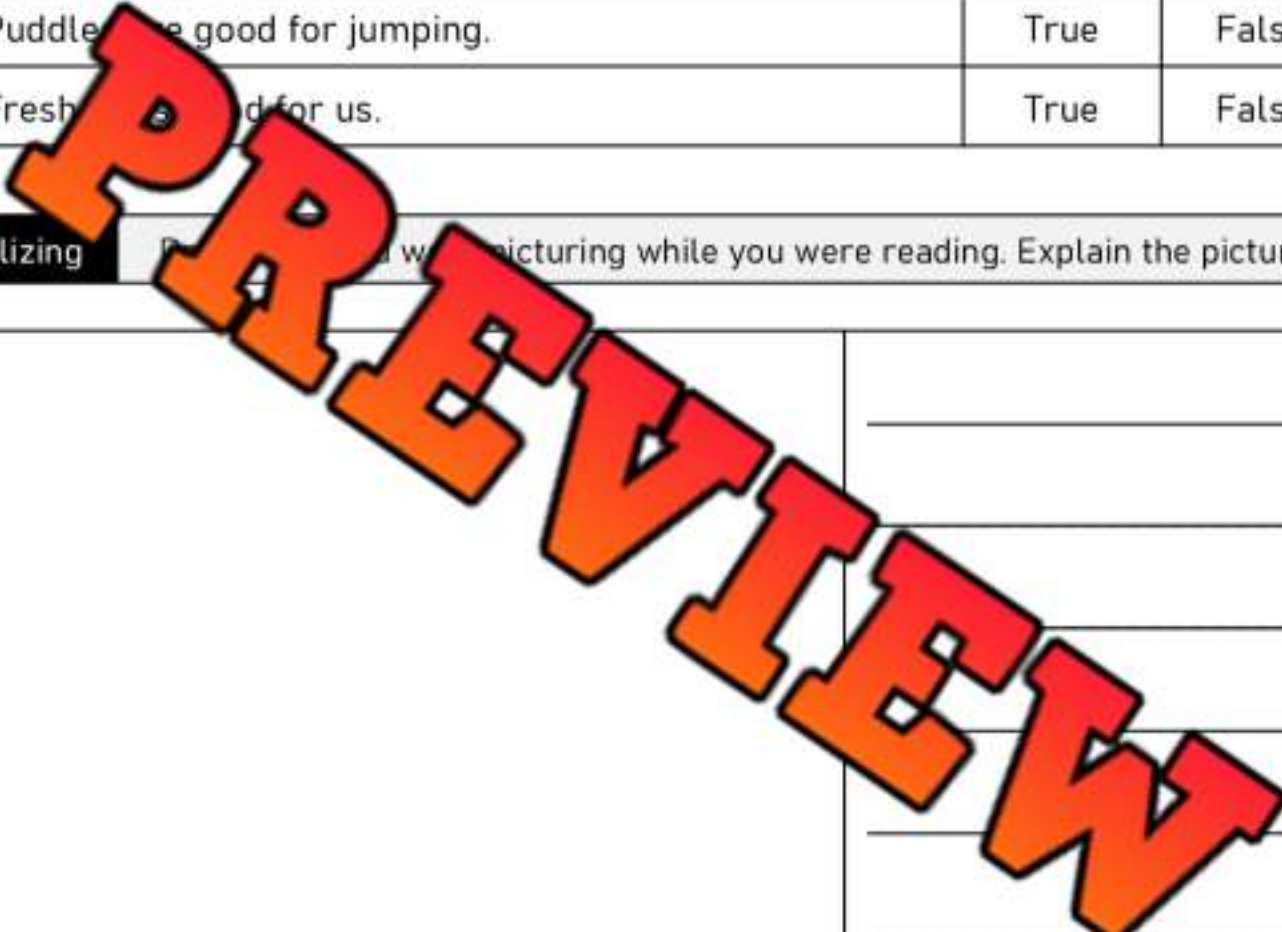
True or False

Is the statement true or false?

1. Nature makes us smile.	True	False
2. Birds cannot make us happy.	True	False
3. Walking in a park is fun.	True	False
4. Puddles are good for jumping.	True	False
5. Fresh air is good for us.	True	False

Visualizing

Draw a picture of what you were picturing while you were reading. Explain the picture.

