



Preview – Information



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

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

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Workbook Preview



Grade 3 – Mental Health

Mental Health Literacy

	Curriculum Expectations	Pages
D1.	Preview of 60 pages from this product that contains 107 pages total.	26
D3.4	Reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry (e.g., transitions, such as starting a new grade, moving, or family separation; excessive heat, cold, or noise; unexpected changes in routine; significant losses, such as the death of a family member or pet) and identify ways to help them manage these feelings	18-21, 27 – 77

NAME: _____

MENTAL HEALTH



Your Brain's Stress Response

What Happens When You Feel Stressed?

When something scary or upsetting happens, your brain jumps into action. It sends a message to your body to prepare for danger. This is what we call stress.

Your brain has an alarm that rings when you are scared or worried. When it rings, it tells your body to send out stress hormones.

Stress Hormones and Your Body's Response

Stress hormones, like adrenaline and cortisol, get your body ready for action. Your heart beats faster, your muscles get ready to move, and your breath becomes quicker. This is your body's way of preparing you to either run away or face the danger. We call this the "fight, flight, freeze" response.

List of Stress Responses

- Your heart beats faster.
- Your breath becomes quicker.
- Your muscles get ready to move.
- Your body feels jittery or tense.

Managing Stress: Deep Breathing and Relaxation

You can help your brain feel less stressed. By deep breathing and relaxing your body, you tell your brain it is safe. This can help you feel calmer and happier.



True or False

Is the statement true or false?

1) Stress is a response to something scary or upsetting.	True	False
2) When you are stressed, your heart beats slower.	True	False
3) Stress hormones get your body ready for action.	True	False
4) Your breath becomes slower when you are stressed.	True	False
5) Your body can feel jittery or tense when stressed.	True	False

Think about the symptoms you have experienced in response to stress.

Anger / Frustration	Indigestion	Sleep Difficulties
Anxiety	Nervousness	Teeth Grinding
Fatigue	Headaches	Worry
Headaches	Procrastination	Loss of Appetite

Questions

Answer the questions below using evidence from your research.

1) What are some of the body's responses when it is stressed?

2) How can you help your brain feel less stressed?

Flight or Fight Response

Objective

What are we learning about?

Students will be able to identify and demonstrate fight or flight responses by reacting to different situations and explaining how the brain responds to stress.

Materials

What will you need for the activity?

- Fight or Flight worksheet
- Pencil
- Open space in the classroom
- Optional: two signs labeled FIGHT or FLIGHT



Instructions

How will you complete the activity?

1. Prepare the Space
2. Clear a small open area and assign one side of the room as FIGHT and the other as FLIGHT.
3. Explain that when we feel scared or stressed, our brain reacts with fight or flight.
4. Read each situation from the worksheet aloud to the class.
5. Students move to the FIGHT or FLIGHT side of the room to show their answer.
6. Ask one or two students to share why they chose that response.
7. Students return to their seats and write Fight or Flight in the worksheet.
8. End the activity with two deep breaths to help students calm their bodies.

Flight or Fight Response

	Situations	Fight or Flight
1	A dog suddenly barks loudly near you.	Flight
2	Someone tries to take your backpack.	Fight
3	A classmate pushes you on purpose.	Fight
4	You are standing very close to your house.	Flight
5	You feel scared when walking in a dark place.	Flight
6	Someone says something mean to you.	Fight
7	You see a big spider in your room.	Flight
8	Someone grabs your arm without warning.	Fight
9	A loud alarm suddenly goes off in school.	Flight
10	Another student tries to take your snack.	Fight
11	You hear a strange noise at night.	Flight
12	Someone scares you as a joke.	Flight
13	A ball is thrown at you very fast.	Flight
14	You feel nervous before speaking in class.	Flight
15	You get lost in a crowded place.	Flight
16	A bully blocks your way.	Fight
17	Someone suddenly yells your name loudly.	Flight
18	You feel scared during an earthquake drill.	Flight
19	You feel overwhelmed during a test.	Flight
20	Someone takes your seat and won't move.	Fight

How Stress Affects Your Thoughts

How Stress Changes Thoughts

Stress can affect how you think. It can make you have a lot of worried or scared thoughts. These thoughts can sometimes be too much and can make it hard to focus on things. They can also make it hard to sleep, which can make you feel tired. It's normal to feel this way with stress.

Ways Stress Affects Your Thoughts

- Negative Thinking: Stress can lead to negative thoughts like "I can't do this" or "I'm going to fail".
- Fear and Worry: Stress can make you worry a lot about things, even when there is no real danger.
- Forgetting Things: Stress can make it harder to remember things.
- Trouble Concentrating: When stressed, your mind might jump from one thing to another, making it hard to focus on tasks.

Turning Stress into Positive Energy

While stress can lead to negative thoughts, it is a normal part of life. We can learn to manage it and even use it as a positive energy to achieve our goals. Stress can make us try harder and make us do better.



Making Connections

What happens to your thoughts when you feel stressed?

True or False statement true or false?

1) Stress can make you have more thoughts.	True	False
2) Stress can make it difficult to sleep.	True	False
3) Stress can help your memory.	True	False
4) Only adults feel stress.	True	False
5) Deep breathing can help with stress.	True	False

Word Search

Find the words in the wordsearch.

Stress	Sleep
Negative	Breathing
Trouble	Difficult
Memory	Scared
Worry	Thoughts

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

How Stress Affects Your Actions

Understanding Stress

Stress is a feeling of tension or pressure. It happens when we face problems, worries or big changes. Everyone experiences stress.



How Stress Affects Actions

Here are some ways stress can affect your actions:

- Mood swings: You might feel happy one moment and sad the next.
- Trouble focusing: You might find it hard to pay attention in class.
- Restlessness: You could find it hard to sit still, or you are always in a hurry.
- Acting out: You might become more argumentative or fight with friends.

Ways to Handle Stress

Here are some ways we can manage stress:

- Deep breathing: Taking slow, deep breaths can calm your body and mind.
- Talking: Share your feelings with someone, like a parent, teacher, or friend.
- Activity: Exercise, like running or playing a sport, can help relieve stress.
- Positive thinking: Remember your strengths and the good things in your life.

Everyone experiences stress and it is okay to ask for help when you need it!



True or False

Is the statement true or false?

1) Stress is a feeling of relaxation.	True	False
2) Stress can make it hard to pay attention.	True	False
3) Talking about your feelings can help manage stress.	True	False
4) It is bad to ask for help when you are stressed.	True	False
5) Stress makes you argue with friends.	True	False

Fill in the Blanks

Write the missing word.

1)	Stress is a body response to _____ situations.	difficult	calm
2)	People can feel stressed when they _____.	bored	worried
3)	One way to manage stress is by _____ feelings.	talking	eating
4)	Doing exercise can help _____ stress.	increase	reduce
5)	Positive thinking helps to manage _____.	freedom	stress

Questions

Answer the questions below using evidence from the text.

1) What are some signs that stress is affecting your actions?

2) List four ways that you can manage stress.

Role Play: How Stress Affects Your Action

Objective

What are we learning about?

To help students understand how stress can affect their actions and behaviour by recognizing stress reactions and practising healthy ways to respond in real-life situations.

Materials

What will you need for the activity?

- Scenario cards (provided)
- Pens or pencils
- Paper



Instructions

How will you complete the activity?

1. Divide the class into small groups of 3-4 students.
2. Give each group a scenario card showing a situation and how stress affects a person's actions (e.g., trouble focusing, mood swings, etc.).
3. In groups, students talk about how stress affects the person's feelings in the scenario.
4. Each group plans a short role play showing how stress affects actions and how the situation could be handled better.
5. Groups present their role play to the class, showing both the stress reaction and a healthy way to manage it.
6. After each presentation, discuss how stress affected the person's actions and what helped improve the situation.
7. Students write a short reflection on how stress can affect their own actions and one healthy way they can manage stress.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Trouble Focusing	A student feels stressed because there is a lot of schoolwork to finish. During class, they have trouble focusing, forget instructions, and feel distracted instead of listening to the teacher.
Mood Swings	A student feels stressed at home before coming to school. At school, they feel happy one moment and suddenly sad or angry the next, which affects how they talk to others.
Acting Out	A student becomes overwhelmed during a group activity. Because of stress, they become impatient, raise their voice, or argue with others instead of calmly sharing ideas.
Restlessness	A student feels stressed about an upcoming test. During class, they cannot sit still, keep moving around, and have trouble completing their work.
Avoiding Tasks	A student feels stressed about making mistakes. Instead of starting their work, they avoid the task, stay quiet, or ask to leave their seat.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Feeling Easily Upset	A student feels stressed after a busy day. Small problems, like losing a pencil or being corrected, make them feel very upset or frustrated.
Shutting Out	A student feels stressed during a class discussion. Instead of sharing ideas, they stay silent, avoid eye contact, and stop participating.
Rushing Work	A student feels stressed because time feels short. They rush through their work, make mistakes, and do not check their answers.
Forgetting Things	A student feels stressed because there are many things to remember. During class, they forget their homework, lose their materials, and feel frustrated with themselves.
Avoiding Friends	A student feels stressed about schoolwork. During recess, they choose to play alone and avoid talking to friends.

Your Strong Feelings

What are Emotions?

Emotions are feelings that come from inside us. They are a part of being human and everyone experiences them.



Different Emotions

We may feel happy, sad, afraid, angry, worried or surprised.

Why Do We Feel Emotions?

Emotions help us understand the world around us. They can tell us if something is good or bad, safe or dangerous. They help us communicate with other people. When we are happy, we smile, and that tells other people we are feeling good.

How to Express Your Emotions

We can express our emotions in a healthy way. When we are sad it is okay to cry. If we are angry, we can talk about it. We can talk to an adult if our emotions feel too big to handle alone.



Being Respectful of Others' Emotions

It is important to respect other people's feelings. If someone is sad, we can comfort them. If someone is happy, we can be happy with them. Understanding our emotions and the emotions of others makes us better friends and family members.

True or False

Is the statement true or false?

1) Only some people experience emotions.	True	False
2) We can feel happy when we lose a favourite toy.	True	False
3) Fear is a type of emotion.	True	False
4) Emotions help us understand the world.	True	False
5) We do not need to express our emotions.	True	False

Directions: Write if an action is kind and respectful. Put X if it is not.

1	Laughing with someone who is sad	
2	Listening when a friend is talking	
3	Hitting when you feel angry	
4	Asking for help when feelings are strong	
5	Sharing kind words with a classmate	
6	Saying "I'm sorry" after hurting someone's feelings	

Draw

Draw 3 faces each showing a different emotion. Write the name of the emotion next to your picture.

Activity: Cup of Feelings

Objective

What are we learning about?

Students will be able to identify, name, and express different feelings by using colours to show how they feel in different situations.

Materials

What do you need for the activity?

- Cup of Feelings worksheet
- Crayons or coloured pencils



Instructions

How will you complete the activity?

1. Look at the colour key at the top of the page and decide what feeling each colour represents.
2. Take a moment to think about how you feel today or how you feel in a specific situation, such as at school, at home, or with friends.
3. Decide which feelings best describe how you feel and choose the colours that match those feelings.
4. Colour inside the cup neatly using one colour or many colours to show your feelings.
5. If you feel more than one emotion at the same time, you may use different colours in different parts of the cup.
6. Be ready to talk about your cup and explain why you chose those colours if your teacher asks you to share.

Name: _____

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Curriculum Connection
D.3.4

Cup of Feelings

Yellow = Happy	Red = Angry	Pink = Hopeful	Purple = Scared
Orange = Nervous	Green = Excited	Blue = Sad	Brown = Surprised



How Stress Affects Your Emotions

How Stress Affects Our Emotions

Stress can make our emotions feel stronger. Stress can make us feel angry faster than we usually would. It can make us worry about things that are usually okay.

How to Know if Stress is Touching Our Emotions

If you are feeling more worried than usual, or you get upset more easily, it could be stress is affecting your emotions. Maybe you feel restless or have trouble sleeping. These are signs that you feel stress.

Tips to Help Manage Stress

- Take deep breaths: Deep breathing can help your body feel calmer.
- Talk about it: Share your worries with an adult. Talking can help you feel better.
- Do something you enjoy: Drawing, reading, or listening to music can help your emotions feel calmer and happier.
- Exercise: Being active helps your body feel better and reduces stress.
- Practice positive thinking: Try to focus on the good things, no matter how small.

Remember, it is okay to have strong emotions, and it is okay to feel stress. But knowing how to manage stress can make it easier to handle. If your feelings are too big or too hard to handle, it is always good to ask for help.



True or False

Is the statement true or false?

1) Stress can make our emotions feel stronger.	True	False
2) Talking about feelings can help you feel better.	True	False
3) Focusing on good things cannot improve your mood.	True	False
4) Stress can make you feel nervous about things that are usually okay.	True	False
5) If your feelings are too big, you should keep them to yourself.	True	False

Checklist: List the coping skills you can use when you feel stressed.

☐ Deep breathing	☐ Writing in a journal	☐ Thinking happy thoughts
☐ Using positive self-talk	☐ Doing something I enjoy	☐ Doing something, I enjoy
☐ Meditating or relaxing	☐ Taking a break	☐ Going outside in nature
☐ Sharing my feelings	☐ Practising mindfulness	☐ Listening to music all day

Questions

Answer the questions below using evidence from the text.

1) How does stress affect our emotions?

2) Name two things you can do to help manage stress.

Yes/No

Is stress affecting the person's emotions?

1) Alex gets angry very quickly over a small mistake.	Yes	No
2) Lily feels worried all day even when nothing bad is happening.	Yes	No
3) Ben feels calm and happy while playing with his friends.	Yes	No
4) Maya cries after having a stressful morning.	Yes	No
5) Sam feels nervous because he keeps thinking about school.	Yes	No
6) Ella feels relaxed while doing homework.	Yes	No
7) Noah feels tired and stressed.	Yes	No
8) Ava laughs and enjoys her time with friends.	Yes	No
9) Jack gets upset faster than usual when things don't go his way.	Yes	No
10) Olivia feels calm after taking deep breaths.	Yes	No
11) Emma feels her heart beat fast and her stomach hurt when she is nervous.	Yes	No
12) Leo feels calm and focused while drawing a picture he enjoys.	Yes	No

Connect

Think of a time when stress made your emotions stronger. What happened?

Activity – Recognizing Stress**Instruction**

List the top 5 things that stress you out. What physical symptoms do you experience in each situation?

Sources of Stress	How This Makes Me Feel
PREVIEW	

Exit Cards

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

Name: _____

Check ✓ if it shows stress.

Feeling angry quickly	
Worrying about small things	
Having trouble sleeping	
Feeling calm and relaxed	
Feeling restless	
Getting upset easily	
Feeling happy	
Needing help to calm down	

Name: _____

Check ✓ if it shows stress.

Feeling angry quickly	
Worrying about small things	
Having trouble sleeping	
Feeling calm and relaxed	
Feeling restless	
Getting upset easily	
Feeling happy	
Needing help to calm down	

Name: _____

Check ✓ if it shows stress.

Feeling angry quickly	
Worrying about small things	
Having trouble sleeping	
Feeling calm and relaxed	
Feeling restless	
Getting upset easily	
Feeling happy	
Needing help to calm down	

Name: _____

Check ✓ if it shows stress.

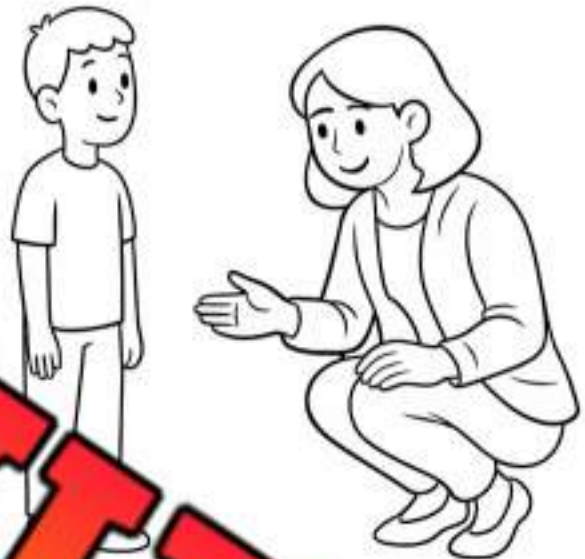
Feeling angry quickly	
Worrying about small things	
Having trouble sleeping	
Feeling calm and relaxed	
Feeling restless	
Getting upset easily	
Feeling happy	
Needing help to calm down	

Handling Worry

Handling Worry

You can manage your worries with these simple steps:

- Talk about it: Sharing your worries with someone you trust can make you feel better.
- Deep breaths: Slow, deep breaths can help you feel calm.
- Positive thoughts: Think about something you like or look forward to. This can help you feel better.
- Ask for help: If your worries are too big for you to handle, ask your grown-up for help.



Worry Is Not Always Bad

Remember, everyone worries, and it is completely okay. In fact, worry can sometimes be good. It can help you be careful, prepare better for things and can even push you to solve problems. Just remember, if the worry is too much, do not wait to talk to someone about it.



True or False

Is the statement true or false?

1) Talking about your worries can make them less scary.	True	False
2) Taking slow, deep breaths can make you feel worried.	True	False
3) Thinking positive thoughts can help you feel better.	True	False
4) You should never ask for help when you are worried.	True	False
5) Worry helps you prepare better for things.	True	False

Multiple Choice

Write the letter of the correct answer.

1) You feel worried because you are nervous. What should you do?		
A. Take slow, deep breaths	B. Tell your friend about your worries	C. Tell yourself you will fail
2) You cannot stop thinking about a mistake you made. What should you do?		
A. Keep it a secret forever	B. Talk to a trusted adult about what you did	C. Beat yourself up
3) You feel worried because your friend is upset. What should you do?		
A. Ignore your friend	B. Ask how they are feeling	C. Laugh and make away
4) You feel nervous when it is time to speak in class. What should you do?		
A. Yell loudly	B. Run out of the room	C. Take a deep breath and try
5) You feel worried and your stomach hurts. What should you do?		
A. Sit quietly and breathe	B. Hit the table	C. Keep worrying and do nothing

Sadness

What Is Sadness?

Sadness is an emotion that is a natural response to something upsetting or disappointing. You feel sad if you lose a favourite toy, or if you miss a friend who has moved. It is normal to feel sad sometimes. It is okay to be sad. These feelings pass over time.

How to Handle Sadness

- Talk about it: Sharing your feelings with a trusted adult or friend can help.
- Cry: It is okay to let your emotions out. Crying can help you feel better.
- Exercise: Physical activity can help lift your mood.
- Rest: Get enough sleep. Being tired can make you feel sad.
- Do something fun: Reading a book or playing a game can help distract you.



Sadness is Normal

Everyone feels sad at times, and it is completely normal. Sadness is a part of life, and it helps us appreciate the happy times. Remember, it is okay to feel sad and it is important to express your feelings. You do not have to deal with these feelings on your own - talk to a trusted adult if you are feeling very sad.

Making Connections

Can you think of a time when you felt sad? What happened?

True or False? Write the statement true or false?

1) Sadness is an emotion.	True	False
2) You should never feel sad.	True	False
3) It is okay to cry when you are sad.	True	False
4) Being tired can make you feel sadder.	True	False
5) It is important to express your feelings when you are sad.	True	False

Word Search

Find the words in the wordsearch.

Sadness	Talk
Normal	Sleep
Exercise	Play
Cry	Read
Better	Express

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

Activity – What Makes You Sad?

Objective

What are we learning about?

Students will be able to identify and express things that make them feel sad and understand that it is okay to talk about their feelings.

Materials

What will you need for the activity?

- "What Makes You Feel Sad?" worksheet
- Pencil, crayon, colored paper



Instructions

How will you complete the activity?

1. Take some quiet time to think about different home experiences, or situations that make you feel sad.
2. Inside each cloud, write or draw one thing that makes you feel sad, something that happened at school, at home, or with friends.
3. You may use words, short phrases, or pictures to help show your ideas in a way that feels easiest for you.
4. Try to fill in as many clouds as you can but remember that you only need to share the things you feel comfortable writing or drawing.
5. If your teacher asks, choose one cloud you feel okay sharing and explain why that situation makes you feel sad.

What Makes You Sad?

Direction

Write about the things that make you feel sad.

PREVIEW



Anger

Understanding Anger

Anger is a natural emotion that everybody feels sometimes. It might happen when you feel something is unfair, or when you are frustrated.



What Happens When You Are Angry

When you are angry, your heart may beat faster, your face may get hot, and you may want to cry. It is important to manage your actions when you are angry to ensure you do not hurt others or yourself.

How to Manage Anger

- Use Your Words: Say, "I feel angry because..." to explain why you are upset.
- Ask for Help: If you still feel angry, it is okay to ask a trusted adult for help.
- Count to Ten: This lets you cool down and think about what has happened.
- Think of a Solution: Think of a fair way to solve the problem.
- Take Deep Breaths: Breathing in through your nose and then out through your mouth can help you to calm down.

Why Anger is Not Bad

Feeling angry is not bad. It is a normal emotion. It is always okay to feel emotions. Controlling your actions when you are angry is key for good relationships and for your well-being.



True or False

Is the statement true or false?

1) Anger is a natural emotion.	True	False
2) It is wrong to feel angry.	True	False
3) When you are angry, your heart may beat faster.	True	False
4) It is important to manage your actions when angry.	True	False
5) Counting can help you calm down.	True	False

Anger Triggers

How angry each of the triggers makes you feel.

Calm (1)	Frustrated (2)	Angry (3)	Furious (4)
People steal from me		Things don't go as I planned	
I get criticized for something I did		Someone takes advantage of me	
I'm not invited to an event		Someone breaks their promise to me	
I get grounded or lose my privileges		I'm bullied or teased	
My electronics stop working		People invade my personal space	

Question

Answer the question below using evidence from the text.

Why is it not bad to feel angry?

Activity – Anger Prep

Objective

What are we learning about?

Students will be able to identify situations that make them feel angry, recognize warning signs of anger, and plan healthy ways to cope before and during angry moments.

Materials

What do you need for the activity?

- Anger Prep worksheet
- Pencil, crayon, or colour pencil



Instructions

How will you complete the activity?

1. Think about a situation that makes you feel angry and write it in the first box.
2. Describe what might make you feel angry in that situation and how your body or thoughts react.
3. Think about how you have handled this situation before and write what you usually do.
4. Write things you can say or do before the situation to help prepare yourself.
5. Think about the signs that tell you that you are starting to feel angry and write them down.
6. List coping skills you can use if you start to feel angry, such as deep breathing, taking a break, or talking to an adult.

Anger Prep

Instruction

Use this worksheet to think about what you can do before and during the situation to help you cope if you start to feel angry.

What's the situation? (describe a situation that makes you feel angry.)

What might make me feel angry in this situation?

How have I handled it before?

What things can I say or do before to prepare for this situation?

How will I know that I'm getting angry?

Coping skills I can use if I start to feel angry:

Excitement

What is Excitement?

Excitement is a feeling you have when you are looking forward to something fun or when something good happens to you like going on a trip.

Recognizing Excitement

Excitement is a strong emotion and can make you feel energetic. You might feel a little dizzy, feel like jumping up and down or have butterflies in your stomach. You may find yourself talking fast or having trouble sleeping.



Healthy Ways to Express Excitement

- Talk about it: Tell a friend why you are excited. This can feel even better.
- Use your energy: If you feel energetic, you can use it in a healthy way.
- Write about it: If you enjoy writing, you can write about it in a journal.
- Create art: You can draw a picture or make a craft to show your excitement.

Importance of Managing Excitement

Excitement is a positive emotion that needs to be managed. If you let your excitement get the best of you, you might forget to be careful. You may also have trouble sleeping or focusing on tasks. By sharing your excitement and using your energy in a healthy way, you can enjoy it without it causing problems.

True or False

Is the statement true or false?

1) Excitement is a feeling you might have when you are sad.	True	False
2) If you are excited, you might have a big smile on your face.	True	False
3) Excitement can make you have trouble sleeping.	True	False
4) It is important to manage your excitement.	True	False
5) Excitement is a negative emotion.	True	False

Making Connections Do you remember a time when you felt very excited? What happened?

Draw

Draw three things that make you feel excited.

--	--	--

Control

Understanding Our Emotions

Sometimes, things happen around us that we cannot control. This could be a friend moving away or bad weather when we want to go outside. These things can cause many emotions.



Feelings We Might Experience

- Frustration: We might feel frustrated because we cannot control what happens.
- Sadness: If a friend moves away or something changes, we might feel sad.
- Confusion: We might not understand why things happen the way they do, and this can make us feel confused.
- Fear: Sometimes, not being able to control something can make us feel scared.

How to Handle These Emotions

Even though we cannot control everything, we can control how we feel. Here are some strategies to help manage these feelings:

- Practice Acceptance: Understand that it is okay not to control everything.
- Talk About It: Share your feelings with a parent, teacher, or friend.
- Deep Breathing: taking deep breaths can help us to feel calmer.
- Positive Thinking: Find the positive in every situation, even when it is hard.
- Ask for Help: If your feelings are too big, ask an adult for help.

Making Connections

What can you do when you cannot control a situation?

True or False

Is the statement true or false?

1) We can control everything we do.	True	False
2) Talking about our feelings can help us better.	True	False
3) Fear can be a feeling when we cannot control something.	True	False
4) It is not normal to feel different emotions.	True	False
5) If feelings are too big, we should not ask for help.	True	False

Word Search

Find the words in the wordsearch.

Control	Frustration
Confusion	Sadness
Emotions	Positive
Feelings	Accept
Fear	Help

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

Coping With Change

Understanding Change

Change is a part of life. It happens all the time. Some changes are small and easy to adjust to, like trying a new type of food. Some changes are big and can be challenging, like moving to a new place or starting a new school.

Feelings About Change

Change can cause different feelings. You might feel excited about a change or you might feel worried. All these feelings are normal. It is okay to feel mixed emotions about change. Everyone experiences these feelings. You are not alone.

How to Cope with Change

- Talk about the change with someone you trust.
- Write down your feelings in a journal.
- Use deep breathing to stay calm.
- Keep a regular schedule so things feel normal.
- Do something you enjoy, like drawing or reading a book.



Change Can Be Good

While change can be scary, it can also bring good things. It can give you new experiences, help you learn new things, and make you stronger. It is okay to ask for help when dealing with change. It is a sign of strength to ask for help.

True or False

Is the statement true or false?

1) Change happens all the time.	True	False
2) All changes are big and hard to adjust to.	True	False
3) It is not normal to feel worried about change.	True	False
4) It is best to keep feelings about change to yourself.	True	False
5) Writing down your feelings can help you cope with change.	True	False

Coping**Emotions**

Circle how you might feel.

1) You start at a new school.	Excited	Worried	Calm
2) Your favourite snack is unavailable.	Excited	Disappointed	Calm
3) You learn a new game in class.	Excited	Scared	Calm
4) Your teacher announces a surprise activity.	Excited	Nervous	Calm
5) You have to sit with new classmates.	Excited	Worried	Calm

Questions

Answer the questions below using evidence from the story.

1) What are some feelings you might have about change?

2) How can change be a good thing?

My Coping Skills Tool Box

Objective

What are we learning about?

Students will be able to identify and choose healthy coping skills that help them calm down and manage their emotions when they feel upset, stressed, or overwhelmed.

Materials

What do you need for the activity?

- Coping Skills Tool Box
- Pencil
- Crayons or coloured pencils

**Instructions**

How will you complete the activity?

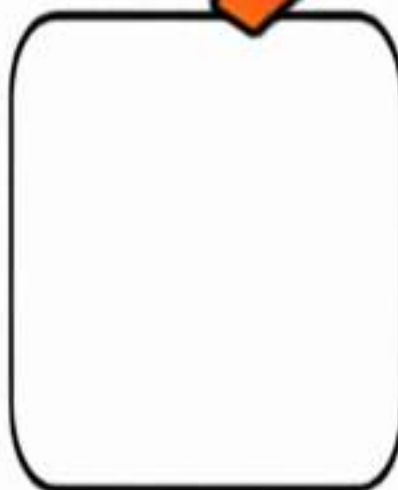
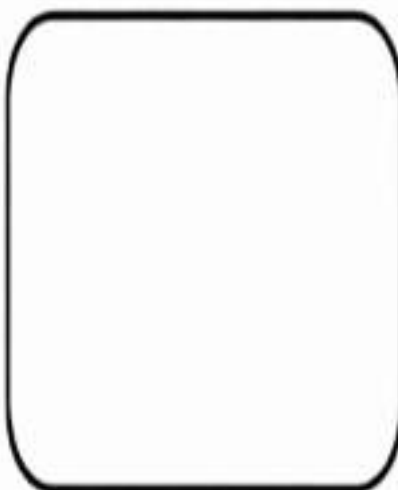
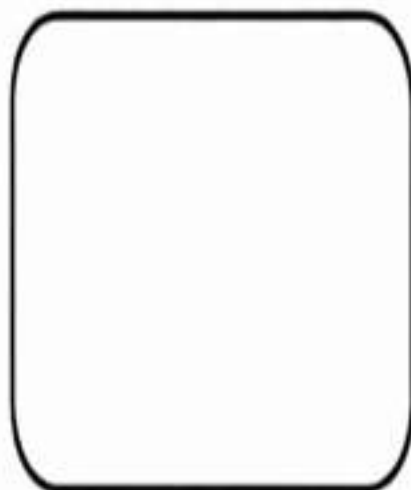
1. Think about times when you feel upset, stressed, or overwhelmed and consider what helps you calm down and feel better.
2. In each box around the toolbox, draw or write one coping skill that you can use to help yourself feel calm, such as deep breathing, talking to a trusted adult, taking a break, or doing something you enjoy.
3. You may use words, short phrases, or drawings to show your coping skills clearly.
4. Try to fill in as many boxes as you can with coping skills that work best for you.
5. Keep this page as a reminder and look back at your toolbox whenever you start to feel upset and need help calming down.

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D3.4

My Coping Skills Toolbox



PREVIEW

Coping With Loss

Understanding Loss

Loss is when someone or something that is important to us is no longer with us.

There could be different reasons for this, like moving to a new place, losing a toy, or even losing a loved one. It is okay to feel upset or sad during these times.

Feeling Grieved

When you experience loss, you may feel sadness, anger, confusion, or fear. These feelings are normal.



Ways to Cope with Loss

- Express Your Feelings: Talk about how you feel with someone you trust or express your feelings through writing or drawing.
- Remember: Keep memories through pictures, stories, or special items.
- Keep a Routine: Keeping your routine can provide comfort during difficult times.
- Enjoy Life: Do things that make you happy to distract you from feeling sad.
- Ask for Help: If the feelings of loss are too much, ask a grown-up for help.

Loss is Part of Life

Everyone experiences loss at some point. It is a part of life. It is okay to feel sad.

With time and support, these feelings will fade, and you will start to feel better.

True or False

Is the statement true or false?

1) Loss is only about losing a loved one.	True	False
2) It is okay to feel upset or sad when experiencing loss.	True	False
3) You can only feel sadness when you experience loss.	True	False
4) Expressing your feelings can help cope with loss.	True	False
5) You should forget about what you have lost.	True	False

Question

What are some ways to cope with loss?

Draw

Draw or write about one strategy you can use to cope with loss.

Being Uncomfortable

Being Uncomfortable

Sometimes we are stuck in a situation that is very uncomfortable that we just have to get through. Maybe you are standing in line waiting for a roller coaster ride on a very hot day or you are in a very cold rink watching your brother's hockey game. Being in a very uncomfortable situation can make us cranky and upset.

Managing Our Emotions

- Name your emotions: "I am upset because I am too cold." It is okay to feel upset or cranky when you are uncomfortable. It is a natural reaction.
- Deep breathing and relaxation techniques: Practice deep breathing and imagining you are in a comfortable place to help calm your body and mind.
- Positive self-talk: Tell yourself, "This is tough, but I can get through it."
- Distraction: Distract yourself by playing a game or talking to someone.
- Ask for help: Tell an adult, who can provide comfort and help.

Remember that while we cannot always control our environment, we can control how we react and adjust to it.



True or False

Is the statement true or false?

1) Being physically uncomfortable can make us upset.	True	False
2) Positive self-talk does not help in uncomfortable situations.	True	False
3) You should keep your discomfort to yourself.	True	False
4) Distraction can be a useful strategy when uncomfortable.	True	False
5) You can control how you react to uncomfortable situations.	True	False

Making Connections Think of a time when you felt uncomfortable? What happened?

Checklist

Put a ✓ to the things that might make a person feel uncomfortable.

☐ Someone stands too close	☐ Being left out	☐ Being asked to do something I don't want
☐ Someone touches my things	☐ Someone yells	☐ Feeling unsafe
☐ Being teased or laughed at	☐ Not knowing what will happen	☐ Someone interrupts or cuts in
☐ Hearing mean words	☐ Someone ignores "stop"	☐ Feeling pressured by others

What Helps Me Feel Safe in the Dark?

Objective

What are we learning about?

Students will be able to identify and express things that help them feel comfortable and safe during dark or uncomfortable situations by using drawing and imagination.

