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Workbook Preview

Grade 4 – Health Unit

Personal Safety and Injury Prevention

	Curriculum Expectations	Pages
D1.2	Identify risks associated with the use of communications technology, including Internet use, texting, and gaming (e.g., difficulty developing healthy interpersonal skills and relationships offline; spending too much time online and not enough with family and friends; exposure to online predators; experiencing social isolation, depressed mood,	6 – 50
D1.3	verbally, including cyberbullying (e.g., via social media, apps, e-mail, text messaging, chat rooms, websites), and identify the impacts they can have and appropriate ways of responding. Teacher prompt: "What is an example of social bullying? Physical bullying? Verbal bullying? Is one type of bullying any more or less hurtful than another?"	51 – 78
D2.2	Apply a decision-making process (e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time) to assess risks and make safe decisions in a variety of situations (e.g., when using a wheelchair, cycling, preparing food, going online)	79 – 84

NAME: _____

Personal Safety and Injury Prevention

Name: _____ 6

Risks Of Using Communications Technology

Risks of Using Communication Technology

When we use the internet, texting, or gaming, we can have a lot of fun and learn new things, but there are also some risks of which we should be aware. Here are a few examples:

1) Cyberbullying is when people use technology to say mean things and rumors.

2) Stranger danger: When we use the internet, we can talk to people we don't know. Some people might try to trick us into giving them personal information or meeting them.

3) Internet Addiction: When we spend too much time playing games or using technology that we forget to do other important things, like playing outside, doing our chores or homework.

4) Unhealthy Sleep: spending too much time on devices can cause trouble sleeping.

5) Online Scams: There are people who try to trick us into giving them money through online scams. Be careful about clicking on links or downloading things from websites.

6) Being Left Out: Spending too much time online leads to being left out. If you spend all your time online, you miss out on important face-to-face time with family and friends, which is important for social development.

7) Anxiety and Depression: Studies have shown that excessive internet use can lead to symptoms of anxiety and depression in children. This may be due to the constant stimulation and exposure to negative content that can be found online.

Technology can be a great tool for learning and having fun. By being responsible and using technology in a smart way, we can enjoy all the benefits of technology without putting ourselves at risk.

Name: _____ ?

True or False Is the statement true or false?

1) Too much device time can make you feel alone.	True	False
2) Cyberbullying is not a serious problem because no one gets hurt.	True	False
3) There are predators on-line who will try to steal from you.	True	False
4) It is okay to give your name if someone says they know your parents.	True	False
5) Having too much screen time can lead to trouble sleeping.	True	False

Safe or U ...e Safe if the action is responsible and Unsafe if not.

You acce... a fri... fr... someone you do not know.	
You tell a trust... when ... mean comment online.	
You share your passw...	
You log out of your account ... sin... puter.	
You click a link from a stranger offe... free p...	

Connecting Answer the questions belo...

1) Yesterday, from after school until bedtime rate how ... ...g each activity from most time spent to least time spent.
Activities: playing in person with others, doing chores or home... ...me including TV, spending time with family not watching TV

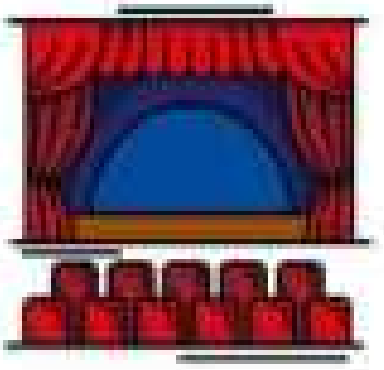
2) On average how much screentime do you have daily? Are you at risk for any of the risks associated with communication technology? Explain.

Name: _____ 8

Communication Technology Role Play

Objective What are we learning about?

Students will identify common risks when using communication technologies and demonstrate safe, responsible digital behaviours through role play



Materials What will you need for the activity?

- Printed scenario cards
- Pens or pencils
- Paper for planning their role play

Instructions How will you complete the activity?

1. Divide the class into small groups of 3–4 students.
2. Give each group one scenario card.
3. Allow groups 8–10 minutes to read their scenario and plan a short role play that shows what is happening, the possible risk, and the smart or safe choice.
4. Each group presents their role play to the class.
5. After each presentation, briefly discuss what the risk was and what the safe decision should be.
6. Conclude the activity by reminding students that making safe choices online helps protect their privacy, feelings, and overall well-being.

Name: _____ 9

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Hurtful Messages	Chris shares their artwork in the class group chat, but classmates reply with laughing emojis and mean comments. Feeling embarrassed, Chris stays silent and wonders whether to respond or tell a trusted adult.
Friend Req	…rgan accepts a friend request from someone who claims …e the same school. Soon, the person starts asking …erso…ions like Morgan's grade, address, and daily …ins to feel uncomfortable and wonders …the…es a mistake.
Oversharing Online	Taylor posts a …tation that includes their home address …d party …icing that strangers can see and react to …t. T… that sharing too much personal inform… a cou… risky.
Password Problem	While gaming, Jordan meets a pl… wh… s but asks for Jordan's username and pa… the reward. Jordan feels tempted but pauses, re…g that sharing account details might lead to losing access or being hacked.
Too Much Screen Time	Avery stays up late watching videos and chatting with friends. The next day, Avery feels very tired, struggles to focus in class, and forgets homework. Avery starts to see how too much screen time can affect health and school performance.

Name: _____ 10

Scenario Cards | Cut out the topics below

Scenario	Key Moments/Descriptions
Free Prize Trap	Sky receives a message saying they won a brand-new smartphone and must click a link to claim it. Excited but unsure, Sky stops to think about why they would win something they never entered and whether the message could be a scam.
Posting Without Permission	takes a funny photo of Riley and posts it online ithout While some students laugh, Riley feels set. Drew begins to realize that posting can hurt others.
The Unknown Link	Pat receives a message from an unknown number with a link that says, "Watch this funny is curious and almost clicks but pauses.
Online Dare	Friends challenge Lee to post an embarrassing a trending online dare. Everyone says it will get lots of likes, but Lee feels nervous and wonders if it could cause regret later.
Fake Profile	Casey starts chatting with someone online who seems friendly and the same age. Later, Casey notices the profile has very few photos and almost no real followers, making Casey question if the account is real.

Name: _____ 11

Activity – Communications Technology Role Play

Discussion After completing the role playing, answer the questions below

1) Which of the risks discussed today do you feel are most likely to happen to you?

2) How do[illegible]ce the time spent using communication technologies with other aspec[illegible] schoolwork, hobbies, and face-to-face interactions?

3) What role do parents and g[illegible] navigate the risks of communication technologies, and [illegible] in your online safety?

4) What steps can you take to protect your personal information an[illegible] communication technologies?

5) Who can you go to for help with any of the risks you learned about today?

Name: _____ 12

Relationship

Interpersonal Relationships

Spending too much time online can make it difficult for you to develop the relationship skills you need to make friends in person. This is because you are missing out on practicing face-to-face meetings with others.

Nonverbal

When [illegible] online, we do not have the same nonverbal cues that we have when [illegible] person. These cues include:

- someone[illegible]
- body language

Because we cannot see [illegible] stand if they are happy, sad, or angry.

Social Skills

When we communicate online, we cannot practice important soc[illegible]

- making eye contact,
- reading body language,
- using appropriate tone of voice.

These skills are important for building relationships and communicating effectively.

Spending Time

Developing close relationships with others takes time and effort. Participating in activities like sports, clubs, and other hobbies can help you develop relationship skills and make good relationships offline.

Name: _____ 13

True or False Is the statement true or false?

1) Relationship skills come naturally.	True	False
2) Relationship skills take practice.	True	False
3) Building a relationship takes time.	True	False
4) When we are online we do not get non-verbal cues.	True	False
5) Text messages rarely cause misunderstandings.	True	False

Draw and an unhealthy relationship

Healthy		Unhealthy

Questions Answer the questions below using evidence

1) What are non-verbal cues?

2) What are some social skills?

Name: _____ 14

Would You Rather: Relationship

Objective What are we learning about?

Students will practise communication and listening skills by explaining their choices, understanding different perspectives, and building positive relationships with clas[illegible]

Mater[illegible] you need for the activity?

- "Would Yo[illegible]
- A small contai[illegible]
- Open space for stude[illegible]

Instructions How will you comp[illegible]

1. Have students sit together in a circle.
2. Place the "Would You Rather" cards in a container [illegible]
3. Ask one student to pick a card and read the two choices aloud.
4. The student tells the group which option they prefer and explains why.
5. Encourage the student to speak clearly, make eye contact, and use a friendly tone.
6. Invite one or two classmates to briefly share if they would choose differently.
7. Continue around the circle until several students have participated.

Name: _____ 15

Would You Rather: Relationship

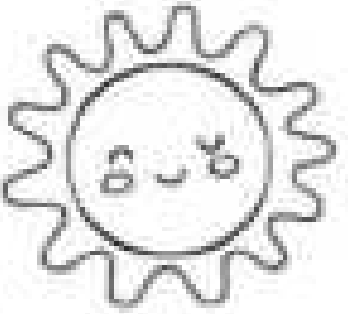
Would you rather help a new student feel welcome	or	Wait for them to talk to you first?
Would you rather play with friends outside	or	Spend recess alone on a device?
Would you rather listen carefully when a f[illegible] talks	or	Talk while they are still speaking?
Would y[illegible] work with a part[illegible]	or	Do everything by yourself?
Would [illegible] rath[illegible] a friend how y[illegible]	or	Stay upset and say nothing?
Would you rath[illegible] co[illegible] join your game	or	Only play with your closest friends?
Would you rather solve a disagreement by talking calm[illegible]	or	[illegible] away without fixing the [illegible]m?
Would you rather look at the person speaking	or	[illegible] the room while they
Would you rather use kind words when you disagree	or	[illegible] when you are [illegible]
Would you rather join a club or team to meet new friends	or	avoid [illegible]
Would you rather notice a friend who looks sad and check on them	or	Ignore it because it is [illegible] your problem?
Would you rather spend time talking with friends face-to-face	or	Only chat with them online?
Would you rather apologize when you make a mistake	or	Pretend nothing happened?
Would you rather encourage a teammate	or	Blame them for losing?
Would you rather take turns during a game	or	Always try to go first?

Name: _____ 16

Your Devices and Your Sleep

Unhealthy Sleep Patterns

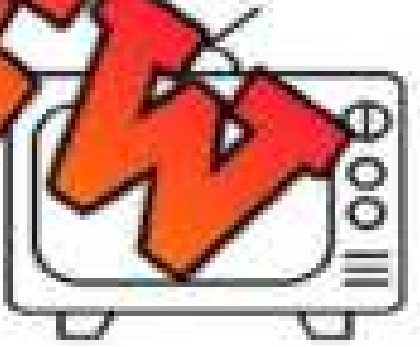
Spending too much time online can lead to unhealthy sleep patterns because the blue light that comes from your screens can disturb your body's natural sleep cycle.



Circadian

Our b[illegible]nal clock called the circadian rhythm, which [illegible] we feel sleepy and when we feel alert. The cir[illegible]m is [illegible]ced by light, which is why we feel more awa[illegible] it is bright outside, and sleepier at night when it is dark.

However, screens includ[illegible] lot of blue light, which can trick our brains into thinking it is sti[illegible]me e[illegible] nighttime. This can make it difficult for you to fall asleep at nigh[illegible] harder to get restful, quality sleep. Watching TV before bed [illegible] stimulating and exciting, which can make it harder fo[illegible] and wind down before bedtime. This can make it difficult to fall asleep and can lead to poor quality sleep.



Sleep Affects Your Mood

When we do not get enough sleep or the sleep we do get does not leave us rested, it can affect our mood, our ability to concentrate, and our overall health.

To prevent unhealthy sleep patterns, you should stop using screens for at least an hour before bedtime. This can help your body's natural sleep cycle kick in and make it easier to fall asleep. Reading a book, taking a bath, or listening to relaxing music can also help you wind down before bedtime, so you get a good night's sleep.

Name: _____ 17

Questions

Answer the questions below using evidence from the text

1) Why is getting a good sleep important?

2) How do looking at devices affect our sleep?

True or False

...mer... ...false?

1. What we do before bed has no affe...	True	False
2. We all have an internal clock.	True	False
3. Taking a relaxing bath before bed will help us ...	True	False
4. Falling asleep in front of the TV can help us get a good...	True	False
5. Getting a good sleep will improve our mood the next day.	True	False

Word Search

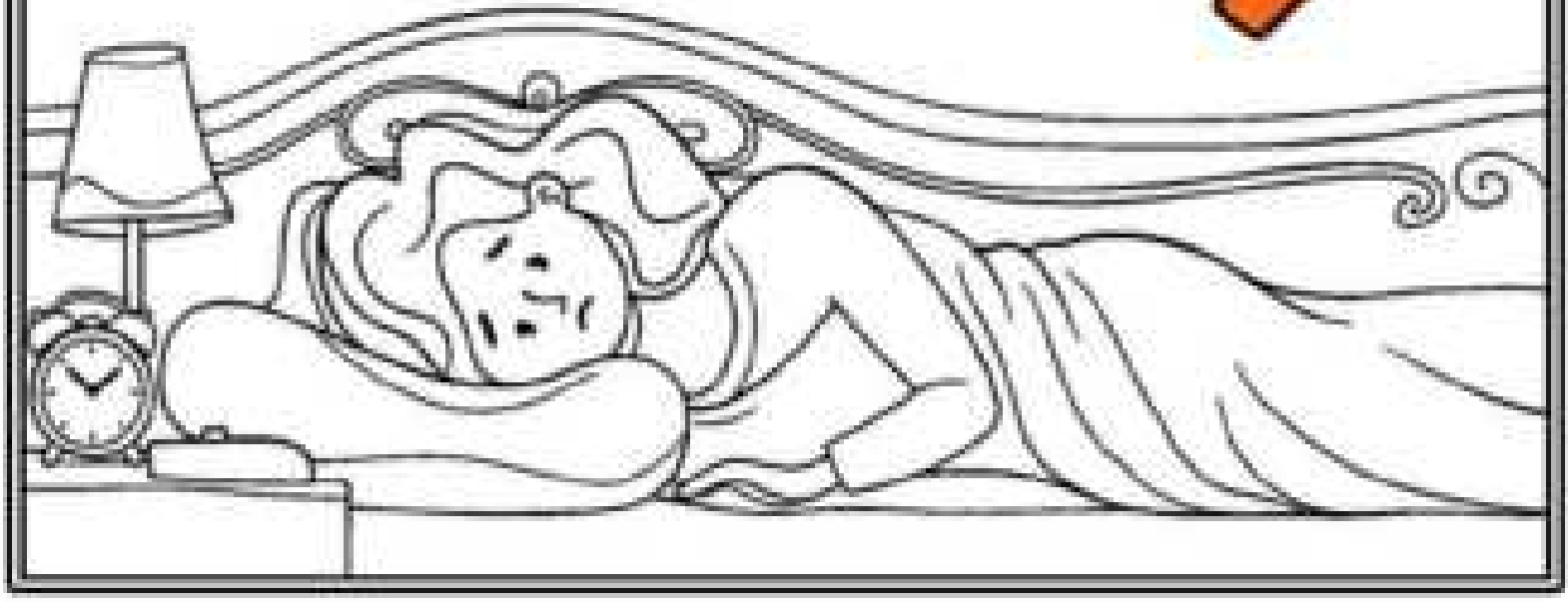
Find the words in the wordsearch

Sleep	Device
Rest	Concentrate
Screen	Circadian
Television	Tablet
Sunlight	Dark

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

Name: _____ 18

Instructions Look at each picture carefully and circle the devices that can keep you awake at night and be ready to share why avoiding these devices can improve your sleep.



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 bedtime habit?

1) Using a tablet or phone right before going to sleep.	Yes	No
2) Turning off screens one hour before sleep.	Yes	No
3) Watching TV late at night.	Yes	No
4) Reading a book before bed.	Yes	No
5) Keeping devices away while sleeping.	Yes	No

Name: _____

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3) Watching TV late at night.	Yes	No
4) Reading a book before bed.	Yes	No
5) Keeping devices away while sleeping.	Yes	No

Name: _____ 20

Social Isolation

The Risks of Too Much Screen Time

Spending time online can be fun and interesting. You can play games, learn things, and talk to people. But spending too much time online can make you feel sad and alone. You might start to feel like you do not have many friends in the real world or that you are missing out on things happening around you.

Soci

Social isolation occurs when a person spends a lot of time alone and does not have much interaction with friends or other others. It can happen for various reasons, like moving to a new place or being left out by others.

It can also happen as a result of becoming so addicted to video games or social media that you choose to spend more time on communication technology.

Consequences of Social Isolation

It is important for kids to have a good balance of time spent with others to stay healthy and happy. Social isolation can make you:

- feel lonely and sad
- have trouble making friends
- feel more stressed or anxious
- it might lead to problems like feeling unhappy at school

It is important to limit screen time and to do other social activities, such as playing outside, participating in sports or clubs, or spending time with family and friends. Balancing screen time with other activities can help you develop social skills, maintain healthy relationships, and avoid social isolation.

Name: _____ 21

True or False Is the statement true or false?

1) If you enjoy video games it is okay to play as long as you want.	True	False
2) Being on devices can have a negative effect on your mood.	True	False
3) Social isolation is when a person spends a lot of time alone.	True	False
4) Spending time on-line with friends is the same as being in person.	True	False
5) Spendi[illegible] much time on-line can leave you feeling lonely.	True	False

Con[illegible] [illegible]h time do you think you could spend on screens everyday [illegible]ve healthy in person relationships? Explain.

Identify Put ✓ to prevent social isolatio[illegible] if [illegible] social isolation.

Scenarios		☒
1) Liam plays video games all weekend and avoids others.		
2) Maya joins a school club to meet new friends.		
3) Noah stays on his tablet instead of playing outside.		
4) Sofia calls a friend to talk after school.		
5) Ethan chooses screen time over family dinner every night.		
6) Ava participates in team sports.		
7) Lucas avoids conversations and keeps to himself most of the time.		
8) Chloe balances screen time with friends.		

Name: _____ 22

Activity: Social Isolation Role Play

Objective What are we learning about?

Help students understand the effects of social isolation and practise making choices that build healthy f[illegible]ships and balanced screen habits.

Mate[illegible] you need for the activity?

- Scenario [illegible] situations
- Simple props
- Open space in the [illegible] for r[illegible]g

Instructions How will you compl[illegible] activ[illegible]

1. Explain to the class that they will learn [illegible] soc[illegible] and how too much screen time can affect friendships a[illegible]
2. Briefly discuss why it is important to balance scr[illegible] w[illegible] interactions such as playing outside, joining activities, and [illegible]h family and friends.
3. Divide the class into small groups. Give each group one social isolation scenario card.
4. Allow groups a few minutes to read their scenario and talk about what a healthy choice should look like.
5. One group at a time, have students act out their scenario, showing the problem first and then the better choice that helps avoid social isolation.
6. End the activity by reminding students that balancing screen time with social activities helps them stay happy, connected, and emotionally healthy.

Name: _____ 23

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Always on the Tablet	A student spends every afternoon playing games on their tablet instead of talking or playing with friends. Soon, their classmates stop inviting them to join activities. The student must decide how to balance screen time and friendships.
Ignoring Friends at Recess	[illegible] recess, a student sits alone watching videos while their [illegible] play nearby. The situation shows the [illegible] others and building social [illegible]
Late-Night Gaming	A student play[illegible] video ga[illegible] the night and feels too tired to talk or partic[illegible] class[illegible]day. The student needs to choose a healthier [illegible] stay [illegible]ized and connected.
Group Project Trouble	While working on a group project, one stude[illegible]ses only on their phone and does not help the team. The group feels frustrated. The student must decide how to cooperate and communicate better.
Choosing Screens Over Family Time	A child is invited to play a board game with family but chooses to scroll on a device instead. This situation highlights the importance of spending quality time with loved ones.

Name: _____ 24

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Feeling Left Out	A student notices pictures online of friends playing together and feels lonely because they stayed home using devices all weekend. The student should think about ways to stay socially active.
No Eye Contact	[illegible] classmates talk to a student, the student keeps looking [illegible] phone and does not respond. Others begin [illegible] student needs to practise respectful communication.
Missing Out on a Team	A student wants friends to refuse [illegible] clubs or sports because they prefer staying [illegible] shows how participating in activities can [illegible] friendships.
Texting Instead of Talking	Two friends have a misunderstanding through messages. When they finally talk face-to-face, they realize it was just a mix-up. This highlights the value of in-person communication.
Weekend Without Screens	A student decides to limit screen time for the weekend and goes outside to play. They discover it is easier to make friends and feel happier.

Name: _____ 25

Internet Addiction

Internet Addiction

Internet addiction is when someone spends too much time using the internet or electronic devices, and it starts to affect their daily life. It is when you love playing video games or watching YouTube videos so much that you stop doing other important things, like homework, chores, or hanging out with friends and family.

How [illegible] an Internet Addiction?

If you are wo[illegible] someone you know may be addicted to their devices, there are a few [illegible] look for. These include:

1) Spending a lot of [illegible] or other electronic devices, even when it interferes with other activities or responsibilities, like homework, chores, or socializing.
2) Feeling anxious, irritable, or upset when you [illegible] your devices.
3) Using devices to escape from negative emotions or [illegible] problems.
4) Neglecting personal hygiene or self-care [illegible] routine.
5) Having trouble sleeping or feeling tired during the [illegible] device use.

What Can You Do To Avoid An Internet Addiction?

To avoid internet addiction, you can try to:

1) Set limits on your device use and stick to them.
2) Take breaks to do something else, without devices.
3) Spend time with friends and family in person.
4) Find things you enjoy doing that do not involve screens.

It is important to find a balance between using devices for fun and taking care of other important things in your life.

Name: _____ 2b

True or False Is the statement true or false?

1) An internet addiction gets in the way of your daily life.	True	False
2) Internet addiction can hurt your relationship with friends.	True	False
3) An internet addiction is not noticeable to your family.	True	False
4) An internet addiction is not a serious problem.	True	False
5) It is a g…a to limit your time on screens.	True	False

Conver… …u do if you have a friend who is addicted to their devices?

Questions Answer the questions below using … and …n ideas.

1) How can you tell if someone has an internet addiction?

2) How much time each day do think is a healthy amount of time to spend on the internet? Explain why.

Name: _____ 27

Is It Addiction?

Addiction is a strong uncontrollable urge to do or consume something even when you know it is not good for you. Examples: alcohol, smoking, drugs, gambling, internet

Decide	Is it addiction – yes or no?	
1) Julia and her friends decide to make a video for their class project instead of a poster.	Yes	No
2) Cl[illegible] media pages everyday.	Yes	No
3) Mason throws a tantrum after school because he can't play video games like he usually does.	Yes	No
4) Rob has a meltdown when his mom turns down.	Yes	No
5) Sam turns down an invitation to sleep over at his best friend's house because they will not be allowed to play video games while he is there.	Yes	No
6) Sometimes Tom would rather play a video game than play with friends.	Yes	No
7) Ashley has reduced her screen time by stopping [illegible] 2 hours before bedtime.	Yes	No
8) Aria plays video games when her parents allow her to play.	Yes	No
9) Mia quit sports because she needs more time to play video games.	Yes	No
10) Daniel is too busy watching videos to see his family and friends.	Yes	No
11) Leo feels upset when he cannot check his phone.	Yes	No
12) Chloe finishes her homework before using her tablet.	Yes	No
13) Ethan sneaks his device at night to keep playing games.	Yes	No
14) Mia enjoys screen time but still spends time outdoors.	Yes	No
15) Noah gets angry when asked to stop using his device.	Yes	No

Name: _____ 28

Internet Safety – Online Predators

Internet Safety

Online predators are people who use the internet to harm others. They may use social media, chat rooms, or other communication tools to contact kids and make them feel comfortable enough to share personal information or meet in person.

Here are [illegible] ways to help you stay safe from online predators:

- ☑ Never [illegible] personal information including, your full name, home address, phone [illegible] school. Never share your passwords with anyone.
- ☑ If someone [illegible] to talk to you online, ignore them. Tell a trusted adult about [illegible] the messages you received. Some of these messages could be [illegible] reported to the police.
  People are not always [illegible]
  Predators may pretend to be [illegible] teenagers to talk to kids online. They may use a fake profile picture.
- ☑ Never arrange to meet someone you met online, even if the person seems nice.
- ☑ Avoid using suggestive screen names or photos. These can [illegible] attention from online predators.
- ☑ Set your account to private so only people you approve can see your posts.
- ☑ Never share pictures of yourself or your home with people you do not know.
- ☑ If you ever feel uncomfortable or scared about something that happened online, it's important to talk to a trusted adult, such as a parent or teacher.

Stay safe online by being careful with what you share and who you talk to. If you follow these strategies, you can protect yourself from online predators and enjoy using technology safely.

Name: _____ 29

True or False Is the statement true or false?

1) Always be polite and respond to anyone who messages you online.	True	False
2) Adults do not scam children online.	True	False
3) Chat rooms about kids games are a safe place to meet new friends.	True	False
4) Having your account set to private helps keep you safe.	True	False
5) You sho[illegible]ys tell your parents which sites you are visiting.	True	False

Qu[illegible] [illegible]hree questions you have after reading the text.

1)	
2)	
3)	

Questions Answer the questions below using e[illegible]

1) Why is it important to ignore online messages from strangers?

2) What should you do if you get a message from a stranger on your social media?

Name: _____ 30

Cyber Safety Shield: Spot the Tricks!

Objective What are we learning about?

Students will identify common tricks cyber predators use to lure people online and learn how to stay safe when communicating on the internet.

Materials ...will you need for the activity?

- Cy... Safety ...rksheet
- Pencil
- Crayons ... (opt...

Instructions How will y... t...

1. Carefully look at the picture in ...ter o... This picture reminds us that people we meet online may not al... ho... who they really are.
2. The shield is divided into sections. In each section, ...ber predator might use to lure kids online.
3. As you write, think about ways strangers might try to gain your trust, such as pretending to be your age, offering gifts, asking personal questions, or telling you to keep secrets.
4. When all sections are complete, choose one trick you wrote and explain how you can stay safe from it. Write what you should do, such as ignoring the message, blocking the person, or telling a trusted adult right away.
5. Be prepared to share one of your answers with the class if your teacher asks.

Name: _____ 31

Cyber Safety Shield: Spot the Tricks!

Exit Cards

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

Name: _____

Check the actions that help you stay safe online.

1) Sharing your password	
2) Telling a trusted adult	
3) Keeping information private	
4) Meeting someone online	
5) Blocking or reporting a user	
6) Accepting messages from strangers	

Name: _____

Check the actions that help you stay safe online.

1) Sharing your password	
2) Telling a trusted adult	
3) Keeping information private	
4) Meeting someone online	
5) Blocking or reporting a user	
6) Accepting messages from strangers	

Name: _____

Check the actions that help you stay safe online.

1) Sharing your password	
2) Telling a trusted adult	
3) Keeping information private	
4) Meeting someone online	
5) Blocking or reporting a user	
6) Accepting messages from strangers	

Name: _____

Check the actions that help you stay safe online.

1) Sharing your password	
2) Telling a trusted adult	
3) Keeping information private	
4) Meeting someone online	
5) Blocking or reporting a user	
6) Accepting messages from strangers	

Name: _____ 39

Internet – Self-Esteem

Your Online Posts

Sometimes you post a picture or a message on social media and you really want people to like it. Maybe you even feel happy when you get a lot of likes, and maybe you feel sad or disappointed when you don't get many likes.