	_____

Question

What is your favourite thing in nature?

Story: Creative Expression**Draw**

Draw pictures that show the story.

Lily's Colourful Feelings

Once upon a time, there was a little girl named Lily. She loved to play and express herself. One day, she felt very happy and wanted to show it.

Lily found her paintbrush and a big, white canvas. She decided to paint her happiness. She used bright yellow and red, swirling them together on the canvas. The colors blended like the sunshine and laughter.

PREVIEW

Next, Lily felt excited. She had so many ideas! She grabbed her craft box. Out came ribbons, glitter, and glue. Lily made a sparkling, colourful collage. It was as exciting as a party.

Then, Lily felt a little sad. She missed her friend who had moved away. She started to dance, moving slowly to soft music. As she danced, she felt better. Her body told her story.

One afternoon, Lily was very thoughtful. She sat quietly, making a clay sculpture. It was a small, peaceful garden. It made her feel calm and happy.

Another day, Lily felt adventurous. She put on music and danced wildly. She jumped, twirled, and laughed. It was like an adventure in her living room.

PREVIEW

PREVIEW

Every day, Lily expressed her feelings in new ways. She painted, crafted, danced, and sculpted. Each time, she felt a little lighter and happier.

Lily learned that being creative was a wonderful way to show how she felt. She could be happy, excited, sad, thoughtful, or adventurous. And each time, she created something beautiful.

True or False

Is the statement true or false?

1. Painting made Lily sad.	True	False
2. Lily used glitter in her craft.	True	False
3. Dancing cannot express feelings.	True	False
4. Lily felt adventurous while dancing.	True	False
5. Lily's _____ made her happy.	True	False

Directions

4 ways to express your feelings.

Happy Dance

Sad Painting

and Craft

Word Search

Find the words in the wordsearch.

Art	Joy
Sad	Fun
Clay	Dance
Paint	Happy
Calm	Jump

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

Friends Make Us Happy

Why Friends are Special

Friends are people who make us smile and feel loved. When we have friends, we feel happy because we can play, talk, and share things with them.

How to Be a Good Friend

- Listen to your friend
- Share your toys
- Be kind and help them
- Say nice things
- Play fair in games

Good Friends are Like Sunshine

- Friends make us laugh when we are sad.
- They help us when we have problems.
- Friends play with us and make everything more fun.
- When we have friends, we do not feel alone.