Materials: What do you need for the activity?

- Activity worksheet
- Pencil
- Crayons or colored pencils



Instructions

How will you complete the activity?

1. Imagine you are in a dark or uncomfortable place, and you are holding a flashlight to help you see.
2. Think about the things that help you feel safe, calm, or comfortable when you are scared, uncomfortable, or in the dark.
3. Inside the light from the flashlight, draw the things that make you feel safe, such as a person, a pet, a favourite toy, a blanket, a happy memory, or anything that helps you feel better.
4. You may draw one big picture or several small things inside the light.
5. When you are finished, you may share your drawing and explain how the things you drew help you feel safe (only if you feel comfortable sharing).

What Helps Me Feel Safe in the Dark?

PREVIEW



What Helps Me Feel Safe in the Dark?

PREVIEW



When Friends Disagree

Friend Disagreements

Friends are important. They make us laugh, support us, and share our interests. But sometimes friends disagree. This is normal because everyone has different thoughts and feelings. Disagreements can make us feel sad, angry, or confused. It is okay to feel these emotions and that these emotions are okay.

How to Handle Disagreements

- Name your feelings: When you feel angry, say to yourself, "I feel angry."
- Express your feelings: Let your friend know how you feel. Use "I" statements, like "I feel sad when we argue about this."
- Listen to your friend: Your friend has feelings. Listen to them and try to see their side.
- Find a solution: Talk about ways to solve the problem.
- Ask for help: If you and your friend cannot resolve the disagreement on your own, ask a trusted adult for help.



Remember, a disagreement does not mean the end of a friendship. It is an opportunity to understand each other better and to strengthen your relationship.

Making Connections

What can you do when you and a friend have different ideas?

True or False? Write the statement true or false?

1) Friends never disagree.	True	False
2) Disagreements can make you feel sad.	True	False
3) Listening to your friend is not important.	True	False
4) "I" statements help express feelings.	True	False
5) Your friend should not know how you feel.	True	False

Word Search

Find the words in the wordsearch.

Disagree	Listen
Friend	Talk
Feelings	Express
Angry	Solution
Confused	Help

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

Activity – Friendly Disagreement Role-Play

Objective

What are we learning about?

To teach students how to handle disagreements with their friends in a healthy and respectful manner. By role-playing, students can develop empathy and understanding for different perspectives.

Materials

What do you need for the activity?

- Scenario cards prepared with different disagreement situations written on them (e.g., "Your friend took your toy without asking," "Your friend wants to play a different game than you do.")
- A "feelings wheel" or a list of feelings for students to articulate how they are feeling (optional)
- Safe, open space for students to act out the scenarios

Instructions

How will you complete the activity?

1. Divide students into small groups of 3-4.
2. Give each group a scenario card with a situation where friends might disagree.
3. Students will take turns acting out the scenario, taking on different roles, including the friends who disagree and a mediator who helps resolve the conflict.
4. Encourage students to find a resolution to the disagreement by discussing and understanding each other's feelings and viewpoints.
5. Once all the groups have finished, bring the class together to discuss what happened in their scenarios and the solutions they came up with.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Toy Tussle	Two friends both want to play with the same toy during recess. They need to talk calmly, listen to each other, and decide how to share the toy fairly, such as taking turns or playing together.
Team Choice	Students cannot agree on which game to play during physical education. They must listen to each other's ideas and compromise that everyone can accept.
Lunch Swap	Two students want to swap a snack with another, but they cannot decide how to swap it fairly. They need to explain their choices and agree on a fair exchange.
Artistic Differences	During art class, partners are asked to choose colours to use for a shared project. They must respect each other's opinions and find a way to combine the colours.
Book Club Discussion	In a reading group, students have different opinions about a story's main character. They need to listen respectfully and share their viewpoints without arguing.
Story Ending	While writing a shared story, students have different ideas for the ending. They need to respect each other's ideas and create an ending that includes parts from both.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Science Project Plans	Two students are working on a science project. One wants to do an experiment while the other wants to build a model. They must discuss their ideas and decide on a plan together.
Recess Games	A group of friends cannot decide whether to play tag or hide-and-seek during recess. They need to take turns choosing games or agree on a fair solution.
Seat Swap	Two students want to sit by the window on a class trip. They need to talk privately and decide how to take turns or choose who sits where.
Music Selection	During a group project, students disagree on background music. They need to listen to each other's preferences and choose a song or playlist together.
Group Work Responsibilities	In a group assignment, one student feels they are doing more work than others. The group needs to talk about the problem and divide tasks more evenly.
Class Pet Decision	The class wants a pet, but students disagree between getting a fish or a hamster. They need to vote or discuss the options to make a fair decision together.

Activity – Friendly Disagreement Role-Play

Reflection

Answer the questions below

1) How did you feel when you were acting out the disagreement? How did you feel when you found a resolution?

2) What was the hardest part about finding a solution?

3) Were there any solutions that you thought were really good? Why?

4) How can understanding a friend's feelings help in finding a solution?

5) Can you think of a time you disagreed with a friend in real life? How did you resolve it?

Story – Joey And His Big Emotion

Joey and His Big Emotion

Once upon a time in the small town, there lived a cheerful boy named Joey. Joey was always smiling. One day, Joey woke up feeling different.

He felt a strong feeling inside of him that he could not quite understand. His heart felt sad and he found himself not wanting to leave his bed. This was a new feeling for Joey.

He remembered his teacher talking about identifying feelings. He thought out loud, "I feel heavy and I want to leave my bed." Then, he thought for a moment and said, "I think I am feeling sad."

Knowing what he was feeling made Joey feel a little better, but the sadness was still there. He remembered his teacher had talked about, coping with feelings. He took a deep breath and thought about why he was feeling this way.

He remembered losing his favourite toy the day before. The more he thought about his lost toy, the more he missed it. That was why he was feeling sad.

Once he knew why he was sad, Joey knew he could find ways to cope with his sadness. He thought about his lost toy, took a few more deep breaths, and reminded himself that it was okay to feel sad.



Next, he decided to distract himself. He started drawing colourful pictures, which was something he loved to do. He found that his sadness began to lift.

Lastly, Joey decided to talk about his feelings with his mom. He found her in the kitchen, making lunch. He told her how he was feeling and about his lost toy. His mom gave him a hug and told him that it was okay to feel sad and that they could look for the toy together after lunch.

With these steps, Joey felt that his feelings of sadness get smaller. He learned a lesson that day - it is normal to have sad feelings and there are healthy ways to cope with them.



1) What feelings does Joey have in the story? What can you do about these feelings?

2) What happened to make Joey feel better?

Activity – Memory Boxes

Objective

What are we learning about?

Students will reflect on the items and memories that make them feel happy and secure.

Material

What you will need for the activity.

- Small boxes or containers (like shoeboxes)
- Markers, coloured pencils for decoration
- Various items students may want to keep, like photos or trinkets from home

Instructions

How you will create the activity.

1. Give each student a box.
2. Allow students to decorate their box using markers, coloured pencils, stickers, etc.
3. Ask students to fill their box with items that bring back happy or comforting memories.
4. Once complete, allow students to share (if they wish) one item from their box and explain its significance.



Activity – Memory Boxes

Reflection

Answer the questions below

1) How did it feel to think about and choose your special items?

2) Why did you choose the items you did?

3) How can looking at these items help you if you're feeling down or worried?

4) What memories do these items remind you of?

5) What memories do these items remind you of?

PREVIEW

Unit Test – Mental Health

Multiple Choice

/10

1. How does your brain react to scary events? a) Ignores it b) Alerts your body of danger c) Puts you to sleep d) Makes you eat sweets	2. How can stress affect your thinking? a) Improves memory b) Boosts confidence c) Causes negative thoughts d) Improves focus
3. What is a good way to deal with stress? a) A game b) Feelings that come from stress c) A book d) Feelings that come from stress	4. What usually causes worry? a) Excitement about ice cream b) Certainty of outcomes c) Uncertainty of outcomes d) Fixing toys
5. How should one deal with sadness? a) Keep it private b) Avoid discussing it c) Talk and express feelings d) By laughing	6. What happens when you feel anger? a) Heart rate slows down b) Blood pressure drops c) You want to cry d) Fight or flight response may start
7. What is a small change that may be easy to adjust to? a) Starting a new school b) Losing a loved one c) Trying a new food d) Moving to a new place	8. How can you cope with uncomfortable feelings? a) Ignoring the situation b) Blame others c) Take deep breaths and visualize calm d) Ignoring your feelings
9. Why do friends sometimes argue? a) They want to fight b) They don't like each other c) Everyone has different thoughts and feelings d) They don't care about friendship	10. How can friends address conflicts? a) Avoiding the friend forever b) Not listening to your friend's side c) Say "I feel hurt when..." d) Ending the friendship

Matching

Draw a line to match the situation with how someone might cope or react

Situation	Coping/Reaction
Worrying about a test	• Making new friends at recess
Feeling stressed	• Calming down and looking for it
Starting a new school	• Talking to a teacher or parent
Losing a toy	• Taking deep breaths

Scenarios

Read each scenario and circle the best way to handle it

- Aaron feels nervous about showing his drawing to his class. What should he do?
 - Not come to school that day.
 - Practice showing it to his family first.
 - Act like he doesn't care.
 - Be mad at his teacher.
- Layla moved to a new school and misses her old friends. What can she do to feel better?
 - Stay quiet and not talk to anyone.
 - Try to make new friends during recess.
 - Only think about her old school.
 - Tell her teacher she doesn't want to learn.
- Sam and Claire had an argument over a toy. What's a good way for them to solve their problem?
 - Not talk to each other anymore.
 - Tell a teacher that the other one is mean.
 - Sit down and talk about why they're upset.
 - Hide the toy so no one can play with it.



Workbook Preview



Grade 3 – Mental Health

Substance Use, Addictions, and Related Behaviours

	Curriculum Expectations	Pages
D1.3	Demonstrate an understanding of different types of legal and illegal substance use (e.g., dependency on nicotine in cigarettes or vapour products, or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits) and	- 75
D2.3	Apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered (e.g., short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical and mental health problems; cultural teachings can provide guidance when considering the impact of using substances)	9-12, 15-39, 42-73

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

NAME: _____

Substance Use, Addictions, and Related Behaviours



Legal and Illegal Substances

What are Substances?

Substances are things we can put into our bodies that might change how we think, feel, or act. Some substances are legal, and others are illegal.



Legal Substances

Legal substances are things that adults can use under certain rules. For instance, caffeine in coffee is legal. Caffeine can make people feel more awake.

Medicines like cough syrup are legal and help us when we are sick. Alcohol and nicotine, found in alcoholic drinks and cigarettes, are legal for adults, but not for kids. Legal things can be harmful if we use them the wrong way or too much.

Understanding Illegal Substances

Illegal substances are things we should never use. Examples include drugs like cocaine and methamphetamine. These are not safe and can hurt our bodies.

How to Stay Safe

It is important to use substances safely. That means only taking medicines that your parents or doctor give you. Never take anything if you do not know what it is. Say no to illegal substances to stay safe and healthy.

True or False

Is the statement true or false?

1) Coffee contains a substance called caffeine.	True	False
2) All substances are illegal.	True	False
3) Cough syrup is an illegal substance.	True	False
4) Kids can get alcohol and nicotine.	True	False
5) Substances can change how we think, feel, or act.	True	False

Identify

Write Harmful or Not Harmful under each substance.

Questions

Answer the questions below using evidence from the text.

What is a substance?

Legal or Illegal

Think

Circle whether the addictive substance or behaviour is legal or illegal. Remember that just because something is legal does not mean it is good for you.

1)	Buying a vaping product with nicotine at 14 years old.	Legal	Illegal
2)	Playing video games for 4 hours when you are 10 years old.	Legal	Illegal
3)	Drinking alcohol at 17 years old.	Legal	Illegal
4)	Eating 3 chocolate bars in one day when you are 10 years old.	Legal	Illegal
5)	Buying cigarettes at 18 years of age.	Legal	Illegal
6)	Drinking coffee when you are 10 years old.	Legal	Illegal
7)	Watching 2 Star Wars movies on a rainy Saturday when you are 9.	Legal	Illegal
8)	Drinking beer after your high school graduation when you are 18 years old.	Legal	Illegal
9)	Playing video games at midnight when you are 15 years old.	Legal	Illegal
10)	Drinking 1 large glass of iced tea when you are 15 years old.	Legal	Illegal
11)	In Ontario buying alcohol at 18 years of age.	Legal	Illegal
12)	Skipping your soccer game because you want to play video games instead.	Legal	Illegal
13)	Drinking Red Bull when you are 10 years old.	Legal	Illegal
14)	Buying vaping nicotine products when you are 17 years old.	Legal	Illegal
15)	Drinking alcohol at 30 years old.	Legal	Illegal
16)	Eating 3 full size chocolate bars right after each other when you are 8 years old.	Legal	Illegal
17)	Buying cigarettes at 19 years old.	Legal	Illegal

Addiction

Understanding Addiction

Addiction is a strong feeling that makes someone want to do something or use something, even when it is not good for them and can cause problems. Here are a few things people can become addicted to:

Nicotine: This is found in cigarettes and vaping products. People who smoke can get addicted. They keep smoking, even though it is bad for their health.

Alcohol: Some people drink alcohol. If someone drinks too much, too often, they can become addicted. This can cause health problems and affect their behaviour and family life.

Sugar: Eating too much sugar can lead to addiction. This means people keep wanting to eat sweets even though it can lead to weight gain and cavities.



Effects of Addiction

When people are addicted to something, they may want to keep doing it or using it, even if it hurts them. They might feel sick if they try to stop. Addiction can also change the way people behave and can make it hard to do well at school or get along with friends and family.

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True or False

Is the statement true or false?

1) Nicotine is found in fruits.	True	False
2) People can get addicted to alcohol.	True	False
3) Too much sugar can lead to problems with your teeth.	True	False
4) Addiction can make people feel sick if they try to stop.	True	False
5) You can get addicted to sugar.	True	False

Question What is addiction? What can happen if someone becomes addicted to something?

PREVIEW

Draw

Draw 3 things that could be addictive.

--	--	--

Breaking The Cycle

Objective What are we learning about?

Students will be able to identify a habit they do too much (such as eating sugary foods or using screens) and name a healthier habit they can try instead.

Materials What do we need for our activity?

- Break the Cycle activity sheet
- Pencil
- Crayons



Method How do we learn the

1. Read the short message in the Text box.
2. Think about one habit you do a lot, such as using screens, or playing video games.
3. In the column Habit I Do a Lot, write or draw your answers.
4. Think about how this habit makes you feel before and after you do it.
5. In the column Better Habit to Try, write or draw a healthier choice you can try instead.
6. Answer all rows honestly. There are no wrong answers.
7. Ask your teacher for help if you are unsure.

Breaking The Cycle

Categories	Habit I Do a Lot	Better Habit to Try
What is the habit? (Eating sweets, watching screens, playing video games, etc.)		
When do you do it? (After school, before bed, when bored, upset)		
Why do you want to do it? (It tastes good, it's fun, it helps me relax, I feel bored)		
How do you feel BEFORE doing it? (Excited, bored, tired, sad)		
How do you feel AFTER doing it? (Happy, tired, grumpy, calm)		
What healthier choice can you try instead? (Play outside, read, draw, talk to someone, rest)		

Nicotine

Understanding Nicotine

Nicotine is a substance found in the tobacco plant. People use tobacco in different ways, like smoking cigarettes or in vaping devices.



Ways to Use Nicotine

Smoking: is when people burn tobacco and breathe in the smoke. The smoke carries nicotine into their bodies.

Vaping: In vaping devices, a liquid containing nicotine is heated up to make a mist or vapor. People then breathe in this vapor to get the nicotine into their bodies.

Effects of Nicotine

Nicotine can make people feel awake or calm, but it is not good for them. It is easy to become addicted to nicotine, which means a person feels they need it to feel normal. Nicotine addiction can lead to other health problems such as trouble breathing or heart disease.

Healthy Choices

Smoking and vaping are not good choices. If you or someone you know needs help to stop using nicotine, ask for help from a trusted adult.



Question

What is nicotine? Where is it found? What are two ways people can use nicotine?

True or False Write the statement true or false?

1) Nicotine is found in tobacco plants.

True

False

2) Nicotine can make people feel sleepy.

True

False

3) Smoking involves burning tobacco.

True

False

4) It is hard to become addicted to nicotine.

True

False

5) Nicotine is good for our bodies.

True

False

Word Search

Find the words in the wordsearch

Nicotine	Lungs
Tobacco	Burn
Vape	Device
Smoke	Awake
Addicted	Health

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

Impact of Using Nicotine

How Nicotine Affects Our Bodies

Nicotine changes how our bodies work. Here are four ways it can impact us:

Feeling Awake: Nicotine can make us feel awake and alert. But this is temporary and people may stay awake.

Addiction: Nicotine is addictive, which means people may feel like they cannot stop using it even though it is harmful.

Lung Harm: Both smoking and vaping can harm the lungs. This can make it harder to breathe and play sports.

Heart Problems: Nicotine can cause heart problems, makes the heart work harder and can cause heart disease.

Making Healthy Choices

Instead of using nicotine, we can make healthy choices. We can choose to play sports, eat healthy food, or talk to friends when we feel stressed. If someone needs help to stop using nicotine, they can always ask for help from a trusted adult.



True or False

Is the statement true or false?

1) Nicotine makes you feel sleepy.	True	False
2) Nicotine is not addictive.	True	False
3) Smoking and vaping can harm your lungs.	True	False
4) Nicotine makes the heart work less hard.	True	False
5) Playing _____ is a healthy choice.	True	False

Write down six things nicotine can do to our body.



Questions

Answer the questions below using evidence from the video.

1) What are two harmful effects of smoking and nicotine on the body?

2) What are two healthy choices people can make instead of using nicotine?

Vocabulary Building: Nicotine

Instruction

- Think about words that are related to nicotine.
- Write one word for each letter of the alphabet.
- If you cannot think of a word, you may leave it blank.

A		N	
B		O	
C		P	
D		Q	
E			
F			
G			
H			
I			
J			
K			
L			
M			

Activity – Impact of Nicotine On The Lungs

Objective

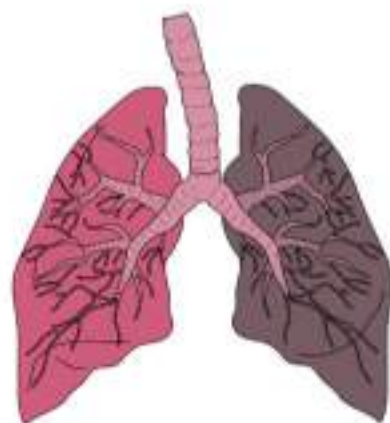
What are we learning about?

To help students understand how nicotine can harm the lungs and why making healthy choices is important for the body.

Materials

What do we need for our activity?

- Drawing page (1 per student)
- Crayons, markers, or colored pencils



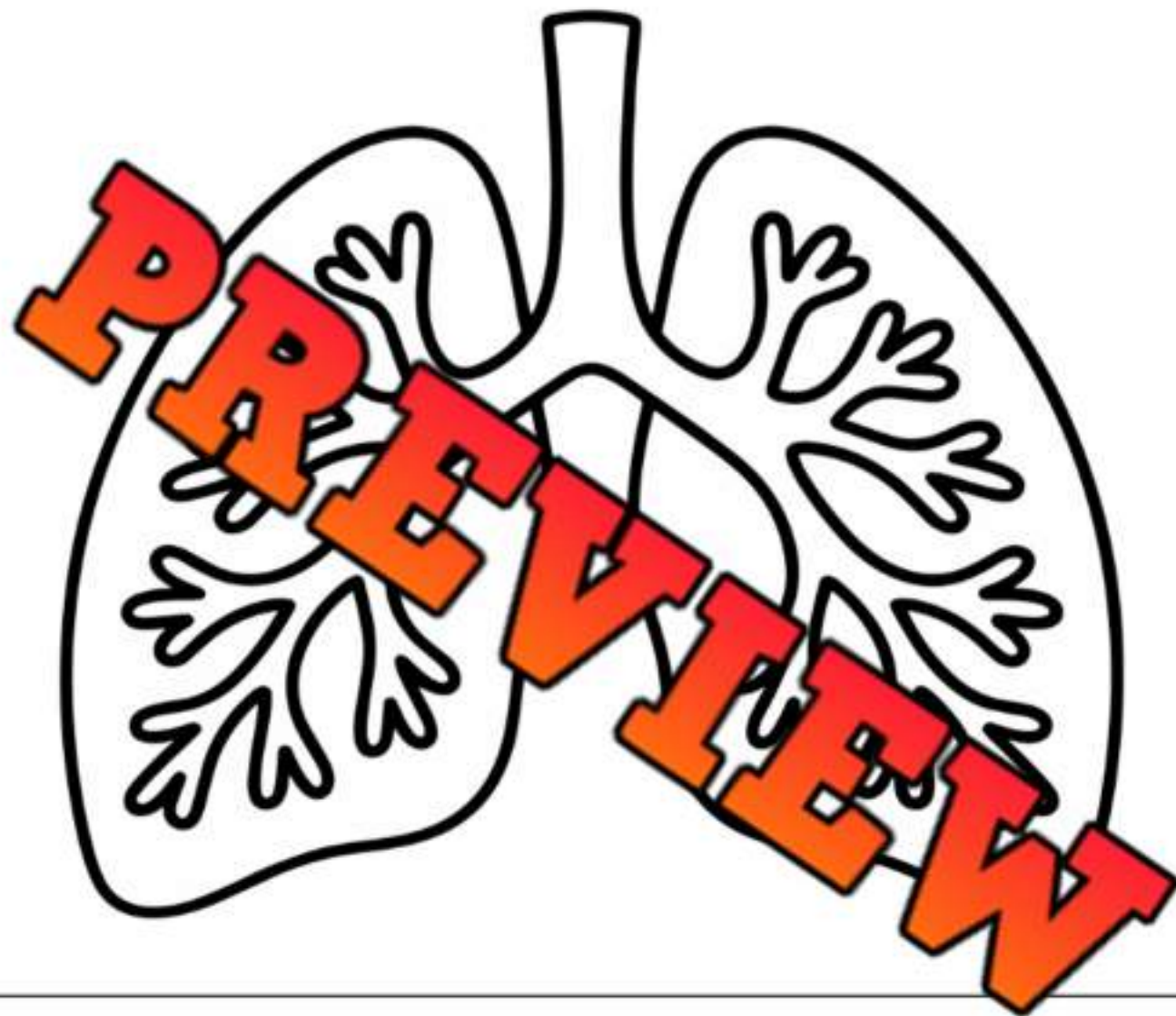
Method

How do we complete the activity?

1. Hand out the lungs drawing worksheet to each student.
2. Ask the students to draw and design the lungs to show how nicotine can harm them (for example: dark spots, damage, or blocked airways).
3. Encourage students to think about how nicotine affects breathing and lung health.
4. Allow students to colour and add details to their drawing.
5. When finished, students answer the reflection question below the drawing.
6. If students are comfortable, invite them to share their drawings and ideas with the class.

Draw

Draw and design a pair of lungs to show how nicotine can harm the body.

**Reflection**

How does your drawing show that nicotine is harmful?

Exit Cards

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

Name: _____

Is it a healthy choice?

1) Choosing not to smoke or vape.	Yes	No
2) Using nicotine to stay awake at night.	Yes	No
3) Playing sports instead of vaping with friends.	Yes	No
4) Smoking even when it is hard to breathe.	Yes	No
5) Asking a trusted adult for help to stop using nicotine.	Yes	No

Name: _____

Is it a healthy choice?

1) Choosing not to smoke or vape.	Yes	No
2) Using nicotine to stay awake at night.	Yes	No
3) Playing sports instead of vaping with friends.	Yes	No
4) Smoking even when it is hard to breathe.	Yes	No
5) Asking a trusted adult for help to stop using nicotine.	Yes	No

Name: _____

Is it a healthy choice?

1) Choosing not to smoke or vape.	Yes	No
2) Using nicotine to stay awake at night.	Yes	No
3) Playing sports instead of vaping with friends.	Yes	No
4) Smoking even when it is hard to breathe.	Yes	No
5) Asking a trusted adult for help to stop using nicotine.	Yes	No

Name: _____

Is it a healthy choice?

1) Choosing not to smoke or vape.	Yes	No
2) Using nicotine to stay awake at night.	Yes	No
3) Playing sports instead of vaping with friends.	Yes	No
4) Smoking even when it is hard to breathe.	Yes	No
5) Asking a trusted adult for help to stop using nicotine.	Yes	No

Caffeine

What is Caffeine?

Caffeine is a natural substance found in some plants. It is in our everyday drinks like coffee, tea, and some fizzy drinks too!



How Does it Work?

Caffeine makes you feel more awake and alert. When you drink a cup of coffee or a can of soda, the caffeine enters your body and gives you a quick energy boost.

The Effects of Caffeine

Let us look at three things caffeine can do to our bodies:

Energy Boost: Caffeine can make you feel more awake and full of energy. This is why some people like to drink coffee in the morning!

Heartbeat Changes: Caffeine can make your heart beat faster. Too much caffeine can sometimes make people feel nervous or jumpy.

Tooth Stains: Drinks with caffeine like coffee and tea can stain your teeth. That is why it is important to brush your teeth every day!

Choosing Wisely

Even though caffeine can make you feel more awake, it is important not to have too much. Children should not have too much caffeine because it can cause you to be anxious and it can cause you to not sleep well. Remember, drinking water is always a healthy choice!



True or False

Is the statement true or false?

1) Caffeine is found in coffee.	True	False
2) Caffeine helps you feel sleepy.	True	False
3) Kids can have as much caffeine as adults.	True	False
4) Caffeine is found in some soft drinks.	True	False
5) Drinking water contains caffeine.	True	False

Fill in the blank. Write the missing word.

1)	Caffeine is found in most _____ found in some _____.	animals	plants
2)	Caffeine makes you feel _____ alert.	awake	asleep
3)	Drinks with caffeine like _____ and _____ your teeth.	whiten	stain
4)	Children should not have too much _____.	caffeine	water
5)	Drinking _____ is always a healthy choice.	water	soda

Questions

Answer the questions below using evidence from the text.

1) What are 3 drinks that contain caffeine?

2) Why is it important for children to limit their caffeine intake?

Activity - Caffeine Board Game

Objective

What are we learning about?

Students will be able to identify drinks that contain caffeine, understand its effects on the body, and choose healthier drink options.

Materials

What do we need for our activity?

- Caffeine worksheet
- Dice
- Game pieces (markers, erasers)
- Pencil

**Method**

How do we complete the activity?

1. Place the game board on a flat table where everyone in the group can see it clearly.
2. Give each player one game piece. All players place their pieces on the START space.
3. Decide who will go first. Players take turns going.
4. When it is your turn, roll the dice and count the number of spaces. Move your game piece forward that many spaces.
5. Read the instruction written in the space you land on. Follow and complete the instruction before the next player takes their turn.
6. If you land at the bottom of a ladder, move your game piece up the ladder to the higher space.
7. If you land on a snake, slide your game piece down the snake to the lower space.
8. Be respectful, wait for your turn, and encourage your classmates while playing.
9. The first player to reach the FINISH space is the winner.

Caffeine Board Game

35. Say "I choose healthy drinks!" 	36. Name a drink with too much sugar and caffeine.	37. Name five vegetables.	38. Climb the ladder – one more step!	
34. Shout your name.	33. Name five fruits.	32. Name a cartoon character.	31. Say "Good job!" to the next player.	30. Name five healthy drinks 
25. Name one wild animal.	24. Name one sign you had too much caffeine.	23. Name a drink found in coffee shops.	22. Name one healthy habit instead of caffeine.	21. Sing a short song.
15. Name a computer game you like.	16. Do 5 jumping hops.	17. Stand up and turn around.	18. Name one job that needs people to stay awake.	19. Say, "Water is good for me!"
14. Name one feeling caffeine can cause.	13. Name a drink you should avoid before bedtime.	12. Freeze for 5 seconds.	11. Name one reason kids should avoid caffeine.	10. Name a fruit drink without caffeine.
5. Name one drink with NO caffeine.	6. Count backward from 10 to 1.	7. Name a healthy drink for kids.	8. Spell your name.	9. Dance for 5 seconds.
4. Jumping jacks for 5 times.	3. Sing "Happy Birthday."	2. Name one drink that has caffeine.	1. Spell the word "CAFEIN" correctly.	

Alcohol

Understanding Alcohol

Alcohol is a liquid that is found in some drinks. Many adults drink alcohol sometimes, but it is not for kids. In Ontario it is illegal to drink or buy alcohol if you are under 19 years old. It is important to know about alcohol because it can have serious effects on bodies and lives.

Effects on the Body

- Feeling Dizzy: Drinking alcohol can make people feel dizzy or confused. It can be hard to walk straight or to think clearly.
- Sleep Problems: Alcohol might make some people feel sleepy at first, but it can make it hard for them to sleep well later.
- Sickness: If a person drinks too much alcohol, they might feel sick and throw up.

Long-Term Effects

Drinking too much alcohol over a long time can lead to big health problems. It can hurt the liver, a part of your body that helps keep you healthy. It can also lead to problems with the heart, another very important part of your body.



Questions

Answer the questions below using evidence from the text.

1) What happens to your body when you drink too much alcohol?

2) Why can alcohol lead to people making bad choices?

True or False

Is the statement true or false?

1. Alcohol is a liquid found in some drinks.	True	False
2. Alcohol can help people sleep well.	True	False
3. Alcohol cannot hurt your liver.	True	False
4. Drinking too much alcohol can make you feel sick.	True	False
5. In Ontario the legal drinking age is 18.	True	False

Matching Type

Draw a line to match the alcohol effect to what it can cause.

1. Trouble sleeping well	☐	☐	Feeling dizzy
2. Hard to think clearly	☐	☐	Sleep problems
3. Hard to walk straight	☐	☐	Sickness
4. Feeling weak or low on energy	☐	☐	Confusion
5. Feeling like throwing up	☐	☐	Tiredness

ScenariosRead each scenario about alcohol and circle whether it is *Safe* or *Unsafe*.

#	Scenario Description	Safe	Unsafe
1	An adult drinking alcohol at a party	Safe	Unsafe
2	A child drinking juice	Safe	Unsafe
3	Someone feeling dizzy after drinking alcohol	Safe	Unsafe
4	A child saying no to alcohol	Safe	Unsafe
5	Someone offering alcohol by a friend	Safe	Unsafe
6	An adult drinking water instead of alcohol	Safe	Unsafe
7	Someone drinking too much alcohol	Safe	Unsafe
8	A child asking an adult for help	Safe	Unsafe
9	A person having trouble walking after drinking alcohol	Safe	Unsafe
10	A family having a meal without alcohol	Safe	Unsafe
11	A child drinking milk at home	Safe	Unsafe
12	Someone throwing up after drinking alcohol	Safe	Unsafe
13	An adult keeping alcohol locked away	Safe	Unsafe
14	A child finding alcohol and not touching it	Safe	Unsafe
15	Someone driving after drinking alcohol	Safe	Unsafe
16	A child playing sports with friends	Safe	Unsafe
17	A person sleeping poorly after drinking alcohol	Safe	Unsafe
18	A child choosing healthy drinks	Safe	Unsafe
19	An adult talking about the dangers of alcohol	Safe	Unsafe
20	A child telling a trusted adult about alcohol at home	Safe	Unsafe

Impact of Using Alcohol

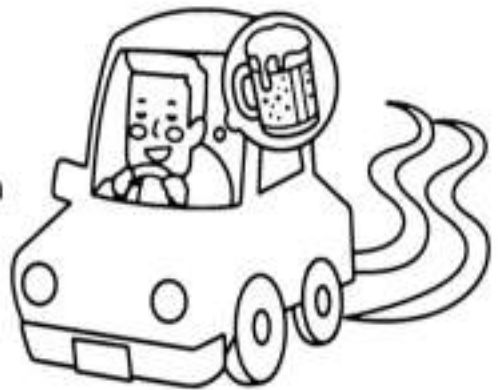
Understanding Alcohol Abuse

Alcohol is a drink that adults sometimes have. But too much alcohol is not good. When someone drinks alcohol too often or too much, it is called alcohol abuse.

Problems with Alcohol Abuse

Alcohol abuse can cause big problems, for example:

- Drunken Driving: Alcohol can make a person not think clearly. If they try to drive a car, they might have an accident that hurts them and others.
- Addiction: When people drink a lot of alcohol, they can start to need it. This is called addiction. It can make them feel sad when they stop drinking.
- Relationship Problems: People who drink too much alcohol can have trouble getting along with friends and family. They might argue a lot or even hurt others' feelings. They may even become physically abusive.
- Financial Stress: People who abuse alcohol sometimes spend money needed for other things on alcohol. They may have trouble going to work and providing for their family.



Staying Safe

Always remember to talk to a grown-up you trust about alcohol. It is important to understand that it is not safe or healthy for kids to drink alcohol.