Sometimes people start to care too much about how many likes they get. They might start comparing themselves to other people and feel bad about themselves, if they see that someone else has more likes or has more followers than they do.

Your Self-Esteem

Being disappointed in the reactions to your posts can start to make you feel sad or anxious, and it can make you start to feel like you are not as good as other people. You might feel like you need to change yourself or try to be more like other people, in order to get more likes and followers.

But the truth is, the number of likes and followers you have on social media does not really say anything about who you are as a person. It is just a number, and it is not worth feeling bad about yourself because of it.

Focus On The Positives

Remember that while social media can be fun and a good way to connect with friends, it is not everything. It is important to focus on the things that make you happy and feel good about yourself, and not to worry too much about how many likes you get or how you compare to other people.

Name: _____ 40

True or False

Is the statement true or false?

1) Tracking likes compared to friends is a good idea.	True	False
2) Comparing yourself to others can make you feel bad.	True	False
3) You should change yourself to get more likes.	True	False
4) Social media is not always real.	True	False
5) Take a l[illegible] social media makes you anxious.	True	False

Smart [illegible]

[illegible] next to the choices that protect self-esteem online.

❑ Limiting y[illegible] time	[illegible] breaks from social	❑ Focus on your strengths
❑ Comparing yours[illegible] others	[illegible]	❑ Follow positive accounts
❑ Read negative comments repeatedly	❑ Talk[illegible]	❑ Believe that others have perfect lives
❑ Block hurtful users	❑ Compare yo[illegible] influencers	❑ [illegible]mber photos can [illegible]

Questions

Answer the questions below.

1) When you use your device are there any times when you feel sad [illegible]ious? Explain.

2) Besides being on screens, name 3 things you enjoy doing most.

Name: _____ 41

Activity – Post What Makes You Proud

Objective What are we learning about?

Help students understand that their self-esteem comes from their strengths, interests, and positive experiences rather than online approval. Students will express [illegible] makes them happy and confident through drawing and class sharing.

Materials [illegible] you need for the activity?

- Instagram [illegible] late
- Pencil
- Crayons, coloured pencils, [illegible]
- Eraser

Instructions How will you complete the act[illegible]

1. Think about the things that make you feel confident, proud, and [illegible] who you are. Remember, your self-esteem is not based on [illegible] ments.
2. Inside the large post box, draw yourself or draw something that makes you feel happy and good about yourself. This could be a hobby, a talent, spending time with family or friends, helping others, or something you are proud of.
3. Take your time to add details and colour your drawing neatly.
4. When finished, be ready to share your drawing with the class and explain why it makes you feel happy and confident.

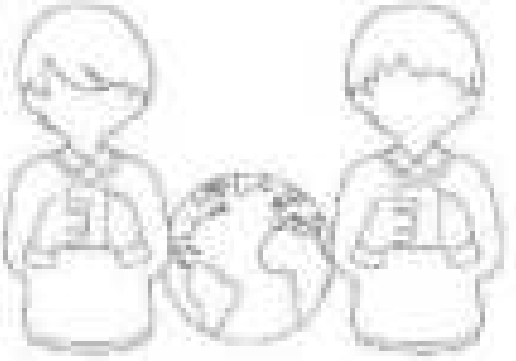
Name: _____ 42

Name: _____ 43

Healthy Ways to Use Communication Technology

Healthy Ways to Use Communication Technology

If we use our devices too much there are many negative effects, but communication technology can be used in many ways to support your mental health. Here are a few examples:



1) Connect with friends and family: Communication technology can help you stay in touch with loved ones, even when you cannot see them in person. You can use video chat or messaging apps to talk to friends and family, share updates, and show each other what you're doing.

2) Learn new things: There are many online courses and videos that can teach you new skills or help you learn about topics that interest you. Learning new things can help you feel more confident and capable.

3) Relax and unwind: There are apps and websites that can help you relax and reduce stress. You can try meditation or listen to calming music.

4) Express yourself: Communication technology can be a great way to express yourself creatively. You can use social media to share your artwork, writing, or music with others.

5) Seek help if needed: If you are feeling sad, anxious, or overwhelmed, reach out for help. There are many resources like Kids Help Phone, where you can get support and advice from trained professionals.

It is important to use communication technology in a balanced way. Take breaks, get outside, move your body, and spend time with friends and family in person. If you feel sad, worried, or upset, talk to a trusted adult. They can help you feel better and find ways to cope with problems you are having.

Name: _____ 44

True or False Is the statement true or false?

1) It is important to balance screen time with friends.	True	False
2) You can learn new hobbies from watching videos.	True	False
3) Watching videos is never a waste of time.	True	False
4) Watching nature videos is a good substitute for being outside.	True	False
5) Devices can help you relax with music.	True	False

Conve ...you have learned to do from watching videos on the ...rnet.

1)	
2)	
3)	

Questions Answer the questions below ... ...text.

1) Do you use your device to stay in touch with someone ... Explain.

2) What skill would you like to learn that you could learn from watching on-line instruction videos?

Name: _____ 45

Activity – Power of Positive Technology Use

Observations | How are you using communication technology in a healthy way?

	How I Used Technology in a Healthy Way	How It Helped Me Feel
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Name: _____ 51

Bullying

Bullying

Bullying is when someone repeatedly does or says things that are mean or hurtful to another person on purpose. This could be spreading rumors or saying mean things, making fun of someone or calling them names, or physically hurting them.

What Is the Difference Between Bullying and Having a Disagreement?

The[illegible] will have disagreements with our friends. We may say something mean to them because we are upset. In the heat of the moment, we might even push or hit them. Is this bullying?

For a behaviour to be bullying, there are 3 things including:

1) It must be repetitive. It is not bullying if it is a one-time thing.
2) A bully has more power either because they are older, stronger, more popular or have more influence for some reason.
3) The bully must want to cause harm to the person they are bullying.

Types of Bullying

There are four types of bullying:

- Verbal Bullying
- Physical Bullying
- Social Bullying
- Cyberbullying

All forms of bullying are wrong and can cause harm to the person who is being bullied. If you or someone you know is being bullied, tell a trusted adult, so they can help. It is important to stand up for yourself and others who are getting bullied. Remember, everyone deserves to be treated with kindness and respect.

Name: _____ 52

True or False

Is the statement true or false?

1) If your best friend disagrees with you they are bullying you.	True	False
2) If someone accidentally trips you, that is physical bullying.	True	False
3) Bullying happens repeatedly.	True	False
4) Bullies [illegible]ying to harm the person they are bullying.	True	False
5) Bulli[illegible] than their victims in some way.	True	False

Buddy or Bully

[illegible] shows a buddy and 👎 if it shows a bully

1	Listens when o[illegible] aspects their ideas.	👍	👎
2	Laughs at someone wh[illegible]	👍	👎
3	Shares materials and lets ever[illegible] take t[illegible]	👍	👎
4	Leaves others out on purpose during g[illegible]	👍	👎
5	Uses kind words to encourage classmates.	👍	👎
6	Makes fun of someone to get others to laugh.	👍	👎
7	Offers help when a classmate is struggling.	👍	👎

Question

What is bullying? Give an example.

_____

_____

_____

Name: _____ 93

Am I A Bully?

Put a ✓ in the YES or NO column to show if you have done the behaviour. After finishing, think about one behaviour you can improve to help create a safer and more respectful classroom.

Do You Do This?	Yes	No
Do you keep saying or writing mean things after being asked to stop?		
Do you hurt someone by hitting, pushing, or kicking?		
Do you leave someone out on purpose?		
Do you [illegible] to get people to laugh?		
Do you spread [illegible] secrets that are not yours to share?		
Do you send unkind messages?		
Do you take or damage someone else's [illegible]		
Do you threaten someone, so they will [illegible]		
Do you encourage others to stop being friends with [illegible]		
Do you ignore someone who needs help?		
Do you tease someone about how they look, talk, or [illegible]		
Do you blame others when you know something was your fault?		
Do you roll your eyes, laugh, or make faces when someone makes a mistake?		
Do you interrupt others or refuse to listen when they are speaking?		
Do you copy what someone says or does to make fun of them?		
Do you exclude someone from games or group work on purpose?		
Do you pressure someone to do something they do not want to do?		
Do you post or share pictures of someone without their permission?		
Do you use a mean nickname for someone after they asked you to stop?		

Name: _____ 54

Physical Bullying

Physical Bullying

Physical bullying is when someone repeatedly hurts you physically or damages your property. It includes:

- Hitting, kicking, punching and pinching
- Pushing, tripping, spitting
- Taking or damaging something that belongs to you
- Making rude gestures.

Where and When Physical Bullying Happen?

Physical bullying can happen on the bus, or on the way to school. It can happen wherever and whenever the bully finds the person they want to bully.

Physical bullying is easy to see. It involves the bully hitting the victim. Physical bullying usually happens when adults are around.

Effects of Bullying

There are many negative effects of bullying including:

- It hurts the victim.
- The victim and the bully often get depression and anxiety.
- Loss of sleep or loss of appetite and absences from school.
- The bullied child often avoids other children and gets lonely.
- Bullies often have relationship problems and difficulty holding a job later in life.
- Bullies have more drug and alcohol issues, and trouble with the law later in life.

What Can You Do?

- Tell a trusted adult, a parent, teacher, bus driver or friends.
- Because bullies are more powerful, it is not recommended to fight back. Instead, get help from an adult.

Name: _____ 55

Questions

Answer the questions below using evidence from the text

1) What is physical bullying?

2) Where [illegible]n does physical bullying happen?

Making Connections

[illegible] physical bullying you have seen. How did it make [illegible]

True or False

Is the statement true or false?

1) Sometimes our friends can bully us without meaning to hurt us.	True	False
2) Physical bullying usually happens when adults can see it.	True	False
3) Hitting, spitting and pinching are all examples of physical bullying.	True	False
4) The best way to deal with a bully is to tell a trusted adult.	True	False
5) Bullying only has a negative effect on the victim.	True	False

Name: _____ 56

Activity - Hands Against Bullying

Objective What are we learning about?

Help students understand their role in preventing physical bullying and all forms of bullying by making personal pledges that promote kindness, respect, and safety in the cla[illegible]om.

Materials [illegible] you need for the activity?

- Hand ple[illegible]t
- Pencil
- Crayons, coloured [illegible] mar[illegible]
- Scissors (if students wi[illegible]t
- Glue or tape for posting on the [illegible]oar[illegible] or wall

Instructions How will you complete the activity?

1. Think about how you can help stop physical bullying and [illegible]g at school.
2. Inside each hand, write one promise you will make to help create a safer and kinder environment for everyone.
3. Your pledges may include actions such as using kind words, respecting others, standing up for someone who needs help, refusing to hurt others, and telling a trusted adult if you see bullying.
4. Take your time to write meaningful promises that you will truly try to follow.
5. When finished, cut out your hand pledges if needed and paste them on the classroom bulletin board or wall as a reminder of your commitment to stop bullying and choose kindness every day.

Name: _____ 97

Activity - Hands Against Bullying

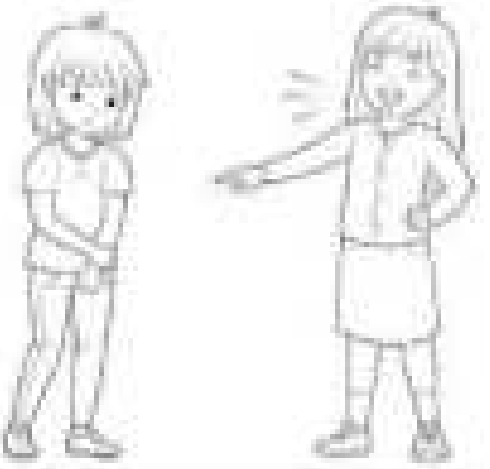
Name: _____ 59

Verbal Bullying

What is Verbal Bullying?

Verbal bullying is when someone repeatedly says or writes something mean or hurtful. It can be:

- Teasing or name-calling
- Threa[illegible] to hurt you
- Inap[illegible] comments



Hidden [illegible]ying

Verbal bullyi[illegible] to [illegible] physical bullying. It is most often done when adults are not pres[illegible]

Effects of Verbal Bullying

Verbal bullying is very harmful beca[illegible] can a[illegible] the person being bullied feels about themselves. Verbal bullying can [illegible] anxi[illegible] pression for the person being bullied. Often when someone is b[illegible] the social settings where bullying occurs which leads to them [illegible] isolated.

Strategies If You Or Someone You Know Is Being Bullied

- ❑ Look confident and smile. Bullies are looking for someone weak[illegible] bully.
- ❑ Because the bully is stronger in some way than the victim the best thing to do is tell an adult. If the first adult you tell cannot or will not help, tell another adult until you find someone who will help.
- ❑ Ignore the bully if possible. Try not to respond to the bully with tears or fearful actions. When bullies do not get a response, they often lose interest. This does not mean you should handle being bullied by yourself. Ask a trusted adult for help. The bully needs to take responsibility for their bad behaviour.

Name: _____ 60

True or False Is the statement true or false?

1) Verbal bullying is not very harmful because words cannot hurt us.	True	False
2) It is a good idea to avoid everybody if we are being bullied.	True	False
3) If we tell an adult about bullying, they will not be able to help us.	True	False
4) Bullies [illegible] good reason for bullying others.	True	False
5) It [illegible] being bullied.	True	False

Connecting [illegible] and stones may break my bones, but names will [illegible] hurt [illegible] think this is true? Why or why not?

Step A Bully What could you say to a verbal bully to stop [illegible]

Name: _____ 61

Activity: My Voice, My Shield!

Objective What are we learning about?

Help students identify positive strategies that can protect them from verbal bullying and build confidence when responding to unkind words.

Material you need for the activity?

- Verbal B[illegible]
- Pencil
- Crayons, coloured [illegible] mar[illegible]

Instructions How will you complete [illegible]ity?

1. Look carefully at the circles on the pag[illegible] ci[illegible]ts a piece of your personal protection shield that can h[illegible] verbal bullying.
2. Inside each circle, write, draw, or colour something that c[illegible]u from hurtful or unkind words. Think about postive actions[illegible] people you can trust, and strategies that help you stay strong and con[illegible] You may include ideas such as telling a trusted adult, staying close to supportive friends, walking away from the situation, speaking up respectfully, ignoring the bully, or reminding yourself that you are important and valued.
3. Take your time to add details and colour your work neatly. Your shield should show the many ways you can protect yourself and maintain a positive sense of self even when others say unkind things.
4. When you finish, be ready to share one strategy from your shield with the class and explain how it can help you handle verbal bullying safely and confidently. Remember, asking for help is always a strong and smart choice.

Name: _____ 42

Verbal Bullying

Name: _____ 43

Name: _____ 64

Cyberbullying

Cyberbullying

Cyberbullying is when someone uses the internet or phone to be mean or hurtful to someone else. This can include things like:

- Sending mean or threatening messages to someone
- Posting [illegible] comments or pictures online
- Spreading [illegible] lies about someone online
- [illegible] online groups or activities
- Pretending [illegible] online in order to trick or hurt someone

How Is Cyberbullying Harmful?

Cyberbullying can be very upsetting and can make someone feel embarrassed, scared or sad. Cyberbullying is harmful even when it is not in person contact for a few reasons:

- It happens 24/7: Unlike bullying, which happens in person, cyberbullying is there every time you use your device and continues [illegible]
- It can be anonymous: This makes it harder to identify [illegible] More people can see the messages online, making the victim feel more [illegible]
- It can affect mental health: Cyberbullying can have serious effects [illegible]'s mental health, including anxiety, depression, and even suicidal thoughts. This is because cyberbullying can make a person feel isolated, helpless, and worthless.

What Can You Do?

Even though cyberbullying happens online, it can hurt the victim. Talk to a trusted adult if you or someone you know is being affected by cyberbullying. It can happen to anyone, and it can be hard to know how to stop it without help.

Remember, no one deserves to be bullied, and it is always okay to ask for help.

Name: _____ 65

True or False Is the statement true or false?

1) Cyberbullying is not serious if people don't know you.	True	False
2) Cyberbullying can affect your mental health.	True	False
3) It is okay to give your password to your best friend.	True	False
4) You should not tell about cyberbullying because your parent may take your device.	True	False
5) I do not [illegible] about posting private pictures because Facebook will protect [illegible]	True	False

Questi[illegible]ng [illegible] things cyberbullies will do.

1)	
2)	
3)	
4)	
5)	

Questions Answer the questions below using evidence from the reading[illegible]

1) Why is cyberbullying so harmful?

2) What is a strategy for dealing with cyberbullying?

Name: _____ 66

Fact or Fiction – Understanding Cyberbullying

Objective What are we learning about?

To help students recognize what cyberbullying is, understand how it can harm others, and learn safe and responsible online behaviours.

Material ll you need for the activity?

- A list of c ts Fact or Fiction
- "Fact" and "Fi sig
- Open space in the cla r
- Tape or markers to label each s roo

Instructions How will you complete the a

1. Your teacher will read different statements about cyberbullying. Listen carefully to each one.
2. Think about whether the statement is true (Fact) or false (Fiction).
3. If you believe the statement is true, walk to the Fact side of the room.
4. If you believe the statement is false, move to the Fiction side.
5. Stay on your chosen side and be ready to explain your thinking if asked.
6. Your teacher will reveal the correct answer and briefly explain why it is fact or fiction.
7. Return to your seat and get ready for the next statement.

Name: _____ 67

Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Cyberbullying only happens on social media.	Fiction
2	Sending hurtful messages online can be cyberbullying.	Fact
3	Posting mean comments online can hurt someone's feelings.	Fact
4	Cyb ying stops once you turn off your device.	Fiction
5	C happen any time of the day or night.	Fact
6	ay fo ours online if many people are doing it.	Fiction
7	Cyberb one feel sad, scared, or embarra	Fact
8	Cyberbullying ental health.	Fact
9	Only strangers can	Fiction
10	Blocking someone online can h m cyberbullying.	Fact
11	Saving messages or screenshots can h n cyberbullying.	Fact
12	Liking or sharing a mean post does not cou cyberbullying.	Fiction
13	Making fun of someone in a group chat is not cyberbully	Fiction
14	Ignoring cyberbullying will always make it go away.	Fiction
15	Everyone deserves to feel safe and respected online.	Fact
16	Sharing private information about someone online is harmless.	Fiction
17	Telling a trusted adult can help stop cyberbullying.	Fact
18	Pretending to be someone else online can be used to trick people.	Fact
19	Cyberbullying only happens once or twice.	Fiction
20	Cyberbullying is less serious than face-to-face bullying.	Fiction

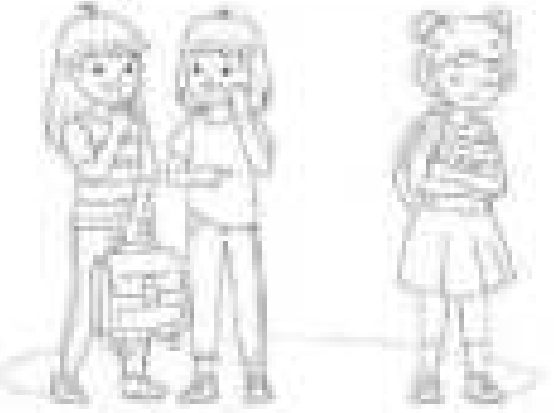
Name: _____ 68

Social Bullying

Social Bullying

Social bullying involves excluding someone from a group or spreading rumors or gossip about them. Social bullying damages someone's reputation or relationships.

Social bullying includes:



- Leavi[illegible]one out on purpose
- Spr[illegible]s about someone
- [illegible] in public
- Telling ot[illegible] fr[illegible] with someone

Bystanders

Most bullying happens [illegible] the [illegible]ears there are bystanders who allow the bullying to happen. [illegible]u s[illegible] bullied, you can:

1) **Be a Buddy**. Let the person being [illegible]ed k[illegible] and you are a friend.
2) **Interrupt.** Say, "let's go" and walk away [illegible] pe[illegible]bullied.
3) **Speak Out.** Say, "that's mean, don't do that."
4) **Tell Someone.** When you tell, about bullying it is [illegible] someone safe.

Be Able to Name Bullying

Bullying is repetitive. It is done with the intention to cause harm. The victim is less powerful than the bully. Within our peer groups we have disagreements and conflicts. This is a normal part of relationships. It is not bullying.

A friend may say, "I liked your hair when it was longer." This may hurt your feelings, but this is not bullying because it is not repetitive, your friend is not more powerful, and they did not mean to hurt your feelings. Knowing what bullying is and what it is not, can help us speak up against bullying.

Name: _____ 49

Curriculum Connections
CCSS

True or False Is the statement true or false?

1) Spreading rumours about someone is called verbal bullying.	True	False
2) Being excluded once is social bullying.	True	False
3) We shouldn't ignore bullying when we see it.	True	False
4) People who disagree with us are bullies.	True	False
5) When you tell someone who is a bully you are a tattletale.	True	False

Connecting Have you been a bystander when someone was being bullied? What did you do? What could you do? What would you do now that you know more?

Feelings List or draw the emotions you might feel when you are included and treated kindly versus when you are left out or bullied.

Included		

Bullied		

Name: _____ 20

Is It Bullying?

Definition Bullying is behavior that happens several times, is one-sided, mean, and done on purpose to hurt someone.

Decide Is it bullying – yes or no?

1) Julia and her friends decide not to include Sofia in their group, so they ignore her when she asks to join their game.	Yes	No
2) Claire [illegible] with Emma. Emma got a new black winter coat. Claire [illegible] old pink one better. Emma's feelings are hurt.	Yes	No
3) Jason is good [illegible] but has trouble finishing assignments on time. They sit next to [illegible] Matt gets a chance he breaks the points off of Jason's [illegible] and [illegible].	Yes	No
4) Blake is the goalie [illegible] they lose a game his team members send him mean [illegible] he [illegible] tell his parents or coach.	Yes	No
5) Everyday when they get off the bus [illegible] keeps [illegible]	Yes	No
6) Meg and 3 classmates are doing a dance for a [illegible] project. They are practicing at recess. Alice who usually plays with [illegible] girls from another class asks to join. Meg says no, she can [illegible] suggestions but she can't be in the dance.	Yes	No
7) Paul pushes Will every time he sees him in the hall. Will [illegible] door to come in so he can avoid Paul.	Yes	No
8) James is upset with Michael. He finds it hard to tell Michael what is bothering him so he sends him a text telling Michael that he is very angry with him.	Yes	No
9) Becky and Melissa get into an argument and call each other names.	Yes	No
10) Ann, Jill, Beth and Carrie are good friends. Ann, Jill and Beth all like a new song best. Carrie disagrees and still likes their favourite song from a few months ago, best. Carrie won't say she likes the new song best even though her friends try repeatedly to convince her.	Yes	No
11) John and Cam are good friends. One day they are playing and John trips. Cam starts to Laugh. John gets mad and shoves Cam.	Yes	No
12) Kayla is upset because almost everyday, when she is at school someone puts garbage into her backpack. She does not know who is doing this.	Yes	No

Name: _____ '21

Types of Bullying

Scenarios Read the scenario and circle which type of bullying it is

1) Jason pulls Jen's hair whenever he gets near her.	Verbal	Physical	Social	Cyber
2) Paul takes embarrassing pictures of Peter and posts them online with rude comments.	Verbal	Physical	Social	Cyber
3) Jack always [illegible] everyone but Nick to play tag.	Verbal	Physical	Social	Cyber
4) Kelly [illegible] the shoulder every time he gets [illegible]	Verbal	Physical	Social	Cyber
5) Luca[illegible] Noah and posts them.	Verbal	Physical	Social	Cyber
6) Ava always [illegible] for [illegible] in races.	Verbal	Physical	Social	Cyber
7) Mike kicks Sam's [illegible] it on the floor.	Verbal	Physical	Social	Cyber
8) Avery and her grade 4 friends [illegible] the yard together but they never invite [illegible] classmate, Sarah.	Verbal	Physical	Social	Cyber
9) Max writes insults about Zoe on a wall at sch[illegible]	Verbal	[illegible]	Social	Cyber
10) Levi spreads rumours about Logan to his friends through text messages.	Verbal	Physical	Social	Cyber

Your Turn Write an example of each type of bull[illegible]

Verbal	
Physical	
Social	
Cyber	

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 kind and fair action?

1) Including someone who is left out of a group	Yes	No
2) Spreading rumors about a classmate	Yes	No
3) Telling others not to be friends with someone	Yes	No
4) Standing up for someone being embarrassed	Yes	No
5) Leaving someone out on purpose	Yes	No

Name: _____

Does this show a kind and fair action?

1) Including someone who is left out of a group	Yes	No
2) Spreading rumors about a classmate	Yes	No
3) Telling others not to be friends with someone	Yes	No
4) Standing up for someone being embarrassed	Yes	No
5) Leaving someone out on purpose	Yes	No

Name: _____

Does this show a kind and fair action?

1) Including someone who is left out of a group	Yes	No
2) Spreading rumors about a classmate	Yes	No
3) Telling others not to be friends with someone	Yes	No
4) Standing up for someone being embarrassed	Yes	No
5) Leaving someone out on purpose	Yes	No

Name: _____ '13

Bystanders

Reflect How does it feel to be a Bullying Bystander?

1) Write about how it feels to watch someone else being bullied. Choose at least 5 different feeling words. Explain what causes the feeling.

2) List 3 reasons why you

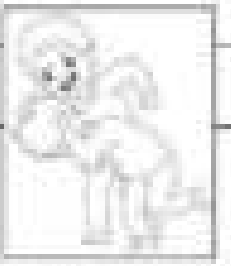
1.	
2.	
3.	

3) What could you have done? What will you do next time?

4) Write an anti-bullying slogan

Name: _____ '14

Dealing With A Bully



When dealing with a bully, you have some options.

1) Avoid the bully – stay away from the bully as much as you can.

2) Stand up to the bully – sometimes telling the bully to stop in an assertive voice is enough to make it stop. If not, do not escalate the bullying by being physical.

3) Get a buddy to help – ask a friend to help you approach the bully. Better yet, get two friends. Standing up and telling a bully to stop is an effective way to stop the bullying because the bully will see that you have power, and the imbalance will be gone. In addition, stand up if a buddy is being bullied, help them out.

4) Ignore the bully – when you can, ignore the bully because they will often stop if they do not get a reaction.

5) Tell an adult – there are times you should always tell an adult. Tell an adult you trust, as the person deserves to be bullied? Adults understand this and will help you with the bullying. This is not tattling as bullying is not a small problem!

Scenarios Role Play How would you deal with the bully? Remember you should not bully back! Write your answers below. Then try your response with a group.

1) A bully keeps kicking, tripping, punching and shoving me when I am not looking.

2) A bully always invites everyone to play hide and seek but they never invite you.

3) A bully always calls you a nickname you do not like.

Name: _____ '25

Identity-Based Bullying

Identity-Based Bullying

Identity-based bullying is when someone is mean or hurtful to another person because of something that makes them different from the bully. For example, someone might be bullied because of their race, religion, gender, ability, appearance, weight, size, how much money their family has, or sexual orientation.

Identity-based bullying is wrong and hurtful because it targets something that they cannot control, like the color of their skin or how they were born.