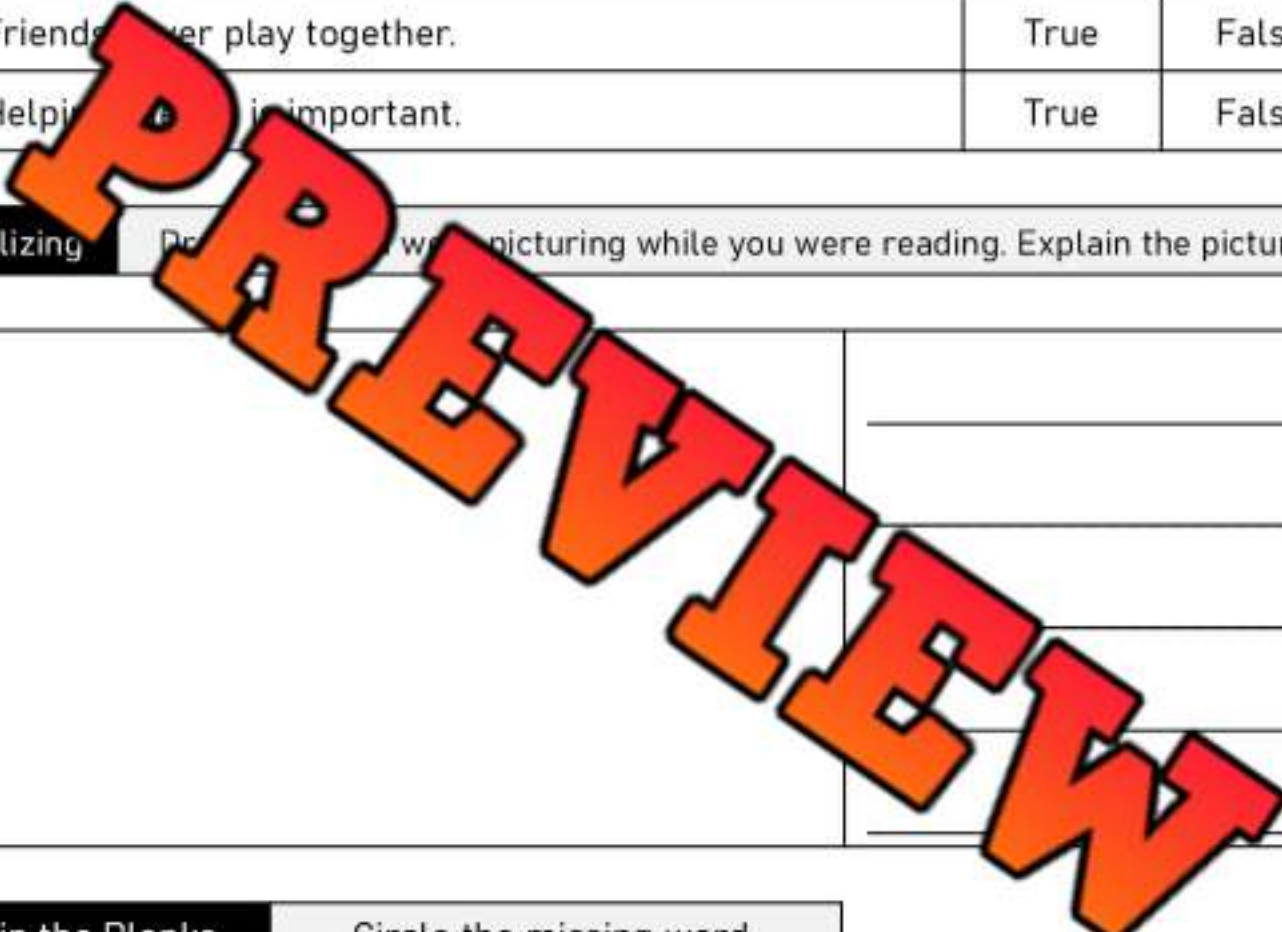
True or False

Is the statement true or false?

1. Friends make us laugh.	True	False
2. Being alone is always fun.	True	False
3. Sharing toys is kind.	True	False
4. Friends never play together.	True	False
5. Helping is important.	True	False

Visualizing

Draw what you were picturing while you were reading. Explain the picture.

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

Fill in the Blanks

Circle the missing word.

1)	We show care by _____ friends.	helping	ignoring
2)	Keeping a friend's _____ shows trust.	voice	secret
3)	Trust grows when we keep _____.	promises	games
4)	Being _____ makes friends feel safe.	mean	kind
5)	We feel _____ with trusted friends.	safe	scared

Exit Cards

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

Name: _____

Is the statement true or false?

1) Friends make each other laugh.	T	F
2) Good friends do not share.	T	F
3) Good friends worry about winning more than being fair.	T	F
4) Friends help each other solve problems.	T	F

Name: _____

Is the statement true or false?

1) Friends make each other laugh.	T	F
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3) Good friends worry about winning more than being fair.	T	F
4) Friends help each other solve problems.	T	F

Newspaper Article: Problem-Solving Skills

Puzzle Power for Growing Brains

Published: January 20, 2024

In today's world, we explore how solving puzzles and problem-solving helps kids' brains stronger. Family Child and brain expert, says, "When kids solve puzzles, their brains work hard. It is exercise for the brain!"

Seven-year-old Jayden shared his experience. "I solved a big puzzle with my sister. It was hard, but fun. I felt really smart after!" he said with a big smile.

Dr. Chen explains that when kids like Jayden solve puzzles, they learn to

think and remember better. "Every time a child solves a problem, a tiny part of their brain grows stronger. It helps them in school and with friends too."

Kids everywhere are encouraged to try puzzles, riddles, and other brain games. These activities are not just fun, but they also help your minds grow in amazing ways. Remember, every puzzle solved is a step to becoming a problem-solving superhero!



True or False

Is the statement true or false?

1. Dr Chen is a foot expert.	True	False
2. Jayden solved a puzzle.	True	False
3. Solving puzzles is exercise for the brain.	True	False
4. Solving puzzles is not fun..	True	False
5. You can make your brain stronger by solving puzzles.	True	False

Directly _____ creative ways to express feelings.