True or False

Is the statement true or false?

1) Alcohol abuse means drinking too much alcohol.	True	False
2) Drinking alcohol can make you think clearer.	True	False
3) Drunk driving can lead to car crashes.	True	False
4) Alcohol is not safe or healthy for kids to drink.	True	False
5) Only adults become addicted to alcohol.	True	False

Directions: Circle the organs that are most affected by drinking too much alcohol.

Lungs	Kidneys	Teeth
Bones	Stomach	Heart
Brain	Fingernails	Skin

Questions

Answer the questions below using evidence from the text.

1) What is alcohol abuse?

2) Name one problem that can be caused by alcohol abuse.

Alcohol Safety Scrabble Challenge

Objective

What are we learning about?

Students will be able to identify words related to alcohol and safety and practise spelling and addition by using letter values.

Materials

What do we need for our activity?

- Spelling sheet
- Pencil
- Timer or clock

**Method**

How do we do the activity?

1. Look at the letter tiles and their values at the top of the page.
2. Choose a word that is related to alcohol and safety.
3. Write the word in the Spelling Word column.
4. Write the value of each letter in the Point Calculation column.
5. Add the numbers to find the Total.
6. Keep choosing and writing new words related to the topic until time is up.
7. When time is finished, count how many correct topic-related words you wrote.
8. The student who has the highest number of correct words related to the topic is the winner.

Alcohol Safety Scrabble Challenge



A ₁	B ₃	C ₃	D ₂		
E ₁	F ₄	G ₂	H ₄	I ₁	J ₈
K ₅	L ₁	M ₃	N ₁	O ₁	P ₃
Q ₁₀	R ₁	S ₁	T ₁	U ₁	V ₄
W ₄	X ₈	Y ₄	Z ₁₀		

Spelling Word

Calculation

Total

Ex. Alcohol

1+1+1+1+1+1

12

Total

Exit Cards

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

Name: _____

Check the ways on how to stay safe from alcohol addiction.

☐	Talk to a trusted adult about alcohol
☐	Say yes just once if someone offers alcohol
☐	Choose healthy activities instead
☐	Stay away from places where people are drinking
☐	Hide the alcohol from adult so that they won't know

Name: _____

Check the ways on how to stay safe from alcohol addiction.

☐	Talk to a trusted adult about alcohol
☐	Say yes just once if someone offers alcohol
☐	Choose healthy activities instead
☐	Stay away from places where people are drinking
☐	Hide the alcohol from adult so that they won't know

Name: _____

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Name: _____

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☐	Talk to a trusted adult about alcohol
☐	Say yes just once if someone offers alcohol
☐	Choose healthy activities instead
☐	Stay away from places where people are drinking
☐	Hide the alcohol from adult so that they won't know

Sugar

Too Much Sugar: Why It Is Not So Sweet!

Sugar is a sweet thing that we find in many foods like candy, cookies, and soda.

Eating a little sugar is okay, but eating too much is not good for our bodies.

What Sugar Does to Our Teeth

When we eat too much sugar, it hurts our teeth. Bacteria in our mouth eat the sugar and make an acid that makes cavities.



Sugar and Our Health

Eating lots of sugary foods isn't good for our health. These foods can harm our teeth and don't give us the nutrients we need to stay healthy. So, it's important to choose wisely.

Sugar Addiction

Sometimes, our body can want more and more sugar.

This is called addiction. When we eat too much sugar,

we might not want to eat healthier foods like fruits and veggies.

To stay healthy, eat foods with less sugar like, fruits, vegetables, and whole grains.

These foods are full of the vitamins and fiber our bodies need, and they are good for our teeth. It is okay to have a sweet treat once in a while, but not all the time.



True or False

Is the statement true or false?

1) Sugar can cause cavities in our teeth.	True	False
2) Sugar gives us all the nutrients we need.	True	False
3) Sugary foods are filling and full of fibre.	True	False
4) Fruits and vegetables are healthier than sugary foods.	True	False
5) It is okay to have a sweet treat once in a while.	True	False

Direction

Put an S on the sugary foods and an X on the foods that are not sugary.

☐ Apple	☐ Banana	☐ Yogurt	☐ Carrots
☐ Soda	☐ Candy	☐ Bread	☐ Broccoli
☐ Ice cream	☐ Orange	☐ Milkshake	☐ Donut

Draw

Draw 3 sweet treats you like to eat.

--	--	--

Activity – Sugary Choices Play

Objective

What are we learning about?

To understand how too much sugar can affect our body and to practise making healthy food choices.

Materials

What do we need for our activity?

- Chart paper
- Markers
- Sugar scenario cards



Method

How do we complete the activity?

1. Divide the students into small groups and give each group a sugar scenario card.
2. Each group reads and discusses their scenario, focusing on whether it is healthy or unhealthy.
3. The group creates a short role play showing the sugary choice and a healthier choice instead.
4. Allow time for groups to practise and perform their role play for the class.
5. After each role play, discuss how sugar affects the body and what better choices can be made.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Sugary Snacks All Day	A child eats sugary snacks all day and skips meals. Show how this choice affects their energy, mood, and hunger throughout the day.
Balanced Eating at Home	A family chooses healthy foods most days and sweets only on special occasions. Show how balanced eating helps keep a child healthy and strong.
Drinking Water After Playing	A child drinks water instead of soda after playing. Show how this choice helps the body feel refreshed, hydrated, and strong.
Drinking Juice All Day	A child drinks juice many times a day instead of water. Show how too much sugary drink can affect teeth, energy, and hunger, and explain why water is a better choice.
Eating Sweets During Class Time	A student eats sweets during class instead of healthy snacks. Show how this can affect focus, behaviour, and energy levels during lessons.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Eating Candy Before Bedtime	A child eats candy before bedtime and has trouble sleeping. Show what happens the next day, such as feeling tired, grumpy, or low on energy, and explain how too much sugar affects the body.
Choosing Soda Instead of Water	A student chooses soda instead of water every day. Show how this choice affects their teeth, energy levels, and overall health over time.
Choosing Fruits Instead of Cookies	A child eats fruits instead of cookies for a snack. Show how this healthy choice helps them feel strong, energized, and ready to learn the next day.
Eating Too Many Sweets	Someone eats many sweets and gets a toothache. Show the pain caused by too much sugar and how it affects daily activities like eating, playing, or studying.
Healthy Lunch Choice	A student brings vegetables and rice for lunch. Show the positive effects of choosing healthy food on the body, such as better energy and focus.

Sports Drinks

What Is Inside a Sports Drink?

Sports drinks are often brightly colored and come in many flavours. They contain water, electrolytes like sodium and potassium, and a lot of sugar. These drinks are made for people who do workouts and need to replace fluids and energy quickly.

Too Much Sugar

Although they taste yummy, sports drinks have a lot of sugar. Just like with candy or soda, too much sugar can cause cavities in your teeth, and can even lead to diseases like diabetes. Water is the best choice without any sugar!

Electrolytes: Not Always Needed

Electrolytes help our bodies work properly, but too many can be a problem. When we are not doing hard workouts, our body does not need extra electrolytes. So, having a lot of sports drinks when we are not active can be harmful.



Unnecessary Calories

Sports drinks have something called calories. If you drink them a lot and you're not moving around, it's not good for your body. If you want to stay hydrated, water is the best choice!

Question

Why is water a better choice than sports drinks when you are not exercising a lot?

True or False

Is the statement true or false?

1) Sports drinks contain a lot of sugar.	True	False
2) Sports drinks do not have any calories.	True	False
3) Plain water is the best for hydration.	True	False
4) You need sports drinks even if you are not exercising.	True	False
5) Sports drinks are good for our teeth.	True	False

Word Search

Find the words in the wordsearch

Sugar	Water
Cavities	Diabetes
Calories	Sports
Teeth	Drinks
Exercise	Workout

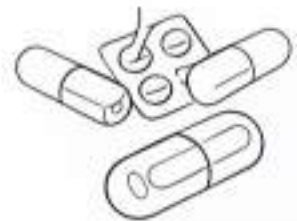
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P K S E E X E R C I S E Y H D
C A V I T I E S B W S U G A R
N F T E E T H W X T W H N B I
W O R K O U T A W C K W O E N
C U D I A B E T E S C S M V K
X Q M E T J B E X E B G C T S
P S P O R T S R O O K S I H W
C A L O R I E S H V K Q K E I
  
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Medications

Taking Care with Medications

Medications help us feel better by fighting the things that make us sick. Let's find out what happens if we take them when we are not sick.



Medicines and Their Purpose

Medicines like antibiotics are used to fight bad germs when we are sick. Cough syrups help to ease a cough, and pain relievers help with things like headaches or body aches.

When Medicines are Misused

When we take medicines if we do not need them, it leads to problems. Here is how:

- Your body starts to rely on the medicine, even when you don't need it. This is called dependence.
- Some medicines, if taken too much, can harm your body instead of helping it.
- Medicines like antibiotics, if used when not necessary, can lead to antibiotic resistance, where the bad germs learn how to fight against the medicine.



Take medicines only when needed, and as told by a doctor. This way, the medicine can do its job and keep us healthy.

True or False

Is the statement true or false?

1) Medicines should only be taken when we are sick.	True	False
2) Medicines cannot harm your body.	True	False
3) You can take antibiotics any time you want.	True	False
4) Misusing medicines can lead to dependence.	True	False
5) Bad germs can learn to fight against antibiotics.	True	False

Questions

Write two questions you have after reading the text

1)	
2)	

Questions

Answer the questions below using evidence from the text

1) What is one problem that can happen if you misuse medicines?
2) Why should you only take medicines when you are sick?

Doctor Advice Game

Objective

What are we learning about?

Students will be able to identify common illnesses or injuries and give appropriate advice by role-playing as a doctor.

Materials

What you need for the activity?

- Game board
- Dice
- Counters or small objects (one per person)

**Instructions**

How will you complete the activity?

1. Place the game board in the centre and all counters on the START.
2. All players are doctors. Take turns going clockwise.
3. On your turn, roll the dice.
4. The first number shows the row.
5. The second number shows the column.
6. Move your counter to the correct square and read the problem out loud.
7. Pretend you are a doctor and give advice using "You should...," "You need to...," or "I recommend..."
8. If the square says, "How do you feel?", choose a classmate, ask the question, listen to their answer, and give advice.
9. End your turn. Keep playing until time is up or everyone has had several turns.

Doctor Advice Game

	1	2	3	4	5	6
1	NOSE Have a nose bleed	FOOT Have a blister	HEAD Have a headache	SKIN Have a burn	LEG Break your leg	BODY Have a sunburn
2	LEG Have a sore throat	HEAD Have a bump	HOW DO YOU FEEL?	HOW DO YOU FEEL?	YOU Have the flu	
3	BODY Have a mosquito bite	STOMACH Have a stomach ache	THROAT Have a sore throat	EYE Have a pink eye	NOSE Have a broken nose	NECK Have a stiff neck
4	SKIN Feels itchy	HOW DO YOU FEEL?	EYE Have an allergy	FOOT Twist your ankle	SKIN Feel a rash	FOOT Bruise your foot
5	HOW DO YOU FEEL?	EYE Have a black eye	NOSE Have a runny nose	HOW DO YOU FEEL?	YOU Have a fever	HOW DO YOU FEEL?
6	YOU Have a chill	BODY Have a bee sting	LEG Get bit by a dog	HEAD Feel dizzy	SKIN Have a rash	BACK Have a backache

Doctor Advice Guide

Nosebleed	Sore Throat	Headache
- You should sit down and lean forward. - You need to pinch your nose gently. - You should tell an adult right away.	- You should drink warm water. - You need to rest your voice. - You should avoid cold drinks.	- You should rest in a quiet place. - You need to drink water. - You should close your eyes for a while.
Stomach / Chills	Cough	Stomachache
- You should stay warm. - You need to drink plenty of fluids. - You should tell a grown-up.	- You should cover your mouth when coughing. - You need to drink warm water. - You should rest your body.	- You should lie down and rest. - You need to eat light food. - You should drink small sips of water.
Feeling Like Throwing Up	Mosquito Bite	Wound / Itchy Skin
- You should sit or lie down quietly. - You need to drink small sips of water. - You should tell an adult how you feel.	- You should not scratch the bite. - You can put on soothing cream. - You should keep the area clean.	- You should avoid scratching. - You should tell an adult if it spreads.
Cut	Bee Sting	Blister
- You should clean the cut carefully. - You need to cover it with a bandage. - You should tell an adult.	- You should stay calm and still. - You need to tell an adult right away. - You should keep the area clean.	- You should keep it clean and dry. - You need to avoid popping it. - You should rest your foot.

Doctor Advice Guide

Burn / Sunburn	Bump on the Head	Twisted Ankle
- You should cool the area with water. - You need to stay out of the sun. - You should tell a grown-up.	- You should rest quietly. - You need to tell an adult. - You should use a cold compress if allowed.	- You should stop running and rest. - You need to sit down. - You should tell a teacher or adult.
Dizzy	Sunburn	Flu
- You should sit or lie down. - You need to drink lots of water. - You should tell an adult how you feel.	- You should stay in the shade. - You need to drink lots of water. - You should tell an adult how you feel.	- You should rest at home. - You need to drink lots of fluids. - You should tell a trusted adult.
Broken Leg	Broken Nose	Backache
- You should not move too much. - You need to tell an adult immediately. - You should stay calm and rest.	- You should stay calm and sit down. - You need to tell an adult right away. - You should avoid touching your nose.	- You should rest your body. - You need to tell an adult. - You should avoid heavy lifting.
Toothache	Muscle Pain	Short of Breath
- You should rinse your mouth with water. - You need to avoid very sweet foods. - You should tell an adult or visit a dentist.	- You should rest the sore muscle. - You need to stretch gently if allowed. - You should tell an adult if it still hurts.	- You should sit down and rest. - You need to take slow, deep breaths. - You should tell an adult right away.

Symptoms of Dependency

Recognizing Dependency Signs

Dependency means needing something so much that you cannot stop using it, even if it is bad for you. It is like when someone cannot stop eating candy even though they know it is not healthy. People can get dependent on, video games, sugar, or substances like alcohol and cigarettes. When someone is dependent, they might:

- Think about it all the time.
- Feel upset or uncomfortable when they cannot have it.
- Keep using it even when it causes problems.



How It Affects You

Dependency can make it hard for you to do things like school, sports, or just feeling happy. You might not want to do anything else except the thing you are dependent on. This is bad because there are so many other important things in life.

How It Affects Others

When someone is dependent, their friends and family might feel sad or worried.

If you or someone you know might be dependent on something, talk to a grown-up you trust, like a parent or teacher. They can help you understand what is happening and find ways to get better. Remember, it is okay to ask for help!

True or False

Is the statement true or false?

1) Dependency means needing something a lot.	True	False
2) Dependency only happens with bad things.	True	False
3) Dependency makes it easier to study and play.	True	False
4) Only the person who is dependent feels the effects.	True	False
5) Dependency only happens with adults.	True	False

Directions

What should a person do if they are becoming dependent on something?

☐ Keep doing what you are doing	☐ Spend time with friends or family
☐ Take a break from what you are doing	☐ Try a new hobby or activity
☐ Ask for help from a teacher or parent	☐ Write down how it makes you feel
☐ Hide the problem from everyone	☐ Talk to a trusted adult
☐ Spend time playing outside	☐ Drop out of school instead of school

Questions

Answer the questions below using evidence from the text.

1) What does dependency mean?

2) What should you do if you think you or someone you know might be dependent?

Symptoms of Dependency: Problem Solving

Instruction

Below are some problems related to habits and dependency. Write a healthy solution for each problem.

PROBLEM	SOLUTION
You feel upset when you cannot play video games.	
You talk back all the time, during _____.	
You keep using _____ one evening when it causes trouble at home or school.	
You feel angry when someone tells you to stop using screens.	
You skip homework because you want to play games instead.	
You feel bored or sad when you cannot have sugary snacks.	
You stay up late using gadgets and feel tired the next day.	
Your habit is stopping you from playing with friends.	
A friend feels worried because you always choose games over them.	
You notice a classmate cannot stop using something and looks unhappy.	

Addictive Behaviours

What are Habit Forming Behaviours?

Habit forming behaviours are actions that we do often, until they start to feel normal. Sometimes, these behaviours can be good, like brushing our teeth every day. Other times they can lead to dependencies, which are not good, for example:

- Eating a lot of sugary foods
- Watching TV or playing video games for too long each day
- Using our phones or tablets all the time
- Drinking lots of soda or sugary drinks



How do These Behaviours Affect Us?

When we do these things too often, our bodies start to depend on them all the time and we feel like we cannot be happy without them. This makes it hard for us to focus on school or play, and we might not feel our best.

Effects on Friends and Family

Our friends and family might also be worried about us. They might feel sad that we are not as happy as we used to be, or that we are not taking care of ourselves.

Remember, it is okay to talk about these feelings. It is important to ask for help if we think we are becoming dependent on something. Adults around us, like our parents and teachers, can help us find better habits.

Questions

Answer the questions below using evidence from the text

1) What are some examples of behaviours that could lead to dependencies?

2) How do dependencies affect us and the people around us?

True or False

State true or false?

1. Habit forming behaviours are always good.

True

False

2. Dependencies can make us unhappy.

True

False

3. Watching TV all day is a good habit.

True

False

4. Playing video games all the time is a healthy habit.

True

False

5. It is okay to ask for help when you are feeling dependent.

True

False

Word Search

Find the words in the wordsearch

Sugar	Worry
Tablet	Habit
Focus	Feeling
Help	Behaviour
Videos	Dependent

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

Fact or Fiction – Addictive Behaviours

Objective

What are we learning about?

To help students identify facts and myths about addictive behaviours and understand how habits like sugar intake, screen time, and gaming can affect health and daily life.

Materials

What will you need for the activity?

- A list of statements about addictive behaviours (e.g., sugar, screen time, video games)
- A "Fact" sign and a "Fiction" sign
- Space in the classroom for students to move to either side



Instructions

How will you complete the activity?

1. The teacher will read statements about addictive behaviours.
2. Students listen carefully and think about whether a statement is true or false.
3. If students believe the statement is true, they move to the Fact side of the room.
4. If students believe the statement is not true, they move to the Fiction side of the room.
5. Students stay in their chosen area while the teacher explains the correct answer.
6. A short discussion may follow to explain why the statement is a fact or fiction.
7. Students return to their seats and prepare for the next statement.

Fact or Fiction

Read the statements to the class.

#	Statement	Fact or Fiction
1	Eating too many sugary foods every day can affect your health.	Fact
2	Playing video games for a very long time can make it hard to stop.	Fact
3	Eating all day is healthy for your body.	Fiction
4	Using screens too much can affect sleep and focus.	Fact
5	Addictive behaviours can make it harder to do homework or play outside.	Fact
6	Playing video games all night makes your brain grow stronger.	Fiction
7	Talking to a trusted adult when something feels hard to stop.	Fact
8	Addictive behaviours only happen to some people.	Fiction
9	Drinking water instead of soda is a healthier choice for the body.	Fact
10	Drinking sugary drinks never affects your teeth.	Fiction
11	Taking breaks from screens helps the brain rest.	Fact
12	Doing the same habit too much can sometimes cause problems.	Fact
13	Using screens all day does not affect sleep.	Fiction
14	Everyone can build healthier habits with help and practice.	Fact
15	You should never ask for help if something is hard to stop.	Fiction
16	Feeling upset when you cannot have something can be a sign of dependency.	Fact
17	Addictive habits cannot be changed.	Fiction
18	Healthy habits are boring and not helpful.	Fiction
19	Doing something too much can never cause problems.	Fiction
20	Getting enough sleep helps reduce unhealthy habits.	Fact

Avoiding Screen Time Addiction

Screen Addiction

Screens can be addictive. If we spend too much time on them, it can become a habit that is hard to break.

Missing Out on Moving Around

When we are glued to screens, we are sitting or lying down. Our bodies lose their strength and flexibility. If we are in front of a screen, we are not getting the exercise that helps us stay strong and healthy.



Not So Social

Screens usually mean we are by ourselves. Spending time with friends and family in person, playing games or chatting, is important to learn how to share, express our feelings, and understand others. Being glued to screens sometimes make us forget how to interact with real people.

Nature Needs Us

Spending time outdoors in nature is like a magical potion for our brains. It helps us to feel calm, happy, and more creative. When we are always in front of screens, we miss out on the magic of the great outdoors.

While screens can be fun it is important to balance them with other activities.

True or False

Is the statement true or false?

1) Our bodies dislike moving around.	True	False
2) Screens always require us to move a lot.	True	False
3) Spending time with friends in person helps us learn sharing.	True	False
4) Nature makes our brains feel calm and happy.	True	False
5) Screens help us to interact with real people.	True	False

Unscramble Use the letters to form the correct word.

1)	Spending too much time on screens can be ____.	DDIACVETI	
2)	It is ____ to break the habit of using screens.	DARH	
3)	Balance in using screens is ____.	ERVY	
4)	Screen time can limit our ____ skills.	SS	
5)	Spending time outdoors can make us more ____.	CIVEA	

Draw

Draw 3 healthy activities you like to do that do not include screens.

--	--	--

Screen Time and Mental Health

Understanding Screen Time and Its Effects on Mental Health

Spending too much time with screens can mean you are missing out on playing with friends or family, which are important parts of being happy and healthy. Not talking or playing with other people can lead to feeling lonely, which is not fun at all.

Screen Time and Your Feelings

Spending too much time on screens can affect how we feel. When we spend too much time on screens, it can make us feel sad or worried. This can make our mental health, or how we feel inside, not as good as it could be.



Tips to Keep Screen Time in Check

Set Screen-Free Times: Have times with no screens like during meals.

Find Fun Off-Screen Activities: List things you like to do like sports, reading or art.

Spend Time With Others: Play a game with your family or friends.

Listen to Your Body: If you have been sitting for a while, get up and move.

Remember, screens can be fun and useful, but it is important to balance screen time with other parts of life, like being with others and moving your body. This will keep you feeling your best!

Making Connections

What activities make you feel better than screen time?

Direct

write

you can do instead of using screens.



Word Search

Find the words in the wordsearch.

Mental	Friends
Health	Family
Active	Television
Read	Tablet
Play	Computer

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

Screen Time Tracker

Objective

What are we learning about?

To understand how much time we spend on screens and think about healthier alternatives.

Materials: What you will need for the activity.

- One sheet of paper per student
- Markers
- Stickers (optional)
- Timer or clock



Instructions

How you will complete the activity

1. **Set Up Your Tracker:** You will get a sheet of paper, markers, and maybe some stickers.
2. On your paper, make two columns. Label one column "Activity" and the other "Time Spent".
3. **Recording Your Screen Time:** Every time you use a screen, write down what you're doing in the "Activity" column (like watching TV or playing a game). In the "Time Spent" column, colour in or place a sticker for each half-hour you're on the screen.
4. **Keep Track of Time:** Use a timer or a clock to help you know how long you've been using a screen.
5. **Bring Your Tracker Back:** Make sure to bring your tracker to class tomorrow so we can talk about our screen time.

Screen Time Tracker

Discussion

After completing the tracker, answer the questions below

1) How much time did you spend on screens overall?

- Less than 1 hour
- 1-2 hours
- 2-3 hours
- More than 3 hours

2) What activities were you doing on the screen?

- Watching videos
- Playing video games
- Doing homework
- Other (Specify: _____)

3) What else could you have done during that time?

- Exercise
- Read a book
- Play outside
- Spend time with family

4) How did you feel after spending time on screens?

- Energetic
- Tired
- Happy
- Bored

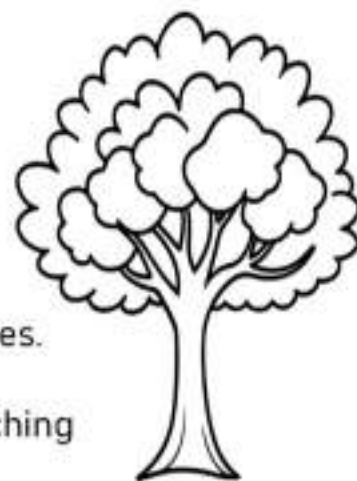
5) Why is it important to balance screen time with other activities?

- To stay healthy
- To learn new things
- To spend time with loved ones
- To get enough sleep

Indigenous Teachings

Learning From Indigenous Wisdom

Indigenous nations in Canada have really smart ideas that can help us live in a better way. For example, many Indigenous teachings tell us that we should treat everything with respect. This means taking care of nature like trees and animals, and taking good care of our own bodies. This means not doing things that are harmful for us, like watching TV all day or eating a lot of food that is not healthy like candy.



List of Actions Inspired by Indigenous Teachings

- Spend time outdoors in nature.
- Balance screen time with other activities.
- Show respect for your body by eating healthy foods.
- Build strong relationships with family and friends.



Remember, these are just some of the ways Indigenous teachings can help us make healthy decisions. There is so much more we can learn from these rich cultures!

True or False

Is the statement true or false?

1) Indigenous teachings discourage spending time in nature.	True	False
2) Spending too much time on screens is a healthy behaviour.	True	False
3) Balance is important in Indigenous cultures.	True	False
4) Playing video games all day is a good way to maintain balance.	True	False
5) It is important to have strong relationships with family and friends.	True	False

Directly write down the actions that show Indigenous teachings.

	Treating people with kindness and respect
	Taking care of the environment and nature
	Playing outside and spending time in nature
	Eating junk food every day
	Balancing screen time with other activities

Questions

Answer the questions below using evidence from the text.

1) How can Indigenous teachings help us avoid unhealthy behaviours?

2) Give an example of how you could show respect for your body.

Unit Test – Substance Use

Multiple Choice

/10

1. What are substances? a) Things we can draw b) Things we can wear c) Things we can put into our bodies that might change how we think, feel, or act d) Things we play with	2. What can caffeine in coffee make people feel? a) Sleepy b) Hungry c) Sad d) More awake
3. How does smoking affect our lungs? a) Makes them stronger b) Helps them breathe c) Causes damage d) Makes them bigger	4. At what age can you legally drink alcohol in Ontario? a) 15 b) 18 c) 19 d) 21
5. What is not a good result of too much sugar? a) Makes teeth stronger b) Causes cavities in teeth c) Gives energy d) Makes you thirsty	6. What do medications help with? a) Making us feel better b) Making us feel worse c) Making us feel sick d) Making us feel happy
7. What does dependency mean? a) Needing something occasionally b) Forgetting something quickly c) Not needing something at all d) Needing something so much you can't stop using it	8. What's a good way to learn about Indigenous teachings? a) Staying indoors all day b) Watching TV non-stop c) Spending time outdoors in nature d) Eating only candy
9. What happens if we have too much screen time? a) We feel more active b) We become better at sports c) We might feel tired or grumpy d) We make more friends	10. Why is it important to not misuse medications? a) It makes them work better b) It leads to better health always c) It can harm the body or make germs resistant d) It's fun

Matching

Draw a line to match the term with its description

Term	Description
Nicotine	○ A drink adults sometimes have
Caffeine	○ Natural substance in coffee and tea
Alcohol	○ Can cause cavities in teeth
Sugar	Makes you feel awake and alert
Screen time	Helps fight things that make us sick
Medications	Watch playing video games, or using a computer

Define

What does _____ believe?

Term	Definition - What does it mean?
Addiction	

Short Answer

Answer the questions below - Each question is worth 5 points

1) What should you do if you or someone you know is dependent on something?

2) What is one important teaching from Indigenous nations in Canada?



Workbook Preview



Grade 3 – Health Unit

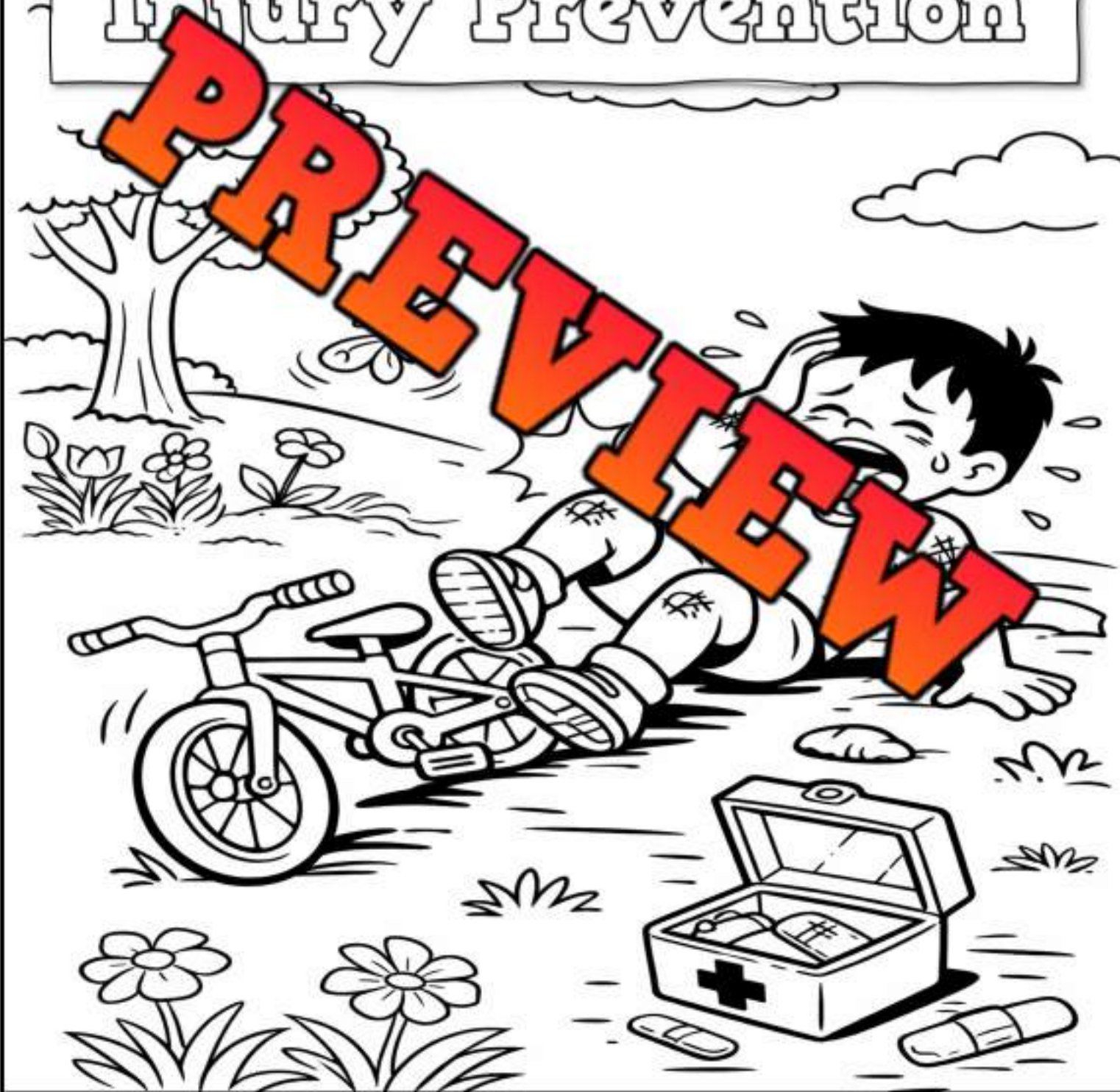
Personal Safety and Injury Prevention

	Curriculum Expectations	Pages
D1.2	demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board's concussion protocol	6 – 9
D2.2	hygiene and the prevention of infectious diseases; guidelines for proper use of hand sanitizers; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general)	7
D3.2	explain how the portrayal of fictional violence in various media, both on- and offline (e.g., television dramas, video games, Internet, movies), can create an unrealistic view of the consequences of real violence (e.g., physical trauma, chronic disability, family stress, death)	88 – 95

**Preview of 70 pages from
this product that contains
139 pages total.**

NAME: _____

Personal Safety and Injury Prevention



Concussion

Concussion

A concussion is a brain injury that happens when the brain shakes quickly back and forth. This can happen if you bump your head, fall, or get hit hard. Imagine shaking a bowl of jello - the jello wobbles, just like our brain does during a concussion.

Visible Clues of a Concussion

There are some signs of a concussion you can see.

Having a hard time staying balanced.

- 1) Looking dizzy or confused.
- 2) Feeling sick and possibly throwing up.
- 3) Being bothered by light or loud noise.

Hidden Signs of a Concussion

There are also hidden signs of a concussion. These may include:

- 1) Feeling really tired.
- 2) Having headaches.
- 3) Being moody or feeling easily upset.
- 4) Having trouble remembering things or thinking clearly.



Name: _____

7

True or False Is the statement true or false?

1) A concussion is a type of stomachache.	True	False
2) The brain shakes back and forth during a concussion.	True	False
3) All signs of a concussion can be seen.	True	False
4) Being nervous or easily upset can be a sign of a concussion.	True	False
5) We can tell if someone has a concussion.	True	False

Direction Check all the symptoms of a concussion.