What Can You Do About Identity-Based Bullying?

There are ways to stop identity-based bullying, including:

1) Speak up: tell a trusted adult. Let the person being bullied know you support them, and that bullying is not okay.
2) Be an ally: to the person being bullied and encourage others to do the same.
3) Education: Learn about different identities so you can understand and value diversity.
4) Practice kindness and inclusion: Be kind to everyone and include others. Everyone deserves to be treated with respect and kindness. Remember that our differences are what make us unique and special.

What Can You Do If You Are Being Bullied?

1) Talk to someone: It's important to talk to a trusted adult.
2) Stand up for yourself: let the bully know their behavior is not okay.
3) Surround yourself with positive people who accept you for who you are.
4) Take care of yourself physically and emotionally. Make sure you get enough sleep, eat healthy foods, and do things that make you happy.

Name: _____ 76

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

1) What is identity-based bullying?

2) What c[illegible]do about identity-based bullying?

True or False | Is th[illegible]?

1. Identity-based bullying is when you [illegible] something about yourself that you cannot change.	True	False
2. Identity-based bullies do not respect divers[illegible]	True	False
3. We should all try to be more alike so there would [illegible] based bullies.	[illegible]	False
4. Our differences make us each special.	[illegible]	[illegible]alse
5. If someone else is being bullied you should mind your own business.	[illegible]	False

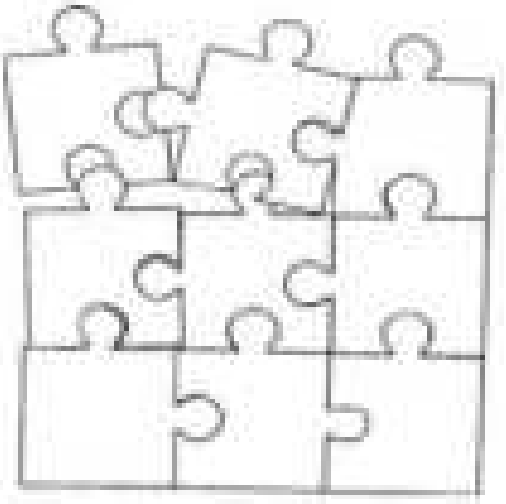
Word Search | Find the words in the wordsearch

Identity	Appearance
Race	Diversity
Gender	Ability
Religion	Ally
Culture	Respect

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

Name: _____ 77

Activity – Identity Puzzle



Materials — What do we need for our activity?

- Blank puzzle pieces – the template for a puzzle is on the next page. It can be enlarged. Only one puzzle is needed with pieces to be cut out and distribu[illegible]e to each student.
- Marke[illegible] – index cards or small slips of pap[illegible]

Method — [illegible]te the activity?

1) Give each chil[illegible] some markers or pens.

2) On the index cards or [illegible] different identities (e.g. race, religion, gender, sexual or[illegible]). Fold the slips of paper and put them in a bowl or hat.

3) Have each child choose an identity from [illegible] showing anyone else.

4) Ask the children to draw or write on their puzzle p[illegible] their identity and what it means to them. Encourage them [illegible] themselves freely.

5) Once they have finished decorating their puzzle pieces, have them [illegible]re with the group what identity they chose and what they drew or wrote on their puzzle piece.

6) As a group, discuss how people can be bullied because of their identities and how it feels to be bullied. You can also talk about ways to stand up to bullying and promote kindness and respect for all identities.

7) Finally, have the children fit their puzzle pieces together to form a larger puzzle. This activity can emphasize how all of our different identities come together to make us unique and special, and that we should celebrate and respect each other's differences.


PREVIEW

Name: _____ 79

Decision Making Process

Decision Making Process

As you get older you can make some decisions for yourself. Here are the steps in a decision-making process that will help you consider your own safety and well-being when you decide about whether to do something:

1. Identify the decision: Are any safety considerations involved? For example, "Should I ride my bike to the park?"
2. Gather information about the decision and any safety concerns: For example, how much traffic is on the route to the park? Are there bike lanes or sidewalks? Does your helmet fit properly?
3. List your options: For example, I could ride my bike to the park, or I could ask my parents to drive me there."
4. Weigh the pros and cons: Think about the advantages and disadvantages of each option, with a focus on safety. For example, riding your bike is fun and good exercise, but it could also be dangerous. On the other hand, asking your parents to drive you might be less physically active, but it would be safer.
5. Make a decision: Based on the information you have gathered and the options you have considered, choose the option that seems safest to you.
6. Evaluate the outcome: After you have acted, reflect on how things turned out. Did you make a safe decision? What could you have done differently to be even safer? This can help you learn and make even better decisions in the future.

Remember, safety should always be a top priority when making decisions!

Name: _____ 80

Decision Making Process - 1

Activity – Decision Making Process: When you make a decision, there is a process you go through. Safety should always be a consideration. Read the scenario below and work through the decision process making notes beside each step.

Scenario: You want to meet your friends at a park 10 blocks from your house. How will you get there?		
Identify the decision		
Gather information Consider risks		
List your options		
Weigh the pros and cons	Pros	
Make a decision		
Evaluate the outcome		

Name: _____ 84

Decision Making Process - 5

Make up a scenario or use a decision you made recently to complete the form.	
Scenario	
Identify the decision	
Gather information. Consider risks	
List your options	
Weigh the pros and cons	Pros
Make a decision	
Evaluate the outcome	

Name: _____ 66

Unit Test – Personal Safety

Multiple Choice /10

1. Overuse of communication technology can cause unhealthy sleep because:	2. What social skills do we use in person that we do not use online?
a) you get over tired from watching screens.	a) making eye contact.
b) of the blue light coming from the screens.	b) reading body language.
c) Your frie[illegible]nd texts all night -	c) using appropriate tone of voice.
d) All of th[illegible]	d) All of the above
3. To a[illegible]ds of using comm[illegible]should,	4. Communication technology can be used to:
a) only use [illegible]	a) Connect with friends and family
b) take one day [illegible]eens	b) Find help if you need it.
c) balance on-line and [illegible] communication.	[illegible]arn new things
d) All of the above	[illegible]e above
5. Using can communication technology c[illegible]	[illegible]ou [illegible]e aware of the risks of overuse of c[illegible]chnology because,
a) addicting.	a) [illegible]are [illegible]ive
b) a negative effect on your self-esteem.	b) p[illegible]ay they are.
c) A negative effect on your relationships.	c) there [illegible]
d) All of the above	d) All of the ab[illegible]
7. Bullying is when someone	8. Social bullying is w[illegible]
a) repeatedly calls you names.	a) you exclude someone.
b) more powerful than you repeatedly hits you.	b) you like one person better than another.
c) repeatedly intends to harm you in some way.	c) always choose the same partner.
d) All of the above	d) All of the above.
9. Bystanders	10. Identity-based bullying is when someone is:
a) who tell adults about bullying are tattling.	a) pretending to be someone else.
b) should keep safe by not speaking up.	b) bullied because they are different.
c) allow bullying to happen.	c) You will not say who you are online.
d) All of the above	d) All of the above

Define What do the terms below mean?

Term	Definition – What does it mean?
Internet Addiction	
Cyberbul	
Bul	

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

1) What are 3 types of bullying and g[illegible]

2) What are 3 things you can do if you witness bullying?

3) What are 3 things you can do if you are being bullied?

Long Answer Answer the questions below – Each question is worth 5 marks.

1) What are 5 risks of overuse of communications technology?

2) What are 5 internet safety rules?

Workbook Preview

Grade 4 – Health Unit

MENTAL HEALTH LITERACY

	Curriculum Expectations	Pages
D2.5	Demonstrate an understanding of how choices they make every day can have a positive impact on their mental health. • e.g., taking time to identify what they are feeling [doing a "self check-in" regarding feelings; themselves that involves giving back to the community	
D3.3	Demonstrate an understanding of different strategies they can use to manage stress in situations in which they have some control (e.g., peer relationships, maintaining life balance), as well as to adapt to challenging situations over which they have less immediate influence (e.g., moving to a new home, family stresses, environmental stresses)	58–84

Mental Health

Name: _____ 6

Story – Maya Expresses Her Feelings

Maya Expresses Her Feelings

Once upon a time, there was a girl named Maya who loved to play soccer. Maya was always happy when she was on the field, running and kicking the ball with her teammates. But one day, Maya's team lost an important game, and Maya was very sad. Maya didn't want to talk about her feelings and kept them bottled up inside. The next day, when it was time for practice, she felt angry and frustrated. She didn't even want to play soccer anymore and just wanted to go home.

Maya's coach noticed that something was wrong and asked her what was going on. Maya didn't want to talk at first. She felt shy, but her coach reminded her that it's important to share our feelings with others. Maya finally opened up and explained how she was feeling sad after losing the game, and then angry and frustrated that she wasn't playing.

Maya's coach listened and empathized with her. She told Maya that everyone has bad days and that losing is a part of the game. Maya felt better after talking with her coach and decided to try her best at practice.

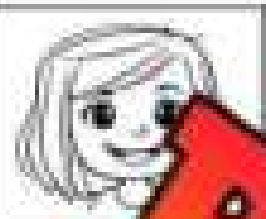
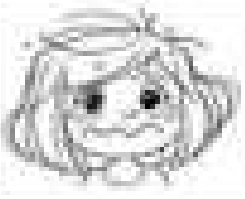
As Maya continued to practice, she started to feel more confident and happy again. She began to remember the joy of playing soccer and started having fun on the field once more. When it was time for the next game, Maya was excited to play again, and this time, her team won.

Maya learned that it's okay to feel different emotions, and that it is important to talk to someone about them. By sharing her feelings with her coach, Maya was able to feel better and get back to doing what she loved - playing soccer.

Name: _____ 7

Activity – Identifying Maya's Feelings

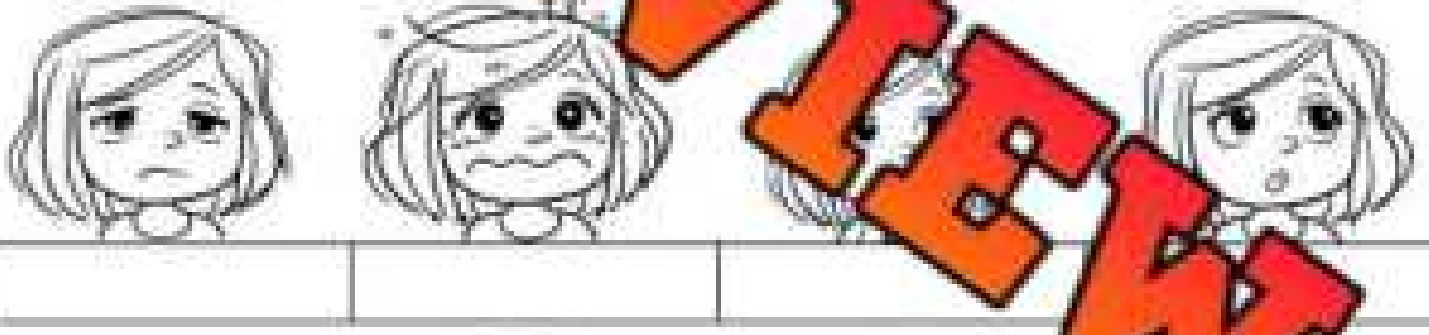
Activity – Look at the facial expressions in the pictures and write which feeling they show and what was happening in the story when Maya had this feeling.

Name: _____ 6

Your Feelings

Activity: What Are the Feelings and Emotions Shown?
Divide the class into small groups. Brainstorm with your group to come up with a list of 18 different feelings or emotions. Use the pictures to suggest emotions. Fill in the table with the emotions. Label the pictures with the feelings you see expressed on the faces below.



Name: _____ 12

Understanding Your Feelings

Understanding Your Feelings

Understanding our feelings is important. When we understand our feelings it:

- Helps us communicate better: When we know how we are feeling, it is easier for us to express ourselves to others. For example, if we are feeling sad, we can tell our friends that we are not feeling our best, and they can offer support and help us feel better.
- Helps us make better decisions: When we understand our feelings, we can make better choices. For instance, if we are feeling angry, we might be tempted to lash out impulsively, but if we recognize that we are feeling angry, we can take a step back and find a better way to express ourselves.
- Helps us cope with difficult emotions: Life can be tough sometimes, and we all experience emotions like sadness, anger, or fear. If we understand our feelings, we can learn healthy ways to cope and feel more in control of our lives.

Understanding our feelings is important to our mental and emotional wellbeing. By being aware of our own emotions, we can communicate better, make better decisions, cope with difficult situations, and grow into the best version of ourselves. We will also have improved relationships.

Name: _____ 13

True or False Is the statement true or false?

1) When we feel upset it is best to keep it to ourselves.	True	False
2) Understanding how we feel can help us understand our actions.	True	False
3) Our feelings are not connected to our actions.	True	False
4) We do not need to think about our feelings.	True	False
5) There are healthy ways to cope with our feelings.	True	False

Feelings emotions that you are feeling right now.

Questions Answer the questions below using e[illegible] on the

1) Why is it important to understand our feelings?

2) Have you ever lashed out at someone because you were not in control of your feelings? What happened?

Name: _____ 14

Activity – Understanding Your Feelings

Objective What are we learning about?

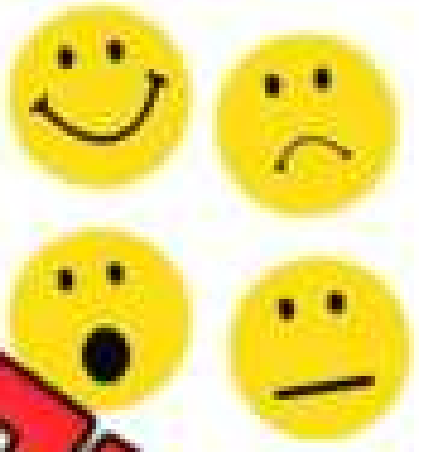
Students will identify changing emotions, organize their ideas using a story plan, and write a complete story that shows how a character's feelings can change in different situations.

Materials What you will need for the activity?

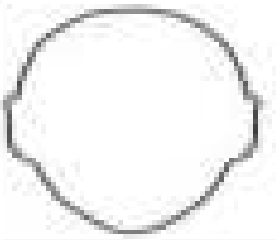
1) Activity Worksheet
2) Pencil or pen
3) Crayons or coloured pencils optional

Method How will you complete the activity?

1) Write an emotion that you feel comfortable exploring.
2) In the boxes, describe how you know this emotion is present, including your body sensations, behaviours, urges, and thoughts.
3) Check the box to show whether the emotion feels comfortable, uncomfortable, or a mix of both.
4) Identify if the emotion has different intensities and decide if stronger feelings change your comfort level.
5) List healthy strategies you can use to manage and cope with this emotion.
6) Review your answers and make sure they clearly describe your emotional experience.



Name: _____ 15

(Write an emotion that you feel comfortable working with and that doesn't feel too overwhelming.)	

How do you know this emotion is present?	
Where do you feel this emotion in your body? What sensations do you feel?	How do you behave when this emotion is present?
Do you have any beliefs with this emotion? If so, what are they?	What thoughts do you have when this emotion is present?

Does this emotion feel comfortable, uncomfortable, or a mix of both?	Are there different intensities of this emotion?	Are there different expressions of the emotion?
❑ Comfortable ❑ A mix of both ❑ Uncomfortable	❑ Yes ❑ No	❑ Yes ❑ No

What can you do to manage this emotion?	How can you cope with this emotion?

Name: _____ Lit

Feelings Check-In

Feelings Check-In

A feelings check-in is a way to talk about how you are feeling inside. Just like how you tell your parents or friends when you are happy, sad, or mad, a feelings check-in helps you to do that for yourself.

How To Do A Feelings Check-In

Here is how you can do it: Take a moment to think about how you are feeling inside. Are you feeling happy, sad, angry, frustrated, or maybe something else? Once you have identified your feelings, you can try to put them into words. You can say, "I feel [emotion] because I got a good grade on my test" or "I feel sad because my friend couldn't come over to play with me today."

How Does A Feelings Check-In Help?

Doing a feelings check-in can help your mental health because it helps us name and understand our emotions. When we ignore our feelings or pretend they do not exist, it can make us feel even worse.

One way to do a feelings check-in is by writing about what we are feeling in a daily journal.

By taking the time to check in with yourself and talk about your feelings, you can better understand what is going on inside and find ways to cope with difficult emotions. It is like giving yourself a little check-up to make sure everything is okay.

Name: _____ 17

True or False Is the statement true or false?

1) A feelings check-in is when a doctor asks how you are feeling.	True	False
2) A feelings check-in helps you keep in touch with your feelings.	True	False
3) Doing feelings check-ins helps us understand ourselves better.	True	False
4) Thinking about how we feel will make us feel upset.	True	False
5) When [illegible] our feelings, it can make us feel worse.	True	False

Making [illegible] does this remind you of in your life?

Direction Check the box next to each healthy feelings che[illegible]on.

❑ Notice my feelings	❑ Break things	❑ Write in a journal
❑ Take a short break	❑ Name my emotion	❑ Refuse to talk
❑ Yell at others	❑ Ask for help	❑ Take deep breaths
❑ Talk to someone I trust	❑ Say "I don't care"	❑ Refuse to take action
❑ Hide my feelings	❑ Stay angry all day	❑ Do something calming

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 feelings check-in?

1) Taking time to notice how you feel.	Yes	No
2) Ignoring your emotions	Yes	No
3) Talking to a trusted adult about your feelings.	Yes	No
4) Writing your thoughts in a journal.	Yes	No
5) Getting upset without knowing why.	Yes	No

Name: _____

Does this show a healthy feelings check-in?

1) Taking time to notice how you feel.	Yes	No
2) Ignoring your emotions	Yes	No
3) Talking to a trusted adult about your feelings.	Yes	No
4) Writing your thoughts in a journal.	Yes	No
5) Getting upset without knowing why.	Yes	No

Name: _____

Does this show a healthy feelings check-in?

1) Taking time to notice how you feel.	Yes	No
2) Ignoring your emotions	Yes	No
3) Talking to a trusted adult about your feelings.	Yes	No
4) Writing your thoughts in a journal.	Yes	No
5) Getting upset without knowing why.	Yes	No

Name: _____

Does this show a healthy feelings check-in?

1) Taking time to notice how you feel.	Yes	No
2) Ignoring your emotions	Yes	No
3) Talking to a trusted adult about your feelings.	Yes	No
4) Writing your thoughts in a journal.	Yes	No
5) Getting upset without knowing why.	Yes	No

Name: _____ 21

Journaling

Journaling

Journaling is a way to write down your thoughts and feelings on paper. By taking a few minutes each day to write down your thoughts and feelings, you can learn more about yourself and your emotions. Here are some reasons why journaling can be good for your mental health:

- It can help you understand your emotions: By writing down your thoughts and feelings, you can better understand those feelings.
- It can help reduce stress and anxiety: Writing down your worries and concerns can help you release pent-up emotions and relieve stress and worry.
- It can be a healthy outlet for emotions: If you have strong emotions, writing them down can be a healthy way to express yourself and help you feel more in control of your emotions.
- It can improve your memory: When you record your experiences and feelings, you are creating a record of your life.

Journaling is a personal and private activity. You do not have to share your thoughts with anyone unless you feel comfortable doing so. Find a quiet, comfortable place where you can write without distractions. With a little practice, journaling can help you manage your emotions and improve your mental health.

Name: _____ 22

True or False Is the statement true or false?

1) Journaling means writing your thoughts and feelings.	True	False
2) Journaling can help you understand your emotions.	True	False
3) You must share your journal with others.	True	False
4) Writing in a journal can help reduce stress.	True	False
5) Journaling is only for adults.	True	False

Direct ...read each ...tion and write Yes if it shows journaling or No if not.

1) Liam writes ... felt after school.	Yes	No
2) Ava keeps her worries ... write them down.	Yes	No
3) Noah spends a few minutes ... his thoughts.	Yes	No
4) Mia writes about a problem to help herself ...	Yes	No
5) Ethan says journaling is pointless and never ...	Yes	No

Questions Answer the questions below using evidence ...

1) What is journaling?

2) How can journaling help your mental health?

Name: _____ 23

Activity - Journaling

Activity	For the next two weeks take a few minutes at the end of each day to write about your feelings that day and what caused them.

Day 1 –

Day 2 –

Day 3 –

Day 4 –

Day 5 –

Name: _____ 2A

Activity - Journaling

Activity	For the next two weeks take a few minutes at the end of each day to write about your feelings that day and what caused them.

Day 6 –

Day 7 –

Day 8 –

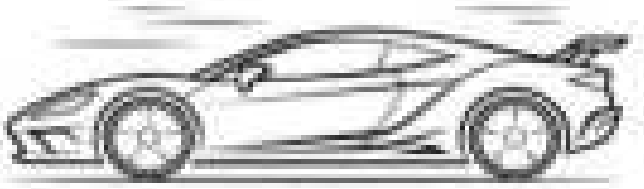
Day 9 –

Day 10 –

Name: _____ 25

Are You Getting Enough Sleep?

How Important Is Sleep?



Imagine your body is like a car. Just like a car needs fuel to run, your body needs sleep to work properly. Sleep is like the fuel that gives you have enough energy to do things like, go to school, play with your friends, learn new things.

When you don't get enough sleep, your body does not have time to rest and recharge. This can make you feel tired and cranky. It can also make it hard for you to focus and pay attention. It can affect your memory and make it harder to learn.

How Much Sleep Do You Need?

How much sleep should you get? Most 9 to 11-year-olds need between 9 and 11 hours of sleep each night. That means if you wake up at 7:00am you should try to go to bed between 8:00pm and 10:00pm.

Of course, everyone is different. Some children your age might need a little more or a little less sleep than that. The best way to know if you are getting enough sleep is to listen to your body. If you feel rested and ready to go in the morning, then you are probably getting enough sleep. If you are cranky and find it hard to get up in the morning you probably need more sleep than you are getting.

Name: _____ 26

Questions

Answer the questions below using evidence from the text

1) What does getting enough sleep do for your body?

2) Do y[illegible]unt of sleep you need each night? How can you tell?

3) Describe a time when you [illegible]. What happened? How did you feel?

Word Search

Find the words in the wordsearch

sleep	energy
recharge	wake
cranky	morning
attention	night
recover	tired

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

Name: _____ 33

Volunteering

Volunteering

Volunteering means giving your time to help others without getting paid. There are many ways you can volunteer, such as helping at a local food bank, participating in a neighbourhood cleanup, or volunteering at an animal shelter.

Here are a few reasons why volunteering is good for you:

- You can make a positive impact in your community: By volunteering, you can help make a difference in your community by helping others and contributing to a cause that you care about. For example, if you volunteer at a food bank, you can help provide meals for people in need in your community.
- You can develop new skills: When you volunteer, you can learn new skills. For example, if you volunteer at an animal shelter, you may learn how to care for different types of animals.
- You can meet new people: Volunteering can be a great way to meet people and make new friends. This can help you feel more connected to your community and give you a sense of belonging.
- You can feel good about yourself: When you volunteer, you feel proud of yourself for making a positive impact. This can boost your self-esteem.

Remember, volunteering does not have to take up a lot of your time or be difficult. Even small acts of kindness can make a big difference in the lives of others and in your own life too!

Name: _____ 34

True or False

Is the statement true or false?

1) Volunteering is good for your self esteem.	True	False
2) Volunteering is a great way to waste your time.	True	False
3) Volunteering is a great way to meet new people.	True	False
4) You do not learn anything by volunteering.	True	False
5) Volun connects you to your community.	True	False

Direc bon and put a ✓ in the box if it shows volunteering and an ✗ t.

1	Helping ch com without being asked.	
2	Ignoring litter be no	
3	Reading stories to you thi	
4	Refusing to help during a clas up.	
5	Joining a school drive to collect food ies.	

Questions

Answer the questions below using ev th

1) Have you ever volunteered if so, doing what? If not, what kin would you like to do?

2) What are some benefits of volunteering?

Name: _____ 37

Mindfulness

Mindfulness

Mindfulness is a way of paying attention to the present moment. It is about being fully aware of what is happening right now, without getting lost in thoughts about the past or worries about the future. Mindfulness can help you feel calmer, more focused, and better able to handle whatever life throws your way.

Here are some mindfulness strategies:

1. Mindful breathing: Pay attention to your breath as you inhale and exhale. Count your breaths or noticing the feel of air moving in and out.

2. Body scan: Start at your toes and work your way up your body, noticing any sensations you feel along the way. This can help you become more aware of your body and release any tension you might be holding onto.

3. Mindful coloring: Coloring can be a great way to practice mindfulness. As you color, focus on the feel of the crayon or marker and the colors you're using.

4. Mindful listening: Sit quietly and focus on the sounds around you. See if you can identify different sounds and where they are coming from.

5. Mindful walking: Take a walk and pay attention to the sensations in your body as you move. Notice the feel of your feet hitting the ground and the movement of your arms and legs.

Mindfulness is about being present and paying attention to the moment. There is no right or wrong way to do it, so do what feels comfortable and enjoyable for you!

Name: _____ 38

Questions	What are 5 mindfulness activities you can do?

1	
2	
3	
4	
5	

Draw	Draw [illegible] of [illegible]ness activities. Name the activity below your drawing.

True or False	Is the statement true or false?

1) Mindfulness is when you think about what is happening in the moment.	True	False
2) Mindfulness can make you feel calmer.	True	False
3) Mindfulness means your mind is full of thoughts and worries.	True	False
4) Colouring is a mindfulness activity you can do.	True	False
5) Mindfulness is when you have too many worries.	True	False

Name: _____ 39

Mindfulness Colouring Page

Name: _____ 41

Mindfulness Colouring Page

Name: _____ 42

Mindfulness Colouring Page

Name: _____ 44

Mindfulness – Body Scan

Body Scan

A mindfulness body scan is used to help you become more aware of your body and your feelings.

How Do You Do A Body Scan?

1. Lie down in a relaxed stance or sit in a comfortable
2. Close your
3. Take deep
4. Slowly focus your attention on different parts of your body, starting from the top of your head and moving down to your toes.
5. As you focus on each part of your body, notice any sensations you feel, such as warmth or tightness. You do not need to change them, just notice it.
6. If you notice any areas of tension or discomfort, try to breathe into them and release any tension as you exhale.

How Does A Body Scan Relieve Stress?

Doing a mindfulness body scan can help relieve stress because it helps you become more aware of your body and your feelings. By doing a body scan, you can become more aware of any tension or discomfort in your body and release it through deep breathing and relaxation.

Staying In The Moment

Focusing on your body can help you stay in the present moment and avoid worrying about the past or the future. This can also help reduce stress and anxiety.

Name: _____ 45

True or False

Is the statement true or false?

1) A mindfulness body scan helps you tell if you are sick.	True	False
2) A mindfulness body scan can help you reduce your stress.	True	False
3) You can do a body scan sitting, lying down or standing.	True	False
4) A body scan is a good time to think about your problems.	True	False
5) Deep b[illegible]g is part of a body scan.	True	False

Conn[illegible]

[illegible]me when you could not stop thinking about a problem or [illegible]at was worrying you?

Questions

Answer the questions below using [illegible]

1) How does doing a body scan help reduce stress?

2) How does being in the present moment relieve stress?

Name: _____ 49

Connections To Caring Adults

Having Connections to Caring Adults

Having connections to responsible and caring adults can be helpful for your mental health. It is like having a team of people who care about you and want to help you when you need it.