Word Search

Find the words in the wordsearch.

Art	Joy
Sad	Fun
Dance	Clay
Sing	Draw
Glue	Twirl

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

Activity – Friendship Role Play

Objective

What are we learning about?

To help students understand the importance of friendship and kindness in promoting mental health.

Materials

What you will need for the activity.

- Scenario cards with friendship scenarios
- Props for role-play (optional)

**Instructions**

What you will do for the activity

1. Divide the students into small groups.
2. Provide each group with a scenario card containing a friendship scenario.
3. Instruct the students to read the scenario together and discuss how they would respond in real life.
4. Encourage them to think about kind and supportive actions.
5. After discussing, ask each group to perform a short role-play based on their scenario.
6. Rotate the scenarios among the groups so that everyone has a chance to explore different situations.
7. During the role-play, emphasize the importance of being kind, empathetic, and understanding in building friendships.
8. Conclude the activity with a class discussion, allowing students to share their insights and thoughts on the importance of relationships for mental health.

Role Plays

Cut out the role play scenarios.

You see a new student sitting alone. What do you do to make them feel welcome?

Your friend falls down on the playground. How do you help them?

Someone is making fun of another student's shoes. What should you say or do?

A classmate is struggling with their homework. How can you offer to help?

You and a friend both want to play with the same toy. How do you decide?

A friend is sad because they lost their favourite pencil. How can you cheer them up?

You notice someone is not getting a turn. What can you do?

It's someone's birthday, but they didn't bring treats. How can you make their day special?

A classmate doesn't understand the rules of a new game. How do you explain it to them?

Your friend is moving away. What can you do or say to stay in touch?

Someone is scared to slide down the slide. How can you encourage them?

A friend's drawing gets ripped by accident. How can you help fix the situation?

You see someone cheating during a class game. What is the right thing to do?

A friend forgot their snack. How can you help them feel better?

Two friends are arguing about a book. How can you help them share?

Reflection

Answer the questions below

1) What was your role-play about?

2) Is it okay for people to sometimes argue?

3) Draw a picture of you acting out your role-play.

**PREVIEW**

Story: Understanding Others

Emma's New Friend

One day, Emma saw a new boy in her class, Aiden. He looked shy and sat alone. Emma remembered feeling shy on her first day. She understood how Aiden might feel.



During recess, Emma went to Aiden. "Do you want to play?" she asked. Aiden's face lit up with a smile. They played and laughed together.

Emma learned Aiden loved drawing, just like her. They drew pictures and shared stories. Emma felt happy and proud.

At home, Emma told her mom about Aiden. "I helped him feel welcome," she said. Her mom smiled. "That is called empathy, understanding how others feel. It is a kind thing to do."

Emma felt proud. She made a new friend and learned about empathy. She realized that understanding others made her a good friend. It made her feel good inside, knowing she could help someone feel better.

True or False

Is the statement true or false?

1) Emma helped Aiden feel welcome.	True	False
2) Aiden was always happy.	True	False
3) Emma and Aiden played together.	True	False
4) Emma felt sad after helping Aiden.	True	False
5) Being _____ does not make you feel good.	True	False

Fill in the blanks

Write the missing word.

1) Aiden felt _____ on his _____.	Shy	Bold
2) Emma asked Aiden to _____.	Leave	Play
3) Understanding others can make _____ and _____.	Strangers	Friends
4) Emma showed _____ by helping Aiden _____.		Empathy
5) Emma felt _____ when Aiden smiled.	Happy	Sad

Draw

Draw a happy face 😊 if the picture shows kindness and a sad face ☹ if not.

Story: Acts of Kindness

Timmy's Day of Kindness

One sunny day, Timmy decided to do kind things for others. First, he saw Mrs. Lee, his neighbour, struggling with heavy bags. Timmy helped her carry them home. Mrs. Lee smiled and thanked him. Timmy felt good and happy inside.



At school, Timmy noticed Ana, looking sad. He shared his snack with her. Ana's face lit up with a smile. Timmy felt proud and happy.

After school, Timmy saw a stray cat looking hungry. He gave the cat some of his sandwich. The cat purred and rubbed against him. Timmy giggled, feeling joyful.