☐ Confusion	☐ Feeling very tired
☐ Nausea	☐ Stomachache
☐ Happiness	☐ Being very hungry
☐ Feeling excited	☐ Dizziness
☐ Blurry or fuzzy vision	☐ Feeling strong and energetic

Draw Draw 3 things that can prevent a concussion.

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Concussion Activity – Protecting Our Brain

Objective

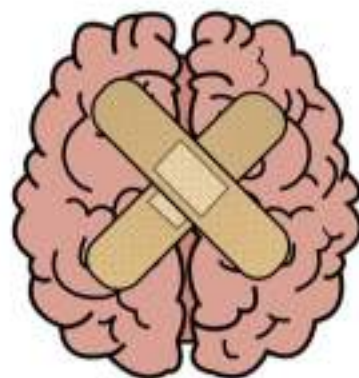
What are we learning more about?

To teach students about the importance of protecting their head and what a concussion is.

Materials

What do we need for our activity?

- 1) Egg (to represent a brain)
- 2) A full, clear plastic container (to represent a skull)
- 3) Cotton balls (to represent a helmet or other forms of protection)



Method

How do we complete the experiment?

- 1) Show the egg to the students and explain that it represents a person's brain.
- 2) Place the egg inside the clear plastic container. Explain that the container is like our skull, which houses and protects our brain.
- 3) Now, lightly shake the container to demonstrate how the brain can get hurt (like getting a concussion) when it shakes inside the skull.
- 4) Now, add cotton balls (helmet/protection) around the egg inside the container and shake the container again. Discuss how the cotton balls help protect the egg from cracking, just like a helmet protects our brain.
- 5) Have students draw what they observed and write down the importance of wearing a helmet and protecting their head.

Observations**Answer the questions below**

1) What happened to the egg (the brain) when it was in the container (the skull) without any cotton balls (the helmet)?

2) How do cotton balls help protect the egg?

3) Why is it important to protect your head? How does our brain?

4) Draw the egg before and after it gets a "concussion"

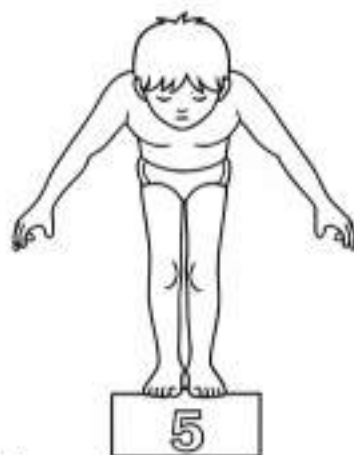
Before**After**

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Guidelines For Water Safety

Water Fun and Its Risks

Water sports are fun, but there are risks including, slips, dangerous water currents, and the chance of drowning.



Key Rules for Water Safety

Here are some rules to follow whenever you are near water:

- Use life jackets: Even if you can swim, wearing a life jacket can give you extra protection, especially in deep or rough water.
- Stay in safe areas: Swim in areas with lifeguards and within the swim zones.
- Learn to swim: Knowing how to swim is an important water safety skill.
- Always swim with a buddy
- Understand the signs of trouble: Learning about water currents, the dangers of cold water, and the signs of someone struggling in the water can save a life.
- Before you jump into a pool or any body of water, check the depth and ensure the water is clear of any hazards.
- Do not run near the water as the ground may be slippery and cause a fall.



True or False

Is the statement true or false?

1) It is okay to swim alone.	True	False
2) Life jackets are only for those who cannot swim.	True	False
3) You should only swim in areas with lifeguards.	True	False
4) Diving in shallow water is safe.	True	False
5) Everyone should learn to swim.	True	False

Fill in

Write the missing word.

1) Always swim with _____.	buddy	stranger
2) Check the water _____ before jumping in.	colour	depth
3) _____ near the pool could lead to an accident.	Running	Sitting
4) Swimming skills can keep you _____.	cool	safe
5) It is important to follow water _____.		safety

Questions

Answer the questions below using evidence from the text.

1) What are 3 important guidelines to follow for water safety?

2) Why is it important to check the depth before jumping into water?

Activity – Water Safety Rescue

Objective What are we learning more about?

To help students identify safe ways to assist someone in the water during an emergency.

Materials What do we need for our activity?

- 1) Worksheet for drawing worksheet
- 2) Crayons, colored pencils, or markers
- 3) Pen or pencil

Method How do we complete the activity?



- 1) Look closely at the picture and your worksheet. Notice what is happening and what objects you can see around the water.
- 2) Colour the picture neatly using crayons or pencils. Stay inside the lines.
- 3) Find the objects that can help someone safely in the water (for example, things you can throw or reach with). Circle these safe objects.
- 4) Find the objects that are not safe to use for a water rescue (things that won't help or could be dangerous). Put an X on those objects.
- 5) When you are finished, listen to your teacher and join the class discussion about why the circled objects are safer choices and why the X-marked objects are not safe.

Water Safety Rescue



Guidelines For Safe Drinking Water

What is Safe Drinking Water?

Safe drinking water is water that has no harmful substances, so it is safe to drink and use for cooking. This water does not have any bad smells, tastes, or colours.

How to Ensure Drinking Water is Safe

Here are some key ways to make sure your water is safe to drink:

- Drinking Tap or Bottled Water: Only tap water or bottled water.
- Boil Water if Unsure: If you are unsure whether water is safe to drink, boil it for at least 1 minute to kill any harmful bacteria or viruses.
- Use Water Filters: If boiling is not possible, using water filters can also help remove harmful substances.
- Avoid Unclear Water: If water looks cloudy, has a bad smell, or tastes strange, it is better to avoid drinking it.
- Store Water Properly: Keep drinking water in clean, covered containers to avoid contamination.



Why Safe Drinking Water Matters

Drinking unsafe water can make you feel sick and cause health problems. Water is important for keeping our bodies hydrated, so, drink up – but make sure it is safe!

Questions

Answer the questions below using evidence from the text.

1) What are the two ways mentioned to ensure water is safe to drink if you are unsure about its safety?

2) Why is it important to store drinking water in clean, covered containers?

True or False

Is this statement true or false?

1. Safe drinking water has a strange colour.	True	False
2. We can drink any water if we are thirsty.	True	False
3. Boiling water can make it safe to drink.	True	False
4. It is okay to store drinking water in uncovered containers.	True	False
5. Safe drinking water is not important for our health.	True	False

Word Search

Find the words in the wordsearch

Drinking	Contamination
Water	Cloudy
Safe	Filter
Boiling	Bottled
Bacteria	Covered

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

Activity – Safe Drinking Water Maze

Safe Routes For Going To School

Choosing Your School Route

Choosing a safe route to school is important. It keeps you away from dangers and helps you get to school on time. Here are some things to consider:

- Crosswalks: Choose routes with marked crosswalks to cross streets.
- Visibility: Choose a route that is well lit and easy to see.
- Traffic: Avoid routes with heavy traffic if possible.
- Sidewalks: Choose routes with sidewalks. This keeps you safe from traffic.



Traveling with Buddies

It is safer and more fun to travel with a friend or a group. Try to join a 'walking school bus' - a group of children walking to school with one or more adults.



Ask for Help

Always ask your parents or caregivers for help when choosing a safe route. They can help you pick which paths are safest and practice walking them with you.

Being Alert

Always be aware of what is around you. Avoid distractions like mobile games.

Remember, a safe route makes your walk to school easier and more enjoyable.

True or False

Is the statement true or false?

1) A safe route to school avoids sidewalks.	True	False
2) It is safe to choose a dark and hidden path.	True	False
3) Traffic does not matter when choosing a school route.	True	False
4) Walking to school with a buddy is a good idea.	True	False
5) You do not need to ask for help when choosing a route.	True	False

Draw

Is there a safe route you walk to from your house? Draw a map of the safe walk.

PREVIEW

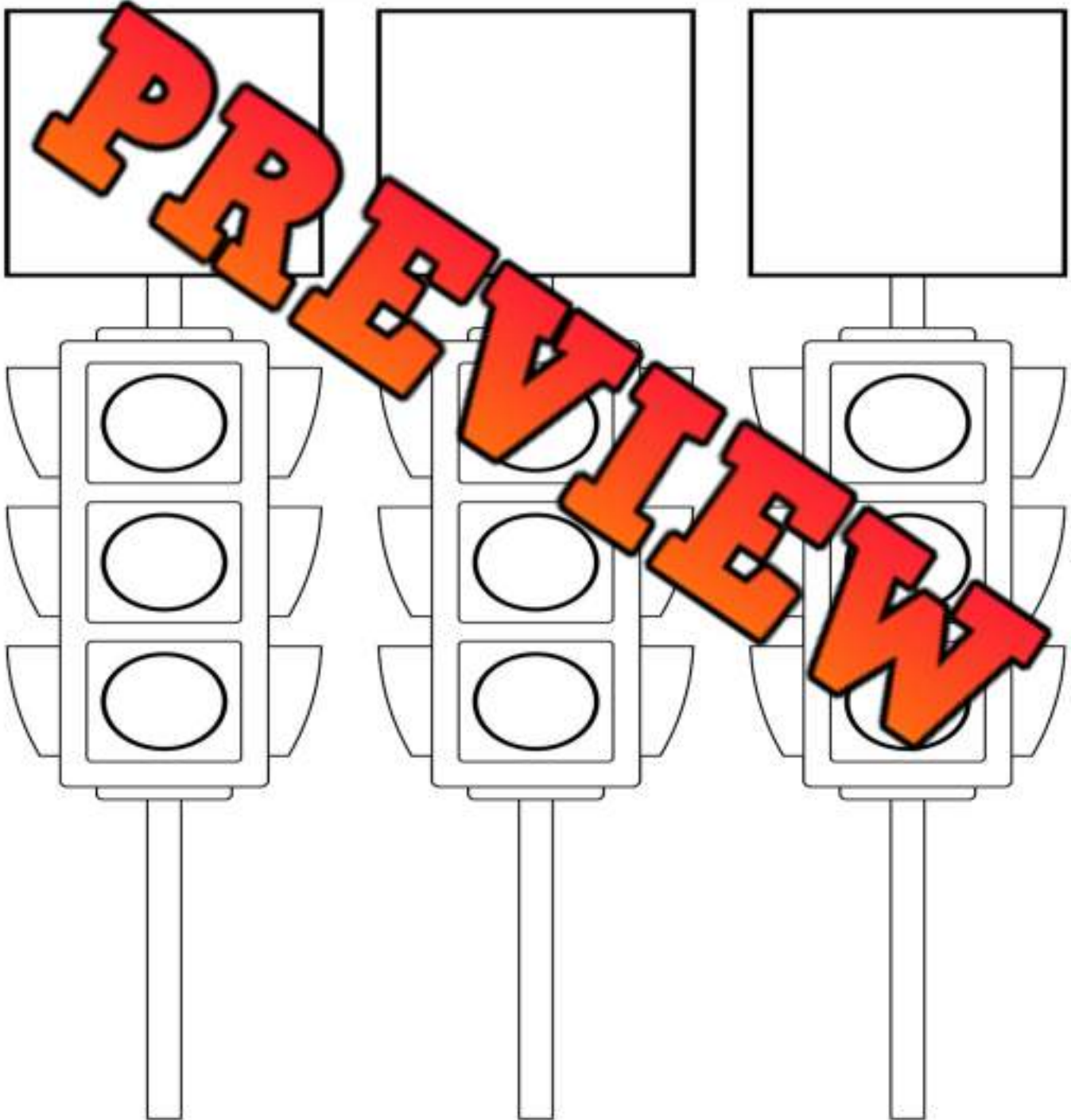
Question

What is a 'walking school bus' and why is it a good idea?

Traffic Lights for Safe School Travel

Instruction

One of the things we should remember to stay safe when going to school is to look at and understand what traffic lights mean when we cross the street. Colour the traffic lights in the correct order and write their meaning.



Home Fire Safety

Understanding Fire Safety

Fire safety means taking steps to prevent fires and knowing what to do if a fire starts. Fires are dangerous, but we can stay safe by following some rules.

The Fire Rules

- Playing With Matches: Matches, lighters, and candles can start a fire. Always ask an adult for help if you need to use these items.
- Stay Away from Stoves: Stoves, and appliances that produce heat can be dangerous. Do not touch them without an adult's permission.
- Keep a Clean Space: A tidy room can help prevent fires. Trash, like paper or boxes, can easily catch fire.
- Smoke Alarms: Smoke alarms warn us when there is a fire. Make sure your house has working smoke alarms and check them regularly.



If a Fire Happens

Fires can happen. Here is what to do:

- Stay Low: Smoke rises, so get low to the ground and crawl to an exit.
- Get Out, Stay Out: When you are outside, never go back into a burning building.
- Call For Help: When you are safe outside, call 911. Remember, fire safety is everyone's responsibility.

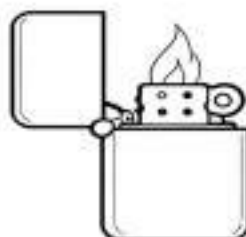
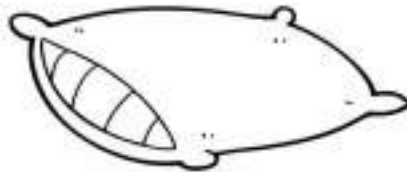


True or False Is the statement true or false?

1) Fire safety means preventing fires.	True	False
2) A tidy room can help prevent fires.	True	False
3) Smoke alarms are not necessary for fire safety.	True	False
4) If a fire happens, you should try to put it out.	True	False
5) It is safe to go back into a burning building if you forgot something.	True	False

Question Answer the question below.

If there is a fire in your house, what should you do first?

Think Colour the things that can start a fire.

Home Emergency Plans

Why Do We Need an Emergency Plan?

Having a home emergency plan helps us know what to do if there is a fire, ice storm, tornado, flood, or other disaster. Being prepared can keep us safe and calm.

Creating a Home Emergency Plan

Your emergency plan should include these important steps:

- Safe Place: Identify the safe spots in your home where you can stay if there is a disaster. Identify exit routes in case of a fire.
- Meeting Spot: Decide on a place outside your home where your family can meet after an emergency, like a neighbour's house or a nearby landmark.
- Emergency Contacts: Have contact of trusted adults outside your area.
- Medical Information: Include family medical information and medications.
- Pets and Toys: Bring pets but leave toys, to keep your hands free.
- Emergency Kit: Include first aid kit, batteries, flashlight, battery powered radio and water and essentials.

Practice Makes Perfect

Once you have created your plan, practice it with your family. Pretend there is an emergency and follow your plan. Practicing helps everyone remember what to do when an actual emergency happens.



**Making
Connections**

Do you have an emergency plan? Where could you meet in case of a fire?

True or False

state true or false?

1) We make an emergency plan for fun.	True	False
2) An emergency plan includes safe exit routes.	True	False
3) You need a meeting spot in your plan.	True	False
4) Pets are not part of the emergency plan.	True	False
5) You do not need safe exit routes in your plan.	True	False

Sequencing

Number the steps from 1-6 to show what to do during a fire.

	Leave the house right away
	Listen to adults and follow the fire plan
	Call for help when you are safe
	Go to the safe meeting place
	Get low and crawl under the smoke
	Stay outside and do not go back in

Activity - Home Emergency Kit

Objective

What are we learning more about?

Students will identify important items needed in a home emergency kit and understand why each item is useful during an emergency.

Material

What do we need for our activity?

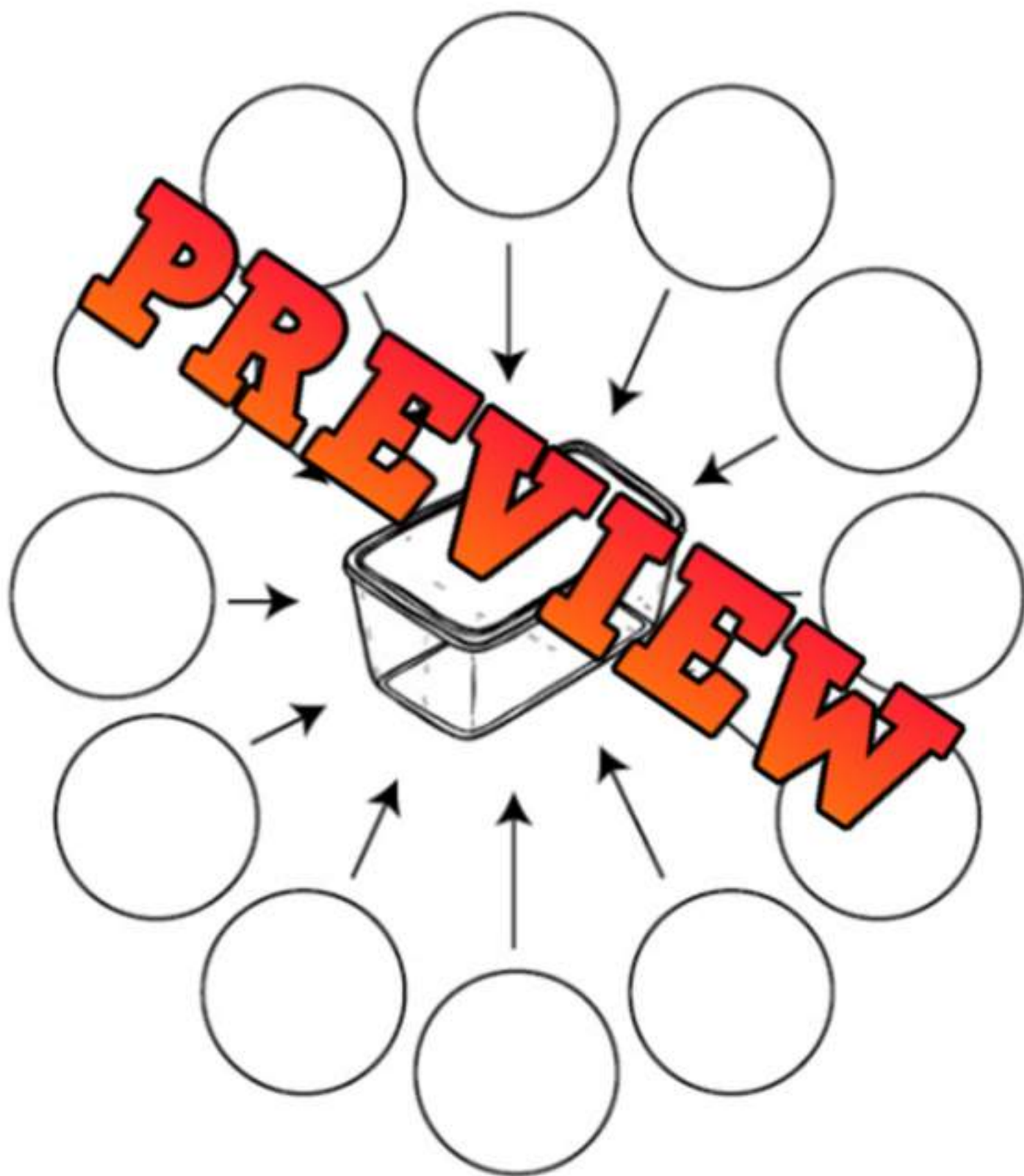
- 1) "Home Emergency Kit" worksheet
- 2) Pencil and crayons / colored pencils

**Method**

How do we complete it?

- 1) Look at the container in the middle of the worksheet. It represents a home emergency kit.
- 2) Think about the items a family might need during an emergency, such as a power outage, flood, or earthquake.
- 3) In each circle around the container, draw or write one item that should be included in a home emergency kit.
- 4) Follow the arrows and imagine placing each item into the emergency kit.
- 5) Colour your drawings neatly once you are finished.
- 6) Be ready to share and explain why you chose some of the items.

Home Emergency Kit



Exit Cards

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

Name: _____

Colour the things that are part of a home emergency kit.

Emergency food	Drinking water
Tablet	TV remote
Flashlight	Battery-powered radio
Extra batteries	Headphones
Board games	Sports trophies

Name: _____

Colour the things that are part of a home emergency kit.

Emergency food	Drinking water
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Name: _____

Colour the things that are part of a home emergency kit.

Emergency food	Drinking water
Tablet	TV remote
Flashlight	Battery-powered radio
Extra batteries	Headphones
Board games	Sports trophies

Safe Camping Checklist

Important Equipment

Camping can be a fantastic adventure! To have the best time and stay safe, you should pack the right equipment. Here is your must-have list:

- Tent and Sleeping Bag: This is your home away from home!
- Water: Staying hydrated is important.
- Flashlight: This helps you see in the dark.
- First-Aid Kit: For any unexpected injuries..
- Map and Compass: To help you find your way.



Food Safety

When you are camping, you will need energy! Staying energized is important:

- Pack Non-Perishable Foods: Pack foods that will not spoil, like canned goods.
- Clean Utensils: Your eating utensils must be clean and germ-free.
- Store Food Properly: Keep food in sealed containers to keep it safe.

Respecting Nature

When camping, it is important to respect the plants and animals around us.

- Do not Litter: Always clean up your campsite before you leave.
- Stay on Trails: This helps protect plant life.
- Look, Do not Touch: Enjoy animals from a distance.



True or False

Is the statement true or false?

1) A water bottle is necessary for camping.	True	False
2) Flashlights are not needed during camping.	True	False
3) Food should be stored in sealed containers when camping.	True	False
4) A first-aid kit is not important for camping.	True	False
5) It is okay to drink water at the campsite.	True	False

Think _____ Check the items you need at a camping site.

☐ Tent	☐ Backpack	☐ Water bottle
☐ Television	☐ Sleeping bag	☐ Flashlight
☐ First-aid kit	☐ Warm clothes	☐ Food or snacks

Questions

Answer the questions below using evidence from the text.

1) What are some examples of non-perishable foods you could bring camping?

2) What should you do if you see an animal while camping?

Roll and Tell – All About Camping

Objective

What are we learning more about?

Students will practise speaking and listening skills by answering questions about camping in a fun and interactive way.

Materials

What do we need for our activity?

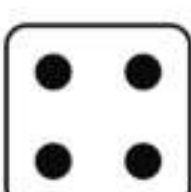
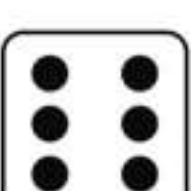
- 1) Dice (1 per pair)
- 2) "Roll and Tell About Camping" worksheet
- 3) Pencil

**Method**

How do we complete the activity?

- 1) Work in pairs or small groups as assigned. Sit in a circle so everyone can see and hear each other clearly.
- 2) Decide who will roll the dice first. Take turns rolling the dice.
- 3) After you roll, look at the row on the worksheet that matches the number shown on the dice.
- 4) Choose one question from that row and answer it out loud using a clear voice and complete sentences.
- 5) While a classmate is speaking, listen carefully and do not interrupt. Show respect by making eye contact and waiting for your turn.
- 6) After one student answers, pass the dice to the next person.
- 7) Continue taking turns until everyone in the group has rolled the dice and had a chance to speak.

Roll and Tell – All About Camping

	Where can you go camping?	How can you go camping? (means of transport)	What can you carry in your backpack?
	Who can you go camping with?	Where can you buy things for your camping trip?	Where do you cook on a camping trip?
	What do you need to take when you go camping?	Where can you sleep on a camping trip?	What clothes should you bring for a camping trip?
	When is the best month or season to go camping?	What do you see if you go camping in the forest?	What do you see if you go camping at the beach?
	What do you do at night on a camping trip?	Why do people go camping?	What are some safety rules to follow while camping?
	What is your favourite place to go camping?	What do you love about camping?	What are you usually afraid of when going camping?

Online Safety

Understanding Online Safety

Online communication, such as social media, email, and video games, allows us to connect with others from all over the world. It is exciting but also important to be safe. Let's look at some rules for safe online communication.

Know What You're Using

Before using an app or website, understand how it works. Ask these questions:

- Is it age-appropriate?
- Can I control who sees my posts?
- Is my information private?

Protecting Personal Information

Never give personal information online including:

- Your full name
- Home address
- Phone number
- Passwords

Think Before You Click

Sometimes, links can take us to harmful websites or download viruses. So, always:

- Check where the link is from.
- Ask an adult if unsure.
- Never download something without permission.



True or False

Is the statement true or false?

1) You should know how an app works before using it.	True	False
2) You should share your passwords online.	True	False
3) It is always safe to click on any links online.	True	False
4) Sharing your home address online is safe.	True	False
5) You can read anything from the internet without permission.	True	False

Directions: Put a ✓ if information is safe to share and ✗ if it is private.

Your first and last name	Your phone number
A photo of yourself	Where you go after school
What sport you play	Your street address
Your favourite book	Your email address
Your favourite colour	Your school track

Questions Answer the questions below using evidence from the text.

1) What type of information should you never share online?

2) What should you do if you are unsure about a link online?

Activity: Online Safety Role Play

Objective

What are we learning about?

To help students understand the importance of online safety and to learn strategies to stay safe online.

Materials

What do we need for our activity?

- Printed out online safety scenario cards - provided
- A computer or desktop screen cutout from cardboard (optional for role play)



Method

How do we conduct the activity?

1. Begin by discussing the basics of online safety, such as not sharing personal information online, not clicking on unknown links, and being cautious about talking to strangers online.
2. Divide the students into pairs. Give each pair one of the online safety scenario cards.
3. Allow each pair some time to discuss how they should respond in their given situation, considering the online safety rules you've discussed.
4. Have each pair role play their scenario and response in front of the class, using the computer screen cutout if available.

Activity: Online Safety Role Play

Scenarios

Cut out the scenarios below

Scenario	Key Moments/Descriptions
Free Game Pop-Up	A pop-up appears on the screen saying you will get a free video game if you click on it. It looks exciting, but you are unsure who made it or what will happen if you click.
Stranger Email	You receive an email from someone you do not know. The person asks for your name and home address. You feel unsure because you don't know who they are.
Unknown Friend Request	A person you don't know sends you a friend request on social media. You have never met them before, but they want to connect with you online.
Asked for a Photo	Someone online asks you to send a photo of yourself. You are not sure why they want the photo or what they will do with it.
Mean Comment Online	You see a mean comment written about your friend on a social media post. Other people can see the comment, and it might hurt your friend's feelings.

Scenarios

Cut out the scenarios below

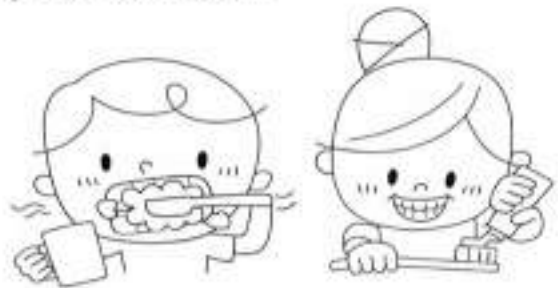
Scenario	Key Moments/Descriptions
Fake Bank Email	You get an email that says it is from a bank. The message asks for your parents' credit card details. It sounds important, but you feel confused.
Online Friend Wants to Meet	An online friend asks you to meet them in person. You have only talked to them online and have never met them before.
Winning a Prize Online	A message pops up saying you won a prize and need to enter your name and email to claim it. You don't remember joining a contest.
Message Asking for Password	Someone online asks you to share your password so they can help you with a game or fix a problem.
Online Game Chat	While playing an online game, another player sends messages asking personal questions about you.

Guidelines for Personal Hygiene

A Clean Routine: Your Guide to Personal Hygiene

Personal hygiene is doing things to keep your body clean and healthy including:

- Wash your hands before eating and after using the restroom.
- Take a shower regularly.
- Brush and floss your teeth twice a day.
- Wear clean clothes every day.
- Use a tissue or your elbow to cover your mouth when you cough or sneeze.



Skin Care: More than Just Washing

Your skin needs special care. In addition to regular washing, make sure to:

- Wear sunscreen when you go outside.
- Use lotion if your skin feels dry.
- Avoid scratching if you have an itch.



Keeping Hair Healthy

Healthy hair is part of good hygiene. Here are some ways to care for your hair:

- Shampoo your hair regularly.
- Use a comb or brush to keep your hair neat and tangle-free.
- Visit the barber or hairdresser for regular trims.

True or False

Is the statement true or false?

1) Personal hygiene helps keep your body healthy.	True	False
2) You do not need to wash your hands after using the restroom.	True	False
3) You should wear dirty clothes every day.	True	False
4) You should sneeze into your hand.	True	False
5) You should shampoo your hair regularly.	True	False

Direction

Identify items that show good hygiene.



Guidelines for Personal Hygiene

Put a ✓ checkmark under how often you think each hygiene habit should be done.



All the time

Once or twice
daily

Once in a while

Never

1) Brushing teeth

2) Putting on food

3) Wiping well after using the toilet

4) Clipping your fingernails

5) Wearing dirty or smelly clothes

6) Changing your underwear

7) Taking a bath or shower

8) Letting people smell your body odour

9) Cleaning your ears

10) Washing your hair and keeping it neat

11) Wearing stinky shoes

12) Wiping your nose on your shirt

13) Covering your mouth when coughing

14) Biting or chewing your fingernails

15) Washing your hands when they are dirty

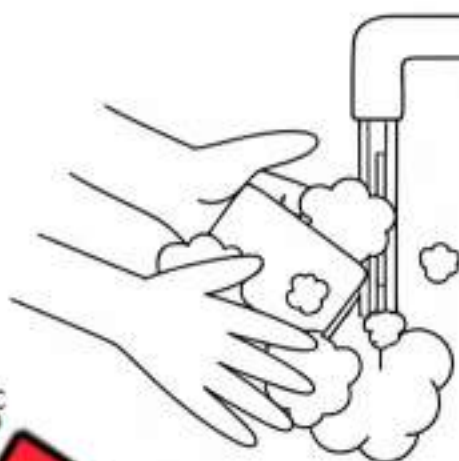
Prevention Of Infectious Diseases

What Are Infectious Diseases?

An infectious disease is a sickness caused by germs. Germs are tiny living things that are so small we cannot see them. These germs can make us sick when they get into our bodies. There are ways to keep germs away and stay healthy!

Hand Washing: The Best Way to Stop Germs in Your Hands

The most important thing you can do to stop germs is to wash your hands often. Germs get on your hands when you touch dirty things and then they can get on you when you touch your face or eat with your hands.



Washing your hands with soap and warm water helps to keep germs away. Wash your hands before you eat, after you use the bathroom, after you cough or sneeze, and after touching pets or other animals.

Things to Remember:

- Wash your hands often with soap and warm water.
- Keep your body healthy with good food, plenty of sleep, and exercise.
- Get your vaccines when it is time.
- Stay away from people who are sick.



True or False

Is the statement true or false?

1) Infectious diseases are caused by germs.	True	False
2) We can see germs with our naked eyes.	True	False
3) Hand washing is not important in preventing diseases.	True	False
4) We should wash hands before eating.	True	False
5) Eating healthy food can help to fight germs.	True	False

Fill in the

Write the missing word

1)	Avoiding _____ we can prevent the spread of germs.	sick	unhappy
2)	_____ help _____ germs.	Candies	Vaccines
3)	We should wash hands _____ using _____.	kitchen	bathroom
4)	Enough _____ can help our bodies to fight _____.	sleep	play
5)	Touching your face allows germs to get _____ our bodies _____.	inside	outside

Questions

Answer the questions below using evidence from the report.

1) Why is it important to wash our hands often?

2) List the four things to remember from the report to prevent infectious diseases.

Proper Use Of Hand Sanitizers

Understanding Hand Sanitizers

Hand sanitizers are special liquids that help clean your hands when soap and water are not available. They kill germs that can make you sick.

How to Use Hand Sanitizers Correctly

- 1) **Dispense it right:** Dispense a coin-sized amount of sanitizer into your palm.
- 2) **Rub it in:** Rub your hands together. Get it all over the tops of your hands, in between your fingers, and under your nails.
- 3) **Let it dry:** Let your hands dry. Do not touch anything. Do not rinse the sanitizer off.



Remember: Safety First!

- Only use hand sanitizer when you cannot wash your hands with soap and water.
- Do not swallow hand sanitizer. It can make you very sick.
- Hand sanitizers should be stored out of reach of young children.

Hand Sanitizers: A Helpful Tool

Hand sanitizers can help keep us safe by killing germs on our hands, but they are not a substitute for washing hands with soap and water. They are just a helpful tool when you cannot get to a sink.

Questions

Answer the questions below using evidence from the text

1) What should you do if there is no soap and water available for washing hands?

2) Where should hand sanitizers be stored and why?

True or False

Is this statement true or false?

1. Hand sanitizers can be used instead of soap and water.	True	False
2. Hand sanitizers kill germs on our hands.	True	False
3. It is okay to wipe off the hand sanitizer immediately.	True	False
4. You should let your hands air dry after applying hand sanitizer.	True	False
5. You can use hand sanitizer when there is no soap and water.	True	False

Word Search

Find the words in the word search

Hand	Apply
Washing	Soap
Sanitizer	Water
Wipe	Safety
Germs	Sick

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

Wildlife Safety Precautions

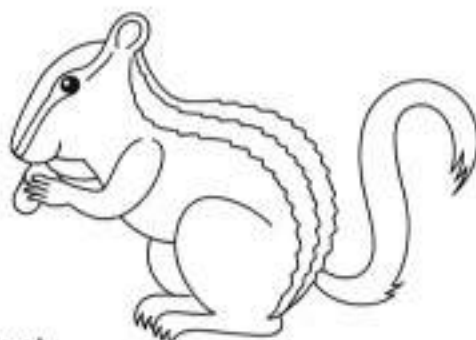
Respecting Our Wildlife Friends

Wildlife, like birds, squirrels, and deer, live in forests, parks, and sometimes even in our backyards. It is exciting to see them, but remember, they are wild and can act unpredictably. Never touch, feed, or try to take a selfie with a wild animal.