Who Are Some Caring Adults In Your Life?

These adults can be parents, grandparents, teachers, coaches, counselors, or other trusted adults in your life. They can be people who listen to you when you are feeling upset, give you advice when you are struggling with a problem, or just being there for you when you need someone to talk to.

How Can A Caring Adult Help?

For example, if you are having a hard time with school, a caring adult can help you be able to help you figure out a way to study that works best for you. If you are feeling sad or angry about something, talking to your parents or a counselor might help you feel better and give you some ideas for how to cope with your feelings.

Having these connections to caring adults can also help you feel more confident and supported in your life. It is important to know that there are people who care about you and want to help you when you need it.

Name: _____ 50

True or False

Is the statement true or false?

1) Having caring adults in your life is good for your mental health.	True	False
2) Caring adults can help just by listening.	True	False
3) Trusted adults decide for you.	True	False
4) Do not tell a trusted adult what is bothering you.	True	False
5) Knowing you have trusted adults to turn to, boosts your confidence.	True	False

Conn

aring adults in your life that you can turn to when you
h em?

1)	
2)	
3)	

Questions

Answer the questions below using

1) Tell about a time you turned to a caring adult. What happene u feel?

2) How does turning to a trusted adult help you?

Name: _____ 51

Fact or Fiction – Connections to Caring Adults

Objective What are we learning about?

To understand the role of caring adults in our lives and recognize how they support our mental health, problem-solving, and overall well-being.

Materials you need for the activity?

- A list of s… adults and support s…
- A "Fact" sign a… "Fic…
- Space in the clas… ve to either side
- Optional: statement cards …te…

Instructions How will you complete the a…

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

Name: _____ 52

Fact or Fiction Read the statements to the class.

#	Statement	Fact or Fiction
1	Caring adults listen when you need someone to talk to.	Fact
2	You should never ask adults for help.	Fiction
3	Tea[illegible] can be trusted adults	Fact
4	Ca[illegible] only care about your grades.	Fiction
5	[illegible] adult can help solve problems.	Fact
6	Parents [illegible] examples of caring adults.	Fact
7	Caring adu[illegible] you make safe choices.	Fact
8	It is better to hide y[illegible] them with an adult.	Fiction
9	Counsellors are adults who he[illegible] r feelings.	Fact
10	Caring adults want you to stay [illegible]	Fact
11	You should only talk to adults when yo[illegible]	Fiction
12	Coaches can be caring adults who support yo[illegible]	Fact
13	Caring adults respect your thoughts and feelings.	[illegible]
14	Asking for help is a smart and brave choice.	Fact
15	Caring adults might help you figure out how to handle a difficult situation.	Fact
16	Friends are the only people you should rely on for help.	Fiction
17	Trusted adults help you learn from mistakes.	Fact
18	Caring adults can help you calm down when you feel upset.	Fact
19	It is okay to talk to more than one trusted adult if you need help.	Fact
20	Caring adults are people you can depend on when you need support.	Fact

Name: _____ 53

Face-To-Face Social Interactions

Face-To-Face Social Interactions

Having face-to-face social interactions means spending time with people in person and having conversations with them. It is important because it can help you feel happier and more connected to others.

Reading

Social [illegible] are [illegible] facial expressions, body language and [illegible]. When you spend time with people face-to-face, you can [illegible] facial expressions and body language. This can help you understand how they are feeling and make you more likely to respond to them.

For example, if you are upset about something that happened at school, you could text or call a friend to talk about it, but it might be more helpful to meet with them in person. When you are together, you can talk about your feelings and your friend can give you a hug or a high-five to show that they care about you.

Building Stronger Relationships

Engaging in face-to-face social interactions can help you build stronger relationships with people. When you spend time with someone in person, you can learn more about them and connect on a deeper level than when you communicate only online or through texts. This can help you feel like you have a strong support system of people who care about you and understand you.

Name: _____ 54

Questions Answer the questions below using evidence from the text.

1) What are 3 social cues?

2) How d[illegible]g to others in person help you develop closer relationships?

3) Have you ever had a [illegible] friend because they did not respond to a text or because [illegible] what they meant in their text?

Word Search Find the words in the wordsearch

understand	connection
social	care
friend	support
relationship	expression
feelings	helpful

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

Name: _____ 55

Activity - Discrimination Role Play

Objective What are we learning about?

Help students understand the importance of face-to-face social interactions, recognize social cues such as facial expressions and body language, and practise positive communication skills to build stronger relationships.

Materials What do you need for the activity?

- Scenario cards showing different face-to-face interaction situations
- Pencil and paper
- Simple props (optional, such as books, notebooks, or name tags)
- Space in the classroom for role-playing

Instructions How will you complete the activity?

1. Explain to students that face-to-face interactions help people understand each other better through expressions, tone of voice, and body language.
2. Discuss a few examples of in-person interactions, such as greeting a friend, asking for help, inviting someone to play, or comforting a classmate.
3. Divide the class into small groups. Give each group a scenario card that shows a situation where students communicate face-to-face.
4. Ask each group to talk about their scenario by answering: What is happening? What social cues can you notice? How should the people respond respectfully?
5. Allow each group to act out their scenario, demonstrating positive communication skills such as listening, making eye contact, speaking kindly, and showing understanding.
6. After each role play, discuss as a class what went well, what social cues were observed, and how face-to-face interaction helped strengthen the relationship.

Name: _____ 56

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
New Student at School	A new student joins your class and sits alone during recess. They seem shy and unsure how to start a conversation. You notice this and think about what you could do to help them feel welcome.
Misunderstanding Facial Expressions	You greet a classmate, but they do not smile back. Instead, they look upset. Later, you learn they were having a bad morning. You think about how facial expressions can show emotions and how you should respond.
Friend Feeling Sad	During group work, you notice your friend is very quiet and not participating. Their shoulders are slumped, and they avoid eye contact. You consider the issues and consider how you might support them.
Interrupting a Conversation	Two classmates are talking when another student keeps interrupting and speaking loudly. The others look frustrated but say nothing. You observe what is happening and think about respectful ways to communicate.
Asking to Join a Game	Some students are playing a game at recess. Another student politely asks if they can join. The group hesitates because they already started playing. You watch the interaction and reflect on fairness and inclusion.

Name: _____ 97

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Helping Someone Who Fell	A student trips while walking to class. They look embarrassed as others stare. You notice their expression and body language and think about how you could respond kindly.
Listening vs. Not Listening	A classmate is sharing a story, but their partner keeps looking at their notebook instead of listening. The speaker begins to feel disappointed. You think about why active listening is important in face-to-face communication.
Tone of Voice Matters	A student asks for help with their homework, but their partner responds in a harsh tone. Even though the words are not rude, the tone hurts the speaker's feelings. You reflect on how tone affects communication.
Working With Someone New	Your teacher pairs you with someone you've never talked to before. Both of you feel unsure at first. You think about ways to start a friendly conversation and work well together.
Giving a Compliment	You notice a classmate did a great job on their presentation. They look nervous afterward. You consider how giving a sincere compliment could help them feel more confident.

Name: _____ 58

Peer Relationships

Why Do We Need Peer Relationships?

Having good peer relationships is very important for kids. Peer relationships refer to the friendships you have with people who are around the same age as you.

Here are some reasons why peer relationships are important:

1) Friendships help you feel happy and supported. When you have good friends, you have people who care about you and who you can talk to when you are feeling sad or upset.

2) Friends can help you learn new things. Your friends can teach you new things and introduce you to new ideas. They can also help you develop your social skills, like how to have conversations or work in a group.

3) Friends can help you build your confidence. When you have friends who support and encourage you, you feel better about yourself and your abilities.

4) Friends can help you cope with difficult situations. When you are going through a tough time, your friends can be there to listen and offer advice. They can help you see things from a different perspective and provide emotional support.

5) Friends can make life more fun! Having friends to play with and hang out with makes life more enjoyable and can help you create happy memories.

Remember, building good peer relationships takes time and effort. It's important to be kind, respectful, and honest with your friends, and to treat them the way you would like to be treated.

Name: _____ SY

True or False Is the statement true or false?

1) Peer relationships are unimportant for kids.	True	False
2) Friends can't make you feel happy and supported.	True	False
3) Friends help you develop your social skills.	True	False
4) Good friends can damage your confidence.	True	False
5) Friends help you with difficult situations.	True	False

Connect How do friends make your life more fun? Give examples.

Think List six qualities of a good friend.

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) What should you do if a friend is sad?	Ignore them
	Help and listen
2) Which builds a strong friendship?	Respect
	Teasing
3) If you disagree with a friend, you should:	Talk calmly
	Stop being friends
4) Good friends make you feel:	Supported
	Lonely

Name: _____

Circle the correct answer.

1) What should you do if a friend is sad?	Ignore them
	Help and listen
2) Which builds a strong friendship?	Respect
	Teasing
3) If you disagree with a friend, you should:	Talk calmly
	Stop being friends
4) Good friends make you feel:	Supported
	Lonely

Name: _____

Circle the correct answer.

1) What should you do if a friend is sad?	Ignore them
	Help and listen
2) Which builds a strong friendship?	Respect
	Teasing
3) If you disagree with a friend, you should:	Talk calmly
	Stop being friends
4) Good friends make you feel:	Supported
	Lonely

Name: _____ 65

Deep Breathing

Deep Breathing

Deep breathing can help calm you down and improve your mental health in several ways. When you are feeling anxious or stressed, your heart rate increases, your breathing becomes shallow and rapid, and your muscles tense up.

How Deep Breathing Help?

Deep [illegible]

- Slowing down your heart rate
- Relaxing your muscles, and
- Reducing feelings of
- When you exhale, you release carbon dioxide, which can help to reduce feelings of stress and anxiety.
- Bringing more oxygen into your body can help you feel more alert.

How to Do Deep Breathing

1) Sit comfortably with your back straight and your shoulders relaxed.
2) Place one hand on your stomach and the other on your chest.
3) Take a slow, deep breath in through your nose, filling your belly with air. You should feel your stomach rise and your chest stay still.
4) Hold the breath for a few seconds.
5) Slowly exhale through your mouth, pushing out as much air as you can while keeping your hand on your belly to feel it go down.

Repeat this exercise for several breaths until you feel calm and relaxed. Remember, to take slow, deep breaths and to focus on your breathing. If you get distracted, just gently bring your attention back to your breath.

Name: _____ 66

Questions Answer the questions below using evidence from the text.

1) What are 3 things deep breathing does to relax you?

2) W... deep breathing?

Word Search Find the words in the wordsearch

Breathing	Comfortable
Oxygen	Stomach
Relaxing	Heart
Stress	Muscles
Anxiety	Exhale

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

Name: _____ 67

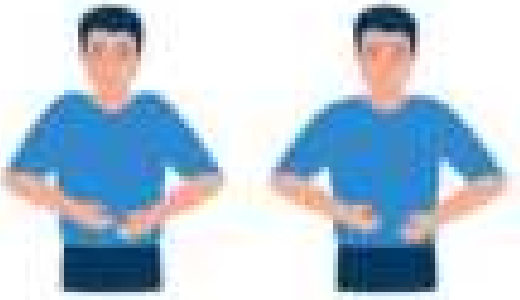
Activity - Deep Breathing Exercises

Objective What are we learning about?

To familiarize students with three different mindfulness breathing techniques, allow them to experience their calming effects, and understand the positive impact of these exercises on mental health.

Materials you will need for the activity

1) C[illegible]table
2) A bell or
3) Stopwatch



Method How you w[illegible]

1) **Introduction (10 minutes)**: Begin b[illegible]ng [illegible] and its connection to breathing. Explain how different br[illegible]ng te[illegible] help us calm our minds and bodies, aiding in mental health.

2) **Demonstration and Practice of Breathing Techni[illegible]minutes)**

- 4-7-8 Breathing: Instruct students to breathe in for a c[illegible]4, [illegible] for a count of 7, and exhale slowly for a count of 8. Reiterate that [illegible] hold their breath for the full count at first; they can adjust the [illegible]. Practice this technique for a few minutes.
- Box Breathing: Teach students box breathing. They should inhale for a count of 4, hold for a count of 4, exhale for a count of 4, and then hold again for a count of 4. This forms a "box" pattern. Practice this for a few minutes.
- Lion's Breath: Sit comfortably, ideally with your knees bent and your body relaxed. Take a deep inhale through your nose. As you exhale, open your mouth wide, stick out your tongue, and make a "ha" sound as you breathe out, like a lion roaring. Repeat several times.

3) **Reflection (20 minutes)**: Have students answer the questions on the back of the page so they can reflect on which strategy they like best.

Name: _____ 68

Activity - Deep Breathing Exercises

Reflection | Answer the questions below

1) How did each breathing exercise make you feel? Were there any differences between them?

4-7-8	
Box	
Lion's Breath	

2) Which breathing technique did you like the most? Why?

3) How will using this breathing technique help you and your [illegible]?

4) Think of a time when you could have used this breathing technique to help you. Explain.

Name: _____ 69

Stress

Stress

Stress is a feeling you experience when you are worried, anxious, or overwhelmed by something that is happening in your life. Sometimes it can feel like you have too much to do or like you do not have enough time to get everything done.

What C

Stre[illegible] can be caused by lots of different things, such as having too much homework, b[illegible] a big test, or dealing with a difficult situation at home or with fri[illegible]. When you are stressed, you may feel tense, irritable, and even sick.

Good Stress

Not all stress is bad! Sometimes stress can help you try harder. For example, if you have a big race at school, feeling a little bit of stress may help you focus more and give extra effort. Good stress can help you work harder to reach your goals.

Managing Stress

Try to notice when you are feeling stress and find ways to manage it by:

- taking a break and doing something you enjoy.
- talking to someone you trust about how you are feeling.
- getting some exercise
- going outside and enjoying nature.

Remember, it is normal to feel stress sometimes, but it is important to take care of yourself and find healthy ways to cope with it.

Name: _____ 7D

Question What are some positive ways you can manage your stress?

Mu[illegible] Mark an X under which type of stress you think it is.

1. You must p[illegible] solo [illegible] are so nervous your stomach is upset [illegible] ur h[illegible]	Good Stress	Harmful Stress
2. You are going on you[illegible] [illegible]ove[illegible] [illegible]nd's house. You are feeling excited and ner[illegible]	Good Stress	Harmful Stress
3. Your family is moving to a new tow[illegible] [illegible]u m[illegible] [illegible]nge schools and you will lose your friend[illegible]	Good Stress	Harmful Stress
4. You are overwhelmed because you are in [illegible]ool track and soccer. You need to practice but hav[illegible]	Good [illegible]ss	Harmful Stress
5. Your school track meet is tomorrow, and you are [illegible] the 100 meters and are stressed out about getting a goo[illegible]rt	[illegible]	Harmful [illegible]ess

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

Name: _____ 71

Am I Stressed? – Stress Test

Are you stressed? Answer the questions below by rating each statement on a scale of 1-4.

1	Never or Seldom	3	Often
2	Sometimes	4	Always

Your Plan Rate the statements below 1-4 based on the scale above

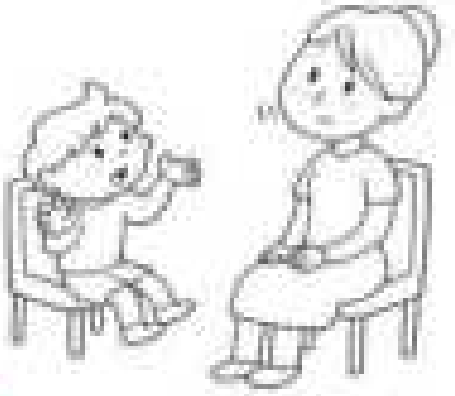
#	Statement	Rating
1	Are y[illegible]	
2	Do you hav[illegible]aches?	
3	Is it hard for you [illegible]?	
4	Do you have trouble staying a[illegible] in the night?	
5	Do you have any problems paying attenti[illegible]	
6	Do you feel tired during the day?	
7	Are you uptight and unable to relax?	
8	Do you get angry easily?	
9	Do you have a hard time finding fun things to do?	
10	Do you laugh less than you used to?	
11	Do you feel sad or disappointed often?	
12	Are you worried about all the things you have to do in the time you have?	
13	Do you clench your fists, crack your knuckles, twirl your hair or tap your fingers?	
	(The lower the number, the less stress you have) – **Total**	

Name: _____ 72

Strategies to Manage Stress

Managing Stress When You Do Not Control What is Happening

Sometimes, things happen in our lives that we have no control over, and they can make us feel stressed. Here are some strategies that may help you manage your stress when you feel like you have no control:



1) Talk to someone you trust: Talking about what is going on can help you feel better. It could be a family member, friend, teacher, or a counselor.

2) Practice deep breathing: Deep breathing is a way to calm yourself down when you feel stressed. You can do this by taking slow, deep breaths in your nose and out through your mouth.

3) Do something you enjoy: Doing an activity you enjoy, such as playing sports, or listening to music, can help take your mind off what is stressing you.

4) Get some exercise: Exercise is a great way to relieve stress. You can try going for a walk or bike ride, dancing, or doing yoga.

5) Practice mindfulness: Mindfulness is a technique that involves being fully present in the moment and aware of your thoughts and feelings. Try paying attention to your breath, focusing on your senses, or doing a body scan.

Managing stress is important for your overall health and wellbeing.

Name: _____ 73

Stress Management

Question

Which strategy do you think works the best for you to manage your stress? Explain.

Think Which strategy could you use for the situ... Explain your choice

1) Lucy's struggling with tough math homework and feels overwhe...

2) Jack is being bullied at school. He feels sad and scared to speak up about it.

3) Noah's busy schedule makes him feel super tired.

Name: _____ 7A

Strategies to Manage Stress

Making A Plan To Deal With Stress
In the chart below fill in your plan to use each strategy for managing your stress.

Strategy	What Is It?	How, When and Where Will You Do It?
Do Fe… Ch…	• Identify Your Feelings • …or Write Your …gs In a Journal … statements. … sad …	
Use Mindfulness Strategies	• Body Sc… • Deep Breathing • Do Colouring Pages	
Make Healthy Choices For My Body	• Eat Healthy Food • Get Enough Sleep	
Get Exercise	• Get Your Body Moving to Release Endorphins	

Name: _____ '15

Strategies to Manage Stress

Strategy	What Is It?	How, When and Where Will You Do It?
Volunteer	• Volunteer Your Time To Help In Your Community Or School	
Do A Hobby	• Learn New Skills	
Enjoy Nature	• Spend time Outside In Nature	
Talk To A Trusted Adult	• Talk To A Trusted Adult About Any Problems or Worries You Have	

Name: _____ 77

Maintaining Life Balance

Maintaining Life Balance

Maintaining life balance means making sure you have enough time for different things in your life, like school, friends, family, hobbies, and relaxing. It is important because it helps you stay happy and healthy.

Here are some tips to help you keep a balanced life:

1) Prioritize: Make a list of things you need to do. Put them in order of importance.

2) Plan ahead: Use a calendar or planner to schedule your activities, homework, and playtime. Knowing what is coming up can help you feel more in control.

3) Set boundaries: It's okay to say "no" sometimes if you are too busy or need a break. It is important to make time for yourself.

4) Take breaks: Give yourself short breaks between tasks or activities. This helps you recharge and avoid getting too tired or stressed.

5) Stay organized: Keep your schoolwork, toys, and clothes neat and tidy. It is easier to focus and find things when you are organized.

6) Make time for fun: Do not forget to include fun activities and hobbies in your schedule. It is important to have a good time and enjoy life!

Name: _____ 78

Questions

Answer the questions below using evidence from the text.

1) What is your life balance?

2) What are things you can do to maintain your life balance?

True or False

Are the statements true or false?

1. It takes too long to organize my room, so I don't have time.	True	False
2. Planning your week helps you feel you have control over your time.	True	False
3. It is rude to say no if someone asks you to do something.	True	False
4. Making a list of things you have to do in order of importance helps.	True	False
5. When you have a big task to do, taking a break helps keep you from getting tired and stressed.	True	False

Word Search

Find the words in the wordsearch

Balance	Calendar
Prioritize	Planner
Time	Boundaries
Plan	Tasks
Organize	Breaks

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

Name: _____ 79

Maintaining Life Balance

Activity: Use the planner below to organize your week. Be sure to schedule time for yourself.

WEEKLY PLAN	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

NOTES	PRIORITIES

Name: _____ 80

Priorities

Priorities

A priority is something that is more important than other things and that needs to be done or dealt with first. For example, spending time with family and friends might be a priority because it helps you feel happy and connected. Going to school and doing your work might be a priority because it helps you learn and grow.

How Do You Set Priorities?

When you have many things to do, you have to decide which ones to do first. To decide what is important, think about what will help you achieve your goals, what will make you happy, and consequences of not getting something done. For example, if you have a big test coming up, studying is the most important thing to do because one of your goals is doing well in school.

Making Decisions About How To Spend Your Time

Priorities are the things that are most important to us, and prioritizing is about making decisions about what is more important based on our goals, responsibilities, happiness, and needs. Making decisions about how to spend your time can be tricky. You may have to decide what you can do now and what you can do later. When deciding what to do first, think about what is most important and what will have the biggest impact on your life.

Name _____ 81

True or False

Is the statement true or false?

1) Priorities help you make decisions about what is most important.	True	False
2) Some goals are so far in the future we can ignore them now.	True	False
3) Knowing your priorities can help you manage your time.	True	False
4) Having many things to do can cause stress.	True	False
5) You don't need to think about priorities because your parents make	True	False

Connecting

you had so much to do that you were feeling

List

List your top five priorities in life.

1	
2	
3	
4	
5	

Name _____ 82

Urgent, Important...it Can Wait!

Direction What are some things you need to get done? What's urgent, what's important, and what can wait? Use this worksheet to help you prioritize what you need to do!

What are some things that need to get done as soon as possible?

Urgent

What are some things that need to get done, but not right away?

Important

your list that ... important and ... a

It Can W...

Name: _____ 86

Unit Test – Mental Health

Multiple Choice /10

1. Understanding your feelings helps you : a) communicate better. b) make better decisions. c) cope with difficult emotions. d) All of th	2. A feelings check-in is: a) when you tell yourself what you are feeling. b) when you ask your friend how they feel. c) when you tell your parents how you feel about them. d) All of the above
3. Which rite down your thoug a) Bod b) Deep Breath c) Journaling d) Colouring	4. Getting enough sleep is important because: a) there is nothing else to do at night. b) it is the fuel your body needs to work properly c) you would be bored if you were not ing. the above
5. Being physically active is good for your mental health because: a) It helps you get rid of negative thoughts. b) It helps you get a better sleep at night. c) It releases endorphins that help reduce stress. d) All of the above	6. Mi ward stead of the past. re focused. t moment. d) All of the abo
7. Volunteering is good because, a) you can learn new skills. b) it helps the community. c) you can meet new people. d) All of the above	8. Stress is: a) a feeling you have when worried. b) always a negative thing. c) your body telling you to work harder. d) All of the above.
9. What is released after exercise? a) Prodorphins. b) Endorphins. c) Cells. d) Cortisol.	10. Connections to caring adults are important because: a) It gives you a team of people who care for you. b) they can give advice when you need it. c) they can listen to you when you are upset. d) All of the above

Define What do the terms below mean?

Term	Definition – What does it mean?
Life Balance	
Mindfulness	
Relationships	

Short Answer Answer each question. Each question is worth 3 marks.

1) What are 3 mindfulness strategies?

2) What are 3 strategies to have strong peer relationships?

3) List 4 steps in doing a body scan

Long Answer Answer the questions below – Each question is worth 5 marks.

1) What are 5 ways to maintain life balance?

2) What are 5 strategies for managing stress?

Workbook Preview

Grade 4 – Health Unit

Human Development and Sexual Health

	Curriculum Expectations	Pages
D1.5	describe the physical changes that occur at puberty (e.g., growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes) and the emotional and social impacts that may result from these changes	7 – 39, 50–85
D2.4	[illegible] practices, including hand washing, oral health care, and care of prosthetic devices and residual limbs)	

NAME: _____

HUMAN DEVELOPMENT

Name: _____ 7

Puberty

What is Puberty?

Puberty is the time when your body goes through a lot of changes, and you start to grow into an adult. It usually happens between the ages of 8 and 13 for girls and between the ages of 9 and 14 for bo
through p ou will be able to
have ch

What C s Pu

During puberty, y dy st duce hormones that make you grow taller, develop muscles an more like an adult. In girls, the hormone estrogen is resp breasts and widening of hips. In boys, the hormone testosterone is r growth of facial hair and deepening of a male's voice.

Everyone Goes Through Puberty

Everyone goes through puberty, but it happens at di son. Some people start puberty earlier than others, and some start right or wrong time to start puberty, it's just a natural part of gro

Social Problems Because of Puberty

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

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

Name: _____ 6

Questions

Answer the questions below using evidence from the text.

1) What is puberty?

2) What c[illegible] changes that occur in puberty?

True or False

Is the s[illegible]

1. Puberty does not happen to every[illegible]	True	False
2. Puberty is a natural part of growing up.	True	False
3. Puberty happens at the same age for everyone.	True	False
4. Estrogen is a hormone that causes puberty is girls.	[illegible]	False
5. Testosterone causes a person's hips to get wider.	[illegible]	False

Word Search

Find the words in the wordsearch

❑ Puberty	❑ Change
❑ Bully	❑ Everyone
❑ Develop	❑ Hormone
❑ Growth	❑ Boys
❑ Girls	❑ Social

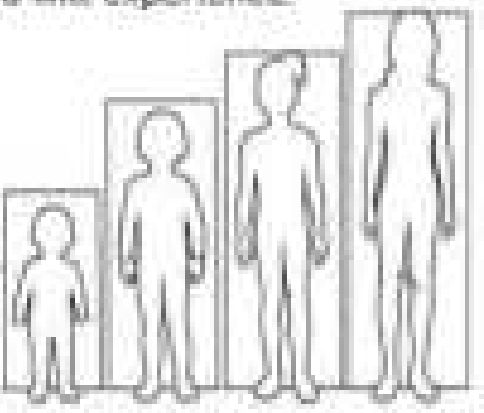
C P U B E R T Y E T H D J F
H O R M O N E U J Z Q E P Z
C L R I E K B U L L Y V H G
H E V E R Y O N E B N E T I
A H F D R J L R B O B L W R
N R M X N B W J I Y Q O O L
G S N E C S K P S S U P R S
E S O C I A L G U O A M G X

Name: _____ 12

Changes During Puberty

Changes During Puberty

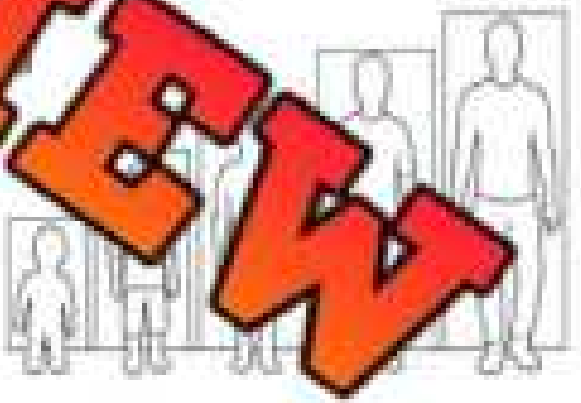
During puberty, your body goes through changes as it grows and develops into an adult body. Here are some of the physical changes you will experience:



Growth Spurts: During puberty your bones grow longer and you may experience sudden growth spurts where you grow several inches in a short period of time.