Walking home, Timmy found a lost toy on the sidewalk. He remembered his friend had lost it and returned it to him. His friend was so grateful and hugged Timmy.

At bedtime, Timmy told his mom about his day. She hugged him and said, "Kindness makes the world a better place, and it makes us feel good too." Timmy went to bed feeling happy and good about himself, dreaming of more kind acts for the next day.

True or False

Is the statement true or false?

1) Timmy helped Mrs. Lee.	True	False
2) Timmy made Ana sad.	True	False
3) Timmy kept the lost toy.	True	False
4) Timmy's mom was proud of him.	True	False
5) Kindness made Timmy sad.	True	False

Fill in the Blank Write the missing word.

1)	Timmy helped Mrs. Lee by her _____.	Bags	Cat
2)	Ana smiled when Timmy shared _____.	Snack	Homework
3)	Timmy gave his sandwich to a _____ cat.	Toy	Stuffed
4)	Timmy returned a lost _____ to his friend.	Book	Toy
5)	Timmy's acts of kindness made him feel _____.	Happy	

Directions

Draw three acts of kindness.

Newspaper Article: Helping Others

The Joy of Helping Others

Published: January 21, 2024

Today, we're exploring the wonderful feeling of helping others in our community. Expert psychologist Dr. Benny Smith, shares, "Helping others creates a happy community." It is like spreading joy to everyone around us. Benny, a friend from our community, happily exclaims, "When I shared my toys, it felt super good!"

In our interview with Mrs. Johnson, a community helper, she tells us, "Acts of kindness, big or small, make our community a positive place to be."

Whether it is helping a friend or sharing with others, these simple actions make a big difference. Dr. Smith encourages us all, saying, "Even small acts of kindness contribute to a positive environment."

Join hands, share smiles, and make our community a wonderful and happy place to be. Remember, helping others not only feels good but also makes our community shine with positivity.



True or False

Is the statement true or false?

1. Helping others can make us feel good.	True	False
2. Sharing toys can feel good.	True	False
3. Only big acts of kindness help.	True	False
4. Mrs. Johnson is a community helper.	True	False
5. Our community doesn't need kindness.	True	False

Directions: Write what Dr. Smith says about small acts of kindness.

PREVIEW

Word Search

Find the words in the wordsearch.

Joy	Help
Kind	Learn
Laugh	Smile
Friend	Feel
Share	Small

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

Unit Test – Mental Health Literacy**Multiple Choice**

/10

1. What helps your brain grow strong? a) Eating fruits and vegetables b) Playing video games all day c) Watching TV for hours d) Staying up all night	2. What should you do to be a good friend? a) Ignore your friends b) Share your toys c) Only play alone d) Never listen
3. Why is exercise good for you? a) Makes muscles strong b) You never get tired c) It's boring d) You don't play with friends	4. What makes us feel happy and calm? a) Being in nature b) Sitting in a dark room c) Staying inside always d) Never going outside
5. Why is good sleep important? a) You should watch TV all night b) We don't need to dream c) It's okay to stay up late d) Helps us learn better	6. Why is mindfulness good for? a) Forgetting to do homework b) Being run over by a car c) Feeling nervous and scared d) Being happy
7. What should we eat to help our brain? A. Candy B. Cake C. Broccoli D. Ice cream	8. Why is playing tag good? A. It's fun B. Makes muscles strong C. Both A and B D. It's not
9. Why is sleep like magic for your brain? A. It's boring B. It charges your brain C. You eat D. You swim	10. What do different food colours mean? A. Nothing B. Different vitamins C. The same vitamins D. Food colouring

Matching

Match the terms with what they mean

Self-Care

☐ Being thankful

Mindfulness

☐ Doing things that make us feel healthy

Gratitude

☐ Thinking about our feelings

Scenarios

Read the situation and circle the best way to handle it

1) Sara feels scared to be alone. What should she do?

- a) Hide under the bed
- b) Think of a happy dream
- c) Call a friend
- d) Watch a movie

2) Leo dropped his lunch and feels sad. What can he do?

- a) Stay hungry
- b) Ask a teacher for help
- c) Cry all day
- d) Ignore his friends

3) Jack solved a hard puzzle. How should he feel?

- a) Sad and upset
- b) Nothing at all
- c) Angry at the puzzle
- d) Proud of himself