Safe Encounters for Wildlife Encounters

If you encounter a wild animal, here is what to do:

- Stay quiet and calm: Loud voices and sudden movements can scare the animal and cause it to react.
- Keep your distance: Always stay at least three feet away from large animals and one bus-length away from smaller ones.
- Never feed wild animals: Feeding wild animals teaches them to rely on people for food, which is not good for their health or ours.
- Tell an adult: If you see a wild animal, let a grown-up know right away.



In Case of an Unexpected Close Encounter

If a wild animal gets too close, follow these steps:

- Stand still: Stay where you are and do not run.
- Make yourself look big: Raise your arms and stand on your toes.
- Slowly back away: Move away slowly without turning your back on the animal.



True or False

Is the statement true or false?

1) We should try to pet wild animals.	True	False
2) You should feed wild animals if they look hungry.	True	False
3) You should tell an adult if you see a wild animal.	True	False
4) Making loud noises is a good way to scare away animals.	True	False
5) It is ok to approach small animals.	True	False

Multiple Choice

Choose the correct answer.

1) What should you do if you see a wild animal?	A. Stay calm and quiet	B. Run toward it
2) How close should you stay to a wild animal?	A. Stay at a safe distance	B. Go very close
3) Is it safe to feed wild animals?	A. Yes	B. No
4) What should you do if a wild animal comes too close?	A. Chase the animal	B. Stay still and stay calm
5) Who should you tell if you see a wild animal nearby?	A. A trusted adult	B. A friend

Draw

Draw three animals you might see in your local park.

--	--	--

Colour by Numbers - Wildlife

1	Yellow	2	Pale Pink	3	Brown	4	Pink
5	Cream	6	Gray Blue	7	Orange	8	Gold

Managing Allergies

Understanding Allergies

An allergy is when your body reacts to something that does not bother most people. This thing is called an allergen. When your body touches an allergen, it tries to fight it off and that can cause itching, sneezing, or a rash. Some people have serious reactions called anaphylaxis that need immediate medical help.

Common Allergens

- Food (like peanuts, milk, eggs, shellfish)
- Pollen from trees and flowers
- Insect bites or stings
- Dust mites, mold
- Certain medicines
- Pet dander (flakes of skin or hair from animals)



Managing Allergies

Knowing what you are allergic to is the first step in managing allergies. Doctors can figure this out with tests. Once you know, you can avoid these allergens.

It might not be possible to avoid allergens completely like pollen from plants and trees. In this case, doctors may suggest medicines to help.

Teamwork in Managing Allergies

Everyone can help to keep friends with allergies safe. If a friend has a food allergy, we should not share our food with them. If someone is having an allergic reaction, we should find an adult quickly to help.

True or False

Is the statement true or false?

1) An allergy is when your body reacts to an allergen.	True	False
2) Allergens can only be certain foods.	True	False
3) Itching and sneezing can be signs of an allergy.	True	False
4) Allergic reactions are never serious.	True	False
5) Pet hair can be an allergen.	True	False

Fill in

Write the missing word

1)	An _____ is something that causes an allergy.	candy	allergen
2)	If you are allergic to _____, you should stay _____.	outside	inside
3)	Allergic reactions can cause _____ and rash.	itching	laughing
4)	The best way to manage allergies is to _____.	touch	avoid
5)	It is not safe to share _____ with someone who has allergies.	toys	food

Questions

Answer the questions below using evidence from the text.

1) What is an allergen? Give two examples.

2) What steps can be taken to manage allergies?

Anaphylaxis

What is Anaphylaxis?

Anaphylaxis is a severe and sudden allergic reaction.

Anaphylaxis can be caused by peanuts, tree nuts, shellfish, milk, eggs, insect stings, medications and latex.



Signs and Symptoms

Symptoms include difficulty breathing, hives, swelling of the throat, a fast heartbeat, and dizziness.

Responding to Anaphylaxis

If someone is experiencing anaphylaxis, it is important to act quickly.

- 1) Call for medical help immediately.
- 2) If the person has an EpiPen, use it right away.
- 3) Have the person lie still and raise their legs if possible.
- 4) Do not give the person anything to drink.
- 5) If the person becomes unconscious, perform CPR.



How to Avoid Anaphylaxis

The best way to avoid anaphylaxis is to stay away from things you know you are allergic to. Always inform others about your allergies.

True or False

Is the statement true or false?

1) Anaphylaxis is a minor allergic reaction.	True	False
2) Only food can trigger anaphylaxis.	True	False
3) Difficulty breathing can be a sign of anaphylaxis.	True	False
4) Insect stings cannot trigger anaphylaxis.	True	False
5) It is important to tell others about your allergies.	True	False

Questioning Write two questions you have after reading the text.

1)	
2)	

Questions

Answer the questions below using evidence from the text.

1) What are some common causes of anaphylaxis mentioned in the text?

2) How can you avoid anaphylaxis?

Instruction

Write the letter of each symptom that is a sign of anaphylaxis in the boxes around the picture



A	Shortness of breath	G	Tight feeling in the chest
B	Fast heartbeat	H	Feeling dizzy
C	Passing out	I	Swelling of the face
D	Itchy skin all over the body	J	Scraped knee
E	Feeling hungry	K	Very unwell
F	Wheezing	L	Stomach pain

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) Who should give medications during allergic reaction?	Friend
	Doctor
2) It is a special medicine that helps in bad allergic reaction.	Autoinjector
	Inhaler
3) Sharing medicine is advisable if you are feeling the same symptoms.	Yes
	No
4) What can medicines do to our bodies?	Feel better
	More sick

Name: _____

Circle the correct answer.

1) Who should give medications during allergic reaction?	Friend
	Doctor
2) It is a special medicine that helps in bad allergic reaction.	Autoinjector
	Inhaler
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	Inhaler
3) Sharing medicine is advisable if you are feeling the same symptoms.	Yes
	No
4) What can medicines do to our bodies?	Feel better
	More sick

Halloween Safety Practices

Choosing the Right Costume

Pick a costume that is safe. The costume should be bright, reflective and not so long it causes trips. Use face paint instead of a mask so you can see clearly.

Trick or Treat with Care

Before heading out, plan a safe route. Stay in familiar neighborhoods and always use sidewalks. Do not walk on the street between parked cars and only cross at street corners, using crosswalks. Carry a flashlight to guide your way.

Candy Check List

All candy should be checked for choking hazards.
Only eat factory-wrapped treats. Avoid eating
homemade treats from strangers.

House Safety

Only visit well-lit houses. Do not go inside a house or car for a treat. If any activities seem suspicious or make you uncomfortable, notify an adult immediately.

Stay with Your Group

Never trick or treat alone. Go with a group. Always have at least one adult with you.

Pet Safety

Keep pets away from candy, which could be harmful to them. Keep pets away from the door to avoid any escapes or unwanted scares for the trick-or-treaters.



True or False

Is the statement true or false?

1) You should choose a costume that is dark and hides well.	True	False
2) You can cross the street anywhere when trick or treating.	True	False
3) Carrying a flashlight when trick or treating is helpful.	True	False
4) You should only visit houses that are well lit.	True	False
5) If someone makes you uncomfortable, you should tell an adult.	True	False

Unscramble

Write the correct word on the line.

SAFE	ADULT	FLASHLIGHT	CHECK	CROSS	JOIN	HELP
PUORG						
ROSCS						
LHEP						
FSAE						

Questions

Answer the questions below using evidence from the text.

1) Why is it important to have a Halloween costume that fits?

2) What are the guidelines for checking Halloween candy?

Behaviour Around Guide Dogs

Understanding Guide Dogs

Guide dogs are very special animals that have a big job to do. They help people who are blind or visually impaired navigate their way around the world.

Respecting the Role of Guide Dogs

Guide dogs help their owners safely move from place to place. When you see a guide dog, remember they are doing an important job and need to concentrate. It is important not to distract them.



What Not to Do

Here are some things you should never do when you see a guide dog:

- 1) Do not pet the guide dog without asking for permission first.
- 2) Never feed the guide dog. They have a special diet to keep them healthy.
- 3) Do not make loud noises to get the guide dog's attention.
- 4) Never play with the guide dog's harness.

Being a Good Friend

Even though guide dogs cannot play while they are working, they are still very friendly. When a guide dog is not working, you might be able to pet them. Always ask the owner first. By respecting these rules, you help guide dogs do their job and keep their owners safe.

Questions

Answer the questions below using evidence from the text

1) Why is it important not to distract a guide dog while they are working?

2) Can you name the three things you should not do around guide dogs?

True or False

Is this statement true or false?

1. Guide dogs help people who cannot see well.	True	False
2. You can feed a guide dog anytime you want.	True	False
3. Guide dogs need to focus while they are working.	True	False
4. Making loud noises to a guide dog is okay.	True	False
5. Guide dogs cannot play while they are working.	True	False

Word Search

Find the words in the word search

Guide	Friendly
Dog	Play
Working	Distract
Safe	Focus
Help	Noise

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

Service Animals

What are Service Animals?

Service animals are special animals that are trained to do specific tasks to help individuals with disabilities. Most commonly, you may see dogs as service animals, but other animals like miniature horses can also be trained for this purpose.

Types of Service Animals

There are many types of service animals including:

- Guide Dogs: They help people who do not see well.
- Hearing Dogs: These dogs help people with hearing problems to sounds including their doorbell, a crying baby or traffic sounds.
- Mobility Assistance Dogs: Assist people with mobility issues by fetching things, opening doors, or even helping with walking.
- Psychiatric Service Dogs: These dogs help people with mental health conditions. They can calm their owner down and remind them to take their medicine.
- Seizure Response Dogs: They are trained to get help or even alert their owners before a seizure happens.

Service animals are incredible helpers for their owners. They are hardworking, loyal, and skilled at their jobs.



True or False

Is the statement true or false?

1) Service animals are trained to help individuals with disabilities.	True	False
2) Cats are the most common type of service animals.	True	False
3) Guide dogs help people who do not see well.	True	False
4) Hearing dogs alert people to sounds.	True	False
5) Only guide dogs are considered service animals.	True	False

Fill in

Write the missing word

1)	A _____ animal helps individuals with disabilities.	pet	service
2)	_____ dogs help people respond to sounds.	Hearing	Guide
3)	Psychiatric Service Dogs help with _____ conditions.	physical	mental
4)	Seizure Response Dogs can _____ an oncoming seizure.	predict	prevent
5)	Service animals are not just _____.		workers

Questions

Answer the questions below using evidence from the text.

1) What is a service animal and what do they do?

2) Have you ever seen a service animal? Explain.

My Service Animal at Work

Objective

What are we learning about?

Students will understand how service animals help people by creating and explaining a service animal and identifying three ways it provides help.

Materials

What will you need for the activity?

- Writing space
- Paper and crayons or coloring materials
- Eraser

**Instructions**

How will you do the activity?

1. Think carefully about what a service animal does to help people in their daily lives (for example, helping someone move something, stay calm, or find things).
2. In the space provided, draw your own service animal. Draw a dog or another animal that helps people.
3. Add details to your drawing to show that the animal is a working service animal, such as a vest, leash, harness, or a tool it uses to help.
4. Show your service animal doing its job, not just sitting or playing.
5. In the boxes or lines provided, write three different ways your service animal helps people.
6. If asked, be ready to explain your drawing and answers to the class using your own words and speak clearly.

My Service Animal

PREVIEW

Write 3 ways your service animal helps people

1

2

3



Safety Around Animals

Staying Safe Around Animals

Animals are wonderful creatures that can be soft, cute, and fun to play with, but it is important to respect them and their space. Some animals can become scared if we get too close and they might try to protect themselves.

Rule #1: Stay Safe

Here are some rules that will help you stay safe around animals:

- Never approach an animal you don't know.
- Always ask the owner before petting someone else's pet.
- Move slowly and calmly around animals, so you don't scare them.
- Avoid touching wildlife. Some animals can carry dangerous diseases.
- Never feed wild animals. It can make them sick or be dangerous for you.
- Never pull an animal's tail or ears. It hurts them.
- If an animal is eating or sleeping, leave them alone.
- Wash your hands after touching an animal.



Danger Signs

Animals have ways of showing how they feel. If an animal growls, hisses, or shows their teeth, they are telling you they are scared or angry. It is best to move away slowly and quietly.

True or False

Is the statement true or false?

1) You should always ask before petting someone else's pet.	True	False
2) Pulling an animal's tail does not hurt them.	True	False
3) It is okay to pet an animal while it is eating.	True	False
4) You do not need to wash your hands after touching an animal.	True	False
5) Animals show they are scared or angry by growling or hissing.	True	False

Fill in the blanks. Circle the missing word

1)	Always wash your _____ after touching an animal.	hands	clothes
2)	You should not _____ an animal's tail.	pet	pull
3)	We cannot keep wild animals like _____ as _____.	friends	pets
4)	Animals show they are _____ or angry by growling or hissing.	happy	scared
5)	We should respect animals' _____ to live happily together.	choice	sound

Draw

Draw 3 wild animals that you have seen.

--	--	--

Scenarios Circle if the action is safe or unsafe around animals.

#	Scenario Description	Safe	Unsafe
1	Asking the owner before petting a dog	Safe	Unsafe
2	Running toward an animal you do not know	Safe	Unsafe
3	Moving slowly and calmly near animals	Safe	Unsafe
4	Pulling an animal's tail while playing	Safe	Unsafe
5	Washing your hands after touching a pet	Safe	Unsafe
6	Feeding an animal in the park	Safe	Unsafe
7	Leaving an animal alone while it is eating	Safe	Unsafe
8	Touching a dog that is growling or showing its teeth	Safe	Unsafe
9	Keeping a safe distance from a wild animal	Safe	Unsafe
10	Hugging a pet tightly even when it tries to move away	Safe	Unsafe
11	Telling an adult if an animal bites or scratches you	Safe	Unsafe
12	Chasing animals to make them run	Safe	Unsafe
13	Letting a sleeping animal rest	Safe	Unsafe
14	Touching stray animals without an adult	Safe	Unsafe
15	Walking away slowly when an animal looks scared	Safe	Unsafe
16	Teasing animals to make them react	Safe	Unsafe
17	Playing gently with your own pet	Safe	Unsafe
18	Getting too close to animals at the zoo	Safe	Unsafe
19	Wearing shoes outdoors to protect your feet	Safe	Unsafe
20	Washing hands before eating after playing with pets	Safe	Unsafe

Blog Post – Violence In The Media

Date: July 12th, 2023,

Author: FriendlyTeacher

The Impact of Media Violence on Kids

Hello kids! Today, we are talking about how violence in TV shows, movies, and games can affect us.

What is Media Violence?

Media violence is when we see fighting or harm in our cartoons, TV shows, movies, and video games. It's like a hero fighting a bad guy or a game character using a gun.

How It Affects Us

Watching a lot of media violence sometimes make us feel scared or worried. It can make some kids think that real violence is okay, but that is not true. Violence in real life is very serious and can hurt people and solve problems.

Staying Safe

Remember, what we see in media is not real. Our parents and teachers are always ready to help us understand the difference between what we see on screen and what happens in real life. If a show or game makes you scared or uneasy, talk to an adult you trust about it.

Till next time,
FriendlyTeacher

Comments:

[RememberingHistory](#)

Great post! It's also important to add that parents can set parental controls on most devices. These controls can limit access to violent content, ensuring kids have age-appropriate media experiences.

Like Reply 2h ago

[TruthSeeker101](#)

Thank you for this valuable information. As a child psychologist, I know it is important to watch shows with my kids. Watching shows or playing games together allows us to talk about real-world vs. media violence.

Like Reply 1d ago

True or False

Circle whether the statement is true or false

1) Media violence is only in video games.	True	False
2) Media violence can sometimes make kids feel scared.	True	False
3) Real life violence is a good way to solve problems.	True	False
4) If a game scares you, you should not talk about it.	True	False
5) Media violence can be a hero fighting a bad guy.	True	False

Questions Answer the questions below

1) What is media violence? Can you give an example?

2) What should you do if a show or game makes you feel scared or uneasy?

Draw

Blog posts usually have pictures. Draw a picture/graphic that could be used for the blog post.

Think Before You Reply: Violence in Media

Objective

What are we learning about?

Students will practice making safe and responsible decisions by responding thoughtfully to messages about violence in media.

Materials

What will you need for the activity?

- Worksheet
- Pencil or pen

Instructions

How will you complete the activity?

1. Carefully read each message shown on the phone. Take your time to understand what the person is saying.
2. Think about how violent media (such as violent video games or shows) can affect a person's feelings, behaviour, and choices. Is this a safe and healthy choice?
3. In the box provided, write a reply to each message. Your reply should show that you are thinking carefully before responding.
 - When writing your reply, make sure it:
 - Uses kind and respectful words
 - Shows that you understand safety and responsibility
 - Encourages a positive and healthy choice
4. After writing, be ready to share your response with the class or explain your thinking to a partner when asked.



Blog Post – Violence In The Media

Message

Write a short reply to each message.

Hey! Let's watch this video together. It's really exciting and violent, but everyone says it's cool. My parents aren't home, so we can watch it as long as we want. Don't worry about it!

Hi! I'm trying to choose games and shows that don't have too much violence. I want something fun that won't make me feel scared or angry. Do you want to help me pick one?

Questions

Answer the questions below.

How can choosing safe media help you and your friends?

Violent Video Games

"Understanding Video Games: An Expert's View"

July 6, 2011 Children today love playing video games, but some games can be violent for players.

Dr. Sarah Patterson, a child psychologist, has been studying how these games impact kids. "Violent games are like movies," she said. "Just like some movies are not good for kids, some games are not suitable either."

Dr. Patterson explains that violent video games might make kids believe that violence is okay. "When children see a lot of violence in their games, they can start to think it's normal," she explains.

However, she also highlights that not all video games are harmful. Some can be very helpful.

"Many video games can help kids develop problem-solving skills and even learn new things," says Dr. Patterson.

According to Dr. Patterson, parents can help. She suggests, "Parents should keep an eye on the games their kids play. There are rating systems in place to guide them. Just like movies, video games have ratings too."

In fact, she encourages parents to join their kids in playing. "Playing with your child is fun and it lets you see what they are into. It even helps start conversations about it," she added.

Therefore, while some video games might have violent content, not all are bad. With careful guidance from parents and responsible playing, video games can also be a source of fun and learning for kids.

Questions

Answer the questions below

Why are violent video games bad for kids?

Violent Video Games Circle YES or NO for each statement.

1) Some video games help children learn new skills.	Yes	No
2) All video games are bad for children.	Yes	No
3) Violent video games may be bad, but some children think it is okay.	Yes	No
4) Parents should check the games that their children play.	Yes	No
5) Video game ratings help parents choose safe games.	Yes	No
6) Children should play violent games without a parent's permission.	Yes	No
7) Playing video games with a parent can help start conversations about violence.	Yes	No
8) Not all video games contain violence.	Yes	No

Word Search

Find the words in the word search.

Video	Develop
Games	Learn
Violent	Problem
Think	Solve
Normal	Rating

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

What Do Violent Video Games Control?

Objective

What are we learning about?

Students will identify how violent video games can influence thoughts, feelings, and behaviour by labeling parts of a game controller with possible effects.



Materials

What will you need for the activity?

- Violent Video Game Worksheet (controller template)
- Pencil or crayon
- Board or chart paper (if class discussion)

Instructions

How will you complete the activity?

1. Look closely at the game controller on the worksheet.
2. Each line pointing to a button represents some way a video game can affect.
3. In each blank box, write one effect of playing violent video games.
4. Think about how violent games can affect:
 - Feelings
 - Behaviour
 - Thoughts
 - Relationships
 - Choices
5. Use short words or phrases (not full sentences).
6. When finished, share one answer with the class and discuss which effects are positive, negative, or need limits.

What Do Violent Video Games Control?

Unit Test –Safety and Injury Prevention

True or False

/10

1) A runny nose is a sign of a concussion. a) True b) False	2) Drinking water from a stream is healthy. a) True b) False
3) We should stay off a path in a park. a) True b) False	4) In a fire, you should stand tall to get above the smoke. a) True b) False
5) Smoke alarms are not important. a) True b) False	6) We shouldn't tell people online where we live. a) True b) False
7) We can send pictures to friends we meet online. a) True b) False	8) We can trust people we meet online to send us a picture of themselves. a) True b) False
9) If a wild animal gets too close, we should run away. a) True b) False	10) An EpiPen is used by people with bad allergies. a) True b) False

Safe or Unsafe?

Is the behaviour safe or unsafe?

1) Andy only chats with real-life friends on his games.	Safe	Unsafe
2) Jake shares his school name with a stranger online.	Safe	Unsafe
3) Lucy swaps lunches with her friend, not checking for allergens.	Safe	Unsafe
4) Max tries to pet a raccoon he found in the park.	Safe	Unsafe
5) Sam practices stop, drop, and roll at home.	Safe	Unsafe
6) Emma burns matches she found in a drawer.	Safe	Unsafe
7) Tim tells his friend about his nut allergy at lunch.	Safe	Unsafe
8) Alex always looks both ways before crossing the street.	Safe	Unsafe

Short Answer

Answer the questions below – Each question is worth 3 marks.

1) What are some rules for swimming?

2) How can you stay safe online? Give 3 ways.

3) List 3 ways to stay safe around wild animals.



Workbook Preview



Grade 3 – Health Unit

Human Development and Sexual Health



	Curriculum Expectations	Pages
D1.4	identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other	7 – 56
Preview of 75 pages from this product that contains 130 pages total.		
D1.5	shape), social-emotional development (e.g., of self-awareness, adaptive skills, social skills), and the development of a healthy body image (e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do)	57 – 72, 77 – 84
D3.3	describe how visible differences (e.g., skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others	51 – 56, 73 – 76, 85 – 90

NAME: _____

HUMAN DEVELOPMENT

PREVIEW



Healthy Relationship

Healthy Relationships

Healthy relationships are important for our happiness. They can be between friends, family members, or even classmates! These relationships have certain features that make them strong and positive. Here are a few important ones:

- **Respect:** Everyone's thoughts and feelings are important and should be respected.
- **Trust:** We should ask our friends to keep their promises and not tell our secrets to others.
- **Honesty:** Telling the truth, even when it is hard, helps build trust and respect.
- **Kindness:** We should be nice to our friends, listen when they need it, and use kind words.
- **Communication:** It is important to talk about our feelings and solve problems together.



Why Healthy Relationships Matter

Having healthy relationships helps us feel happy, secure, and loved. It is important to treat others how we want to be treated. If a relationship makes us feel bad or uncomfortable, it is important to talk to a trusted adult, like a parent or teacher.

True or False

Is the statement true or false?

1) Respect is not important in a healthy relationship.	True	False
2) Being kind helps build strong relationships.	True	False
3) Honesty is not necessary in a friendship.	True	False
4) You should treat others how you want to be treated.	True	False
5) It is okay in a relationship that makes you feel bad.	True	False

Direct Search Words that show a healthy relationship.

Good communication	Respect	Bullying	Kindness
Jealousy	Understanding	Support	Controlling behaviour
Honesty	Lying	Trust	Cooperation

Questions

Answer the questions below using evidence from the text.

1) What are some characteristics of a healthy relationship?

2) Why is it important to have healthy relationships?

Activity: Truth or Consequence Game

Objective

What are we learning about?

Students will learn about honesty and healthy relationships by deciding whether statements are true or false and reflecting on positive choices.



Materials

What do you need for the activity?

- List of True or False statements about honesty and healthy relationships
- Small whiteboards or paper
- Markers or pencils
- Space in the classroom for students to move

Instructions

How will you complete the activity?

1. Explain to the students that they will be learning about honesty and healthy relationships through a fun True or False game.
2. Give each student a whiteboard or paper and a marker or pencil.
3. Read one statement aloud to the class.
4. Ask students to decide if the statement is True or False and write their answer.
5. Reveal the correct answer and briefly discuss why it is true or false.
6. Students who answered incorrectly complete a simple and safe consequence.
7. Continue until all statements are finished.
8. At the end of the activity, ask students to share one thing they learned about honesty or healthy relationships.

True or False Read the statements to the class.

#	Statement	True or False
1	Healthy relationships are based on respect.	True
2	Being kind helps build good relationships.	True
3	It is okay to ignore other people's feelings.	False
4	Asking how someone else feels can prevent misunderstandings.	True
5	Healthy relationships mean caring about others.	True
6	Yelling is a good way to solve problems.	False
7	Including everyone helps build a safe space.	True
8	Listening is not important in relationships.	False
9	Speaking your thoughts can help solve problems.	True
10	Respecting boundaries shows care for others.	True
11	It is okay to make assumptions about others.	False
12	Honest communication helps relationships grow.	True
13	Healthy relationships only matter at school.	False
14	Being honest helps build trust.	True
15	Helping others shows respect.	True
16	You should never say how you feel.	False
17	Listening carefully shows you care.	True
18	Healthy relationships make people feel safe.	True
19	It is okay to be mean if you are upset.	False
20	Respecting yourself is part of a healthy relationship.	True

Consequence Cards

Cut out the consequences below.

Jumping Jacks

Do 5 jumping jacks.

Arm Stretch

Stretch your arms up to the sky for 10 seconds.

Kind Word

Say one kind word to the class.

Clap Hands

Clap your hands 5 times.

Touch Toes

Touch your toes 3 times.

Deep Breathing

Take 3 slow deep breaths.

Thumbs Up

Smile and give a thumbs up.

March in Place

March in place for 10 seconds.

One-Foot Hop

Hop on one foot 3 times.

Slow Spin

Spin slowly one time.

Honesty Statement

Say, "I will be honest."

Tooth Brushing Act

Pretend to brush your teeth for 10 seconds.

Neck Stretch

Gently stretch your neck side to side.

Activities for Building Friendships

Fun Activities for Building Friendships

There are activities we can do to build healthy relationships. Here are a few ideas:

- Play Together: Playing together is a great way to strengthen friendships. Choose games everyone enjoys. Some fun games could be tag or board games like Monopoly. Sports like soccer or basketball are also fun.
- Work on a Project: Working on a project together can help build cooperation and teamwork. This could be a school project or a craft at home like a friendship bracelet or a friendship box.
- Sports and Exercise: Sports and exercise are great ways to spend time with friends. This could be a game of soccer, going for a bike ride, or even just a walk in the park.
- Activities for a Rainy Day: You could watch a movie, play a board game, or bake cookies.
- Exploring the Great Outdoors: You could go for a hike or have a picnic.
- Eat Together: Share a meal or snack.
- Communicating: Talking and listening to each other.



True or False

Is the statement true or false?

1) Playing together strengthens friendships.	True	False
2) It is okay to exclude someone in a game.	True	False
3) We can do fun things indoors on a rainy day.	True	False
4) A healthy relationship involves respect and honesty.	True	False
5) It is not okay to listen to your friends.	True	False

Think

Put a ✓ if it is being a good friend and an ✗ if it does not.

1	Sharing your toys with a friend	
2	Waiting for your turn to speak	
3	Calling someone a mean name	
4	Helping a friend pick up dropped books	
5	Pushing someone in line	

Questions

Answer the questions below using evidence from the story.

1) Why is it important to choose games that everyone enjoys?

2) What are some ways to show respect to your friends during activities?

Question Cards

Cut out the question cards below.

Card #	Questions
1	How can playing together help build friendships?
2	What is one game you enjoy playing with friends?
3	How can you include everyone when playing a game?
4	What can you do if friends want to play different games?
5	How can kindness help friendships during games?
6	How does working on a project help friends work together?
7	What is one way to be a good group worker?
8	How can you share ideas kindly when working on a project?
9	What can you do if you and a friend disagree on a project?
10	How does teamwork help build friendships?
11	How can playing sports with friends build friendships?
12	What does good sportsmanship look like?
13	How can you be kind when playing sports or exercising?
14	What can you do if someone makes a mistake during a game?
15	How can you encourage a friend during sports or play?

Question Cards

Cut out the question cards below.

Card #	Questions
16	What is a fun activity you can do together on a rainy day?
17	How can sharing activities indoors help friendships?
18	What can you do to make sure everyone feels included?
19	How can watching a movie or playing a board game build friendships?
20	What are some things to make during indoor activities?
21	How can spending time indoors help friendships grow?
22	What can you do together indoors to have fun?
23	How can you take care of each other during outdoor activities?
24	What does sharing food or snacks do for friendships?
25	How can eating together help friends talk and listen?
26	What are polite ways to talk during snack or meal time?
27	Why is talking and listening important for friendships?
28	How can you show you are listening to a friend?
29	What can you do if a friend wants to talk about their feelings?
30	What is one activity you want to do more to build friendships?

FINISH



START



Peer Pressure

What is Peer Pressure?

Peer pressure is when your friends or other kids your age try to get you to do something. This can be good, like when they encourage you to try a new sport, or bad, like when they want you to do something you know is wrong or unhealthy.

Examples of Peer Pressure

Here are some examples of peer pressure:

- Friends trying to get you to skip school.
- A group pushing you to tell on someone.
- Classmates encouraging you to cheat on a test.



Handling Peer Pressure

It is not always easy to stand up to peer pressure. Here are some tips:

- Trust Your Feelings: If something feels wrong, it probably is.
- Say No: It is okay to say "No" if someone asks you to do something wrong.
- Talk to an Adult: If you are not sure what to do, talk to a parent or teacher.

Peer pressure can make us do things we do not want to do. But it is important to remember we always have a choice. Being a good friend means respecting each other's choices, even if they are different from our own.

Making Connections

When have you ever felt peer pressure to do something?

True or False

Is the statement true or false?

1) Peer pressure is only	True	False
2) Your friends can be a source of peer pressure.	True	False
3) It is wrong to say "No" to your peers.	True	False
4) Talking to an adult can help you handle peer pressure.	True	False
5) Cheating on a test is an example of good peer pressure.	False	

Word Search

Find the words in the wordsearch.

Peer	Choice
Pressure	Encourage
Friends	Handle
Help	Talking
Tease	Respect

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

Activity – Peer Pressure Strategies Wheel

Objective What are we learning more about?

Students will identify and write different strategies that can help them handle or overcome peer pressure and understand that they have choices.

Materials What do we need for our activity?

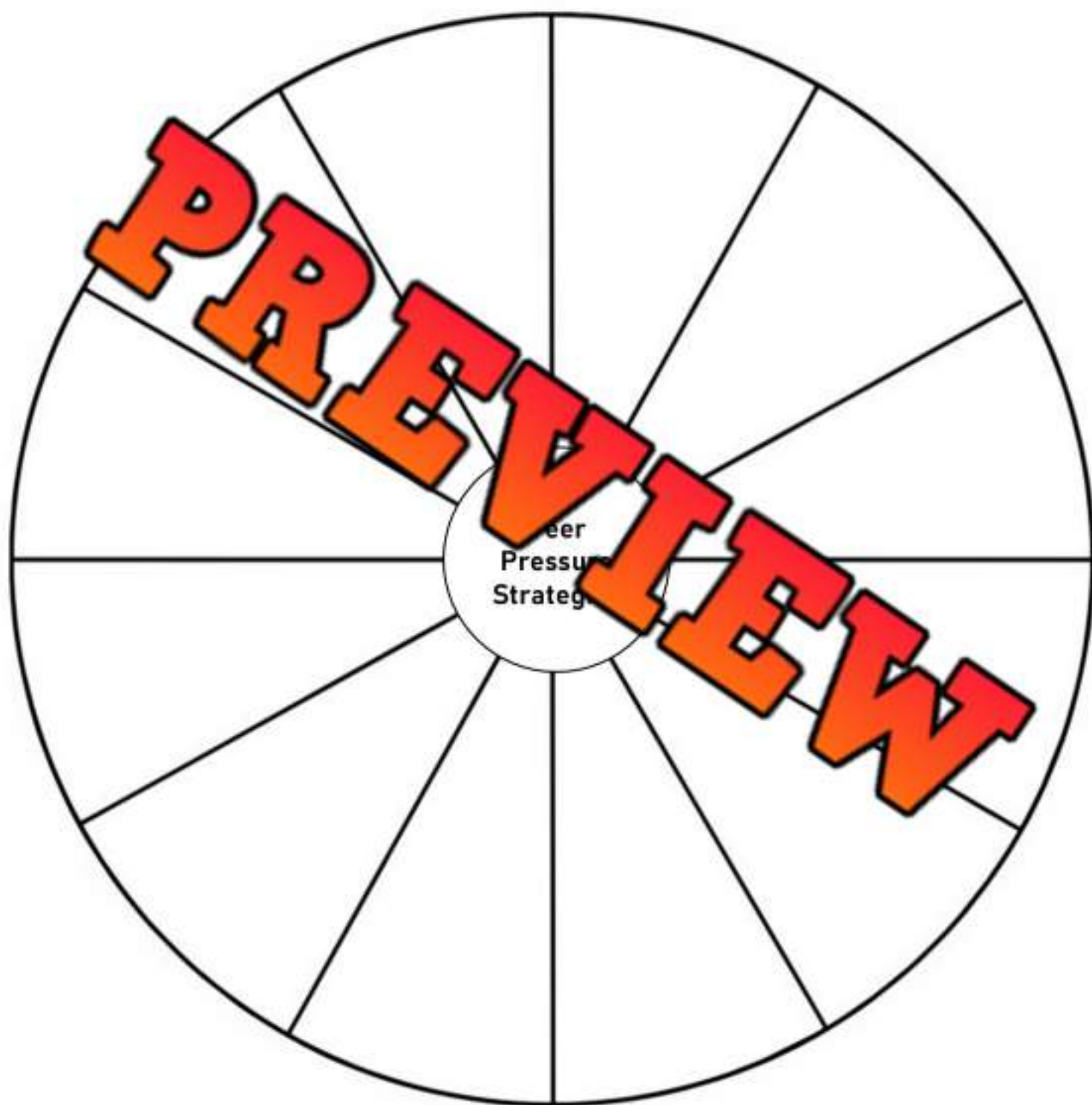
- Peer Pressure Concept Sheet
- Pencil
- Eraser
- Crayons or Coloured Pencils

Method How do we complete the activity?