Body Hair: You start to grow hair in new areas, such as under your arms, on your legs, and in your pubic area. Some boys may also grow facial hair.

Voice Changes: Boys may notice their voices get deeper as their vocal cords lengthen and thicken.



Skin Changes: You may see changes in your skin, such as pimples or acne during puberty.

Body Shape: You may notice that your body is starting to change shape, especially around your hips, waist, and chest. Girls may notice that their breasts start to develop, while boys may notice they develop chest and shoulder muscles.

These changes can be confusing and even a little scary, but they are a normal part of growing up. If you have any questions or concerns about the changes you are experiencing, it is important to talk to a trusted adult or healthcare provider.

Name: _____ 13

True or False

Is the statement true or false?

1) Not everyone goes through puberty.	True	False
2) Body hair starts to grow during puberty.	True	False
3) Physical changes during puberty happen at different times.	True	False
4) You will have a growth spurt during puberty.	True	False
5) Everyone will grow 4 inches taller during puberty.	True	False

Identify

...cribes a change that happens during puberty.

❑ Learning to read	❑ ...rin... for...	❑ Menstruation begins	❑ Increase in appetite
❑ Voice becomes deeper	❑ ... or mood swings	❑ ...rinking from a ...	❑ Skin changes such as acne or pimples
❑ Losing baby teeth	❑ Development of breasts	❑ ...th s...	❑ Riding in a stroller
❑ Development of body hair	❑ Starting to crawl	❑ ... bec... broader	...reased ...eating and ...

Questions

Answer the questions below using evidence from t...

What are the physical changes girls have during puberty?

Name: _____ 14

Fact or Fiction – Changes During Puberty

Objective What are we learning about?

To help students understand the physical changes that occur during puberty by identifying which statements are facts or fiction and recognizing that these changes are a normal part of growing up.

Materials What will you need for the activity?

- [illegible]ents about changes [illegible]d)
- One "FAC[illegible]N" sign
- Open space [illegible]ents to move safely

Instructions How will you complet[illegible]

1. Explain to the class that they will listen [illegible] changes during puberty and decide if each one is Fact [illegible]n.
2. Show the FACT and FICTION signs and explain [illegible]
3. Read one changes during puberty–related statement [illegible]
4. Give students time to think about whether the statement is true [illegible]
5. Students walk to the FACT side if they believe the statement is true, or to the FICTION side if they believe it is false.
6. Ask a few students to explain why they chose that side.
7. Reveal the correct answer and briefly discuss it with the class.
8. Students return to their seats and prepare for the next statement.
9. Repeat until all statements have been read.

Name: _____ 15

Fact or Fiction Read the statements to the class.

#	Statement	Fact or Fiction
1	Puberty is a time when the body grows and changes.	Fact
2	Growth spurts can cause you to grow taller in a short period of time.	Fact
3	Only [illegible] experience changes during puberty.	Fiction
4	It [illegible] grow hair under the arms during puberty.	Fact
5	[illegible] overnight.	Fiction
6	Some [illegible] changes in their skin, such as pimples.	Fact
7	You can stop [illegible] you want to.	Fiction
8	Puberty only affects [illegible] side.	Fiction
9	Voices may change during [illegible]	Fact
10	Changes during puberty are a normal [illegible]	Fact
11	Feeling confused or emotional during [illegible]	Fiction
12	Bodies can change shape as they grow during [illegible]	Fact
13	Everyone's body changes in the same way during puberty.	Fiction
14	Talking to a trusted adult about puberty questions is helpful.	Fact
15	Everyone starts puberty at the exact same age.	Fiction
16	Both boys and girls may grow taller during puberty.	Fact
17	Puberty means you are doing something wrong.	Fiction
18	Puberty changes only last for a few days.	Fiction
19	It is normal for puberty to start earlier or later for different people.	Fact
20	Puberty is something to be embarrassed about.	Fiction

Name: _____ 16

Weight Gain During Puberty

Weight Gain During Puberty

As you grow older, your body goes through many changes, including the development of more body fat especially around the hips and thighs. This extra fat is important for your body's growth and development.

Your Feelings About The Changes To Your Body

You may have mixed feelings related to the weight gain of puberty:

1) Confusion: Weight gain during puberty can be confusing because it is a change.
2) Excited: You may feel excited because you are growing up.
3) Happy: You may be happy because you like your new look and clothes.
4) Self-Conscious: You may feel self-conscious. This can affect your self-esteem.
5) Anxiety: You may feel anxious or worry about being judged by your peers.
6) Loss of Control: You may feel a loss of control over your appearance or weight. This loss of control can lead to frustration or sadness.
7) Embarrassment: Some children feel embarrassed or ashamed about their weight gain, if they think it is different from their peers. This can affect their confidence.

Remember that everyone's body is different. Some people may experience these changes earlier or later than others, and that is normal. Having more body fat does not mean you are unhealthy or less valuable as a person. Your worth and value are not determined by how your body looks.

Name _____ 17

True or False

Is the statement true or false?

1) You should worry about gaining body fat during puberty.	True	False
2) True friends like you for who you are not how you look.	True	False
3) Your body needs the fat you gain during puberty	True	False
4) You will only have negative feelings during puberty.	True	False
5) Everyone develops at their own time.	True	False

Word Scramble

Unscramble the words below

Weight	
Puberty	Normal
Excited	Growing
Anxiety	Different
Body	Fat

Scrambled	Unscramble
RNDFFIT	
IGAN	
ATF	

Scrambled	Unscramble
CDIXETE	
TWHIGE	
DBYO	

Questions

Answer the questions below using evide[illegible] fr[illegible]

1) What are 4 feelings you may have if you gain more body fat durin[illegible]erty?

2) How does it help to remember that gaining weight with puberty is a normal part of growing up?

Name: _____ 18

Activity – Talk For A Minute

Objective What are we learning about?

Students will be able to express their thoughts and feelings about weight gain during puberty, recognize that body changes are normal, and practise speaking respectfully and confidently in front of others.

Materials will you need for the activity?

- pt cards or worksheet
- Time or
- Open spa g fo roups
- Paper and pe aking)

Instructions How will you

1. Divide the class into small grou
2. Explain that students will take turns sp for about a selected topic related to weight gain during puberty
3. Show the list of discussion prompts and remind st k in general terms if they feel more comfortable.
4. One student chooses a prompt and talks about it for one minut e others listen respectfully.
5. When the time is up, the next student chooses a different prompt and takes their turn.
6. Remind students that there are no right or wrong answers and that everyone's experiences are different.
7. Allow students to pass if a question feels uncomfortable.
8. Continue until all group members have had a turn.

Name: _____ 19

Activity – Talk For A Minute

One body change you learned about during puberty.	How may people feel when their body starts to change?	Why weight gain during puberty is normal?	A feeling someone might experience when their clothes fit differently.
One [illegible] to take care of your body during puberty.	[illegible] everyone's [illegible] at a [illegible]	A kind message you would say to someone worried about their body.	How can growth spurts affect weight and height?
One healthy habit that supports growing bodies.	Why comparing bodies can be harmful?	[illegible] felt [illegible] but [illegible]	Why do body changes not define a person's worth?
One trusted person you can talk to about body changes.	How feelings like confusion or embarrassment are normal during puberty?	One way to build confidence during body changes.	[illegible] weight [illegible] not mean someone is unhealthy?
How can media affect how people feel about their bodies?	One thing you appreciate about your body today.	Why kindness toward yourself is important during puberty?	One thing you wish everyone understood about growing up.

Exit Cards

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

Name: _____

Check the healthy thoughts about weight gain during puberty.

1) Weight gain is a normal part of growing.	
2) Comparing your body to others.	
3) Bodies grow at different rates.	
4) Feeling less worthy because of body changes.	
5) Being confident in your body.	

Name: _____

Check the healthy thoughts about weight gain during puberty.

1) Weight gain is a normal part of growing.	
2) Comparing your body to others.	
3) Bodies grow at different rates.	
4) Feeling less worthy because of body changes.	
5) Being confident in your body.	

Name: _____

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4) Feeling less worthy because of body changes.	
5) Being confident in your body.	

Name: _____

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1) Weight gain is a normal part of growing.	
2) Comparing your body to others.	
3) Bodies grow at different rates.	
4) Feeling less worthy because of body changes.	
5) Being confident in your body.	

Name: _____ 21

Maintaining Positive Body Image

Strategies For Maintaining Positive Body Image

Here are some strategies for maintaining a positive body image:

- Focus on Health Instead of Focusing on Appearance: Eat a balanced diet, exercise regularly, and get enough sleep. Taking care of your body and feeling strong and energetic can help you develop a positive body image.
- Appreciate Your Body: Focus on what your body can do, not what it looks like.
- Surround Yourself with Positive People: Choose friends who value you for who you are, not just how they look.
- Avoid Comparisons: Remember that everyone is unique and different. Comparing yourself to others can lead to negative feelings.
- Practice Self-Care: Do activities that make you feel good about yourself. Self-care helps promote a positive mindset and self-image.
- Challenge Negative Thoughts: If you are thinking negatively about your body, focus on the positive things about yourself, not on how you look.
- Speak Kindly to Yourself: Use positive self-talk and be kind to yourself. Treat yourself with the same kindness you would show to a friend.

It is normal for your body to change during puberty. You are unique, valuable, and deserving of love and respect just as you are.

Name: _____ 22

True or False

Is the statement true or false?

1) Getting enough sleep and eating healthy food is part of self-care.	True	False
2) Your health is more important than your appearance.	True	False
3) Comparing yourself to others makes you feel better.	True	False
4) Positive statements to yourself help build confidence.	True	False
5) It is good to have honest friends who tell you that you are fat.	True	False

Draw

...something that helps you feel confident and positive

Questions

Answer the questions below using evid... the ...

1) What are some things you can do for yourself to help you fe... r body?

2) Write 3 positive self-talk statements that will make you feel confident.

Name: _____ 23

My Positive Body Image Balloons

Objective What are we learning about?

Students will be able to identify and express positive thoughts about their bodies, recognize their self-worth beyond appearance, and practise positive self-talk to support a healthy body image.

Materials What do you need for the activity?

- Activity sheet of a hot air balloon with blank balloons
- Pencil or pen
- (Optional) crayons or coloured pencils

Instructions How will you complete the activity?

1. Look at the picture of the hot air balloon and the clouds above it.
2. Each balloon represents a positive thought about your body.
3. In each balloon, write one statement that shows positive body image.
4. You may write about what your body can do, how you care for it, or kind thoughts you have about yourself.
5. Take your time and write honestly. There are no right or wrong answers.
6. When finished, quietly read your statements to yourself and reflect on how these thoughts can help you feel confident and healthy.
7. You may colour the picture if time allows.
8. Sharing is optional. Students may share one balloon if they feel comfortable.

Name _____ 24

My Positive Body Image Balloons

Name: _____ 25

Growth Spurts During Puberty

Growth Spurts During Puberty

During puberty, your body goes through a lot of changes as you transition from being a child to becoming an adult. One of the major changes is a growth spurt, which is a period of rapid growth in height and weight. Typically, growth spurts occur be[illegible]he ages of 10 and 14 for girls and between 12 and 16 for boys.

Str[illegible]Confident During Your Growth Spurt

These chang[illegible]ortable or make you feel a bit awkward. Here are some strate[illegible]ident during this time:

- Embrace your u[illegible]ops at their own pace.
- Practice self-care. Take [illegible]ly and emotionally. Eat a healthy diet, [illegible] regular exercise.
- Stay positive. Surround yourself with pos[illegible] including friends, family, or activities that mak[illegible] Avoid comparing yourself to others.
- Understand that physical changes take time.
- Wear clothes that make you feel confident and comfortable.
- Seek support: If you are feeling overwhelmed or have concerns about your growth spurt, do not hesitate to talk to a trusted adult.

Remember, confidence comes from within. Focus on developing your skills, talents, and interests, and embrace the journey of self-discovery during puberty. Stay positive, take care of yourself, and remember that you are unique and valuable just the way you are.

Name: _____ 26

Questions Answer the questions below using evidence from the text.

1) When does a growth spurt usually occur?

2) What a[illegible]gs you can do to boost your confidence during puberty?

Diagram Draw an exam[illegible] confident during puberty and label it below.

True or False Is the statement true or false?

1) Everyone has a growth spurt during puberty.	True	False
2) Growth spurts during puberty happen at the same age for all.	True	False
3) Eating well and getting enough sleep will help you feel confident.	True	False
4) It is best to avoid people who are a negative influence.	True	False
5) Everyone develops at their own pace.	True	False

Name: _____ 27

Instruction Circle whether each change is *Visible* or *Invisible*.

#	Statement	Visible/Invisible	
1	A person grows taller during puberty.	Visible	Invisible
2	A person feels awkward about their changing body.	Visible	Invisible
3	A person's arms and legs grow longer.	Visible	Invisible
4	A person feels proud of growing up.	Visible	Invisible
5	[illegible] as part of a growth spurt.	Visible	Invisible
6	A person [illegible] growing faster or slower than others.	Visible	Invisible
7	A person's shoe size increases because their feet grow.	Visible	Invisible
8	A person feels confident about [illegible]	Visible	Invisible
9	A person's posture may change as they grow [illegible]	Visible	Invisible
10	A person feels tired more often during a growth spurt.	Visible	Invisible
11	A person needs more sleep during puberty.	Visible	Invisible
12	A person feels nervous about comments from others.	Visible	Invisible
13	A person's clothes fit differently.	Visible	Invisible
14	A person feels more confident as they adjust to changes.	Visible	Invisible
15	A person's appetite increases during growth.	Visible	Invisible
16	A person feels embarrassed about their height.	Visible	Invisible
17	A person's body proportions change over time.	Visible	Invisible
18	A person feels supported by friends or family.	Visible	Invisible
19	A person grows at a different pace than others.	Visible	Invisible
20	A person accepts that growth takes time.	Visible	Invisible

Name: _____ 29

We Are All Unique

What Does "Unique" Mean?

Unique means being the only one of its kind. People are all unique with their own qualities and they all grow and change at their own pace. Sometimes young people go through a growth spurt, and they look older than they are. Everyone should be treated in an appropriate and respectful way. Here are some strategies for dealing with instances of looking older or younger than you are:

- Embrace and celebrate your uniqueness: Remember that everyone grows and develops at their own pace.
- Focus on inner qualities: Remind yourself and others that what really matters is who you are inside, not just how you look on the outside. Highlight your intelligence, creativity, and other positive qualities that are more important than physical appearance.
- Surround yourself with supportive friends.
- Talk to a trusted adult: If someone is teasing or making you feel uncomfortable about your appearance, speak up and share your feelings with a trusted adult.
- Develop self-confidence: Try hobbies and interests that make you happy.

Teasing or making fun of someone about their physical appearance, including looking older or younger, is hurtful and disrespectful. Everyone grows and develops at their own pace, and it is not fair to judge or make fun of someone based on something they have no control over. People should be valued for who they are.

Name: _____ 29

Questions Answer the questions below using evidence from the text.

1) Which 2 strategies would you use to help you cope with the pressures of looking older or younger than you are?

2) Why [illegible] doing hobbies and interests you enjoy will boost your confidence?

3) What does the term below mean?

Unique	

Word Search Find the words in the wordsearch

❑ Unique	❑ Kindness
❑ Confidence	❑ Qualities
❑ Celebrate	❑ Trusted
❑ Focus	❑ Friends
❑ Hobbies	❑ Support

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

Name: _____ 3D

Activity - We Are All Unique

Objective — What are we learning about?

The objective of this activity is to understand and appreciate how each person is unique, with their own set of characteristics, likes, dislikes, and abilities.

Material — What you will need for the activity

1. [illegible] construction paper
2. Pencils and [illegible]
3. Magazines for [illegible]
4. Glue (if using magazines)
5. A list of prompts (see below)

Method — How you will complete the [illegible]

1) Give each student a large sheet of construction paper and [illegible]

2) Ask them to draw or write about themselves in response to a list of prompts, such as their favorite colour, hobby, food, a special talent they have, a place they would love to visit, their favorite book or movie, etc.

3) They can also use pictures from magazines to represent their answers.

4) Once everyone is done, let each student present their work to the class, explaining what they have included on their paper and why.

Name: _____ 31

Activity - We Are All Unique

Prompts Answer the questions using the prompts below

Prompts	Answers
1) What is your favorite colour and why?	
2) What is your favorite food and how much?	
3) What is a thing you love?	
4) Do you have a special talent or skill? What is it?	
5) If you could visit any place in the world, where would you go and why?	
6) What is your favorite book or movie, and why do you like it?	
7) Do you have a favorite animal? Why do you like it?	
8) What is your favorite subject in school and why?	
9) What is a unique tradition in your family?	
10) Share something you are proud of achieving or doing.	

Name: _____ 32

Activity - We Are All Unique

Reflection | Answer the questions below

1) What are some of the things that make you unique?

2) Did [illegible] same favourites as you? How does that make you feel?

3) Were there any surprises in what you [illegible] about themselves?

4) How does it feel to share about yourself and hear about others?

5) How can we respect and celebrate the differences among us in our daily lives?

Name: _____ 34

Acne During Puberty

Acne During Puberty

Acne is a skin condition that causes pimples. Both boys and girls may experience changes in their skin, including increased oil production and acne. Acne is caused by overactive oil glands in the skin. A buildup of oil, dead skin cells and bacteria causes s and redness in the pores.

Du il glands are stimulated by hormones. Acn so, if you have family members who hav or h re likely to have it.

How to Manage Acn

There is no way to preven t. skin very clean will help. Wash your face p a water, to remove excess oil and things that clog your pores. Be sure to wash after exercise, pores.

Squeezing pimples often makes them worse, u the bacteria deeper into your pores. Washing your face too h your skin and cause irritation to acne that is already there, ma

Oily Hair

The hormones that cause acne, also cause excess oil in your hair. Washing your hair everyday, or every other day, will help keep your hair from getting greasy. The excess oil on your scalp can also transfer onto your face if you touch your hair frequently, which can further add to the development of acne.

By keeping your hair clean and avoiding excess oil transfer onto your face, you can help reduce your risk of developing acne during puberty.

Name: _____ 35

Questions Answer the questions below using evidence from the text.

1) What is acne?

2) What ca[illegible]ne?

Create Create a simple [illegible]ar[illegible] Write three healthy habits you should do in the mo[illegible]te[illegible] to help prevent acne.

Morning	Afternoon	Evening

True or False Is the statement true or false?

1) Everyone gets acne during puberty.	True	False
2) There is no way to prevent acne.	True	False
3) Being clean is important so you cannot wash your face too much.	True	False
4) Acne sometimes runs in families.	True	False
5) Oily hair can make acne worse.	True	False

Name: _____ 36

Acne During Puberty

Hi! I'm Jordan. Lately, I've been getting pimples on my face, and it makes me feel confused and a little embarrassed. I learned that acne is a normal part of puberty, and there are healthy ways to take care of my skin. Can you help me by drawing or writing tips in the boxes to show what I can do or use to take care of my acne?

Name: _____ 37

Hygiene During Puberty

Why Is Hygiene During Puberty Important?

Hygiene means taking care of your body to stay clean and healthy. One of the changes that happen during puberty is that you start producing more hormones. Hormones are chemicals in your body that help it grow and develop. Hormones also affect the sweat glands in your body.

You Sweat More During Puberty

During puberty, your hormones tell your sweat glands to make more sweat. You may find yourself sweating even when you are not doing anything, like just sitting in class or hanging out with your friends.

What Is That Smell?

When you sweat, the sweat can mix with bacteria on your skin, and this can create a smell. That is why it is important to wash your body regularly, especially areas like your armpits and feet where sweat tends to collect.

Feeling Confident

By washing your body with soap and water, you remove sweat, dirt, and bacteria from your skin, keeping it fresh and clean. It is also important to change your clothes regularly, especially your underwear and socks, to help prevent bacteria from growing and causing problems.

Everyone goes through these changes during puberty. Taking care of your hygiene will help you feel more comfortable and confident.

Name: _____ 38

True or False Is the statement true or false?

1) Hormones help you grow and develop.	True	False
2) Hormones tell your sweat glands to sweat more during puberty.	True	False
3) Not everyone sweats.	True	False
4) Sweat collects on your feet and armpits.	True	False
5) There is no use changing your clothes they will get sweaty again.	True	False

Conn ...u think is it important to remember that everyone goes ... same changes during puberty?

Solve It! Write a solution that keeps the bod... ...ing puberty.

Problem	Solution
You notice a strong body odour after playing outside.	
Your feet smell after wearing closed shoes all day.	
Your hair looks greasy and feels itchy.	
You ignore pimples and keep touching them.	

Name _____ 39

Hygiene – How Often?

Instruction Place a checkmark under how often you think the task should be done.

	Statements	Always	Once or Twice Daily	Once in a while	Never
1	Bru[illegible] teeth				
2	[illegible]				
3	W[illegible] before eating				
4	Washing [illegible] after [illegible] the toilet				
5	Changing your [illegible]				
6	Taking a bath or sh[illegible]				
7	Washing your face				
8	Washing your hair				
9	Wearing clean clothes				
10	Trimming your fingernails				
11	Covering your mouth when coughing				
12	Using a clean towel after bathing				
13	Cleaning your ears gently				
14	Changing socks when they are dirty or sweaty				
15	Washing your hands when they are dirty				
16	Wearing dirty or smelly clothes				
17	Sharing personal hygiene items				
18	Touching your face with dirty hands				
19	Letting body odour build up without washing				
20	Not washing after sweating a lot				

Name: _____ 40

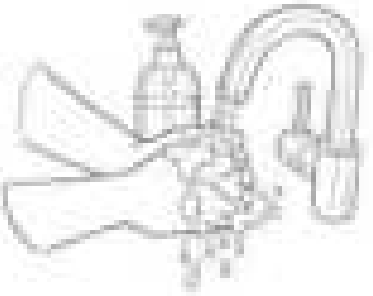
Hygiene

Good Hygiene Starts With Hand Washing

Your body begins to change in many ways as you enter puberty. One of these changes is that your body makes more sweat. Sweat by itself does not smell. When it mixes with bacteria on your skin, it can cause body odour. Washing your hands and body helps to keep smells away by removing sweat and bacteria.

Here are the steps to wash your hands properly:

1) Wet your hands with clean, warm or cold running water.
2) Apply antibacterial soap and scrub your hands.
3) Rub your hands together for a long time. Scrub all parts of your hands, including between your fingers, under your nails, for about 20 seconds. That is how long it takes to sing "Happy Birthday" twice!
4) Next, rinse your hands well under running water.
5) Dry your hands using a clean towel or air dry. Wash your hands before eating, after using the bathroom, and after sneezing or coughing.



Oral Hygiene

There is lots of bacteria in your mouth. These bacteria cause cavities and bad breath. Brushing and flossing every day keeps your teeth healthy and your breath fresh.

Wearing Clean Clothes

As you sweat more, your clothes can absorb the sweat and bacteria, which causes an unpleasant smell. Changing your clothes, especially underwear and socks, every day can help prevent this.

Name: _____ 41

Questions

Answer the questions below using evidence from the text.

1) What causes body odour?

2) What c[illegible]oth decay and bad breath?

Fill in the Blanks

[illegible] the line

1. _____ _____ often wi[illegible] from [illegible]s when you have a cold.
2. Putting on clean _____ and underwe[illegible] clean and fresh.
3. Singing _____ twice while washing [illegible] clean
4. Your hands will get clean with any kind of hand _____ and w[illegible] cold water.
5. _____ and _____ our teeth will prevent cavities and bad breath.

Making Connections

What does this reading remind you of in your life?

Name: _____ 42

Experiment – Effects of Hand Washing

Objective — What are we learning about?

To demonstrate the effects of poor hygiene by observing the growth of bacteria from unwashed hands.

Material — What you will need for the activity

1. 2 [illegible] containers with lids for each student
2. [illegible]
3. Wate[illegible]
4. Marker
5. Resealable pl[illegible]ags [illegible]ainers

Method — [illegible] activity

1) Start the lesson by discussing the importa[illegible], focusing on the role of washing hands in removing bacteria.

2) Label one container or bag 'unwashed hand[illegible]' and the other 'washed hands' for each student.

3) Ask each student to touch a cotton ball with their unwashed hand[illegible] and place it in the 'unwashed hands' container or bag.

4) Then, have the students wash their hands thoroughly with soap and water.

5) After their hands are clean, each student should touch a new cotton ball and place it in the 'washed hands' container or bag.

6) Add some water in both containers or bags, enough to make the cotton balls damp but not soaked.

7) Seal the containers or bags and put them in a warm place.

8) Over the next week, observe and document the changes in both sets of containers or bags.

Name: _____ 43

Experiment – Effects of Hand Washing

Reflection | Answer the questions below

1) What differences do you notice between the 'washed hands' and 'unwashed hands' containers/bags?

2) Why do you think there were changes? What is growing?

3) How does this experiment show us about the importance of washing your hands?

4) If bacteria grows when we are not clean, why is it important to wash our hands, but our bodies too?

5) Write a list of 3 things you can do to ensure you won't spread bacteria and get sick from germs?

Exit Cards

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

Name: _____

Circle the qualities that show good hygiene habits.

Wash[illegible] body	Keeping your hair clean
[illegible] teeth	[illegible]ng sweaty [illegible]es again
Ignoring [illegible] odour	[illegible]ang[illegible] clean clothes
Not washing your hands	[illegible] showers
Use deodorant when needed	Wearing [illegible] socks

Name: _____

Circle the qualities that show good hygiene habits.

Washing your body regularly	Keeping your hair clean
Brushing your teeth	Wearing sweaty clothes again
Ignoring body odour	Changing into clean clothes
Not washing your hands	Skipping showers
[illegible]odorant [illegible]ed	Wearing clean socks

Name: _____

Circle the qualities that show good hygiene habits.

Washing your body regularly	Keeping your hair clean
Brushing your teeth	Wearing sweaty clothes again
Ignoring body odour	Changing into clean clothes
Not washing your hands	Skipping showers
Use deodorant when needed	Wearing clean socks

Name: _____

Circle the [illegible] hygiene habits.

Washing your body regularly	[illegible]g your [illegible]ir clean
Brushing your teeth	Wearing sweaty clothes again
Ignoring body odour	Changing into clean clothes
Not washing your hands	Skipping showers
Use deodorant when needed	Wearing clean socks

Name: _____ 45

Personal Care

What Are Personal Care Products?

Personal care products are products we use to keep ourselves clean and healthy. They include things like, shampoo, soap, deodorant or antiperspirant. As you enter puberty your body perspires more, and you need to pay attention to your hygiene.

Bathing

Taki[illegible] shower everyday can help you feel fresher a[illegible] washing your hair more often will [illegible] ing oily which will help reduce acne

What is the Difference Between Deo[illegible]nd A[illegible]rant?

Deodorant and antiperspirant are two differ[illegible] people use to keep themselves smelling fresh and clean. Deodor[illegible] mask body odour, which is the smell that can happen when yo[illegible] y sports or do physical activities, our bodies produce sweat, and bac[illegible] with that sweat and create an odour.

Deodorants contain ingredients that fight against these bacteria and make us smell better. They come in different forms like sprays, sticks, or roll-ons, and they usually have nice smells, like flowers or fruits.

Antiperspirants are designed to help reduce sweating. When we get hot or exercise, our bodies produce sweat to cool down. Antiperspirants contain ingredients that block the sweat glands in our armpits, where we tend to sweat the most. By blocking the sweat glands, antiperspirants help reduce the amount of sweat that comes out.

Name: _____ 46

Questions Answer the questions below using evidence from the text.

1) Why is it a good idea to wash your hair more often during puberty?

2) What c[illegible] odour when you sweat?

Multiple Choice Which product [illegible] the situation described. Circle the best answer.

1. You are wearing a thin top that will show w[illegible] when you sweat.	[illegible]	Antiperspirant
2. You have bad body odour after gym class.	[illegible]	[illegible]erspirant
3. You ride on a crowded bus and do not want anyone to notice your body odour.	Deod[illegible]	[illegible]spirant
4. You sweat so much after running track that your clothes are wet.	Deodorant	Antiperspirant
5. Your underarms smell on a hot day.	Deodorant	Antiperspirant
6. You want to prevent sweating at a sports event.	Deodorant	Antiperspirant
7. You want to stay fresh after playing outside.	Deodorant	Antiperspirant
8. You are nervous and might sweat during a presentation.	Deodorant	Antiperspirant

Name: _____ 47

Activity – Hygiene Habits

Objective — What are we learning about?

To help Grade 4 students understand the importance of maintaining good hygiene, especially as they approach puberty.

Materials — What you will need for the activity

1. Large chart paper, whiteboard and markers
2. Hygiene items (soap, toothpaste, toothbrush, deodorant, shampoo, etc.)
3. Small slips of paper with hygiene-related scenarios
4. A hat or container for the scenarios
5. Drawing materials

Method — How you will complete the activity

1) Begin with a group discussion about the concept of hygiene and why it is important, especially during puberty when body changes occur. Emphasize personal cleanliness.

2) Display different hygiene products (soap, toothpaste, toothbrush, deodorant, shampoo, etc.) and ask students to identify them and explain their uses.

3) Divide the students into groups and have each group pick a slip of paper with a scenario from the hat. They should think about how they could improve their hygiene using healthy hygiene practices (e.g., brushing teeth, deodorant, etc.)

4) Ask each group to prepare a skit that represents their scenario, demonstrating the hygiene practice needed and why it is important.

5) After each group has presented their scenario, facilitate a class discussion about what they have learned.

Name: _____ 48

Activity – Hygiene Habits

Scenarios | Cut out the prompts to put in a hat that groups can select

"You have just finished an hour of intense soccer practice."

"You [illegible] up in the morning and are getting ready for school."

"You [illegible] with your friends on a muddy trail."

"You've spent the [illegible] in a public pool."

"You are going to an outdoor weddi[illegible] ho[illegible] ing your best clothes."

"You have just finished eating a spicy garlic pizza [illegible] re going to a friend's house."

"Your feet feel sweaty all the time and your shoes smell bad."

"You have just come home from a camping trip where showers were not available."

"Your hair feels greasy, and you have some pimples on your forehead."

Name: _____ 50

Changes to Emotions During Puberty

Emotions During Puberty

Puberty is a time when your body goes through a lot of changes as you grow from a child to an adult. Your body will start to develop and change in many ways, and your emotions might feel like they are changing too. It is normal to feel a little confused or overwhelmed by these changes, but there are things you can do to help yourself feel better.

What Changes May Occur in Your Emotions?

During puberty, you might experience stronger emotions, such as feeling more sad, anxious, angry, or happy. You may not always know why you are feeling the way you do. You might also feel more self-conscious, worry about what other people think of you, or feel like you are not sure who you are.

What Can You Do To Cope With Emotional Changes?

There are some ways to help you deal with these changes including:

- Talk to someone you trust about how you are feeling. This could be a parent, teacher, counselor, or another trusted adult.
- Take care of yourself. Make sure you are eating healthy foods, getting enough sleep, and exercising regularly.
- Try to remember that everyone goes through puberty, and it is a normal part of growing up. It might feel overwhelming at times, but it will not last forever. With time and patience, you will start to feel more comfortable with the changes happening in your body and emotions.

Name _____ 51

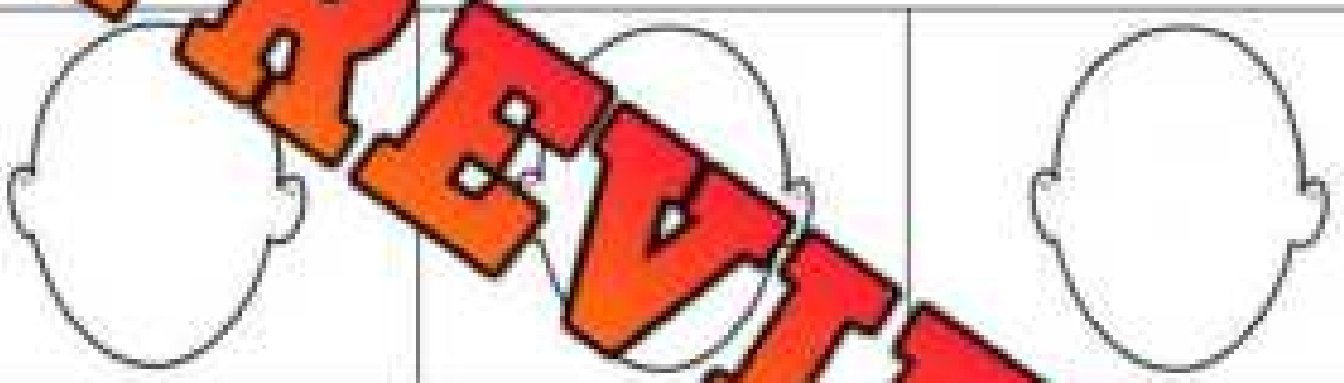
True or False

Is the statement true or false?

1) Your body changes inside and outside during puberty.	True	False
2) During puberty you will have changes in how you feel.	True	False
3) If you feel confused during puberty it is best to keep it to yourself.	True	False
4) Making healthy food choices, and getting exercise is helpful.	True	False
5) You wi[illegible] only one who feels differently during puberty.	True	False

Draw

[illegible] emotions you are feeling now.



Questions

Answer the questions below using evide[illegible]

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

2) What are some things you can do to feel better during puberty?

Name: _____ S2

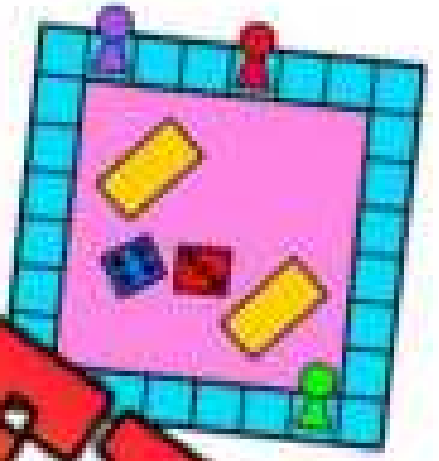
Activity – Emotions Board Game

Objective What are we learning about?

Students will identify different emotions, describe situations that cause these feelings, and practise healthy ways to manage and express their emotions respectfully.

Materials What you need for the activity?

- Printed Strong[illegible]
- Question sheets (Green, Yellow, Red categories)
- 1 die
- Game pieces or counters (1 per player)
- Pencil (optional, for reflection)



Method How will you complete the activity?

1) Place the board game on a flat surface and keep the question sheets nearby.
2) Each player chooses a game piece and places it on the START space.
3) Players take turns rolling the die and moving forward the number of spaces shown.
4) When a player lands on an emotion, they answer one matching question from the question sheet.
5) Other players listen respectfully while their classmate is speaking.
6) Continue taking turns until all players reach the finish or time is up.

Name _____ 53

Green Zone (Calm, happy, and ready to learn feelings)

Happy | Proud | Relaxed | Focused | Calm

Furious | Worried

Terrified | Anxious

Panicked | Silly

Out of control | Excited

Angry

Start

Tired | Bored | Sad | Disappointed

Red Zone (Very strong feelings that are hard to control)

Yellow Zone (Big feelings, but still in control)

Blue Zone (Low energy, sad, or tired feelings)

Name: _____ 54

Question Page Pick one question to ask.

Green Zones Questions			
Happy	What usually makes you feel happy?	What is your favourite happy memory?	How can you spread happiness to others?
Rel	When do you feel most relaxed?	What activities help your body feel calm?	Why is it important to relax sometimes?
P	is something ud of?	How did you feel after accomplishing it?	How can you help others feel proud too?
Focused	cus?	What can you do to d distractions?	Why is focus important for learning?
Calm	What helps y stay calm dur problem?	Wh you	Why is being calm helpful?

Blue Zones Questio			
Tired	What makes you feel tired?	How can you get more energy?	ou body tired?
Bored	When do you usually feel bored?	How can boredom help you be creative?	What is something fun you can do when feeling bored?
Sad	What sometimes makes you feel sad?	Who do you talk to when you are sad?	What helps you feel better?
Disappointed	When was a time you felt disappointed?	How can you stay positive after disappointment?	How can disappointment help you grow?

Name: _____ 55

Question Page | Pick one question to ask.

Red Zones Questions			
Angry	What can make someone feel angry?	What should you NOT do when angry?	Who can help you when anger feels big?
Pan[illegible]	What might cause someone to panic?	What is the first thing you should do if you panic?	How can slow breathing help?
[illegible]	What are some [illegible]gs that scare [illegible]?	Who helps you feel protected?	How can you remind yourself that you are safe?
Furious	[illegible]	What is a safe way to release big feelings?	Why is it important to pause before reacting?
Out of Control	What [illegible] control" mea[illegible]	[illegible]ons tell you [illegible]ons are	What strategy can help you regain control?

Yellow Zones [illegible]			
Worried	What things make kids worry?	What [illegible] when you [illegible] worry?	[illegible]an you turn [illegible] a
Anxious	When might someone feel anxious?	What does your body feel like when anxious?	[illegible]elpful to [illegible]bout your worries?
Silly	When do you act silly?	How can silliness make people laugh?	When should you stop being silly?
Nervous	What situations make you nervous?	Who can support you when nervous?	What can you tell yourself to stay confident?
Excited	What are you excited about right now?	How does your body feel when excited?	Why is excitement a good feeling?

Name: _____ 56

Stronger Emotions

Why Do My Feelings Seem Out Of Control?

During puberty, your brain starts to produce and release hormones, which are special chemicals that affect how you feel. These hormones make you have stronger feelings. It is normal to experience mood swings and feel more emotional.

What Can I Do To Feel Better?

Sometimes, feelings can be overwhelming, and it is important to take care of yourself. This means doing things that make you feel good and help you relax. Here are some self-care strategies you can try:

- Take breaks: When you are feeling overwhelmed, take a break from whatever you are doing. Take deep breaths and give yourself some time to calm down.
- Talk to someone: Share your feelings with a trusted
- Be active: Do things that make you happy and
- Get 9-11 hours of sleep: Being tired makes it harder to control your emotions.
- Exercise and eat well: Physical activity and eating healthy foods can positively impact your mood. Eat a diet with plenty of fruits, vegetables, and whole grains.
- Practice relaxation: Try deep breathing, meditation, or yoga to calm yourself.

Remember, everyone goes through puberty and experiences strong emotions. It is a normal part of growing up. By taking care of yourself and using these strategies, you can help yourself feel better during this time.

Name: _____ 57

Questions Answer the questions below using evidence from the text.

1) What causes you to have stronger feelings during puberty?

2) Why do you think learning about hormones and stronger feelings can help you when you feel overwhelmed during puberty?

Diagram Draw a picture to show a strategy you can use to help feel more in control of your emotions.

True or False Is the statement true or false?

1) Telling someone about how you feel can help you feel better.	True	False
2) Being active makes you tired and cranky.	True	False
3) Deep breathing can help you feel calmer.	True	False
4) Your diet is not connected to your feelings.	True	False
5) Being well rested can help you control your emotions.	True	False

Name: _____ 58

Activity – Identify Emotions

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

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

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

1)		
2)		
3)		

Name: _____ SY

Activity – Stronger Emotions Role Play

Objective What are we learning about?

To help students understand the strong emotions that can occur during puberty, practise healthy ways to manage these feelings, and develop empathy by responding appropriately to real-life scenarios through role-play.

Materials What do we need for our activity?

- [illegible]
- Pen
- Scenario
- Container to [illegible] slips of paper in

Method How do we [illegible]

1. Introduce the topic of puberty and the strong emotions that often come with it. Discuss the importance of learning to manage and control them. Explain that you will be doing a role-play activity to practise coping with emotions and supporting each other.
2. Divide the students into pairs or small groups. Ensure every student will participate in at least one role-playing scenario.
3. Have each pair or group randomly draw a scenario from the
4. Give the students a few minutes to discuss their scenario and decide on the roles each person will play.
5. Have the pairs or groups take turns acting out their scenarios in front of the class. Encourage the students to demonstrate empathetic behaviour in their role plays.
6. After each role play, facilitate a brief class discussion about the scenario. Asking questions such as, "How do you think this person would feel in the scenario?"
7. Repeat the process until all pairs or groups have had a chance to act out their scenarios.

Name: _____ 60

Scenario Cards | Cut out the topics below

Scenario	Key Moments/Descriptions
Feeling Left Out	A student notices their friends talking about a party they were not invited to. They begin to feel sad and excluded. The student must decide how to express their feelings respectfully and find healthy ways to cope.
Homework Overload	A student has multiple assignments due at the same time and feels overwhelmed. They need to figure out how to stay organized, prioritize tasks, ask for help if needed, and manage their time responsibly.
Misunderstanding with a Friend	Two friends misinterpret each other's words, and one feels hurt. The situation highlights the importance of listening, communicating clearly, apologizing when necessary, and solving conflicts peacefully.
Peer Pressure to Break a Rule	A group of friends encourages a student to break a school rule. The student feels uncomfortable and must decide how to say no, stand up for their values, and make a safe choice.
Dealing with a Disappointment	A student does not make the sports team or reach an important goal. They feel discouraged and upset. The student needs to practise resilience, stay positive, and think about what they can improve next time.

Name: _____ 61

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Argument with a Sib[illegible]	After a disagreement at home, a student feels angry and frustrated. The situation focuses on calming down, expressing emotions appropriately, and finding ways to repair the relationship.
Public Spe[illegible] Anxiety	[illegible]ut[illegible] about to present in front of the class and feels [illegible]ery[illegible] use strategies such as deep breathing, [illegible]f-ta[illegible]eparation to build confidence.
Dealing with a Loss	A student is g[illegible]ng the [illegible]ed pet or family member. The studen[illegible] sup[illegible]usted people and should understand th[illegible] to [illegible] while learning healthy coping strateg[illegible]
Bullying Situation	A student is being teased or bullied by class[illegible] and feels scared and hurt. The scenario emphasizes telling a trusted adult, seeking support, and standing up safely against bullying.
Feeling Overwhelmed with Changes	A student is experiencing many physical and emotional changes during puberty and feels confused. The student should recognize that these changes are normal and learn to ask questions and seek guidance from trusted adults.

Name: _____ 62

Activity – Stronger Emotions Role Play

Questions Answer the questions below using evidence from the text.

1) What are some common emotions that you might experience during puberty when hormones make you feel things more strongly?

2) Why is it important to control and manage our emotions during this time?

3) What are some strategies you can use to calm your emotions when they become overwhelming?

4) Choose one role play scenario that was familiar to you. When have you been in this situation? How did you feel? What did you do to get past it?

Exit Cards

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

Name: ____________________

Circle the face that matches how the situation supports your emotions.

1) Frie[illegible]ct your [illegible]	☺	☹
2) [illegible] som[illegible] wrong just [illegible]	☺	☹
3) Trust your fe[illegible] if something feels wrong.	[illegible]	[illegible]
4) Good friends make you feel safe.	☺	☹

Name: ____________________

Circle the face that matches how the situation supports your emotions.

1) Friends respect your choices.	☺	☹
2) You do something wrong just to fit in.	☺	☹
3) Trust your feelings if something feels [illegible]ong.	☺	☹
4) [illegible] friends make y[illegible]	☺	☹

Name: ____________________

Circle the face that matches how the situation supports your emotions.

1) Friends respect your choices.	☺	☹
2) You do something wrong just to fit in.	☺	☹
3) Trust your feelings if something feels wrong.	☺	☹
4) Good friends make you feel safe.	☺	☹

Nam[illegible] ____________________

Circle the fa[illegible] tha[illegible] [illegible]e situation support[illegible]

1) Friends respect your choices.	☺	☹
2) You do something wrong just to fit in.	☺	☹
3) Trust your feelings if something feels wrong.	☺	☹
4) Good friends make you feel safe.	☺	☹

Name: _____ 64

Relationship Changes During Puberty

Relationship Changes During Puberty

When you go through puberty, your relationships with your peers might start to change. Here are some reasons why this happens and some strategies to cope with these changes:

Hormones: During puberty, your body goes through hormonal changes that can affect your emotions. You might feel more sensitive, moody, or have strong feelings. This can affect how you behave towards your friends and lead to arguments.

Strategy:

1) Understand that everyone goes through these changes.
2) Take deep breaths.
3) Give yourself and your friends some space if things get overwhelming.
4) Talking honestly about your feelings can help resolve misunderstandings.

New interests and hobbies: As you grow older, you might develop new interests or hobbies that are different from your friends. You may also discover new activities or have different goals. This can sometimes lead to a shift in your friendships.

Strategy:

1) Enjoy your new interests while being open to trying your friends' interests too.
2) Find common ground by doing activities that you both enjoy.
3) Remember, it is okay to have different interests, it is a chance to make new friends.

Name: _____ 65

Questions

Answer the questions below using evidence from the text.

1) When you have disagreements with your friends what are they about? How do you resolve them?

2) How c[illegible]ow your friends you accept them even when they are physically changi[illegible]

True or False

Is the state[illegible]t t[illegible]

1. Respecting others opinions even if you disagree [illegible] hel[illegible]ships.	True	False
2. When you communicate you should talk mo[illegible]t[illegible]	True	False
3. Remembering everyone goes through puberty at [illegible]ce [illegible]	True	False
4. Compromising is a sign of weakness when you have a [illegible]m		False
5. Talking about how you feel helps your relationships.		False

Word Search

Find the words in the wordsearch

❑ Balance	❑ Strategy
❑ Opinion	❑ Communication
❑ Respect	❑ Relationship
❑ Learn	❑ Puberty
❑ Listen	❑ Friends

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

Name: _____ 66

Activity - Relationship Questions Puzzle

Objective What are we learning about?

To help students explore and understand relationship changes during puberty by creating thoughtful questions that promote reflection, communication, and empathy.

Materials What do we need for our activity?

- P[illegible]
- S[illegible]
- Pencil or

Method How [illegible] activity?

1. Review the topic "Relati[illegible] C[illegible] Puberty" with the class. Discuss how friendships, family [illegible]ips, [illegible]ions, and interests may change as they grow, and remin[illegible]ents [illegible]anges are normal.
2. Give each student a copy of the puzzle [illegible]e.
3. Guide students in folding the paper step-by-st[illegible]form [illegible]rower puzzle shape. Model the folding process in front o[illegible] [illegible] everyone follows correctly.
4. Ask students to write one thoughtful question in each puzzle se[illegible] about relationship changes that may happen during puberty.
5. Encourage them to think about topics such as friendships, family relationships, emotions, misunderstandings, communication, respect, and new interests.
6. After completing the puzzle, have students pair up and take turns asking and answering each other's questions.
7. Remind students to listen respectfully and respond honestly to promote meaningful conversations.

Name _____ 67

Relationship Questions Puzzle

Instruction In each blank section of the puzzle, write one thoughtful question about relationship changes during puberty (for example, friendships, family relationships, feelings, or misunderstandings).

Name: _____ 68

Crushes

What Is A Crush?

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

Who Is Your Crush?

Who do people typically have crushes on? A crush is:

- someone you know or have seen but are not in a romantic relationship with yet.
- someone a different age from you.
- the same gender as you, or a different gender.
- a crush can grow into a relationship. Sometimes a crush becomes a relationship.

Having a crush is a normal part of growing up and learning about relationships. Remember that your crush may not return your feelings. If you have a crush, you need to understand and respect the other person's feelings.

Should You Tell Anyone You Have A Crush?

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

Should You Act On A Crush?

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

Name: _____ 69

True or False

Is the statement true or false?

1) A crush is a 2-person relationship.	True	False
2) Some crushes last only a short amount of time.	True	False
3) There are no risks in talking openly about your crush.	True	False
4) If you t[illegible] someone that you like them, they will like you back.	True	False
5) A cru[illegible] relationship.	True	False

Question

W[illegible] careful about telling someone about your crush?

Smart Choices

Write **SC** for Smart Choice or [illegible] Choice

1	Respecting someone's feelings	
2	Spreading rumours about a crush	
3	Staying focused on schoolwork	
4	Pressuring someone to like you back	
5	Talking to a trusted adult or friend when you feel confused about your feelings	
6	Teasing someone about who they like	
7	Being honest but kind when sharing your feelings	

Name _____ 70

Finding the Way Through Feelings

Instruction

Draw yourself in the top box and draw your crush or a loved one in the bottom box. Then, carefully solve the maze by finding a path from yourself to the other person. As you work, think about how building healthy relationships takes patience, understanding, and respect.

Name: _____ 71

Coming Of Age Rituals

Coming of Age Rituals

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

- Bar/Bat Mitzvah: When Jewish boys reach 13 and girls reach 12 or 13 (depending on the community), they celebrate a Bar or Bat Mitzvah, a ceremony that marks their obligation to observe the commandments of Judaism.
- Quinceañera: In many Latin American cultures, a girl's 15th birthday is celebrated with a "quinceañera," which means "fifteen years" in Spanish. This marks the girl's transition from childhood to womanhood. The tradition often includes a religious ceremony that is followed by a party with food, music, and dancing.
- Rumspringa (Amish tradition): In the Amish tradition, adolescents around the age of 14 to 16 enter a period called Rumspringa. During this time, they are allowed to explore the outside (non-Amish) world. At the end, they must decide whether to leave the Amish community or be baptized and remain in it.
- Inuit Coming of Age Tradition: In North Baffin Island, Inuit boys between the ages of 11 and 12 have gone out to the wilderness with their fathers to test their hunting skills and get used to the harsh arctic weather. Nowadays, this tradition has been extended to young girls as well. "Out camps" are established away from the community for traditional skills to be passed down and practiced by the young men and women.

Name: _____ 72

True or False Is the statement true or false?

1) Seijin Shiki is a Japanese ceremony for those who turned 20 that year.	True	False
2) Walkabout is an Australian tradition where boys live in the wilderness.	True	False
3) The Apache Sunrise Ceremony is for males who will become chiefs.	True	False
4) Samburu is a Kenyan tradition where boys have to kill a lion.	True	False
5) Rites of [illegible]e for each culture are celebrated in the same way.	True	False

Unscr [illegible]rrect word on the line.

LATURI		TULDA	
YMALFI		NITROTIDA	
MYCREEON		E[illegible]	
TUMOMYINC		[illegible]RE[illegible]	

Questions Answer the questions below using evide[illegible]th

1) What are 3 things you learned about Seijin Shiki?

2) What are 3 things you learned about the Apache Sunrise ceremony?

Name: _____ 73

True or False | Read the statements to the class.

#	Statement	True or False
1	Coming of age rituals celebrate the transition from childhood to adulthood.	True
2	All cultures have the same coming of age traditions.	False
3	A B[illegible]t Mitzvah is a Jewish ceremony for young people en[illegible]thood.	True
4	[illegible]ebrated when a girl turns 10 years old.	False
5	[illegible] often include family and community.	True
6	Rumspri[illegible] explore the outside world before deci[illegible]	True
7	Coming of age ritu[illegible]ng gifts.	False
8	Some traditions focus [illegible]and maturity.	True
9	Inuit coming of age traditions [illegible]al skills.	True
10	Only boys can participate in coming of [illegible]	False
11	These rituals help young people understa[illegible] community.	True
12	Music, dancing, and celebrations can be part of som[illegible]	True
13	Coming of age rituals mean a person no longer needs guid[illegible] from adults.	False
14	Different cultures celebrate growing up in meaningful ways.	True
15	A quinceañera marks the journey from girlhood to womanhood.	True
16	Coming of age traditions are unimportant in modern society.	False
17	Many ceremonies include special clothing or symbols.	True
18	These rituals can strengthen cultural identity.	True
19	Turning 5 is commonly celebrated as a coming of age worldwide.	False
20	Coming of age rituals remind young people that growing up includes new responsibilities.	True

Name: _____ '25

Bar/Bat Mitzvah

Bar/Bat Mitzvah

When Jewish boys reach 13 and girls reach 12 or 13 (depending on the community), they celebrate a Bar Mitzvah for boys or a Bat Mitzvah for girls. The terms mean "son of the commandment" and "daughter of the commandment" in Hebrew.

- Age: [illegible] is considered the age at which children are responsible for their actions and must observe Jewish law and tradition.
- [illegible] Bar/Bat Mitzvah, the child studies, including learning to read Hebrew.
- Ceremony: The ceremony takes place in a synagogue during the Shabbat (Sabbath) service with the child participating. This participation in the service symbolizes their new status as an adult in the eyes of Jewish religious law.
- Celebration: There is a celebration with friends and family after the ceremony.
- Responsibilities: After the Bar/Bat Mitzvah, the individual is expected to participate in Jewish community life.
- Tzedakah Project: Many young people undertake a Tzedakah (charity or justice) project as part of their Bar/Bat Mitzvah preparation. They donate time or money to a worthy cause. This is a way to instill values of community service and engagement.

The specific practices and rituals associated with a Bar/Bat Mitzvah can vary widely between different Jewish communities. All Bar/Bat Mitzvah ceremonies recognize a young person's transition to religious adulthood.

Name: _____ 76

True or False Is the statement true or false?

1) The Bar/Bat Mitzvah celebration is a Jewish tradition.	True	False
2) The service is conducted in Italian.	True	False
3) All Jewish communities celebrate Bar/Bat Mitzvah in the same way.	True	False
4) Bar/Bat Mitzvah are celebrated when a child is 12 or 13 years old.	True	False
5) Bar Mi[illegible]ns son of the commandment.	True	False

Qu[illegible]y [illegible]hree questions you have after reading the text.

1)	
2)	
3)	

Questions Answer the questions below using [illegible]

1) How do Jewish children prepare for their Bar/Bat Mitzvah?

2) What is something you could do for a Tzedakah Project if you were Jewish?

Story – Ethan's Bar Mitzvah

Ethan's Bar Mitzvah

Once upon a time, in a small town called Harmonyville, there lived a boy named Ethan. Ethan was about to turn thirteen, which meant it was time for him to prepare for his Bar Mitzvah, a very special and important event in his Jewish community.

Ethan was excited but also a little nervous about his upcoming Bar Mitzvah. His parents, David and Rachel, explained to him that becoming a Bar Mitzvah meant he would take on more responsibility and be considered an adult in the eyes of the Jewish community. It was a big milestone, and Ethan couldn't wait to begin his journey.

To prepare for his Bar Mitzvah, Ethan started attending special classes at the synagogue. He learned about the Torah, the holy book of the Jewish people. He studied Hebrew and practiced reading the ancient texts aloud. Ethan also learned about the stories and teachings of his ancestors, hoping they would guide him in his own life.