- 1) Look at the circle in the middle of the page that says "Peer Pressure Strategies."
- 2) Think about times when friends or others might try to pressure you to do something you do not want to do.
- 3) In each section of the circle, write one strategy that can help you deal with peer pressure.
- 4) You may write words or short sentences.
- 5) After writing your ideas, colour each section of the circle any way you like.
- 6) When you are finished, review your strategies and think about which ones you can use in real life.

Peer Pressure Strategies Wheel



Exit Cards

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

Name: _____

Circle YES or NO based on the situation.

1) Friends should respect your choices.	Yes	No
2) You should do something wrong to fit in.	Yes	No
3) Trust your feelings if something feels wrong.	Yes	No
4) Good friends make you feel safe.	Yes	No

Name: _____

Circle YES or NO based on the situation.

1) Friends should respect your choices.	Yes	No
2) You should do something wrong to fit in.	Yes	No
3) Trust your feelings if something feels wrong.	Yes	No
4) Good friends make you feel safe.	Yes	No

Name: _____

Circle YES or NO based on the situation.

1) Friends should respect your choices.	Yes	No
2) You should do something wrong to fit in.	Yes	No
3) Trust your feelings if something feels wrong.	Yes	No
4) Good friends make you feel safe.	Yes	No

Name: _____

Circle YES or NO based on the situation.

1) Friends should respect your choices.	Yes	No
2) You should do something wrong to fit in.	Yes	No
3) Trust your feelings if something feels wrong.	Yes	No
4) Good friends make you feel safe.	Yes	No

Name: _____

25

Bullying

What Is Bullying?

Bullying is when a person or group repeatedly tries to harm someone who is weaker or feels less powerful. It can be in words, actions or even by ignoring someone. There are four types of bullying: physical, verbal, social and cyberbullying.

Types of Bullying

- **Physical Bullying:** This type involves physical actions such as hitting, pushing, or damaging someone's things.
- **Verbal Bullying:** In verbal bullying, words are used to hurt someone. This can include name-calling, threats or making fun of someone.
- **Social Bullying:** Social bullying means leaving someone out of groups or making someone feel left out or embarrassed on purpose.
- **Cyberbullying:** Cyberbullying is when someone uses the internet or phone to be mean or hurtful to someone else. This could be sending mean texts.



Effects of Bullying

Bullying can hurt a person's feelings, and make them feel lonely, unhappy, and scared. It can also lead to problems such as difficulty concentrating on schoolwork and not wanting to go to school.

True or False

Is the statement true or false?

1) Bullying can only be physical.	True	False
2) Social bullying involves leaving someone out on purpose.	True	False
3) If someone bullies you, you should always tell an adult.	True	False
4) It is okay to be a bystander when someone is being bullied.	True	False
5) Treating others the way we want to be treated can help stop bullying.	True	False

Questioning

Write two questions you have after reading the text

1)	
2)	

Questions

Answer the questions below using evidence from the text.

1) Can you name the four types of bullying?

2) What can be some of the effects of bullying on a person?

Activity – Bullying : Think, Feel, Act

Objective What are we learning about?

To identify different types of bullying and learn safe and respectful ways to respond to bullying situations.

Materials What do we need for our activity?

- Bullying scenario cards
- Bullying response worksheet
- Pencil
- Small group seating



Method How do we complete the activity?

1. Begin by reviewing the four types of bullying: physical, verbal, social, and cyberbullying.
2. Divide the students into small groups.
3. Give each group one bullying scenario card.
4. Groups read their scenario together and decide what type of bullying it shows.
5. Using the worksheet provided, groups work together to fill in the following sections:
 - Ways the bullying happens
 - How the person being bullied might feel
 - How the person being bullied might act
 - What could help stop the bullying or make the situation safer
6. Encourage groups to discuss their ideas and agree on answers before writing.
7. Once finished, groups may share their scenario and responses with the class.
8. End the activity with a class discussion about safe choices, helping others, and who to talk to if bullying happens.

Physical Bullying

Cut the bullying scenario cards.

During recess, one student keeps pushing another student out of line while waiting for the swings. It happens almost every day.	A student keeps blocking another child from entering the classroom and laughs when they struggle to get through.
A student hides another child's backpack and laughs while the child looks for it.	One student grabs a classmate's hat and throws it across the playground.
Someone kicks a classmate's chair from behind during group work to annoy them.	A student keeps tripping another child on purpose during gym class.

Verbal Bullying

Cut the bullying scenario cards.

A group of students calls another child mean names and laughs at each other.	A student makes fun of a classmate's accent when they speak in class.
Someone laughs and says hurtful things when a classmate gives an answer.	A student keeps teasing another child about their clothes.
A classmate makes jokes about another student's height and encourages others to laugh.	A student tells another child they are stupid whenever they make a mistake.

Social Bullying

Cut the bullying scenario cards.

A group of friends tells one student they cannot sit with them at lunch anymore.	Students talk and tell others not to include a particular classmate.
A group spreads rumours about a student so others will stop talking to them.	Friends stop talking to a student and pretend they don't know them.
A student is told he is not allowed to join a group project, even though everyone else is.	A group laughs and whispers whenever a certain student walks by.

Cyber Bullying

Cut the bullying scenario cards.

Students send mean messages about a classmate in a group chat.	Someone posts an unkind comment under a classmate's photo online.
A student is left out of an online game group on purpose, and others talk about them behind their back.	Someone sends repeated mean messages to a classmate after school.
A group shares an embarrassing photo of a student without permission.	Students use emojis and jokes online to make fun of a classmate.

Ways the bullying
happens

How the person being
bullied might feel



PREVIEW

What could help stop the
bullying or make the
situation safer?

How the person being
bullied might act

How To Stop Bullying

Stopping Bullying

When you see bullying, it can be stopped. Remember, you have the power to make a difference. Here are four steps you can take:

- 1) **Stand Up:** Do not join in with the bullying, and do not laugh along. This tells the bully that what they are doing is not fun or okay.
- 2) **Speak Out:** Safely tell the bully to stop. Sometimes hearing it from a peer can make a difference.
- 3) **Support the Person Being Bullied:** Let them know they are not alone. You can do this by talking with them or encouraging them to talk to a teacher.
- 4) **Seek Help:** Tell a trusted adult about what is happening. They can give advice and take steps to stop the bullying.

The Power of Kindness

Kindness can be a powerful tool against bullying.

Here are a few ways to show **kindness** every day:

- Include everyone in play, especially those who are often left out.
- Say something nice to someone. A compliment can brighten their day!
- Help someone who is in need.
- Listen when someone is talking. Show them that their words matter.



Stopping Bullies

What 4 things can you do to stop a bully?

1)	
2)	
3)	
4)	

True or False

Write true or false?

1) Laughing at a bully's actions is not a good idea.	True	False
2) You should ignore the person being bullied.	True	False
3) You should join the bully to fit in.	True	False
4) Kindness can be a powerful tool against bullying.	True	False
5) Everyone deserves to be treated with respect.	True	False

Word Search

Find the words in the wordsearch.

Kindness	Tell
Bullying	Stop
Help	Power
Ignore	Strong
Speak	Respect

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

Activity – Bullying Role Play

Objective

What are we learning about?

To understand the harmful effects of bullying, to learn effective strategies to prevent bullying, and to develop empathy towards others.

Material

What do we need for our activity?

- Chart paper
- Markers
- Bully scenario cards



Method

How do we complete the activity?

1. Divide the students into small groups and give each group a scenario card.
2. Each group will read their scenario and discuss it. The scenario should include instances of bullying and should provoke discussion on why it is happening and how it can be stopped.
3. Each group will then create a short skit to act out their scenario, showing both the bullying behavior and a way it can be stopped.
4. Allow each group some time to prepare and then perform their skits for the class.
5. After each skit, have a class discussion about what the bullying behavior was and how it was resolved.

Scenarios

Cut out the scenarios below

John keeps poking Emma with his pencil while she's trying to focus on her work.

Sarah won't let Jamie sit with her and her friends at lunch, saying Jamie's breath smells funny.

During art class, Liam laughs at Mia's drawing and tells her it's ugly.

In the library, Lisa makes fun of Noah because he likes to read picture books instead of chapter books.

On the school bus, Chloe teases Jack about having a backpack.

In the science lab, Sophia tells Noah his project idea is dumb and won't work.

At recess, Ben refuses to let Lily join in the soccer game, saying girls can't play.

During music class, Daniel makes fun of Ava because she can't play an instrument yet.

Discussion

After completing the role playing, answer the questions below

1) How can you stop a bully?

2) Have you ever been bullying like this? What did you do about it?

3) Why is it important to stop a bully?

PREVIEW**Word Scramble**

Unscramble the words using the word list

BULLY

STOP

KIND

SPEAK

HELP

JOIN

VERBAL

SOCIAL

AKPES

NKID

ERVLBA

LBULY

LHEP

ONJI

ERVLBA

OSPT

Being Inclusive

What Is Inclusion?

Inclusion means welcoming and accepting all people, no matter their differences.

Differences can be in how we look, think, learn, or behave. Everyone is different and special in their own way. Inclusion is about celebrating these differences.



Why is Inclusion Important?

Inclusion is important for several reasons:

- Learning about others: When we include everyone, we learn more by learning about how other people live.
- Being kind: When we include everyone, we are being kind.
- Making friends: When we include everyone, we make friends with different people, not just people we have a lot in common with.
- Being fair: Everyone should be included and treated fairly.

Inclusion in Our Everyday Lives

Inclusion should be a part of our everyday lives. We can practice it in school by being friendly to everyone and inviting others to join our games. At home, we can include our siblings in our activities, even if they are younger.

True or False

Is the statement true or false?

1) Inclusion means excluding people who are different.	True	False
2) We can learn about different cultures through inclusion.	True	False
3) Inclusion does not promote kindness.	True	False
4) Everyone deserves to be treated fairly.	True	False
5) It is not necessary to include our siblings in our activities.	True	False

Fill in the blanks

Write the missing word

1) Inclusion shows _____ and _____.	kindness	unfairness
2) Our _____ make us _____.	differences	similarities
3) Through _____, we can learn about _____.	exercise	inclusion
4) Inclusion is important in our _____ lives.	future	everyday
5) _____ should be included.	everyone	friends

Questions

Answer the questions below using evidence from the story.

1) What is inclusion?

2) Why is inclusion important?

Find a Friend BINGO – Being Inclusive

Objective

What are we learning about?

Students will practise being inclusive by recognizing positive behaviours and interests in their classmates, interacting respectfully, and appreciating differences.

Materials

What do we need for our activity?

- Find a Friend Bingo worksheet
- Pencil or pen
- Open classroom space for students to move

**Method**

How do we complete the activity?

1. Walk around the classroom quietly and respectfully.
2. Read the description in each BINGO box.
3. Find a classmate who you think matches the description.
4. Ask the classmate politely if the description fits them.
5. If they agree, ask them to sign their name below the box.
6. Each classmate may sign only one box on your BINGO card.
7. Continue until you complete a row, column, or diagonal.
8. When you complete one, raise your hand and say "BINGO!"

Find a Friend BINGO – Being Inclusive

B	I	N	G	O
Someone who loves the colour blue _____	Someone who enjoys learning about others _____	Someone who likes working with a partner _____	Someone who uses polite words all the time _____	Someone who likes pizza _____
Someone who is kind to classmates _____	Someone who sits with others at lunch _____	Someone who sits with others at lunch _____	Someone who likes playing board games _____	Someone who likes learning new things _____
Someone who enjoys reading books _____	Someone who stands up for others _____	Someone who enjoys reading books _____	Someone who enjoys reading books _____	Someone who likes singing _____
Someone who is friendly to everyone _____	Someone who likes volunteering _____	Someone who makes others feel safe _____	Someone who likes Vanilla Ice Cream _____	Someone who plays with everyone _____
Someone who enjoys sports _____	Someone who enjoys drawing _____	Someone who likes listening to music _____	Someone who enjoys listening to stories _____	Someone who loves animals _____

Personal Boundaries

What are Personal Boundaries?

Personal boundaries are rules we set within relationships. They protect us and define what we find is acceptable from others.



Types of Personal Boundaries

There are different types of personal boundaries we can set, for example:

- Physical Boundaries: This is how you control how close people come to you or whether you are comfortable with someone giving you a hug.
- Emotional Boundaries: We can set boundaries about what behaviours we accept from friends. We might accept fun teasing from some friends but not others.
- Intellectual Boundaries: These boundaries respect our thoughts, ideas, and curiosity. Others should not make fun of your ideas or curiosity.

The Importance of Personal Boundaries

Personal boundaries are important for many reasons.

- Self-Respect: Setting boundaries teaches others how we expect to be treated.
- Safety and Comfort: Boundaries help us feel comfortable and safe.
- Healthy Relationships: Boundaries allow respect in our relationships.
- Mental Wellbeing: Respecting our boundaries helps reduce stress.

True or False

Is the statement true or false?

1) Personal boundaries are visible lines.	True	False
2) Physical boundaries involve personal space and touch.	True	False
3) Setting personal boundaries means you do not respect others.	True	False
4) Personal boundaries can help you feel safe and comfortable.	True	False
5) Clear boundaries allow for misunderstanding in our relationships.	True	False

Make a connection

Describe your boundaries

Physical Boundaries

Do you like people touch you?

Are you okay with hugs? Explain.

Emotional Boundaries

What behaviours do you accept from your friends – nice, teasing, respect, caring, trust, generous, forgiving.

Intellectual Boundaries

Are you okay with others disagreeing with you?

Can you have a healthy debate?

Activity - Personal Boundaries

Yes/No

Are the person's boundaries being crossed?

1) Ben listened to Lisa talk about her bad day without laughing.	Yes	No
2) Emily asked before she borrowed her brother's bike.	Yes	No
3) Sam took his sister's toy without asking.	Yes	No
4) Sally told Andy that he was to be scared of spiders.	Yes	No
5) Mark let the person in to talk before he shared his idea.	Yes	No
6) John said Lily's idea was bad without thinking about it.	Yes	No
7) Mia asked if it was okay to hug him.	Yes	No
8) Anna laughed at her friend's fear of spiders.	Yes	No
9) When his friend was upset, Jack let them talk about the problem.	Yes	No
10) Ethan sat too close to Olivia and she felt uncomfortable.	Yes	No
11) Matt teased Carla about her pants, even when she asked him to stop.	Yes	No
12) Laura only talked about her ideas and ignored others'.	Yes	No

Connect

When has someone crossed your boundaries? Explain without using names.

Exit Cards

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

Name: _____

Colour the qualities that respect personal boundaries.

Kind	Pushy
Caring	Listening
Hurtful	Rude
Honest	Controlling
Supportive	Patient

Name: _____

Colour the qualities that respect personal boundaries.

Kind	Pushy
Caring	Listening
Hurtful	Rude
Honest	Controlling
Supportive	Patient

Name: _____

Colour the qualities that respect personal boundaries.

Kind	Pushy
Caring	Listening
Hurtful	Rude
Honest	Controlling
Supportive	Patient

Name: _____

Colour the qualities that respect personal boundaries.

Kind	Pushy
Caring	Listening
Hurtful	Rude
Honest	Controlling
Supportive	Patient

Understanding Consent

What is Consent?

Consent is when you give someone permission to do something. It means you have clearly said "yes" to an action. Consent is important when interacting with others.

Why is Consent Important?

Here are a few reasons why consent is important:

- Respect: Asking for consent shows that you respect the other person's feelings.
- Communication: It encourages open conversation about our feelings.
- Control: It means you have a say in what happens to you.

How to Ask for Consent

When you want to do something that involves another person, like giving a hug, ask for their permission first. Say, "Can I give you a hug?" It is consent when they say "yes".

What if They Say No?

If the person says "no," then you should respect their decision and not do the action. Everyone has the right to say "no" at any time, even if they said "yes" before. Consent should be clear. It is okay to say "no." Respecting others' boundaries is a way to show that you care about their feelings. It helps build strong friendships.



True or False

Is the statement true or false?

1) Consent means you have said "yes" to something.	True	False
2) If someone says "no," you can still do the action.	True	False
3) Everyone has the right to say "no" at any time.	True	False
4) If they said "yes" before, they cannot say "no" later.	True	False
5) Respecting others' decisions is a part of consent.	True	False

Consent Is consent given?

1) At lunch, Anna took one of Jack's sandwiches without asking him.	Yes	No
2) Jack wanted to use Emily's pencil and she said it was okay.	Yes	No
3) Ethan wanted Lisa to go to the playground but she didn't want to.	Yes	No
4) Emily gave Sophia a hug. Sophia was uncomfortable with that.	Yes	No
5) Tom wanted to share Mia's paints during class. Mia said yes.	Yes	No

Questions

Answer the questions below using evidence from the story.

1) What does "consent" mean?

2) How can you ask for consent?

Listening

Why is Listening Important?

Listening is like a superpower! When we listen to others, we show them that we care about what they are saying. It is an important part of all relationships - whether with friends, family, or teachers. Listening helps us understand others better and show respect.

What Happens When We Listen?

- Understanding: When we listen, we learn new things about others.
- Respect: Listening shows we care about others and their opinions.
- Solving Problems: Listening helps us solve problems together.

When we listen, we can understand what a problem is and find ways to solve it together.

- Building Trust: When we listen to others, they trust us more.

How Can We Be Good Listeners?

Being a good listener takes practice. Here are a few tips:

- Be Quiet: Wait for the other person to finish talking before you speak.
- Show Interest: Show that you are interested by nodding or say "mmm-hmm".
- Ask Questions: If you do not understand something, ask.



Making Connections

Who is the best listener that you know? Explain why they are good.

True or False

Is the statement true or false?

1) Listening is not important.	True	False
2) Listening does not help us understand.	True	False
3) Listening can help solve problems.	True	False
4) When we listen, we show respect.	True	False
5) Asking questions means we are not listening.	True	False

Word Search

Find the words in the wordsearch.

Listen	Solve
Respect	Important
Understand	Helps
Problems	Friends
Trust	Family

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

Activity – Broken Telephone

Introduction

What are we learning more about?

How important is communication in a relationship? How can bad communication lead to messages being misunderstood?

Here is an activity for students to learn about the importance of communication in a relationship: "Broken Telephone."

Method

How do we complete the activity?

1. Divide the class into groups of 4-6 students.
2. Have the first person in each group say a sentence about why listening is so important for good communication. You can switch the topic to something different afterwards.
3. The second person whispers what they heard to the third person, and so on, until the message reaches the last person in the group.
4. The last person says the message out loud, and the group compares it to the original sentence.
5. Discuss as a group how the message changed as it was passed along and how miscommunication can impact relationships.
6. Try the activity again and change the order of the students. Have them make up their own sayings about things they have learned in health class.



Discussion

After completing the role playing, answer the questions below

1) What happened when the message was passed along to all the people in the group? Did it change? Explain.

2) How could this kind of communication that could upset someone?

3) Why is it important to listen carefully to your _____?

Word Search

Find the words in the wordsearch.

Listen	Good
Communication	Upset
Misunderstanding	Friends
Active	Gossip
Rumor	Truth

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

Discrimination

What is Discrimination?

Discrimination is when a person is treated unfairly because of their race, age, religion, gender, or disability. It is like choosing not to play with someone because they were different, which is not fair or kind.

How Does Discrimination Affect People?

Here is how discrimination affects people:

- Hurt Feelings: It makes people feel sad, upset, scared and left out.
- Lower Self-esteem: When people are treated unfairly, they might start to believe they are less important than others.
- Reduced Opportunities: It can stop people from doing things like joining a sports team or making new friends.



Steps to Fight Against Discrimination

We can all do something to stop discrimination.

- Respect Everyone: Treat all people with kindness and respect.
- Speak Up: If you see someone being treated unfairly, tell an adult.
- Learn About Others: Understand and appreciate the differences in others.

Questions

Answer the questions below using evidence from the text.

1) What is discrimination?

2) What are ways we can fight against discrimination?

True or FalseEnter **True** or **False**

1. Discrimination is treating everyone equally.

True

False

2. Discrimination can be based on someone's race.

True

False

3. Discrimination cannot make people feel upset.

True

False

4. Discrimination can lower someone's self-esteem.

True

False

5. You should speak up if you see discrimination.

True

False

Word Search

Find the words in the wordsearch.

Discrimination	Esteem
Opportunity	Equal
Respect	Emotions
Difference	Unfair
Upset	Speak

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

Activity - Discrimination Role Play**Objective**

What are we learning about?

Help students understand what discrimination is, how it can hurt people's feelings, and what positive actions they can take to treat everyone fairly and kindly.

**Materials**

What do you need for the activity?

- Scenario cards showing different discrimination situations
- Pencil and paper
- Simple props (optional - signs, name tags, paper signs)
- Space in the classroom for role-play

Instructions

How will you complete the activity?

1. Explain to the students that discrimination means treating someone unfairly because they are different.
2. Read and discuss a few examples of discrimination using simple language.
3. Divide the class into small groups. Give each group a scenario card that shows a situation where someone is being treated unfairly.
4. Ask each group to discuss what is happening in the situation, how the person might feel and what a kind and fair choice would be.
5. Allow each group to act out their scenario and show a positive way to handle the situation.
6. After each role play, talk as a class about why the action was unfair, what helped stop discrimination and how students can act kindly in real life.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Left Out of a Game	You are on the playground playing a game with classmates when another student asks to join. Some students say the student can't play because they are "not good enough." The student steps back and looks disappointed. You notice what is happening and think about what choices you have in this moment.
Teased for Different Appearance	You hear a student being teased because they wear glasses or look different from others. Some students laugh, and the student being teased comes quiet and looks uncomfortable. You see how the teasing affects them and consider what your role could be in this situation.
Ignored in Group Work	During a group activity, students are sharing ideas. One student tries to speak, but others cover them or ignore their ideas. The student slowly stops trying to join in. You notice what is happening and think about what could change in the group.
Different Language or Accent	A student speaks with an accent during class discussion. Some students laugh or avoid talking to them. The student looks unsure and left out. You notice the reactions around you and think about how people should be treated.
Not Chosen Because of a Disability	Teams are being chosen for an activity. One student is not picked because they move or learn differently. The student waits quietly on the side. You see this happen and think about fairness and what choices you can make.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Not Sitting Together at Lunch	You are sitting at a lunch table with classmates when another student asks to sit with you. Some students say no and whisper that the student is "different." The student stands there quietly, not sure what to do next. You notice what is happening and have a choice to make.
Left Out Because of Clothing	During recess, a student is laughed at because their clothes are different from what most students are wearing. The student feels uncomfortable and moves away from the group. You notice what is happening and think about what your role is in this situation.
Not Picked to Share	During class sharing time, students take turns talking. You notice that one student keeps getting skipped and has not had a turn for several days. The student looks disappointed but does not say anything. You notice what is happening and wonder what could be done.
Told They Can't Join Because of Gender	A group of students is playing a game. A student asks to join, but someone says the game is "only for boys" or "only for girls." The student steps back and watches from the side. You hear the comment and see how it affects the student.
Excluded for Liking Different Things	A student talks about liking different games, music, or hobbies than the rest of the group. After this, they are not invited to play. The student stays nearby, watching others have fun. You notice what is happening and think about what choices you have.

Healthy Body Image

Understanding Body Image

Body image is what we think about our body. It is how we feel about our weight, height, and shape, and how we believe others see us.



Why Body Image Matters

Having a healthy body image is important because it helps us feel happier and have more self-confidence. Here are some reasons why healthy body image matters:

- **Self-Esteem:** When you have a healthy body image, you value yourself. You know that your worth is not defined by your appearance.
- **Health:** People with a healthy body image are more likely to take care of their health, eating nutritious food, exercising regularly, and getting enough sleep.
- **Happiness:** A healthy body image leads to happiness. You can focus more on the things you love to do and less on how you look while doing them.

Fostering Healthy Body Image

Your body is a great tool that lets you explore. Foster a healthy body image by:

- Celebrating what your body can do.
- Surrounding yourself with positive influences.
- Speaking kindly about your own body and others'.



Healthy?

Does the person have a healthy body image?

1) Lily enjoys how fast she can run.	Yes	No
2) Jack is upset because he's shorter than his friends.	Yes	No
3) Anna loves her curly hair.	Yes	No
4) Emma wishes her hair was straight like her friend's.	Yes	No
5) Sarah appreciates her body for letting her dance.	Yes	No
6) Ben is upset about his freckles.	Yes	No
7) Sam enjoys his body when climbing trees.	Yes	No
8) James won't go to the park because he wears glasses.	Yes	No

Fill in the Blanks

Write in the word.

1)	Body image is how we _____ about our body.	relax	think
2)	Healthy body image means accepting our _____ the way we are.	likes	clothes
3)	We should not tie our _____ to our body shape.	feelings	worth
4)	Regular _____ can help maintain a healthy body image.	exercise	
5)	Saying _____ things about our bodies can improve body image.	mean	kind

Question

What is body image? How do we make sure we have a healthy body image?

Activity - Healthy Body Image Picture

Objective

What are we learning about?

To teach students about healthy body image, how to appreciate their bodies, and understand that each body is unique and special in its own way.

Materials

What do we need for our activity?

- Drawing paper (preferred)
- Crayons, markers, colored pencils
- Magazines and newspapers
- Scissors and glue (if using magazines and newspapers)



Method

How do we complete the activity?

1. Hand out a large sheet of paper to each student.
2. Ask the students to draw a picture of themselves doing something they enjoy (such as playing soccer, reading a book, painting, etc.)
3. Encourage them to focus on the ability of their body to do these activities rather than how their bodies look.
4. If using magazines and newspapers, students can cut out and stick images that resonate with the activity they enjoy.
5. Once everyone has finished, if they are comfortable, they can share their drawing with the class and explain why they chose the activity.
6. Facilitate a group discussion about how our bodies allow us to do these wonderful things and why it's important to appreciate them.

Name: _____

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Curriculum Connection
D.1.5

Draw

Draw a picture of you doing something you enjoy

PREVIEW

Reflection

How does your drawing make you feel about your body?

The Magic of Sleep

Sleep and Your Body

Sleep is like a magic potion for your body. When you go to sleep, your body gets busy repairing and growing. Here is what happens:

- Healthy Hair: Your body uses sleep time to repair your hair. With good sleep, your hair grows longer, shinier, and healthier.
- Glowing Skin: Ever heard of beauty sleep? It is real! Your skin makes new cells faster when you sleep. Sleep helps your skin stay smooth and glowing.
- Strong Teeth: Just like your hair, your teeth also need sleep. Your body fights off bacteria that can harm your teeth when you sleep.
- Body Size and Shape: Sleep helps you grow. It releases a hormone that helps your body grow and repair muscles.

Dreams and Social Skills

Sleep not only affects your physical development but also, your social development. Here is how:

- Better Moods: A good night's sleep can make you feel happy and refreshed.
- Concentration and Memory: Sleep helps your brain work better. This means you can pay attention, remember things, and learn new skills.
- Handling Emotions: When you are well-rested, it is easier to understand and control your feelings.



Question

Why is sleeping so important?

True or false

Is the statement true or false?

1) Sleep repairs your body.	True	False
2) Sleep does not influence your body's growth.	True	False
3) A good night's sleep can make you feel happy and energetic.	True	False
4) Sleep does not help with concentration and memory.	True	False
5) Sleep does not help you interact better with friends and family.	True	False

Word Search

Find the words in the wordsearch.

Sleep	Night
Grow	Body
Memory	Rested
Concentrate	Understand
Friendship	Control

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

The Magic of Sleep

Identify

Colour the pictures that show things you should do to help you sleep better.

Brushing teeth before bed



Turn off the light



Eat chocolate before bedtime



Washing your face and hands



Playing video games in bed



Taking a warm bath



Using a phone in bed



Reading a book quietly



Jumping on the bed



Wearing pajamas



Going to bed on time



Watching before bedtime



Social Skills

Understanding Social Skills

Social skills are the abilities we use to interact and communicate with others. They include behaviours like speaking politely, taking turns, listening closely, and understanding other people's feelings. We use social skills everyday, like when we play with our family, or work with others in school.

Types of Social Skills

Let's take a closer look at some key social skills:

- Communication: Saying what you mean and listening to others.
- Empathy: Understanding and sharing the feelings of others.
- Cooperation: Working together to reach a goal.
- Problem-solving: Solving a problem, like when we argue with a friend.
- Respect: Treating others kindly even if they are different.



Why Are Social Skills Important?

Social skills help us make friends. When we use good social skills, we get along better with our family and teachers, and feel happier. When we cooperate with our classmates and listen to our teachers, we can learn better. Problem-solving skills help us handle any problems that come our way.

True or False

Is the statement true or false?

1) Social skills help us communicate with others.	True	False
2) Empathy is not a social skill.	True	False
3) Cooperation is not important in social skills.	True	False
4) Problem solving is a type of social skill.	True	False
5) Practicing social skills can make relationships stronger.	True	False

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

Do you have good social skills? Why or why not.

Direction

Draw a line to match the social skill to the example.

1. Being kind to everyone	☐	☐	Communication
2. Saying your ideas clearly	☐	☐	Empathy
3. Understanding how a friend feels	☐	☐	Cooperation
4. Fixing a disagreement	☐	☐	Respect
5. Working with others on a task	☐	☐	Problem-solving

Making Good Social Choices

Cards

Draw a 😊 happy face if the action shows good social skills and draw a ☹️ sad face if the action shows poor social skills.

	Sharing your snack with a friend		Helping a classmate understand a difficult topic
	Creating a safe space for someone who is shy		Telling the truth about a mistake
	Keeping a friend's secret and item without trying to find the owner		Refusing to include someone in a group activity
	Apologizing after making a mistake		Offering to help someone who is struggling
	Telling a lie to avoid getting in trouble		Standing up for a friend who is being bullied
	Ignoring homework to play video games		Yelling at someone in anger

Visible or Invisible Differences

Seeing Our Differences

Our differences make us special. Here is how we can see this:

- **Skin, Hair, and Eyes:** We have different colours of skin, hair, and eyes.
- **Facial Features:** We have different noses, mouths, and eyes.
- **Body:** We all have different body shapes and sizes.
- **Physical Abilities:** Some people use things like glasses or wheelchairs.
- **Clothing:** The things we have show what we like.

Understanding Our Differences

We also have differences that we cannot see. These include:

- **Learning Abilities:** We all learn in different ways.
- **Skills and Talents:** Each of us has special skills or talents.
- **Values and Beliefs:** We have our own beliefs and traditions.
- **Family Background:** Our families and their stories are different.
- **Preferences:** We all like and dislike different things.
- **Allergies:** Some of us have allergies or sensitivities.
- **Mental Health:** Our mental health is different, just like our physical health.



In the end, our differences make us unique. Let us celebrate and respect everyone's uniqueness!

True or False

Is the statement true or false?

1) Our skin, hair, and eyes can have different colors.	True	False
2) All faces look exactly the same.	True	False
3) Some people might use glasses or wheelchairs.	True	False
4) Our clothes can show what we like.	True	False
5) Our families' stories are all the same.	True	False

Draw and
Write

Draw a person from your family. Draw their differences and write one about them. Write about how they are different. Ex. My dad is tall.

Question

What are two differences we can see between people?

Activity: Visible or Invisible Differences

Objective

What are we learning about?

Students will learn to identify visible and invisible differences and understand that all differences should be respected. They will practice thinking about whether actions and ideas show understanding and kindness.

Materials

What do you need for the activity?

- Visible or invisible differences worksheet
- Pencil
- Crayons or coloured pencils



Instructions

How will you complete the activity?