As part of his preparation, Ethan met with the cantor, the person who leads the congregation in prayer. The cantor taught Ethan the melodies and chants used during the Bar Mitzvah service. They spent many hours practicing together, making sure Ethan could recite the prayers with confidence and understanding.

In addition to the religious studies, Ethan had to choose a project that would make a positive impact on the community. Ethan loved music, so he decided to organize a benefit concert to raise funds for a local children's hospital. He reached out to local musicians and invited them to perform. Together, they rehearsed and planned an incredible event that would bring joy to many children.

Name: _____ 80

Story – Ethan's Bar Mitzvah

Finally, the big day arrived. The synagogue was filled with family, friends, and members of the community, all eager to celebrate Ethan's Bar Mitzvah. Ethan stood on the bimah, a raised platform at the front of the synagogue, next to his proud parents. He wore a tallit, a special prayer shawl, and a kippah, a small cap, as a symbol of [illegible] and tradition.

Et[illegible]ated throughout the synagogue as he chanted from the Torah, the [illegible]lowing [illegible]ly from his lips. He delivered a meaningful speech, reflecting on [illegible] he [illegible]ored and his commitment to living a life guided by Jewish values. The [illegible]ently, impressed by Ethan's knowledge and maturity.

After the service, everyone [illegible] celebration, known as a reception. Th[illegible] delicious food, Lively music, and lots of dancing. Ethan's family and friends showered him with love, gifts, and heartfelt wishes for a bright future.

As Ethan looked around at the smiling faces and felt the warmth of the community, he realized that his Bar Mitzvah [illegible] him. It was a celebration of his heritage, a way to honor his family, and an opportunity to strengthen his connection with his Jewish community.

From that day forward, Ethan embraced his newfound responsibility as a young adult in his community. He continued to study, pray, and perform acts of kindness. Ethan knew that his Bar Mitzvah was just the beginning of a lifelong journey of learning, giving, and making a positive impact on the world around him.

Ethan's Bar Mitzvah became a cherished memory, inspiring him to live a life filled with faith, love, and the values he held dear.

Name _____ 81

Story – Ethan's Bar Mitzvah

Instruction

After reading *Ethan's Bar Mitzvah*, think about your four favourite parts of the story. Draw each scene in the boxes provided, showing the important events and characters you enjoyed the most. Arrange your drawings to retell the story from beginning to end.

Scene 1	Scene 2

Scene 3	Sc

Name: _____ 83

Inuit Coming of Age Tradition

Inuit Coming of Age Tradition

The Inuit people have a tradition on North Baffin Island, which is in the Arctic region of Canada. This tradition is called the Inuit Coming of Age ceremony. When boys and [illegible] are 11 or 12 the event celebrat[illegible]y are changing from [illegible]

Skills and Ab[illegible]

During the Comin[illegible]ge [illegible] the young person partic[illegible] various activities and tests to [illegible] and abilities. These activities are designed to show that they are [illegible] take [illegible] responsibilities and contribute to their community.

- Hunting has always been an essential part [illegible] During the ceremony, young individuals might join a hunting [illegible] ex[illegible] hunters. They can show their ability to provide for themselves and t[illegible]
- Another part of the ceremony is storytelling. Inuit culture has a [illegible] tradition, and storytelling is important for passing down knowledge, history, and values. The young person might share a story or listen to stories from elders.

Celebration

The Coming of Age ceremony also involves dancing, singing, and drumming. These are important cultural expressions in Inuit communities and are used to celebrate and bring people together. It is a time of celebration and recognition as young people become adults and take on more responsibilities within their community.

Name: _____ 8A

True or False

Is the statement true or false?

1) North Baffin Island is located in the United States.	True	False
2) When Inuit children turn 11/12, they participate in a Coming of Age ceremony.	True	False
3) Storytelling and hunting are important parts of the tradition.	True	False
4) Dancing, singing and drumming are part of the ceremony.	True	False
5) Only bo[illegible]rt in the coming of age tradition.	True	False

Conne[illegible] of the traditions and history passed down in your family?

Questions

Answer the questions below using [illegible]

1) Why is storytelling important in Inuit tradition?

2) Why is it important for Inuit children to learn hunting skills?

Name: _____ 85

Quinceañera

Activity: Colour the page and list 5 things that are part of the Quinceañera celebration.

_____ _____ _____ _____ _____

Name: _____ /7

Unit Test – Human Development

Multiple Choice /10

1. Puberty is when:	2. Puberty is caused when:
a) Your body goes through changes to become an adult.	a) Your body produces and releases hormones that cause it to grow.
b) You are 8.	b) Boys play more sports.
c) Girls and boys turn 13.	c) Girls' voices get higher.
d) You turn [illegible]	d) All of the above.
3. Puberty [illegible]	4. During puberty you will have changes to:
a) All [illegible]	a) Your skin.
b) To some people [illegible]	b) Your size.
c) When it is safe [illegible] boys [illegible]	c) Your emotions.
d) To everyone in their [illegible]	d) All of the above.
5. Acne is caused by:	[illegible] good hygiene you should:
a) Pimples.	[illegible] wash hair regularly.
b) Not washing your hair.	b) W[illegible] clothes.
c) Overactive oil glands in the skin.	[illegible]
d) Squeezing your pimples.	d) [illegible]
7. During puberty you experience stronger emotions because:	8. You k[illegible] w[illegible] your hands long enough to g[illegible]
a) You will have your first crush.	a) You do not see and [illegible]
b) Your body releases more hormones.	b) You sing Happy Birthday [illegible] while washing.
c) You have more opinions.	c) They do not feel sticky.
d) You have more disagreements.	d) There is no dirt on the towel when you dry them.
9. Which of the following is a Coming of Age Ritual?	10. A Bar Mitzvah is a:
a) Bar/Bat Mitzvah.	a) Ceremony held in a church.
b) Quinceañera.	b) celebration when a Jewish girl turns 13.
c) Rumspringa.	c) Jewish tradition.
d) All of the above.	d) Amish tradition.

Define What do the terms below mean?

Term	Definition – What does it mean?
Puberty	
Uniqu	
Hyg	

Short Answer Answer the following – Each question is worth 3 marks.

1) What are 3 changes you might exp[illegible]y ?

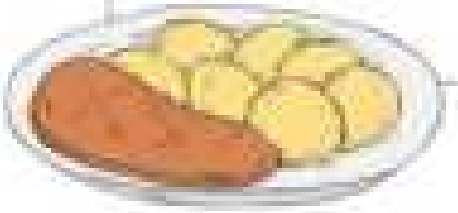
2)What are 3 reasons why your relationships may change during

3) What is the difference between deodorant and antiperspirant?

Workbook Preview

Grade 4 – Health Unit

Healthy Eating



	Curriculum Expectations	Pages
D1.1	Identify the key nutrients (e.g., fat, carbohydrates, protein, vitamins, minerals) provided by foods and beverages, and describe their importance for growth, mental and physical health, learning, and physical	16-64
D2.1	recommendations and guidelines in Canada's Food Guides (e.g., make water their drink of choice; eat plenty of vegetables and fruits; eat meals with others; help with food shopping and meal preparation at home; trap, fish, hunt, harvest, and cultivate food)	6 - 15, 65 - 85
D3.1	Identify ways of promoting healthier eating habits in a variety of settings and situations (e.g., school, arena, recreation centre, stores, food courts, special events; when camping, having a snack or meal at a friend's house, eating on weekends versus weekdays)	86-103

NAME: _____

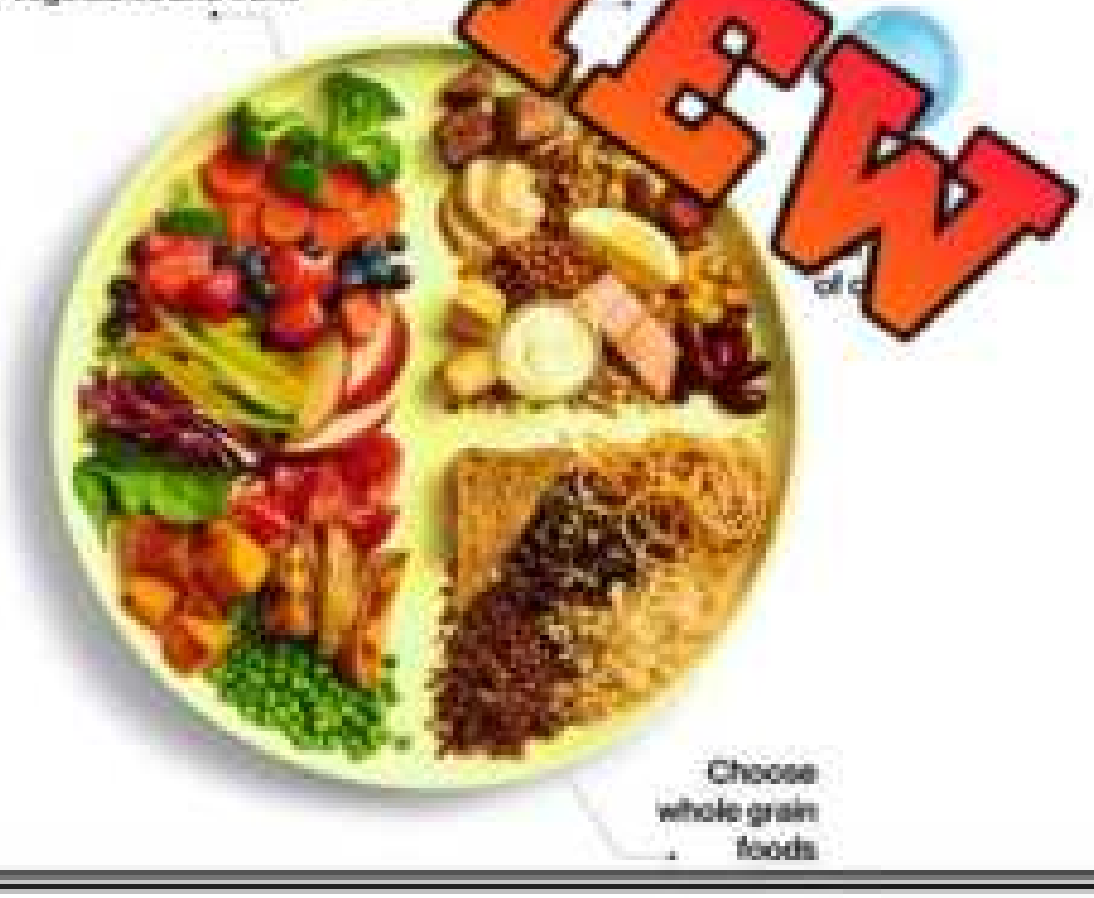
Healthy Eating

Name: _____ 6

Canada's New Food Guide

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

Food Category	Fruits and Vegetables	Whole Grains	Protein Foods
Servings/Day	½ (half) of your plate	¼ of your plate	¼ of your plate
Tips	- Choose darker green vegetables - Drink juice with	- Choose whole grain options instead of grains that have been processed	- Select plant based proteins and lean meats
Examples	- Don't [illegible] with added sugar	- Bread, pita, oatmeal, cereal, rice, pasta, quinoa	- Beans, lentils, nuts, seeds, lean meats and poultry, fish, shellfish, eggs

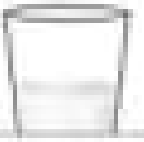


Name: _____ 7

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

Eat _____ foods

Eat plenty of _____ and _____



Make _____ your drink of choice

Choose _____ _____ foods

Name: _____ 6

Canada's New Food Guide - Servings

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

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

Serving Help Elliot fill in the table by telling h[illegible] should have

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

Name: _____ 9

Canada's New Food Guide – Food Categories

Food Group	Which group does the food belong to?

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

Name: _____ 10

Canada's New Food Guide – Food Categories

Food Groups	Write 10 examples of foods that belong to each food category

	Grains
1	
2	
3	
4	
5	

	Grains
6	
7	
8	
9	
10	

	Fruits and V
1	
2	
3	
4	
5	

	Fruits and Vegetables
9	
10	

	Proteins
1	
2	
3	
4	
5	

	Proteins
6	
7	
8	
9	
10	

Name: _____ 11

Canada's New Food Guide

Canada's New Food Guide's Recommendations

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

2) Cook M[illegible]ten – When you prepare [illegible] food you are eating [illegible]oods. When you [illegible] control of the [illegible] which often add ext[illegible] calories. You c[illegible] he[illegible] ingredients in the [illegible] recommended in the N[illegible] Guide.

3) Enjoy Your Food – enjoying your f[illegible]means [illegible]e to taste it. Eating more slowly and chewing more. It is about ch[illegible] a v[illegible] healthy foods and flavours you like. Enjoy eating foods that ar[illegible]al[illegible] you.

4) Eat Meals With Others – Try socializing at mealtim[illegible]th[illegible] [illegible]away devices at mealtimes so you have a chance to talk to th[illegible] y[illegible]rt in the preparation of your food.

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

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

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

Name: _____ 12

Activity	Is the person following the Canada Food Guide recommendations?

1) On weekends, Luna eats her lunch while watching TV.	Yes	No
2) Ella wants to get back to her video game, so she scarfs down her dinner.	Yes	No
3) Sofia eats dinner with someone in her family, even when her family is busy.	Yes	No
4) Kayden [illegible] the flavours in his dinner with his mom.	Yes	No
5) Ev[illegible] work, she treats herself to fast food.	Yes	No
6) Finn only ea[illegible] once a week.	Yes	No
7) Rowan always g[illegible] the frozen food section.	Yes	No
8) Nova cooks dinner using [illegible]	Yes	No
9) Ezra wants to be like her celebrity r[illegible] so [illegible] they eat.	Yes	No
10) Ivy reads the ingredient list so she knows w[illegible]	Yes	No

Question	Do you follow the Canada Food Guide rec[illegible] what you could do better and what you do well.

Name: _____ L3

Activity – Building Balanced Meals

Objective What are we learning about?

Students will identify the food groups in different meals using Canada's New Food Guide and suggest additional foods to create a balanced meal.

Materials What will you need for the activity?

- [illegible] Balanced Meals
- Pencil

Instructions [illegible] activity?

Activity 1 – Identifying Food [illegible]

1. Look at the picture of the meal.
2. Identify the foods you see.
3. Write which food groups are included in [illegible]
   - Proteins
   - Fruits and Vegetables
   - Grains
4. Write only the food groups that are shown in the picture.
5. Check your answers before moving to the next meal.

Activity 2 – Checking and Improving Meals

1. Look carefully at the picture of the lunch.
2. Write the food groups you see in the meal.
3. Decide if the meal is balanced.
4. Read the question: "What could you add to this lunch to balance the meal?"
5. Write one food that would make the meal healthier.
6. Make sure the food you add belongs to a missing food group.

Name: _____ 1A

Activity – Building Balanced Meals

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

Meal	Proteins, Fruits and Vegetables, and Grains	
		

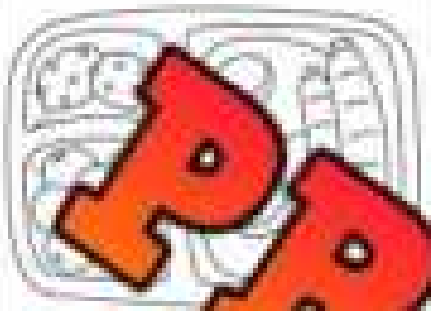
Meal	Proteins, Fruits and Vegetables, and Grains	
		

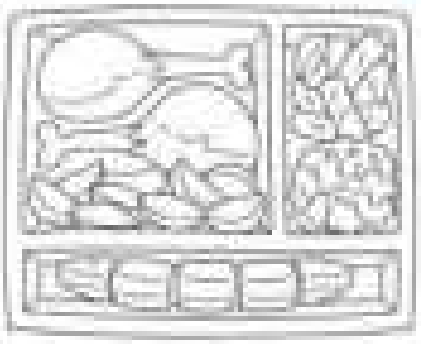
Meal	Proteins, Fruits and Vegetables, and Grains	
		

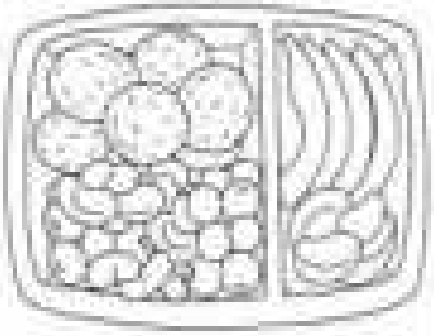
Name: _____ 15

Activity – Building Balanced Meals

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

Meal	Food Groups – Proteins, Fruits and Vegetables, and Grains
	What could you add to this lunch to balance the meal?

Meal	Food Groups – Proteins, Fruits and Vegetables, and Grains
	What could you add to this lunch to balance the meal?

Meal	Food Groups – Proteins, Fruits and Vegetables, and Grains
	What could you add to this lunch to balance the meal?

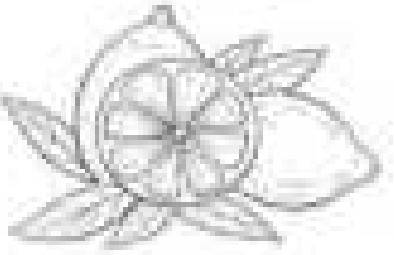
Name: _____ Lb

Micronutrients

What are Micronutrients?

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

- ❑ Vitam… …s with healthy vision and immune function
- ❑ V… …energy production and brain function
- ❑ V… C: Ha… …n health and wound healing
- ❑ Vitamin D… …one… …and immune function
- ❑ Vitamin E: is a… …oxid… …cts your cells from getting a disease.
- ❑ Vitamin K: Helps wi… …ting… …health
- ❑ Iron: Helps with red blood… …fro… …en transp…
- ❑ Calcium: Helps with bone health a… …cle fu…
- ❑ Zinc: Helps with immune function and wou… …ng



Sample Meals – High in Micronutrients

A great example of a meal that provides a lot of differe… …ut… …rful salad made with leafy greens, fruits and vegetables. For example… … salad with:

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

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

Name: _____ 17

True or False

Is the statement true or false?

1) Vitamins and minerals can be found in food.	True	False
2) Vitamin C helps with skin health and wound healing.	True	False
3) Vitamin K helps with bone health and muscle function.	True	False
4) Vitamin B and iron are found in grilled chicken and fish.	True	False
5) We do n[illegible] worry about the vitamins and minerals in our food.	True	False

Making [illegible]

[illegible]scribe a meal you could eat with lots of micronutrients.

Questions

Answer the questions below using evide[illegible]th

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

2) Inference: What do you think could happen if we did not eat any vitamins?

Name: _____ 23

Foods High in Micronutrients

Foods And Their Micronutrients

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

- ☑ S[illegible] Vitamin A, Vitamin C, Folate, Iron
- ☑ Bell peppers - [illegible] Vitamin A, Vitamin B6, Folate
- ☑ Tomatoes - [illegible] Vitamin K, Vitamin B6, Folate
- ☑ Carrots - Vitam[illegible] Folate
- ☑ Berries - Vitamin C, [illegible]
- ☑ Salmon - Vitamin D, Vitamin [illegible], Protein
- ☑ Chicken - Vitamin B3, Vitamin B6, [illegible] B12
- ☑ Eggs - Vitamin D, Vitamin B12, Choline, Pr[illegible]
- ☑ Almonds - Vitamin E, Vitamin B2, Vitamin B3,
- ☑ Sweet potatoes - Vitamin A, Vitamin C, Vitamin B6,
- ☑ Avocado - Vitamin K, Vitamin B6, Vitamin C, Healthy fats
- ☑ Broccoli - Vitamin C, Vitamin K, Vitamin A, Fiber
- ☑ Oranges - Vitamin C, Vitamin A, Fiber
- ☑ Kiwi - Vitamin C, Vitamin K, Vitamin E, Fiber
- ☑ Quinoa - Protein, Fiber, Magnesium, Phosphorus
- ☑ Black beans - Protein, Fiber, Folate, Iron
- ☑ Greek yogurt - Calcium, Vitamin B12, Protein, Probiotics
- ☑ Sunflower seeds - Vitamin E, Vitamin B1, Vitamin B5, Magnesium
- ☑ Poultry - Vitamin B3, Vitamin B6, Vitamin B12, Protein
- ☑ Lentils - Protein, Fiber, Iron, Folate

Name: _____ 2A

Questions Answer the questions below using evidence from the text

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

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

Diagram Draw an example of a food that contains the micronutrient listed below

Vitamin C	Iron	Vitamin A

True or False Is the statement true or false

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

Name: _____ 25

Micronutrients - Infographic

Questions | Answer the questions below

1) What did you learn from the infographic?

2) Which should take up more room on an infographic – text or pictures? Explain

Name: _____ 26

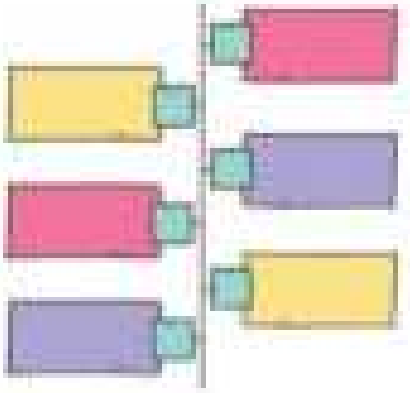
Micronutrients – My Infographic

Objective What are we learning about?

Students will be able to identify a micronutrient, explain its benefits, and name foods that contain it to support the creation of an infographic.

Materials What will you need for the activity?

- Micronutrient infographic worksheet
- Pencil or
- Crayons, colo



Instructions How will you complete

1. Choose one micronutrient (a vitamin or mineral) that you want to learn about. Write its name in Question 1.
2. Think about how the micronutrient helps the body. List at least three benefits. You may use short phrases or simple sentences.
3. List foods that contain the micronutrient. In Question 3, write the names of foods where you can get this micronutrient.
4. Use the information you wrote to help you create an infographic.
5. Draw pictures or symbols that match your information to make your infographic easy to understand and interesting.
6. Check your work to make sure your answers are complete and neat.

Name: _____ 27

Micronutrients – My Infographic

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

Research Answer the questions below to find information for your infographic.

1) Which micronutrient did you choose?	
2) Describe at least five benefits of consuming the micronutrient.	
1)	
2)	
3)	
4)	
5)	
3) What foods contain the micronutrient?	

Research | *Answer the questions below.*

4) Other interesting facts about the micronutrient

5) Which ... on your infographic? Practice them below

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

Name: _____ 29

Micronutrients – My Infographic

Name: _____ 30

Macronutrients

What are Macronutrients?

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

All food is made up of these three macronutrients. Some foods have high amounts of one ma[illegible]rients and other foods have some of all three macronutrients.

- ❑ Carb[illegible] found in foods like bread, rice, potatoes, fruits, and vegetables. [illegible] our [illegible]rgy to do things like run, play, and think.
- ❑ Proteins [illegible] food[illegible]t, eggs, beans, and nuts. They help our bodies build and repa[illegible] tissues.
- ❑ Fats are found in foods [illegible]. They help our bodies absorb certain vitamins and keep our skin [illegible] hea[illegible]

Macronutrients in a Peanut Butter Sandwich

A peanut butter sandwich has a balance of all thr[illegible] macronutrients: carbohydrates, proteins, and fats. Here's a breakdown of the macronutrients in a peanut butter sandwich:

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

Name: _____ 31

True or False Is the statement true or false?

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

Fill in [illegible] the missing word.

1)	There ar[illegible] acronutrients.	three	five
2)	Carbohydrates [illegible]	energy	water
3)	Fats help the body abs[illegible]	sugar	vitamins
4)	Bread and rice are foods high in [illegible]	fats	carbohydrates
5)	Eggs and beans are good sources of [illegible]		fibre

Questions Answer the questions below using evid[illegible]

1) What are the three macronutrients? Give examples of foods [illegible]ine.

2) How does a peanut butter sandwich provide each of the macronutrients?

Name: ______________________

Macronutrients - Foods

Directions Circle the food's primary macronutrient.

C[illegible]	[illegible]	Protein

Carbohydrate	Fat	Protein

Carbohydrate	Fat	Protein

[illegible]	Fat	Protein

Carbohydrate	Fat	Protein

Carbohydrate	Fat	Protein

Carbohydrate	Fat	Protein

Carbohydrate	Fat	Protein

Name: _____ 35

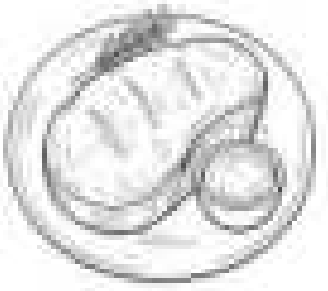
Fats

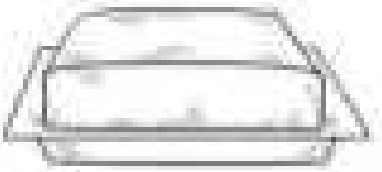
Fats

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

Types of Fats

Saturated Fats – are found in animal-based foods including meats, dairy and butter. Palm oil and coconut oil are also saturated fats and are used in making pastries.





Unsaturated Fats – are found in olive oil, soybean oil, canola oil, nuts, seeds, fatty fish such as salmon and avocadoes.

Healthy Fats

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

Less Healthy Fats

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

Name: _____ 36

Multiple Choice What kind of fat is this food?

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

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

Questi es questions you have after reading the text.

1)	
2)	
3)	

Questions Answer the questions below using e

1) What health problem does eating too much saturated fat ca

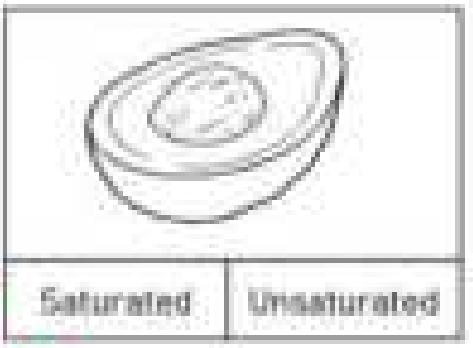
2) Why should we have some fat in our diet?