1. Read each statement on the worksheet.
2. Think about what the statement is saying and whether it shows visible or invisible differences.
3. Ask yourself:
 - Does this show respect for differences?
 - Does this help others feel included?
4. Draw a 👍 Thumbs Up if the statement shows visible differences.
5. Draw a 👎 Thumbs Down if the statement shows Invisible differences..
6. Draw your thumbs clearly inside the box next to each statement.
- 7) When you finish, review your answers and be ready to explain one choice to the class.

Thumbs Up and Down

Read the statements to the class.

#	Statement	Visible	Invisible
1	A person has a different hair colour than others.		
2	A person learns best by listening, reading, or doing activities.		
3	A person has a different skin colour.		
4	A person likes different foods than others.		
5	A person enjoys music, sports, art, or other skills.		
6	A person has different traditions or holidays.		
7	A person wears glasses to see better.		
8	A person believes in different values.		
9	A person has allergies that others do not know about.		
10	A person has likes and dislikes that make them unique.		
11	A person uses a wheelchair to help them move around.		
12	A person feels happy, sad, nervous, or excited.		
13	A person wears clothes that show what they like or where they are from.		
14	A person's mental health affects how they feel and think.		
15	A person speaks a different language at home.		
16	A person enjoys hobbies or interests that others may not see.		
17	A person thinks about problems in their own special way.		
18	A person shows kindness in how they treat others.		
19	A person's body is a different size or shape.		
20	A person shows respect by caring about others' feelings.		

Physical Development

Eating Healthy

Food choices affect our physical development. Here is how:

- Healthy Hair: Eating foods rich in protein, keeps our hair strong and shiny.
- Glowing Skin: Fruits and vegetables help our skin stay smooth and vibrant.
- Strong Teeth: Dairy products, leafy greens, and fish, strengthen our teeth.
- Healthy Body: A balanced diet helps us keep a healthy body size and shape.

Physical Activity and Growth

Physical activity is just as important as eating right for physical development:

- Strength: Running, jumping, and climbing help build strong bones.
- Coordination and Balance: Sports and dance can improve our body coordination and balance.

The Social Side of Food and Fitness

Food and physical activity also influence our social development:

- Shared Meals: Eating meals together helps us bond with family and friends.
- Team Sports: Playing sports teaches us teamwork, cooperation, and fair play.
- Building Confidence: Learning new physical skills can boost our self-esteem.



True or False

Is the statement true or false?

1) Protein-rich foods keep our hair strong.	True	False
2) Fruits and vegetables help our skin.	True	False
3) Dairy products can weaken our teeth.	True	False
4) Team sports teach us cooperation.	True	False
5) Eating alone is a good way to bond with family.	True	False

Making Connections

What does this remind you of in your life?

Direction

Put a ✓ on the habits that are healthy.

☐ I eat fruits or vegetables every day.	☐ I run, jump, or play outside.	☐ I eat meals with family
☐ I eat sweets and junk food all day.	☐ I use gadgets all day	☐ I cheer for my friends.
☐ I eat different healthy foods.	☐ I move my body every day.	☐ I refuse to share food with others.
☐ I drink 8-10 glasses of water every day.	☐ I sit all day and do not move.	☐ I follow the rules.
☐ I choose healthy snacks.	☐ I rest when I feel tired.	☐ I cheat when playing games.

Physical Development

Instruction

Draw one healthy food and one physical activity you enjoy. Write one sentence about each.

Healthy Food	Physical Activity
	

Your Genes

The Role of Genes in Physical Development

Genes are tiny parts of the cells in your body that carry information that determine what you look like and how you think and feel. Your genes are passed to you from your parents. Your genes are a blueprint for your physical development, influencing many aspects of your body. Here is how:

- **Hair:** The color and texture of your hair are influenced by your genes.
- **Skin:** Genes also determine your skin color.
- **Teeth:** The size and shape of your teeth are determined by genes.
- **Body Size and Shape:** Genes influence your height, weight, and overall body shape.



Influence of Genes on Social Development

Genes also have a role in your social development, including:

- **Personality Traits:** personality traits, like being shy, can be affected by your genes.
- **Learning Abilities:** Genes can impact how you learn, like being good at math.
- **Emotions:** your genes can affect how you show your feelings.

While genes play a big role, they are not the only factor in your development. Your environment and experiences are equally important in shaping who you are.

**Making
Connections**

What traits do you have that are passed down from your family? Do people tell you that you look like someone in your family? Who is it?

True or false _____ Is the statement true or false?

1) Genes influence your _____.	True	False
2) Genes do not affect the shape of your _____.	True	False
3) Your height is determined by your genes.	True	False
4) Genes do not influence personality traits.	True	False
5) Learning abilities are impacted by genes.	True	False

Word Search

Find the words in the wordsearch.

Genes	Personality
Traits	Emotions
Height	Teeth
Hair	Emotions
Learning	Abilities

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

Activity – Family Traits Tree

Objective

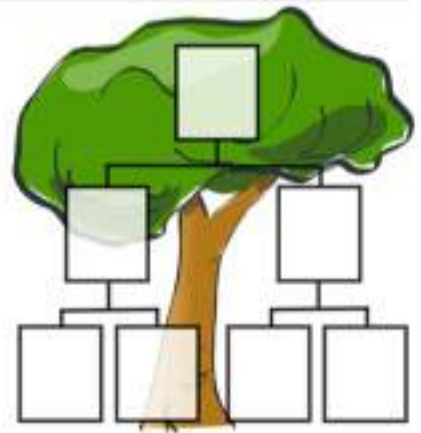
What are we learning about?

To teach students how genetics influence their physical characteristics, promoting an understanding of why they look the way they do and fostering an appreciation for their unique traits.

Materials

What do we need for our activity?

- Drawing page –
- Crayons, markers, colored pencils
- Family photo



Method

How do we create an activity?

1. Hand out the drawing page to each student.
2. Ask the students to draw a tree, with each branch representing a member of their family (like parents, grandparents, siblings, etc.).
3. On each branch, they should draw or write a physical trait the family member (like curly hair, blue eyes, tall height, etc.).
4. Encourage students to ask family members about traits if they aren't sure.
5. Once everyone has finished, if they are comfortable, they can share their "Family Traits Tree" with the class and explain the traits they discovered.
6. Facilitate a group discussion about how our genetics influence our physical characteristics and make us unique.

Name: _____

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Curriculum Connection
D.15

Activity – Family Traits Tree

Draw

Draw the family traits tree below

PREVIEW

Celebrating Differences

Families

Families come in all shapes and sizes. Some families have one parent, some have two, and others may be led by grandparents or other caregivers. Some families have lots of children, while others might have only one child or even none. There are families where the parents or children come from different parts of the world. All these different kinds of families make our world exciting and diverse!

A World of Faith

Just like families, people follow different paths across the globe. People follow different religions like Christianity, Islam, Hinduism, Buddhism, Judaism, or other religions, or they may not follow a religion. Each religion has its own traditions.



Embracing Differences: What You Can Do

We have so much diversity around us. Here is what you can do to be inclusive:

- **Learn:** Be curious about others. Ask your friends about their family traditions.
- **Share:** Talk about your family and beliefs. Sharing builds mutual understanding.
- **Respect:** It is important to respect other people's ways of life.
- **Be Open:** Include everyone in your activities. Do not leave someone out just because they are different from you. Different can mean fun!

True or False

Is the statement true or false?

1) Some families may be led by grandparents.	True	False
2) All people follow a religion.	True	False
3) Asking friends about their traditions is a good idea.	True	False
4) We should exclude others who are different from us.	True	False
5) Every religion has its own customs and traditions.	True	False

Fill in the blanks

Circle the missing word.

1) A _____ led by _____ mother.	school	family
2) It is good to ask your _____ about _____.	traditions	homework
3) We should _____ people _____ to our group.	include	exclude
4) Different does not mean _____ means _____.	bad	good
5) Buddhism is a type of _____.		religion

Questions

Answer the questions below using evidence from the text.

1) What are some types of families mentioned in the text?

2) What can you do to be more inclusive?

Activity – “Celebrating Our Differences” Interview

Objective What are we learning about?

Help students understand, appreciate, and respect differences in families, beliefs, cultures, and traditions by listening to and learning from their classmates' experiences.

Materials What will you need for the activity?

- Notepad or sheet for writing or drawing
- Paper or card for writing or drawing
- Questions can be about families, traditions, and beliefs (please see the list below)



Instructions How will you conduct the activity?

1. Begin by discussing what everyone knows. Explain that families, cultures, languages, and beliefs can be different and these differences make our community special.
2. Pair students with a classmate or assign partners. Everyone has a partner.
3. Give each pair simple interview questions about families, traditions, and beliefs (for example: special celebrations, languages spoken at home, customs).
4. Students take turns asking and answering questions. Each student listens carefully and shows respect while their partner shares.
5. Students write or draw one thing they learned about their partner that is different from their own experience.
6. Invite volunteers to share what they learned with the class. Emphasize that learning about others helps us become kind, respectful, and inclusive.
7. End with a short reflection by asking: How can we show respect for people who are different from us every day?

Interview Questions

Introduction Questions:

- What is one thing that makes you or your family special or different?
- Can you tell me about it (for example: a tradition, language, celebration, or belief)?

About Your Differences

- Why is this tradition, belief, or family practice important to you?
- Who do you usually share this with (family, friends, community)?
- When do you practice or experience this (holidays, daily life, special events)?

Feelings and Values

- How do you feel when you talk about or take part in this tradition or practice?
- What does this teach you about your family or who you are?

Respect and Inclusion:

- How would you like others to treat you because of your tradition, belief, or family practice?
- What can classmates do to show respect for differences like yours?

Reflection

What did you learn about celebrating differences by listening to your classmate?

Unit Test – Human Development

True or False

/10

1) Peer pressure is only bad. a) True b) False	2) It is wrong to say "No" to your peers. a) True b) False
3) Bullying can only be physical. a) True b) False	4) Discrimination is treating everyone equally. a) True b) False
5) Sleep repairs your hair. a) True b) False	6) Daily toothbrushing can weaken our teeth. a) True b) False
7) Your height is determined by your genes. a) True b) False	8) Friends cannot have different hairstyles. a) True b) False
9) Asking friends about their traditions is a good idea. a) True b) False	10) We should exclude others who are different from us. a) True b) False

Healthy?

Does the person have a healthy body image?

1) Emma loves how fast she can run in gym class.	Yes	No
2) Ben wishes he was taller to play basketball better.	Yes	No
3) Olivia doesn't like her freckles	Yes	No
4) Jack appreciates his height because it lets him reach high places.	Yes	No
5) Lily feels happy that her strong arms can help her climb trees.	Yes	No
6) Anna thinks she is too tall compared to her friends.	Yes	No
7) Tom likes his body because it lets him play soccer.	Yes	No
8) Olivia compares her appearance with her favourite TV character.	Yes	No

Short Answer

Answer the questions below – Each question is worth 3 marks.

1) Why is it important to get a healthy body image?

2) What genes are passed along from your parents? List three things you like your parents.

3) How are people different? List three differences.



Workbook Preview



Grade 3 – Health Unit

Healthy Eating

	Curriculum Expectations	Pages
D1.1	Demonstrate an understanding of how the origins of food (e.g., where the food is grown, harvested, trapped, fished, or hunted; whether and how it is processed or prepared) affect its nutritional value	6 – 84, 102 – 107
D2.1	Demonstrate an understanding of the importance of good oral health to overall health and assess the effect of different food choices on oral health.	92 – 101
D3.1	Explain how local foods and foods from various cultures (e.g., berries, curries, chapatis, lychees, kale, lentils, corn, naan, wild game, fish, tourtière) can be used to expand their range of healthy eating choices.	6 – 14, 85 – 91, 102 – 111

**Preview of 80 pages from
this product that contains
158 pages total.**

NAME: _____

HEALTHY EATING

PREVIEW



Where Does Our Food Come From?

What is the Journey of Our Food?

Have you wondered where your food comes from? Some food we eat is grown nearby. Some food comes from far away.

In Canada, we have 4 seasons. We cannot grow food in all of our seasons. We need to buy food from other countries.

In the fall, the food we eat might be from close by. Maybe there is an apple tree farm near you. What about oranges? In Ontario, most oranges and orange juice we buy comes from places like Florida and Brazil.



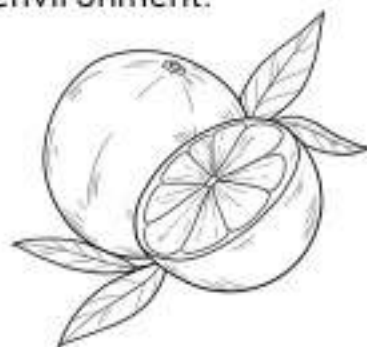
How Does the Journey of Our Food Affect Our World?

When we buy an orange, it travels a long way. It is kept cool by a truck, train, boat, or plane. Trucks that keep food cool use more gas. If we buy oranges from a local farm, less fuel is used for transportation. Buying local can help the environment.

Fruit that is transported over long distances needs packaging to protect it from getting squashed. This creates garbage that affects the environment.

Shopping Locally

Buying fresh fruits and vegetables from the local farmers' markets means the food has not travelled far. It is usually picked in the morning before it is sold, which makes it fresher and healthier.



**Making
Connections**

What does this remind you of in your life? Have you had a garden?
Have you visited a farm?

True or False State whether each statement is true or false?

1) Buying local means our food is fresher.	True	False
2) In Ontario, our food does not grow in greenhouses.	True	False
3) The food we eat does not affect the environment.	True	False
4) Buying food at the grocery store is the same as buying from a farm.	True	False
5) Food that travels a long distance is not as fresh.	True	False

Word Search

Find the word bank words in the puzzle.

Orange	Grow
Apple	Buy
Farm	Season
Fresh	Travel
Healthy	Food

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

Choosing Local Food

The choices we make about what we eat can have a huge impact on our health. It is important to understand that our choices also affect the environment.

Action Plan

Learn where your food is grown. Which foods come from near where you live? Is your area known for any food? Do you choose local food? Complete the chart below making your food choices things that are available as close to home as possible. Does your family grow any food or does anyone in your family hunt, trap or fish?

Food Choice	Where is the food produced?	Is the food available all year or only in season? List the months you can get this local food.
Milk	ABC Dairy, 100 meters away	Available all year

Name: _____

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Curriculum Connection
D1.1, D3.1

Ontario Foods

Directions

Circle whether the food is grown or raised in Ontario



Ontario

Other



Ontario

Other



Ontario

Other



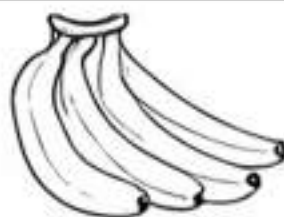
Ontario

Other



Ontario

Other



Ontario

Other



Ontario

Other



Ontario

Other



Ontario

Other



Ontario

Other



Ontario

Other



Ontario

Other

What is Food Processing?

What is Food Processing?

Food processing is like a big kitchen where our food is changed to make it:

- Safer to eat or drink: some processes kill the bacteria in the food so that you do not get sick when you eat it.
- Last longer: When you kill the bacteria in the food it does not spoil as fast. Sometimes during processing, the form of the product is changed to make it last longer. For dry products like milk or eggs you take away the water that the bacteria needs to grow. Dried milk and eggs are safe to eat for years.
- Taste better: Sometimes salt, sugar, or spices are added during processing to make the food taste better.
- Look nicer: Sometimes fruit like apples get bruised. If this happens, the fruit does not look as good. Making the apples into apple sauce or juice means the bruises do not matter.
- Easier to use in recipes: Wheat must be ground into flour to make bread. Meat must be ground to make hamburgers.
- Heat and serve: Some processing makes the food into a meal that just needs to be heated, like frozen pizza, or a can of soup.
- Contain more vitamins: Some foods like milk and cereal have vitamins and minerals added to make them healthier.



True or False Is the statement true or false?

1) Processed food is always healthier.	True	False
2) Processing food can make it taste better.	True	False
3) Processed foods are always cooked.	True	False
4) Processing food can make it safer to eat or drink.	True	False
5) Processed foods are often easier to prepare.	True	False

Direction Circle foods that are processed.

Apple	Soup	Sausage	Fresh corn
Canned corn	Fresh fish	Apple juice	Yogurt
Frozen pizza	Bread	Cheese	Milk

Question Why do we process food?

Memory Game: Raw Food and Processed Food Match

Objective

What are we learning about?

To reinforce understanding of food processing by identifying how raw foods change into processed foods.

Materials

What will you need for the activity?

- Memory game cards (provided) with raw foods on one set and processed foods on another set
- A flat surface such as a floor to lay out the cards



Instructions

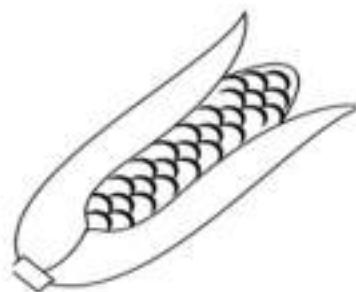
How will you complete the activity?

1. Divide the class into groups of 3 or 4. Give each group a set of Food Processing Memory Game cards.
2. Have each group lay all the cards face down in a grid on a flat floor.
3. Students take turns flipping over two cards at a time to find a match between a raw food and its processed food.
4. If a student finds a correct match, they keep the pair and take another turn.
5. If the cards do not match, they turn them back over, and the next student takes a turn.
6. The game continues until all cards are matched.
7. After the game, review each pair and ask students to name how the food was processed (cooked, dried, frozen, ground, etc.).

Raw Food



PREVIEW

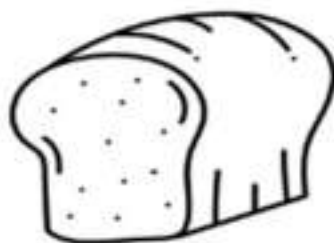
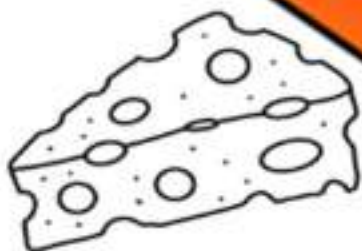


Raw Food

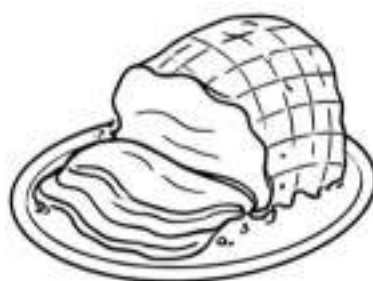


PREVIEW

Unprocessed Food



Unprocessed Food



Milk Processing

Milk Processing

Milk is processed in different ways to make it a safe and healthy drink and to turn it into other foods that we enjoy.



Pasteurization

After cows are milked, the milk is heated. This is called pasteurization. This makes the milk last longer before it goes bad. It also kills any bacteria in the milk that could make you sick.

Adding Vitamin D

In Canada, vitamin D is added to milk. Vitamin D helps your body absorb the calcium you get from the milk. This helps you have strong bones.

Turning Milk into Different Foods

Another way milk is processed is that it is made into butter, cheese, yogurt, sour cream and ice cream. Milk is also used in lots of ready-made baked goods.



Milk can also be dried to become powdered milk. Powdered milk keeps for a long time and can be added to baking mixes and other products.

True or False

Is the statement true or false?

1) Milk is not a processed food.	True	False
2) Pasteurization is when milk is heated to kill bacteria.	True	False
3) Vitamin A is added to milk.	True	False
4) Milk can be dried.	True	False
5) Powdered milk keeps for a very long time.	True	False

D. Draw your favourite ice cream and then describe it.

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

Questions

Answer the questions below using evidence from the text.

1) What are 2 ways milk is processed that make it safer and healthier to drink?

2) Name 5 things made with processed milk.

Unprocessed Foods - Cons

Downsides of Unprocessed Foods

Unprocessed foods are very good for us, but there are a couple of things to think about.

1. They spoil more easily. Because they are natural and do not have preservatives added to them to make them last longer, they can go bad faster. So we have to eat them quickly or keep them in the fridge.
2. They might need more time to prepare. Sometimes unprocessed foods can take a bit more time to get ready to eat. For example, green beans right from the garden need to be washed and have the stems cut off before you cook them. Frozen or canned beans just need to be heated.



But even with these things to think about, unprocessed foods are an important part of our diets. They are super healthy and eating a mix of these with some processed foods (like bread or milk), can help us stay strong and healthy.

True or False

Is the statement true or false?

1) Unprocessed foods spoil faster than processed foods.	True	False
2) Unprocessed foods are often not as easy to make as processed foods.	True	False
3) Unprocessed foods always taste better than processed foods.	True	False
4) Unprocessed foods include the vegetables in your garden.	True	False
5) Unprocessed foods are always ready to eat.	True	False

Draw a picture of an unprocessed food and a processed food

Processed Food	Unprocessed Food
	

Questions

Answer the questions below using evidence from the text.

1) What are problems with using unprocessed foods?

2) What are some things you need to do to prepare unprocessed foods?

Fact or Fiction – Unprocessed Foods

Objective

What are we learning about?

To identify the challenges of unprocessed foods by deciding whether statements are facts or fiction.

Material

What will you need for the activity?

- A list of statements about unprocessed foods (provided on the worksheet)
- Pencil
- Eraser



Instructions

How will you complete the activity?

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

Fact or Fiction

Read the statements to the class.

#	Statement	Fact or Fiction
1	Fresh fruits can last forever without refrigeration.	Fiction
2	Unprocessed foods can spoil faster than processed foods.	Fact
3	Raw vegetables are always ready to eat without preparation.	Fiction
4	Unprocessed foods may need washing before eating.	Fact
5	Processed foods never need to be stored properly.	Fiction
6	Unprocessed foods are always faster to cook than processed foods.	Fiction
7	Unprocessed foods are always safe to eat because they are natural.	Fiction
8	Some unprocessed foods need to be prepared before eating.	Fact
9	Unprocessed foods do not need to be prepared before eating.	Fiction
10	Fresh foods can go bad if left out too long.	Fact
11	Processed foods are always easier to eat than unprocessed foods.	Fact
12	Some unprocessed foods need to be cooked before eating.	Fact
13	Unprocessed foods can be eaten anytime without checking for expiration dates.	Fiction
14	Fresh foods can be unsafe if not handled properly.	Fact
15	Unprocessed foods never expire or go bad.	Fiction
16	Washing fresh food helps remove dirt and germs.	Fact
17	Fresh foods may need more planning before meals.	Fact
18	Fresh meat must be kept cold to stay safe.	Fact
19	Storing unprocessed foods correctly helps them last longer.	Fact
20	Fruits and vegetables may need to be cut or peeled.	Fact

Processed Foods and Nutrition

How Does Food Processing Change the Nutrition of Our Food?

Food processing can change our food in different ways. Sometimes, it can make our food healthier. For example, when milk is fortified with vitamin D, it helps our bones to stay strong. Some breakfast cereals have added vitamins and minerals to make them a healthier food choice.



Food Processing Can Make Food Less Healthy

Food processing can make food less healthy by adding, sugar, salt, or unhealthy fats to foods to make them taste better. Sometimes colours are added to make food look better. These can be bad for us if we eat too much of them.

Sometimes processing removes good things from food.

For example, when orange juice is made, some healthy fiber from the orange is left out.



Eat Lots Of Different Foods

It is good to eat a mix of different foods so that we get a mix of different vitamins and minerals. Fresh fruits and vegetables are always a great choice because they are full of vitamins and fiber. Processed foods, like bread and milk, are also important. Just remember to check the labels and try to choose foods that do not have too much sugar, salt, or unhealthy fats.

True or False

Is the statement true or false?

1) Food processing always makes food less healthy.	True	False
2) Food processing may add less healthy things like sugar and salt.	True	False
3) Reading the labels on our food will tell us what has been added.	True	False
4) Orange juice is just as healthy as eating an orange.	True	False
5) Sweet breakfast cereals are a healthy choice.	True	False

Making Connections

Does this remind you of about the food choices you make?

PREVIEW

Draw

Draw 3 processed foods you eat often.

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Processed Foods To Last Longer

How Food is Processed to Make It Last Longer

Food is processed in different ways to help it stay fresh and last longer. People have been processing their food since prehistoric times. Processing methods can include heating, freezing, or adding ingredients. These methods help prevent food from spoiling and make it safe to eat for a longer time. Some common ways food is processed include:

- Canning
- Freezing
- Drying
- Pasteurizing
- Fermenting
- Curing



Canning

Canning is a method where food is heated and sealed in airtight containers, like jars or cans. The heat kills bacteria that can make the food spoil. Examples of canned foods are fruits, vegetables, soups, meats, fish and sauces. While canning can reduce some nutrients, like vitamin C, it helps preserve many other nutrients, making the food safe to eat for a long time.

Making Connections

What does this remind you of in your life?

True or False

Is this statement true or false?

1) Processing food makes it healthier.	True	False
2) Processing food helps it last longer.	True	False
3) Processed food is never as healthy as fresh food.	True	False
4) Some food is heated during processing.	True	False
5) Food processing was only started recently.	True	False

Word Search

Find the word bank words in the puzzle

Freeze	Canned
Frozen	Fruit
Vitamin	Vegetable
Food	Soup
Spoil	Preserve

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

Activity – Power of Preservatives

Objective

What are we learning about?

To observe and understand how processed foods with preservatives tend to last longer than unprocessed foods.



Material

What you will need for the activity.

1. 1 loaf of bread with no preservatives (preferably homemade or from a bakery)
2. 1 processed loaf of bread with preservatives (bought from the store)
3. 2 clear plastic containers
4. Marker and labels
5. Observation Table

Instructions

How you will complete the activity

- 1) Label the two containers: one as "Preservatives" and the other as "No Preservatives".
- 2) Place a slice of the No Preservatives bread in the "No Preservatives" container and a slice of the processed bread in the "Preservatives" container.
- 3) Close the lids on both containers.
- 4) Place both containers in the same environment (room temperature).
- 5) Observe both containers each day for a week.
- 6) Record the changes observed each day in the Observation Table.

Observations

What does the bread look like?

Day	No Preservatives Bread	Bread With Preservatives
1		
2		
3		
4		
5		
6		
7		

PREVIEW**Results**

Which bread lasted longer? What preservatives were used.

Exit Cards

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

Name: _____

Colour the food processes that help food last longer.

Fresh	Drying
ing	iled food
Fermenting	Moldy
Warm milk	Freezing
Pasteurizing	Food left out

Name: _____

Colour the food processes that help food last longer.

Fresh apple	Drying
Canning	Spoiled food
Fermenting	Moldy bread
Warm milk	Freezing
Pasteurizing	Food left out

Name: _____

Colour the food processes that help food last longer.

Fresh apple	Drying
Canning	Spoiled food
Fermenting	Moldy bread
Warm milk	Freezing
Pasteurizing	Food left out

Name: _____

Colour the food processes that help food last longer.

Fresh apple	Drying
Canning	Spoiled food
Fermenting	Moldy bread
Warm milk	Freezing
Pasteurizing	Food left out

Frozen and Dried Foods

Freezing

Freezing is a process where food is cooled to a very low

temperature to stop the growth of bacteria. Frozen

foods can be fruits, vegetables, meat, fish, and

prepared foods. Freezing helps keep most of the

nutrients in the food. Fruits and vegetables that are

going to be frozen are often picked at their peak

ripeness and have the most nutrients. Fruits and vegetables that are sold fresh are

picked before they are fully ripe so they can keep longer. Some foods may lose a

small amount of vitamin C during freezing.



Drying

Drying is a method where water is removed from food, making

it less likely to spoil. Different drying techniques include sun

drying, air drying, and using machines called dehydrators. Foods like dried fruits,

beef jerky, dried pasta and dried pet foods are examples of dried foods.

Drying can cause some nutrients, like Vitamin C and B vitamins, to decrease.

Drying cod was one of the ways the early explorers fed themselves and they

brought dried fish back to their countries as one of Canada's first exports.



True or False

Is the statement true or false?

1) Frozen foods are much less healthy than fresh foods.	True	False
2) Dried pasta is an easy to prepare food.	True	False
3) Fruits are picked when they are completely ripe if they are sold fresh.	True	False
4) Freezing foods stops the growth of bacteria.	True	False
5) Dried corn was one of the first exports from Canada.	True	False

Direction: Write down what you know under Frozen Food or Dried Food.

Frozen Food		Dried Food	

Questions

Answer the questions below using evidence from

1) Are frozen foods as healthy as fresh?

2) What are the different ways foods are dried.

Activity – Frozen vs. Dried Foods

Objective

What are we learning about?

To identify and sort foods based on whether they are frozen or dried.

**Materials**

What will you need for the activity?

- Frozen vs. Dried worksheet (provided)
- Pencil, Eraser

Instructions

How will you complete the activity?

- 1) Look at the list of foods shown on the top of the page. These foods can be stored in different ways.
- 2) Read each food name carefully before writing it down.
- 3) Think about how the food is usually stored at home. Decide if it belongs under Frozen Foods or Dried Foods. Some foods can be frozen or dried, include those on both lists. Some foods are neither frozen nor dried.
- 4) Write the food name neatly in the correct box.
- 5) Continue sorting until all foods from the list are written in the chart.
- 6) Check your work to make sure every food is in the correct column.
- 7) Compare your answers with a partner and talk about any differences.
- 8) Listen as the class reviews the answers together.
- 9) Be ready to explain why one food belongs in each group.

Activity – Frozen vs. Dried Foods

List of Foods				
Peas	Beef jerky	French fries	Corn	Dried mango
Raisins	Rice	Shrimp	Peanut butter	Pizza
Meats	Chicken nuggets	Crackers	Fish	Apple chips
Ice cream	Cereal	Hot patties	Canned tuna	Mixed vegetables

Frozen Foods		Dried Foods	

Other Processing Methods

Pasteurization

Pasteurization is a process used for liquids, such as milk and fruit juices. The liquid is heated for a short time to kill harmful bacteria. Pasteurization helps make the liquids safe to drink and extends their shelf life. While some heat-sensitive nutrients are slightly reduced during pasteurization, most of the other nutrients are not affected.



Fermentation

Fermentation is a process where bacteria or yeast break down sugars in food. This process can change the taste, texture, and shelf life of the food. Examples of fermented foods are yogurt, cheese, pickles, and sauerkraut. Fermentation can make some foods healthier by making them easier to digest. It also introduces good bacteria, which can help with your system needs, and increase some vitamins.



Your Nutrition And Food Processing

Canning, freezing, drying, pasteurization, and fermentation, help make food last longer and safer to eat. Some processing methods may cause small decreases in nutrients, but many other nutrients are preserved or even enhanced. Eating a variety of fresh, less processed foods is important for a healthy diet.

True or False

Is the statement true or false?

1) Pasteurization is when you turn a solid into a liquid.	True	False
2) When you pasteurize you heat the liquid to kill bacteria.	True	False
3) Pasteurizing is only used on milk.	True	False
4) Adding bacteria to yogurt makes it healthier for your digestion.	True	False
5) Cheese is made with a fermenting process.	True	False

Malware What kind of food processing do you do in your family to make food last longer? Which foods do you put in the freezer? Does your family make jam or relish? Have you helped?

Matching

Match each statement to the correct food process.

1. Uses bacteria or yeast to change taste and texture	☐	☐	Pasteurization
2. Removes water to help food last longer	☐	☐	Fermentation
3. Heats liquids to kill harmful bacteria	☐	☐	Freezing
4. Keeps food cold to slow spoilage	☐	☐	Drying
5. Seals food in containers to preserve it	☐	☐	Canning

Think

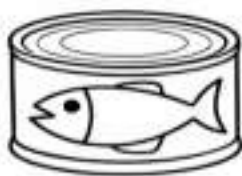
Circle how the food is processed.

Milk



Pasteurized Dried

Canned fish



Canned Dried

Yogurt



Fermented Pasteurized



Fermented Canned

Cheese



Fermented Pasteurized

Packaged fish



Canned Frozen

Ice cream



Pasteurized Frozen

Canned



Canned Frozen

Beef jerky



Frozen Dried

Dried mango



Canned Dried

Kimchi



Fermented Canned

Vegetable pack



Frozen Pasteurized

Cured Meats

What is Curing Meat?

Curing meat is a way of preserving it by using salt, sugar, and other ingredients and rubbing it on the meat or soaking the meat in it. Curing can also involve smoking the meat with special woods, like hickory or apple, to give it a delicious smoky taste.



Cured meats include corned beef, pastrami, hot dogs, bacon, ham and sausages.

Effects on Nutrition

Sodium: Cured meats contain lots of sodium, which can be unhealthy.

Nitrites: Some curing mixtures contain nitrites, which help preserve the meat. Nitrites may be harmful if consumed in large amounts.



Health Considerations

Balanced Diet: While cured meats can be tasty, it is essential to eat a variety of foods to get all the necessary nutrients. Make sure to eat plenty of fresh fruits, vegetables, whole grains, and lean meats so that you get a wide range of vitamins, minerals, and other important nutrients.



True or False

Is the statement true or false?

1) Curing meat is a type of food processing.	True	False
2) Cured meats are very healthy.	True	False
3) Cured meats are sometimes smoked.	True	False
4) Nitrites in cured meats are healthy.	True	False
5) Cured meats often have high salt content.	True	False

Directions: Check ☐ next to each food that is a cured meat.

☐ Ham	☐ Fresh chicken	☐ Corned beef
☐ Pepperoni	☐ Sausage	☐ Fresh Pork
☐ Hot dog	☐ Fresh shrimp	☐ Fresh turkey
☐ Fresh beef	☐ Fresh turkey	

Questions

Answer the questions below using evidence from the text.

1) What are two processes that cured meats may have?

2) Why should you eat cured meats less often than fresh meat?

Activity – Cured Meats**Directions**

Name each cured meat.



Ham

Kielbasa

Salami

Corned Beef

Wieners

Bacon

Pancetta

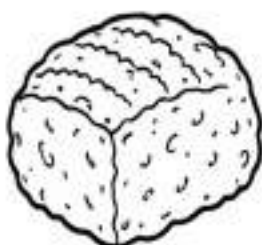
Pepperoni

Pastrami

Prosciutto

Brisket

Meat loaf



How Our Food Looks?

The Look Of Our Food

Think about a red apple. Apples are naturally beautiful, but sometimes they get little marks or bruises while they are growing on the tree. When these apples are picked, they might not look perfect to eat. What happens to these apples in food processing? Well, they might be turned into apple juice or apple sauce!

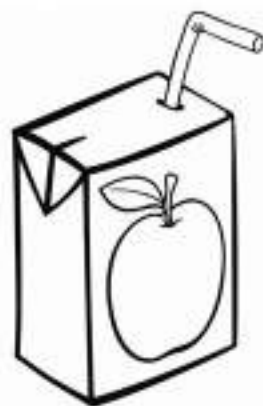


The apples are cleaned and then processed. If they are becoming apple juice, the apple pieces are pressed to get the juice out. For apple sauce, they might be mashed up until they are smooth.

Saving Food – Less Food Waste

The product is a delicious apple juice or apple sauce that looks much better than the apples used to make it might have been a bit marked or bruised. The use of the apples in this way saves food waste and is good for the environment because the water and soil used to grow the apple were not wasted.

This is an example of how food processing can make food look nicer. It also helps us to not waste food, because even though the apples were not perfect, they still made a tasty juice or sauce!



True or False

Is the statement true or false?

1) Sometimes our food is processed to make it look better.	True	False
2) Apple juice must be made with perfect apples.	True	False
3) There are many things you can make from bruised fruit.	True	False
4) We process food only to make it last longer.	True	False
5) Apple sauce and apple pie can be made with bruised fruit.	True	False

Multiple Choice

Write the letter of the correct answer.

1) What can be done with bruised fruit?	A. Turn them into juice or sauce	B. Throw them away
2) To make apple juice, apples are:	A. Dried	B. Pressed
3) To make apple sauce, apples are:	A. Frozen	B. Cooked
4) Why is food processing helpful?	A. It saves food from being wasted	B. It makes it more delicious
5) Food waste means food that is:	A. Thrown away	B. Cleaned and used

Question

Answer the questions below using evidence from the text.

What other produce besides apples can be made into juice or other things if it does not look perfect? Give 2 examples and what they can be made into.

Activity – My Apple Rescue Recipe

Objective

What are we learning about?

To think of a simple way to use a bruised apple so it is not wasted.

**Materials**

What will you need for the activity?

- Apple Rescue Worksheet
- Pencil
- Crayons or coloured pencils

Instructions

How will you complete the activity?

- 1) Look at the picture of the bruised apple and think of ways it can be used.
- 2) Think about how the apple can still be used instead of being thrown away.
- 3) Choose a simple recipe you can make at home (with a little help from an adult).
 - Apple juice
 - Applesauce
 - Cooked apples
 - Apple slices with cinnamon
- 4) Write your recipe using short, clear steps (1–4 steps is enough).
- 5) Use words like wash, cut, mash, cook, or blend.
- 6) Colour the apple picture at the bottom of the page.
- 7) Be ready to share your recipe with the class.

My Apple Recipe

PREVIEW



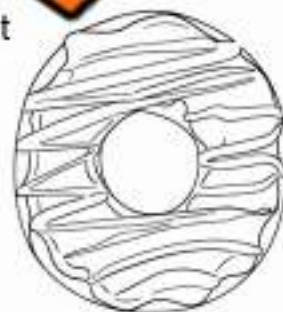
Food Additives - Cons

Food Additives – Why Adding Things to our Food Could be Bad

Adding things to our food might make them last longer or taste better, but there are side effects. Check out the cons below.

Cons of Food Additives:

- **Allergies:** Some people are allergic to artificial colors and flavours.
- **Health Concerns:** Food additives, like artificial sweeteners and preservatives, may have negative health effects if we eat a lot of them.
- **Misleading Information:** Some food additives may make a product seem like a healthier product, but they may not be healthy. For example, a product labeled as "low-sugar" might be full of fake sugars, like sucralose.
- **Watch Out for Too Much Salt, Sugar, and Fat:** When we eat a lot of salt, it can be harmful to our hearts and kidneys. Sugary treats might taste great, but they can cause cavities in our teeth and make our stomachs upset. Plus, eating too much sugar can give us a quick burst of energy, but then we'll feel tired later. Foods with lots of added fat can also be tough on our hearts.



**Making
Connections**

What does this remind you of in your life? Have you had a cavity?
Do you have a food allergy?

True or False

What statement is true? What is false?

1) Food colouring can cause an allergic reaction.	True	False
2) Labels are always clear about how much sugar is in the food.	True	False
3) You can get sick from eating too much sugar every day.	True	False
4) Eating lots of salt is bad for your heart and your kidneys.	True	False
5) Kids do not need to think about whether their food has additives.	True	False

Word Search

Find the word bank words in the puzzle

Allergies	Additives
Salt	Health
Preservative	Sugar
Unhealthy	Fat
Heart	Label

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

Activity – Additive Alert!

Objective

What are we learning about?

To recognize foods that may have too much sugar, salt, fat, or additives and learn why eating too much of them can be unhealthy.

Materials

What will you need for the activity?

- Food cards or sheet with food pictures
- Two signs or cards labeled "Eat Often" or "Eat Sometimes"
- Crayons or markers
- Optional: score chart or clipboard

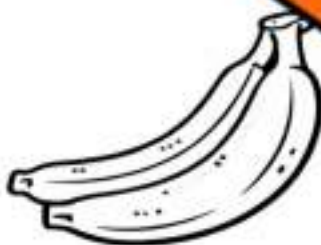


Instructions

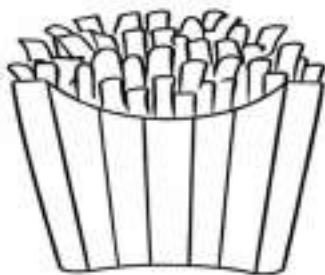
How will you complete the activity?

- 1) The teacher shows or hands out a food card to a group.
- 2) Students look at the food and talk quietly with their group.
- 3) Groups decide: Should this food be Eat Often or Eat Sometimes?
- 4) One student places the food card under the chosen sign.
- 5) The teacher reveals the answer and gives a short explanation, such as: "This food has a lot of sugar." or "This food has added salt or fat."
- 6) If the group is correct, they earn 1 point.
- 7) Continue until all food cards are sorted.
- 8) Count the points at the end.

EAT OFTEN (Little or No Additives)



EAT SOMETIMES (More Additives, Sugar, Salt, or Fat)



Highly Processed Foods

The Impact of Highly Processed Food on Our Health

When we say a food is highly processed, it means it has undergone many changes from its original form, like turning strawberries into jam. While highly processed foods like chips, and candy can be enjoyable to eat occasionally, eating too many can have an effect on our health.

Highly processed foods contain a lot of added sugar, salt, and unhealthy fats. Eating too much of these ingredients can affect our bodies. It's important to be mindful of our intake to stay healthy.



The process of making raw food into highly processed food can sometimes reduce the vitamins, minerals, and fiber that the food originally has. These nutrients are essential for our bodies to grow, stay healthy, and do the things we need. Highly processed foods can have nutrients added back in through fortification to improve their nutritional content.

A balanced diet with a variety of foods is a healthy choice, including fruits, vegetables, whole grains, and proteins like meat, fish, or beans. While it's okay to enjoy highly processed foods as a treat once in a while, it's best to prioritize healthier food options most of the time.

True or False

Is the statement true or false?

1) Some nutrients may be removed from food in processing.	True	False
2) Nutrients are never added into food during processing.	True	False
3) Highly processed foods go through many processing steps.	True	False
4) Highly processed foods are healthier foods.	True	False
5) Highly processed foods usually have very good flavour.	True	False

Making a list of 3 healthy unprocessed foods? What are 3 highly processed snacks that you enjoy?

Questions

Answer the questions below using evidence from the text.

1) What does it mean when foods are highly processed?

2) What are some of the things that get added to highly processed foods that make them less healthy?

Exit Cards

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

Name: _____

Does this show a healthy food choice?

1) Eating highly processed foods once in a while.	Yes	No
2) Eating chips instead of fruits and every day.	Yes	No
3) Choosing fruits instead of processed snacks.	Yes	No
4) Knowing processed foods are sugary and salty.	Yes	No
5) Eating many processed snacks in one sitting.	Yes	No

Name: _____

Does this show a healthy food choice?

1) Eating highly processed foods once in a while.	Yes	No
2) Eating chips instead of fruits and every day.	Yes	No
3) Choosing fruits instead of processed snacks.	Yes	No
4) Knowing processed foods are sugary and salty.	Yes	No
5) Eating many processed snacks in one sitting.	Yes	No

Name: _____

Does this show a healthy food choice?

1) Eating highly processed foods once in a while.	Yes	No
2) Eating chips instead of fruits and every day.	Yes	No
3) Choosing fruits instead of processed snacks.	Yes	No
4) Knowing processed foods are sugary and salty.	Yes	No
5) Eating many processed snacks in one sitting.	Yes	No

Name: _____

Does this show a healthy food choice?

1) Eating highly processed foods once in a while.	Yes	No
2) Eating chips instead of fruits and every day.	Yes	No
3) Choosing fruits instead of processed snacks.	Yes	No
4) Knowing processed foods are sugary and salty.	Yes	No
5) Eating many processed snacks in one sitting.	Yes	No

Your Food Choices and the Environment

Your Food Choices and the Environment

The way we eat and throw away our food can impact the environment in several ways including:

- Wasting Food: When we throw away food, it goes to landfills. Landfills are big places where garbage is dumped. When food rots in landfills, it produces a gas called methane, which is harmful to the environment.
- Food Packaging: Food we buy often comes in plastic packaging. Plastic takes a very long time to break down and can end up in our oceans, harming sea animals.
- Transportation: Most of our food travels long distances to get to stores. Trucks, trains, ships, and planes burn a lot of fuel, which pollutes the air.
- Farming Methods: Some farms use chemicals called pesticides and fertilizers to help their crops grow. These chemicals can seep into the soil and water, harming plants, animals, and even people.
- Eating More Plants: Animal farming, like raising cows for meat, requires a lot of land, water, and food. It also produces a large amount of greenhouse gases. By eating more plant-based meals, we can reduce the impact on the environment and help conserve natural resources.



Questions

Answer the questions below using evidence from the text.

1) What is a food choice you can make that will help the environment?

2) Why is eating meat bad for the environment?

True or False

Is the statement true or false?

- | | | |
|---|------|-------|
| 1. When food waste goes to the landfill it does not harm the environment. | True | False |
| 2. Cutting down on the meat your family eats will help the environment. | True | False |
| 3. Buying food in individual portions creates more food waste. | True | False |
| 4. Transporting food long distances causes air pollution. | True | False |
| 5. Plastic grocery bags often end up in the ocean. | True | False |

Word Search

Find the word bank words in the puzzle

Waste	Landfill
Farming	Transportation
Organic	Plants
Plastic	Environment
Packaging	Choice

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

Activity: Food Choices Role Play**Objective**

What are we learning about?

Students will practise making eco-friendly food choices and understand how everyday actions can help protect the environment.

**Materials**

What will you need for the activity?

- Scenario cards (one per student)
- Scissors
- Crayons or pens
- Simple props (optional: reusable bag, reusable container)

Instructions

How will you complete the activity?

1. Cut out one scenario card.
2. Form a group of 3–4 students.
3. Read your scenario together.
4. Decide who will act as each role (for example: shopper, family member, friend).
5. Talk about the best food choice that helps the environment.
6. Act out the scenario in front of the class.
7. After the role play, explain why your food choice is better for the environment.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Buying Snacks at the Store	Choose between snacks with a lot of packaging and snacks with less packaging. Talk about how choosing less packaging helps reduce waste.
Packing a School Lunch	Pack a lunch using reusable containers. Decide which foods to bring to reduce less trash and how leftovers can be saved.
Shopping at a Farmer's Market	Choose fruits and vegetables grown nearby. Talk about why buying local food helps the environment and uses less packaging.
Eating Leftovers at Home	Decide whether to eat leftovers or throw them away. Talk about how eating leftovers helps reduce food waste.
Choosing Fruits and Vegetables	Choose fruits and vegetables that are not perfect in shape. Talk about why "ugly" produce is still good to eat.

Scenario Cards

Cut out the topics below.

Scenario	Key Moments/Descriptions
Planning a Class Party	Plan a party using reusable plates and cups. Choose snacks that create less trash and can be shared easily.
Choosing a Plant-Based Meal	Choose a meal with more vegetables and less meat. Talk about how plant-based meals can help the planet.
Throwing Away Food at Home	Decide what foods should be eaten first before they spoil. Talk about how planning meals can reduce food waste.
Saving Food After Dinner	Decide what to do with extra food after dinner. Talk about storing leftovers properly so they can be eaten later instead of being thrown away.
Helping with Grocery Shopping at Home	Choose foods with less packaging and bring reusable bags. Talk about how these choices help protect the environment.

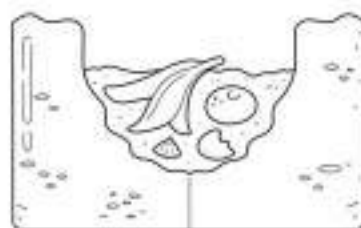
Ways to Reduce Food Waste

Reducing Food Waste: A Guide to Helping Our Planet

Food waste is when we throw away food that could have been eaten. It is a big problem because it harms our planet and wastes the resources used to produce

the food. Here are some simple ways you can reduce food waste:

- Plan Your Meals: Before going shopping, make a list of the food you need and only buy what you will eat. This way, you avoid food going to waste.
- Store Food Properly: Keep fruit and vegetables in the fridge in clear containers so you can see what you have and remember to eat them before they spoil.
- Use Leftovers: Leftovers are food you did not finish eating. Instead of throwing them away, save them for another meal.
- Portion Control: Portion control means taking only the amount of food you can eat. Start with a little bit and take more if you are still hungry.
- Donate Food: Sometimes we buy more food than we need. If you have extra food that you will not eat, consider donating it to people in need.
- Compost: Composting is recycling for food scraps. Instead of throwing them in the trash, you can turn them into nutrient-rich soil.



True or False

Is the statement true or false?

1) Our food choices have no effect on the environment.	True	False
2) You save food waste by serving yourself the amount of food you will eat.	True	False
3) Composting food waste is a good way to help the environment.	True	False
4) Storing fruit in clear containers in the fridge helps you remember to eat them and avoid waste.	True	False
5) Having a shopping list helps you buy the right amount of food.	True	False

Making Connections How can you help at home to prevent food waste?

Questions

Answer the questions below using evidence from your research.

1) What is your favourite leftover food? Which leftovers do you like the least?

2) What are 3 things you do in your house to reduce food waste?

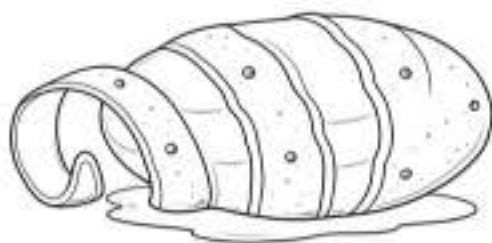
Healthy Food Preparation

Healthy Food Preparation

Did you know the way you make your food can change how healthy it is? Let's learn more about it!

Chopping and Peeling

When we cook vegetables like carrots or potatoes, we sometimes peel the skin. But the skin and outer parts have good stuff called nutrients. So, try not to peel them too much!



Cooking Methods

The way we cook our food affects its health. Here are some common cooking methods:

- **Boiling:** When we cook food in hot water, it's called boiling. But be careful! Some nutrients can go into the water. If we use this water in soups or sauces, we can keep those nutrients.
- **Steaming:** Steaming is when we cook food with hot water vapor. It's a healthy way because it keeps most of the good stuff in our food.
- **Grilling or Roasting:** These methods give our food yummy flavors, but some nutrients might be lost due to high heat.
- **Stir-frying:** This is a quick way to cook with a little bit of oil. It helps to keep our food healthy.

Eating Raw

Sometimes, the healthiest way to eat our fruits and veggies is without cooking them at all - raw! Remember to wash them properly before eating.

True or False

Is the statement true or false?

1) Peeling vegetables removes some nutrients.	True	False
2) Cooking food always makes it healthier.	True	False
3) Boiling keeps all the nutrients in food.	True	False
4) Grilling can lose some nutrients.	True	False
5) Eating food keeps all nutrients.	True	False

Directions: Circle the healthier choice.

Washing vegetables	Chopping food a little	Steaming fish	Cooking with clean tools
Stir-frying with a little oil	Frying fish	Boiling vegetables	Eating unwashed vegetables

Questions

Answer the questions below using evidence from the text.

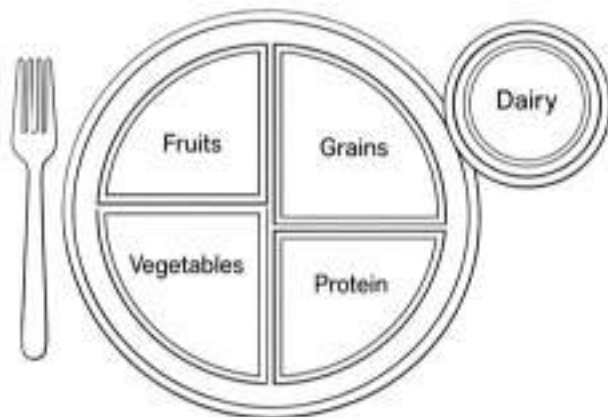
1) How does chopping and peeling affect the healthiness of food?

2) What is the best way to eat vegetables? Explain why.

Food Guides in Other Countries

Food Guide in America: MyPlate

In America, the food guide is called "MyPlate". It uses a simple, visual image of a plate to show the five main food groups and how much of each should be eaten.



- ☒ Fruits: One half of the plate is filled with fruit and vegetables.
- ☒ Grains and Protein: The other half is split between grains and proteins.
- ☒ Dairy: A circle beside the plate represents a serving of dairy, like a glass of milk.

Food Guide in Japan: The Spinning Top

Japan's food guide, on the other hand, is shaped like a spinning top. A spinning top is a well-known Japanese toy. It shows different food groups, but also shows the importance of exercise.

- ☒ Exercise: The handle of the top represents physical activity, reminding us to move every day. The handle is also made of water or tea.
- ☒ Grains: The largest part of the top is for grains, like rice.
- ☒ Vegetables: Salads, cooked vegetables, and soups
- ☒ Proteins: Fish, eggs, and meats
- ☒ Milk and Fruits: The smallest sections are for dairy products and fruits.

Japanese Food Guide Spinning Top

How can you have a well-balanced diet?



Multiple Choice

Circle the best answer

1) In America, which group should you eat more of?	Fruits	Vegetables
2) In America, which group should you eat more of?	Grains	Protein
3) In America, do they suggest you have dairy?	Yes	No
4) In Japan, which is an important part of eating?	Exercise	Snacking
5) In Japan, should you drink water and...	Milk	Tea

Questions 1-5: Answer the questions below

1) Why do you think each country put their food guide?

2) According to both food guides, which types of food should you eat most of?

Opinion

Who do you think has the best food guide? Why do you think that?

Activity – My World Meal Choices

Direction

Colour the foods from other countries that you want to include in your meal.

Canada	Pancakes	Salmon	Bread	Blueberries
				
Italy	Pasta	Pizza	Lasagna	Olives
				
Japan	Sushi	Noodles	Ramen	Dumplings
				
Mexico	Tacos	Beans	Tortilla	Soup
				
South Korea	Kimchi	Bibimbap	Sweet potato	Seaweed
				

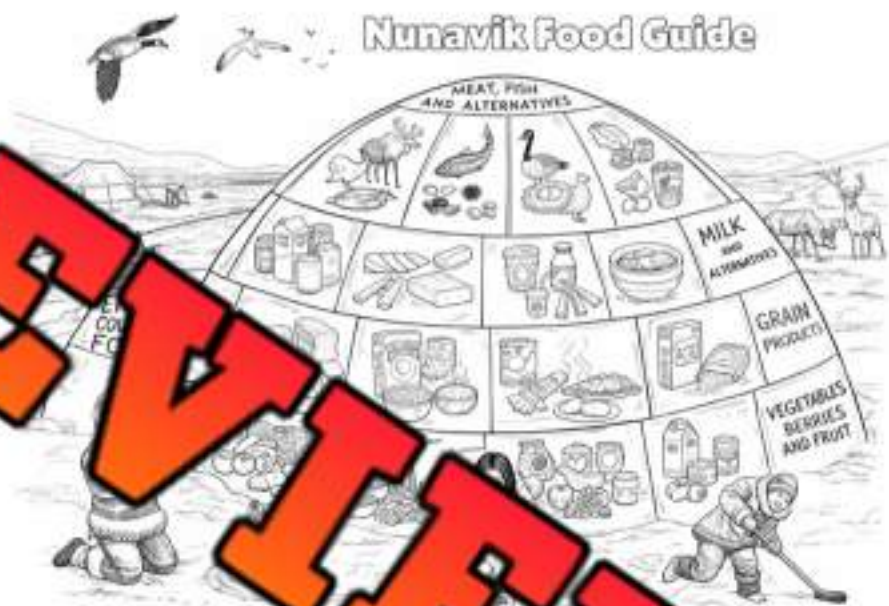
Nunavik Food Guide

Healthy Eating in Nunavik: Country and Store-Bought Foods

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

Using the Nunavik Food Guide

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



What Are Country Foods?

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

Eating From the Four Food Groups

We should eat foods from these four groups every day:

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

Multiple Choice

Circle the best answer

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

List the names of foods that Nunavik people eat in each category

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

Look Closely

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

--

Fact or Fiction – Nunavik Food Guide

Objective What are we learning about?

To identify the challenges of unprocessed foods by deciding whether statements are facts or fiction.

Materials What will you need for the activity?

- A list of statements about unprocessed foods (provided on the worksheet)
- Pencil
- Eraser



Instructions How will you complete the activity?

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

Fact or Fiction Read the statements to the class.

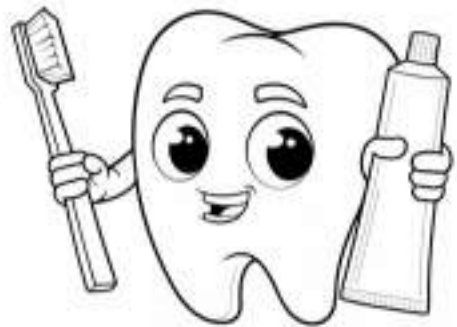
#	Statement	Fact or Fiction
1	Country foods come from nature, not stores.	Fact
2	People in Nunavik only eat store-bought food.	Fiction
3	Fish and caribou are examples of country food.	Fact
4	The Nunavik Food Guide says water is a good drink choice.	Fact
5	Store-bought foods are always healthier than country foods.	Fiction
6	The Nunavik Food Guide helps people choose healthy foods.	Fact
7	Country foods like seal should never be eaten.	Fiction
8	Berries are included in the Nunavik Food Guide.	Fact
9	People in Nunavik should never eat processed foods.	Fiction
10	Sharing food is an important value in Nunavik communities.	Fact
11	Only adults can use the Nunavik Food Guide.	Fiction
12	Milk and alternatives are one of the food groups.	Fact
13	Country food does not help keep people healthy.	Fiction
14	The Nunavik Food Guide includes both country and store-bought foods.	Fact
15	Vegetables and fruit should not be eaten in Nunavik.	Fiction
16	The food guide shows how much food to eat from each group.	Fact
17	People should avoid eating fish in Nunavik.	Fiction
18	The Nunavik Food Guide is made for people older than two years.	Fact
19	Eating different types of foods helps the body grow strong.	Fact
20	Country foods have no nutrients.	Fiction

Good Oral Health

Taking Care of Our Teeth: Why Oral Health Matters!

Keeping our teeth and mouth healthy is not only important for a bright smile but also for our overall well-being. Let's explore why oral health is so important!

- Healthy Teeth for Chewing: Our teeth help us chew our food.
- Beautiful Smile: Healthy teeth can make us feel confident and happy.
- Avoiding Toothaches: Taking care of our teeth means we will not have painful toothaches. Toothaches can make it hard to sleep, even think about our daily activities. Regular brushing, flossing, and dental checkups will keep our teeth feeling their best.
- Protecting Our Gums: Healthy gums mean less chance of gum diseases, which can make our gums red, swollen, and bleed.



- Overall Health: Did you know that oral health can affect our overall health?

Keeping our teeth and gums healthy can help prevent problems like infections and swelling in our mouth. Poor oral health has been linked to other health issues such as heart disease and diabetes.

Questions

Answer the questions below using evidence from the text.

1) What is a toothache? How can you stop them from happening?

2) How do our oral health affect other parts of our body, like our heart?

True or False

Is the statement true or false?

1. You should go to the dentist if you have a toothache.

True

False

2. Healthy teeth help us chew our food.

True

False

3. Brushing and flossing your teeth helps prevent cavities.

True

False

4. Having healthy teeth only affects your mouth.

True

False

5. A healthy smile makes us feel more confident.

True

False

Word Search

Find the word bank words in the puzzle

Cavity

Eating

Chew

Flossing

Smile

Brush

Gums

Oral

Teeth

Diabetes

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

Activity – Design an Unhealthy Mouth

Objective

What are we learning about?

To help students understand how poor dental care can affect the appearance of teeth and why good oral hygiene is important.

Materials

What will you need for the activity?

- Mouth and teeth colouring worksheet
- Crayons or pencils
- Pencil
- Eraser

**Instructions**

How will you do the activity?

- 1) Look at the picture of the mouth and teeth.
- 2) Imagine what teeth might look like if they were not well cared for.
- 3) Use crayons or pencils to design an unhealthy mouth.
- 4) Colour some teeth yellow or brown.
- 5) Draw black spots to show cavities.
- 6) Add food bits stuck between teeth.
- 7) Draw cracks or broken teeth.
- 8) Colour the gums red or sore-looking.
- 9) When you are finished, look at your drawing and think about what caused the teeth to look this way.

Unhealthy Mouth



Strong Teeth – Harmful or Healthy Food

Think

Circle whether the food is healthy or harmful for our teeth.



1)	Ice cream	Healthy	Harmful
2)	Nuts	Healthy	Harmful
3)	Milk	Healthy	Harmful
4)	Hard candies	Healthy	Harmful
5)	Oranges	Healthy	Harmful
6)	Soft drinks	Healthy	Harmful
7)	Lollipops	Healthy	Harmful
8)	Chips	Healthy	Harmful
9)	Sugar-free yogurt	Healthy	Harmful
10)	White bread	Healthy	Harmful
11)	Apples	Healthy	Harmful
12)	Soda	Healthy	Harmful
13)	Carrots	Healthy	Harmful
14)	Green leafy veggies	Healthy	Harmful
15)	Fruit juice	Healthy	Harmful
16)	Chocolate	Healthy	Harmful
17)	Chicken	Healthy	Harmful
18)	Strawberries	Healthy	Harmful
19)	Hard candies	Healthy	Harmful
20)	Sugary cereals	Healthy	Harmful



What Is Farm To Table?

Farm to Table Eating

Farm to Table eating is when food comes straight from local farms to our plates. Instead of traveling long distances, the food is grown nearby and reaches us faster.

Benefits of Farm to Table Eating:

Farm to Table eating is better for our environment because:

- Fewer Chemicals: Local farms often use fewer chemicals, like pesticides and fertilizers, which are less harmful to soil, water, and little creatures.
- Less Pollution: If food does not travel long distances, fewer trucks and planes are needed. This reduces pollution and makes the air cleaner. Local food also does not need a lot of packaging so there is less waste going to landfills.
- Protecting Nature: Local farms often take care of the land and wildlife around them. They use practices that protect and save habitats for birds, bees, butterflies, and other creatures.



True or False

Is the statement true or false?

1) Farm to Table is a board game.	True	False
2) Farm To Table eating is good for the environment.	True	False
3) Farm To Table eating supports local farmers.	True	False
4) Local farmers help protect the environment.	True	False
5) Local farmers usually use lots of chemicals that cause pollution.	True	False

Arrange

the letters to make the correct word.

FOOD	ANIMALS	EAT	FARM
MARKET		FRESH	PLANTS
COLAL		SANMALI	
MRAF		MAKER	
OOFD			
ASPLNT		RF	

Questions

Answer the questions below using words from the word bank.

1) What are 3 benefits to the environment of Farm To Table eating?

2) Have you had corn from a local farmer or strawberries or apples? How did they taste. Are there other fruits and vegetables that you grow yourself or buy at the farmer's market?

Activity – From Farm to Table: Sequencing the Journey**Objective**

What are we learning about?

To help students understand the step-by-step journey of food from the farm to our table, including growing, transporting, processing, selling, and eating food.

Materials

What will you need for the activity?

- Food journey Sequencing worksheet
- Pen
- Eraser
- Crayons or coloured pencils
- Scissors (optional, if students can cut)

**Instructions**

How will you complete the experience?

- 1) Look carefully at the pictures or sentences that describe the journey of food from the farm to the table.
- 2) Read each stage slowly and think about what is happening in each picture or sentence.
- 3) Decide which step happens first, next, and last in the food journey.
- 4) Arrange the five stages in the correct order by cutting and pasting them in sequence.
- 5) Beside each stage, write one short sentence explaining what is happening at that step.
- 6) Use crayons or coloured pencils to colour your work neatly once you are finished writing.
- 7) Check your work to make sure the steps are in the correct order and that each sentence matches the stage shown.

Directions

Cut and paste to the next page.

Selling



Transporting



Working on the Farm



Harvesting or Collecting



Eating at the Table



Directions

Paste the farm to table pictures in correct sequence and write a brief sentence explaining what is happening in that step.

Stage 1

Stage 2

Name: _____

107

Curriculum Connection
D1.1, D3.1

Stage 3

Stage 5

PREVIEW

Unit Test – Healthy Eating

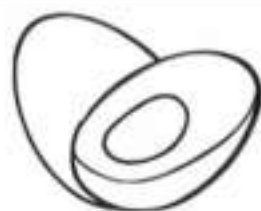
Multiple Choice

/10

1) Are pineapples grown in Ontario? a) Yes b) No	2) Is corn grown in Ontario all year? a) Yes b) No
3) Adding preservatives to food makes it... a) Taste better b) Last longer c) Last longer d) Have more nutrients	4) Which is a food that is processed? a) Peanuts b) Peanut butter c) Bananas d) Coconuts
5) Which vitamin is added to milk? a) Vitamin C b) Calcium c) Vitamin K d) Vitamin D	6) Which food is unprocessed? a) Cookies b) Strawberry c) Cheese d) Butter
7) Pasta is often _____ to make it last longer. a) Dried b) Cured c) Frozen d) Pasteurized	8) Bacon is often _____. a) Dried b) Cured c) Frozen d) Pasteurized
9) According to the Inuit, an example of a country food is... a) Crackers b) Yogurt c) Crowberries d) Bread	10) Which foods can harm our teeth? a) Candy b) Vegetables c) Fruits d) Breads

Directions

Circle whether the food is grown or raised in Ontario



Ontario

Other



Ontario

Other



Ontario

Other



Ontario

Other



Ontario

Other



Ontario

Other

Directions

In the box below the picture write whether the food has been dried, cured, frozen, canned, fermented, or pasteurized.



Think

Circle whether the food is healthy or harmful for our teeth.

1)	Ice cream	Healthy	Harmful
2)	Nuts	Healthy	Harmful
3)	Milk	Healthy	Harmful
4)	Sour candies	Healthy	Harmful
5)	Oranges	Healthy	Harmful
6)	Cheese	Healthy	Harmful
7)	Chips	Healthy	Harmful
8)	Smoothie	Healthy	Harmful
9)	Sugar	Healthy	Harmful
10)	Apple	Healthy	Harmful

Short Answer

Answer each question – Each question is worth 3 marks.

1) Why do we need to bring food in from home to Mexico?

2) What is one of your favourite foods? Is it processed? If so, explain.

3) Name a food from a different culture. Have you tried it? What does it taste like?