Name: _____ 37

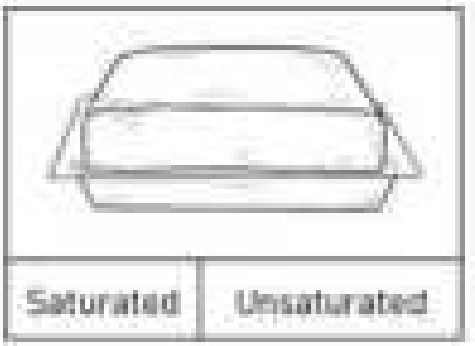
Fats

Directions Circle the correct answer

Saturated | Unsaturated



Saturated | Unsaturated



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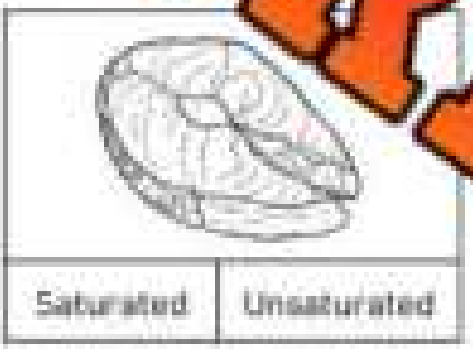

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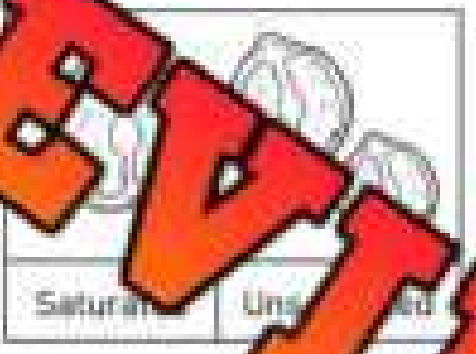

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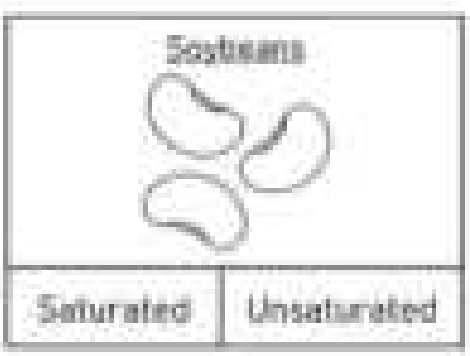

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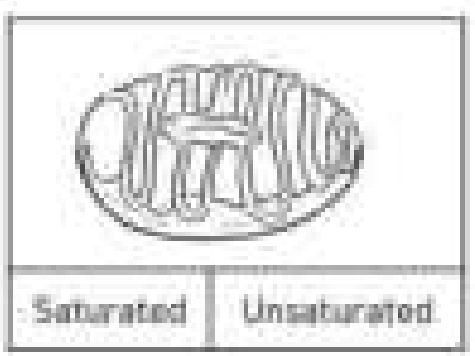


Saturated | Unsaturated

Exit Cards

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

Name: _____

Colour the food containing healthy fats

Olive oil	Nuts
Coconut oil	Butter
Cheese	Fried snacks
Packaged baked goods	Avocado
Fish	Vegetable oil

Name: _____

Colour the food containing healthy fats

Olive oil	Nuts
Coconut oil	Butter
Cheese	Fried snacks
Packaged baked goods	Avocado
Fish	Vegetable oil

Name: _____

Colour the food containing healthy fats

Olive oil	Nuts
Coconut oil	Butter
Cheese	Fried snacks
Packaged baked goods	Avocado
Fish	Vegetable oil

Name: _____ 39

Carbohydrates

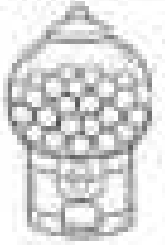
Carbohydrates

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

Types of Carbohydrates

There are different types of carbohydrates including:

1. Simple Carbohydrates: These are found in sweets and candies and are quickly broken down into sugar by the body.



2. Complex Carbohydrates: These are found in foods like vegetables and grains. They take longer to break down and provide energy, longer.

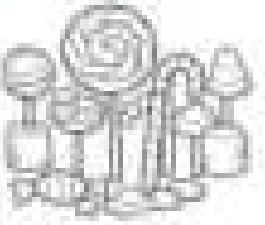
3. Fiber: This type of carbohydrate is found in fruits, vegetables, and whole grains. It helps keep your digestive system healthy. Your body digests it for energy.

Problems with Eating Too Many Simple Carbohydrates

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

1. Blood sugar spikes: Simple carbohydrates are quickly converted to sugar, causing spikes in blood sugar levels which can be harmful for those with diabetes.

2. Tooth decay: Simple carbohydrates are a main cause of tooth decay as they can stick to teeth and cause cavities.



3. Poor nutrition: Consuming too many simple carbohydrates can lead to a lack of nutrients in your diet and increase the risk of nutrient deficiencies.

4. Increased risk of heart disease: A diet high in simple carbohydrates has been linked to an increased risk of heart disease.

Name: _____ 40

Carbohydrate Connection
Gr. 4

True or False Is the statement true or false?

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

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

Direction Circle the facts about carbohydrates.

Carbohydrates do not give energy.	Rice, bread, and pasta contain carbohydrates.	Eating carbohydrates makes you sick.	Carbohydrates help you stay active.	Carbohydrates are the same as fats.
Fruits and vegetables contain carbohydrates.	Fibre is a type of carbohydrate.	Carbohydrates are needed every day.	The body does not need carbohydrates.	Carbohydrates give the body energy.
Some carbohydrates have fibre that helps digestion.	Only meat contains carbohydrates.	Whole grains are healthier carbohydrate choices.	All carbohydrates are unhealthy.	Carbohydrates come from plant foods.

Name: _____ 41

Activity – Good vs. Bad Carbohydrates

Objective What are we learning about?

Students will be able to identify and classify foods as good carbohydrates or bad carbohydrates by drawing examples of each.

Materials What will you need for the activity?

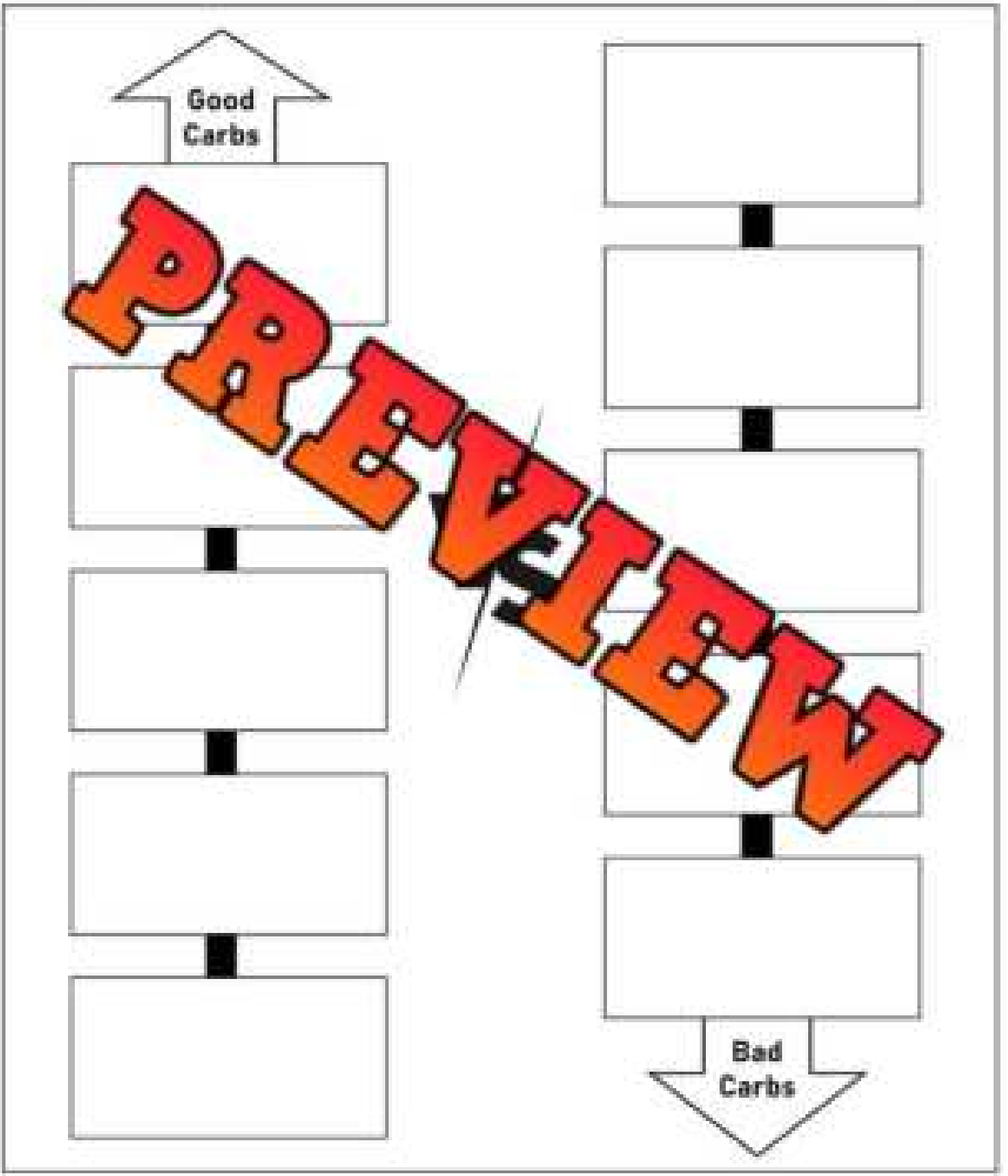
- Good vs. Bad Carbohydrates worksheet
- Pencil
- Crayons or coloured pencils

Instructions How will you complete the activity?

1. Look at the worksheet and find the side labeled Good Carbs and the side labeled Bad Carbs.
2. Think about foods you learned that are healthy carbohydrates that give your body long-lasting energy.
3. In the boxes under Good Carbs, draw five different foods that are good sources of carbohydrates.
4. Think about foods that are less healthy carbohydrates and should be eaten only sometimes.
5. In the boxes under Bad Carbs, draw five different foods that are bad sources of carbohydrates.
6. Make sure each drawing is clear and easy to recognize.
7. Colour your drawings neatly and check that you placed each food in the correct column before submitting your work.

Name: _____ 42

Activity – Good vs. Bad Carbohydrates



Name: _____ 43

Protein

Protein

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

Which foods are high in protein?

Healthy sources of protein include:

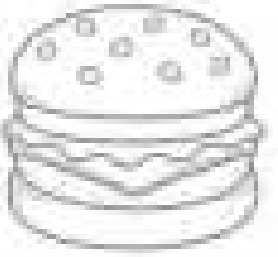
- Lean meats (chicken, turkey)
- Eggs
- Greek yogurt
- Nuts and seeds
- Beans, peas and lentils
- Tofu and tempeh
- Dairy products (milk, cheese)
- Quinoa

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

Not All Protein is Good For You

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

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



Name: _____ 44

True or False Is the statement true or false?

1) Protein is a building block of the body.	True	False
2) All protein is healthy for us.	True	False
3) Beans are a protein.	True	False
4) Protein helps improve our vision.	True	False
5) Protein [illegible] our bones strong.	True	False

Making [illegible] some healthy protein and some unhealthy protein you eat.

[illegible]tein	Unhealthy Protein	

Questions Answer the questions below using evide[illegible]m

1) What does protein do in our body?

2) What makes some protein unhealthy?

Name: _____ 45

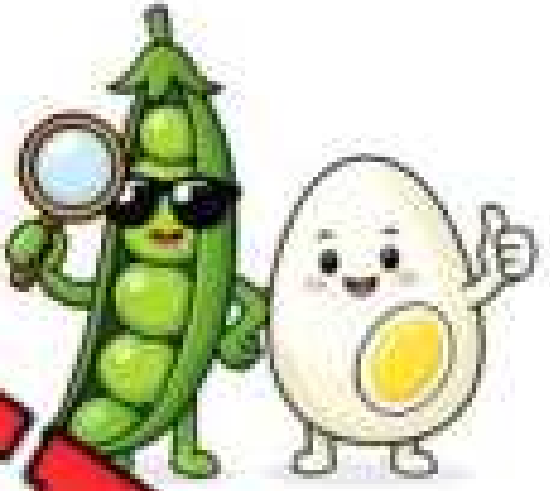
Activity – Protein Match

Objective What are we learning about?

Students will be able to identify protein-rich foods by recognizing and matching patterns of the same protein foods in a grid.

Materials What will you need for the activity?

- Protein [illegible]
- Pencil
- Crayons or colour[illegible]



Instructions How will you complet[illegible]ivity?

1. Look at the grid of pictures. Each picture[illegible]
2. Find these proteins: meat, chicken, milk, egg, fish[illegible] to[illegible]nds, and cheese.
3. Look for three of the same protein food in a row.
4. The three matching pictures can be:
   - Across (horizontal)
   - Up and down (vertical)
   - Slanted (diagonal)
5. When you find three matching protein foods in a row, colour all three pictures.
6. Keep searching until you cannot find any more groups of three.
7. Colour neatly and take your time.

Name: _____ 46

Instructions Colour all the protein matches.

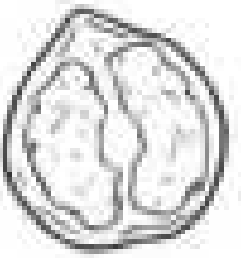
Name: _____ 47

Minerals

What are Minerals?

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

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



Minerals We Need

Minerals are substances that are naturally found in the earth and are important for our bodies to function properly. Here are a few examples:

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

Foods High in Minerals

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

Name: _____ 48

True or False

Is the statement true or false?

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

[illegible] Connections

[illegible]s do you eat that are high in minerals? What minerals do [illegible]o[illegible]? What minerals should you eat more?

Word Search

Find the word bank words in the puzzle.

❑ Calcium	❑ Bones
❑ Iron	❑ Teeth
❑ Sodium	❑ Energy
❑ Potassium	❑ Muscles
❑ Magnesium	❑ Blood

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

Name: _____ 52

Calcium

What is Calcium?

Calcium is an essential mineral that helps build strong bones and teeth, aids in blood clotting, and regulates muscle, nerve and heart function.

Where Do We Get Calcium?

Calcium is found in a variety of foods such as dairy products (milk, cheese, yogurt), leafy greens (kale, broccoli, spinach), nuts and seeds (almonds, sesame seeds), fish (with bones, like salmon and sardines), and fortified foods (tofu, orange juice).

How Much Calcium Do We Need Every Day?

The recommended daily amount of calcium for adults is 1000-1300 mg/day, depending on age and gender. Women over 50 and men over 70 generally require more calcium. Children 9-18 years old should get 1300 mg/day.

Here are some foods that contain calcium, with the approximate amount per serving:

- 1 cup of milk (300 mg)
- 1 cup of yogurt (400-450 mg)
- 1.5 oz of hard cheese (300 mg)
- 1 cup of cooked spinach (240 mg)
- 1/4 cup of almonds (100 mg)
- 1/2 cup of fortified orange juice (200-260 mg)
- 3 oz canned salmon with bones (180 mg)
- 1 cup of broccoli (100mg)

Incorporating a variety of these foods into a balanced diet can help achieve the recommended daily amount of calcium.

Name: _____ 53

True or False Is the statement true or false?

1) Calcium is a vitamin.	True	False
2) Calcium helps build strong bones and teeth.	True	False
3) You can get calcium by eating dairy foods, leafy greens or fish.	True	False
4) You need to eat calcium once a week.	True	False
5) We nee[illegible]fferent amounts of calcium depending on your age.	True	False

Mak[illegible] [illegible] you eat and drink to get 1300mg of calcium in a day? List
Conn[illegible] [illegible] to eat with serving sizes needed to get your daily calcium.

1	
2	
3	
4	

Questions Answer the questions below using evide[illegible]

1) What does calcium do to help your body?

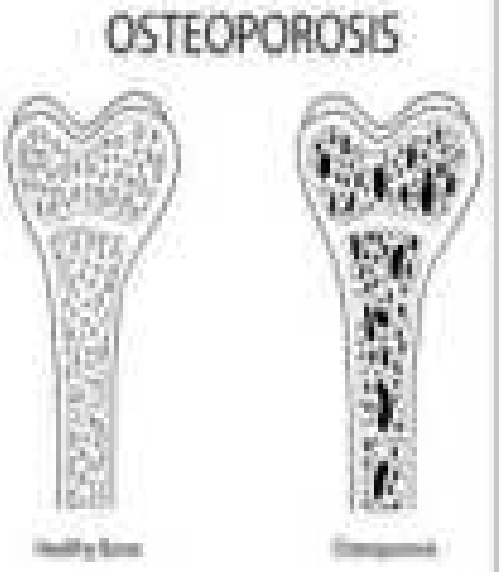
2) What could happen if you do not get enough calcium in your diet?

Name: _____ 56

Skeletal Disease - Osteoporosis

What is Osteoporosis?

Osteoporosis is a condition that makes your bones weaker. It occurs when the body does not make enough new bone, or when too much old bone is lost. As a result, the bones become thinner and more porous. They are more likely to break.



Bone density is a measure of how strong your bones are. If bones are dense, they are less likely to break. Bone density tests can help to diagnose osteoporosis.

In osteoporosis, bones are more likely to break. The most common bones affected by osteoporosis are the hip, and the wrist.

What Causes Osteoporosis?

Several factors contribute to the development of osteoporosis, including:

- Age: As you get older, your body does not make new bone as quickly.
- Genetics: Some people are born with a higher risk of osteoporosis.
- Gender: Women are more likely to develop osteoporosis than men.
- Low levels of calcium and vitamin D: Both are essential for healthy bones.
- Lack of physical activity: Regular exercise helps keep your bones strong.
- Smoking and excessive alcohol consumption: Both can harm your bones.

How To Avoid Osteoporosis

1) Getting enough calcium and vitamin D
2) Engaging in regular weight-bearing exercise: Weight-bearing exercises, such as walking, running, dancing, and weightlifting, help keep your bones strong.

Name: _____ 57

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

1) Osteoporosis makes bones weak and easy to break.	True	False
2) Vitamin C helps prevent osteoporosis.	True	False
3) Vitamin D helps the body absorb calcium.	True	False
4) Low calcium and vitamin D can cause osteoporosis.	True	False
5) Osteop[illegible] more common in older females.	True	False

Que[illegible] [illegible] questions below using evidence from the text.

1) What is osteo[illegible] Why does it happen?

2) How can you prevent getting osteop[illegible]osis?

Draw Draw and explain healthy foods you could eat that will keep your bones strong.

Name: _____ 58

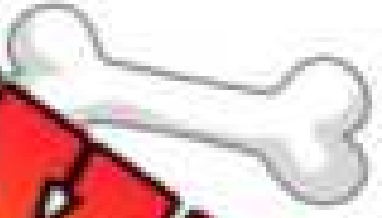
Experiment – Egg with Osteoporosis

Research Question — What are we learning about?

Osteoporosis causes bones to get weak and brittle. Calcium is a nutrient that can keep our bones dense and strong. When we do not get enough calcium, our bones get weak. Today, you will do an experiment that takes the calcium out of an eggshell to see how it affects the strength of the shell.

Materials — What you will need for the experiment

- ❑ 2 eggs
- ❑ 2 clear glasses or jars
- ❑ White vinegar
- ❑ A spoon



Method — How you will complete the experiment

1) Gently place an egg in each glass or jar.
2) Fill one glass or jar with enough white vinegar to cover the egg.
3) Leave the other egg in a glass or jar with no vinegar.
4) Leave the eggs in their respective glasses or jars for 3 days.
5) After 3 days, gently remove the eggs from the glasses or jars and compare them.

Explanation — What is happening?

The acid in the white vinegar is dissolving the calcium in the eggshell. This is similar to how osteoporosis causes the loss of calcium in bones. The egg in the other jar represents a healthy bone.

Name: _____ 59

Hypothesis — What do you predict will happen?

1) What will the eggs feel like in each of the jars after the 3 days?	
Vinegar Egg	
Empty Jar Egg	

2) How [illegible] the eggs be?	
Vi[illegible] Egg	
Empty Jar Egg	

Results — Wh[illegible]ys? Explain the results.

1) How did the eggs feel after the 3 days? Des[illegible] and how strong their shells were.

2) With the loss of calcium in the shells, what happened to them?

3) How is this experiment a demonstration of how osteoporosis affects our bones?

Name: _____ 60

Fibre

What Is Fibre

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

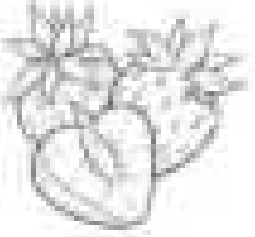
What Does Fibre Do

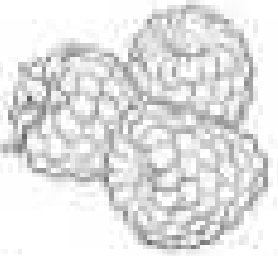
Fiber helps regulate digestion by adding bulk to stool, promoting regular bowel movements, and preventing constipation. It also feeds the beneficial gut bacteria we need for digestion. Fibre can slow down the digestive process, allowing the body to absorb nutrients more efficiently.

Where Can You Get Fibre

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

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





Name: _____ 61

Questions Answer the questions below using evidence from the text.

1) What is fibre?

2) Why do[illegible]d to eat fibre?

Drawing Draw an examp[illegible]t [illegible]re high in fibre and label your drawing.

True or False Is the statement true or false?

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

Name: _____ 62

Activity – Fibre Jeopardy

Objective What are we learning about?

To reinforce and test students' knowledge of fibre through a fun and engaging group-based Jeopardy game.

Materials What will you need for the activity?

- Jeopardy questions table (provided).
- Whiteboard or display area.
- Markers or chalk.
- Scoreboard to keep track of points.
- Buzzer or bell (optional).

Instructions How will you do this?

1. Arrange the classroom into groups of 4-5 students each.
2. Display the Jeopardy questions table on the whiteboard or large screen.
3. Explain the rules: Each column in the Jeopardy table contains questions of different difficulties. The first column is worth the least points, and the points increase with the difficulty of the questions.
4. Groups take turns choosing a question by its point value. The group reads the chosen question aloud to the class.
5. Each group discusses and agrees on an answer within 30 seconds.
6. If the answer is correct, the group earns the corresponding points. No points are deducted for incorrect answers. Record the points on the scoreboard after each turn.
7. Continue rotating turns among all the groups until all questions are answered or a set number of rounds are completed.
8. Tally the points at the end of the game; the group with the most points wins.
9. Conclude with a discussion, allowing students to share what they learned and how they can apply these healthy habits.

Name: _____ 63

Jeopardy Use the jeopardy questions below.

1 Point	2 Points	3 Points	4 Points
Fibre comes from what type of foods? **Plants**	What does fibre help prevent? **Constipation**	Why is fibre important for digestion? **It helps food move through the body**	Why should we eat a variety of fibre-rich foods? **To stay healthy**
W... he... th... body? **Fibre**	Name one fruit ...gh in fibre. **...**	What part of the body does fibre pass through? **Stomach and intestines**	Name one grain high in fibre. **Ex. Oats**
What system of our body does fibre help with? **Digestive System**	N... ...e vegetable hi... fibre. **Ex. broccoli**	...s fibre he... ...body a... ...be? **W...**	How does fibre help keep your body healthy? **It supports ...on and gut ...**
Does the body digest fibre? **No**	What does fibre help bowel movements do? **Stay regular**	What does ... feed in your gut? **Good bacteria**	...ds ... seeds w... ...comes to ...bre? **High-fibre foods**
What does fibre add to help make bowel movements easier? **Bulk**	Which foods give you fibre: plant or animal foods? **Plant foods**	What happens if you do not eat enough fibre? **Digestion problems / constipation**	Why is fibre important for digestion? **It helps food move and prevents constipation.**

Exit Cards

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

Name: _____

Check the actions that show healthy fibre choices.

1) Eating fruits and vegetables every day	
2) Choosing whole-grain bread or rice	
3) Drinking sugary drinks instead of water	
4) Eating nuts, seeds, or beans	
5) Eating only junk food and skipping vegetables	

Name: _____

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Name: _____

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Name: _____

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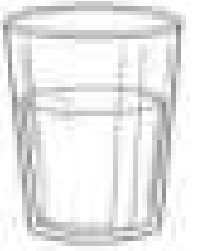
4) Eating nuts, seeds, or beans	
5) Eating only junk food and skipping vegetables	

Name: _____ 65

Water

Canada's Food Guide



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

1) [illegible] essential for hydration, which is important for overall health.
2) Body temperature: Water helps regulate body temperature, [illegible] and hot weather.
3) Digestion: Wa[illegible]tion, as it helps break down food and mov[illegible] digestive system.
4) Skin health: Drinking wate[illegible] by keeping it hydrated.
5) Kidney function: Water intake he[illegible] waste from the body.
6) Joint health: Drinking water can help ma[illegible]s, as it acts as a lubricant and cushion.
7) Headache relief: Dehydration is a common cause [illegible]

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

Is Drinking Juice and Milk As Healthy As Drinking Water?

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

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

Name: _____ 66

True or False

Circle whether the statement is true or false.

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

Multip[illegible]

[illegible] letter of the correct answer.

1. Why is drinking water important for your body?	
A. It helps keep the body cool	B. It adds sugar to the body
2. How does water help cool the body down?	
A. By cooling the body when we sweat	B. By adding heat in the body
3. Which body system is helped by drinking enough water?	
A. Respiratory System	B. Digestive System
4. What can happen if we do not drink enough water?	
A. Dehydration and headaches	B. Better focus
5. Why is water better than soda for hydration?	
A. Soda has more flavour	B. Water is absorbed faster by the body

Question

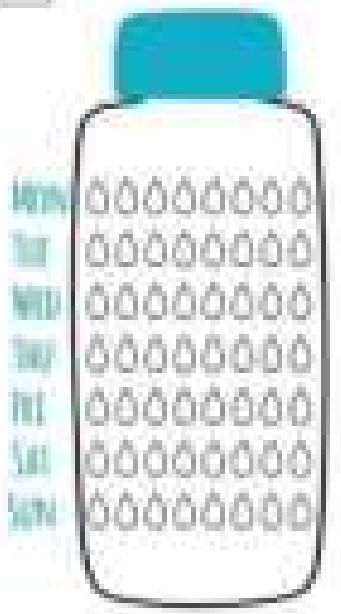
What are the benefits of drinking water?

Name: _____ 67

Activity – Water Tracker

Objective What are we learning about?

Students will be able to monitor and record their daily water intake over one week.



Materials What will you need for the activity?

- Wat ksheet
- P

Instructions ete the activity?

1. Look at the days left side of the worksheet. Each cup picture represents
2. Keep this worksheet with you at in you can record your water intake. Every time you drink a f s of in or mark one cup in the row for that day.
3. Only mark a cup after you finish drinking th r water throughout the day by drinking in the morning, a
4. At the end of each day, count how many cups you marked reached your water goal.
5. Do not colour cups you did not earn—only mark the cups for water you actually drank.
6. Repeat the same steps for each day of the week.
7. When the week is finished, review your tracker and think about which day you drank the most water.
8. Write your name clearly on the worksheet.
9. Submit the completed worksheet as instructed by your teacher.

Name: _____ 68

Activity – Water Tracker

	How Many Glasses Can You Drink?	Total
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Name: _____ 69

Healthy Eating Habits

Healthy Eating Habits

Here are some habits that your child can form to follow Canada's Food Guide:

1) Eating a variety of foods from each of the food groups in the guide every day.

2) Including plenty of vegetables and fruits in their diet.

3) Choosing whole grain foods, such as whole wheat bread, brown rice, and whole grain cereals, instead of refined grains.

4) Choose fresh foods, such as fruits and vegetables, instead of processed foods, which are high in fat, sugar and sodium.

5) Choose lean protein sources, such as fish, poultry, and legumes, instead of higher fat meat options.

6) Drinking water instead of sugary drinks, such as juice and soda.

7) Eating meals together as a family

8) Being mindful of portion sizes.

9) Trying new foods and recipes, to expand your taste buds and experience with different foods.

10) Being physically active for at least 60 minutes every day.

By incorporating these habits into daily routine, your child can build a healthy and balanced diet based on Canada's Food Guide.

Name: _____ 70

True or False Is the statement true or false?

1) Canada's Food Guide recommends eating with your family.	True	False
2) It is better to drink milk instead of water with every meal.	True	False
3) White bread is just as healthy as whole grain bread.	True	False
4) Eating a variety of fruits and vegetables ensures good nutrition.	True	False
5) Trying [illegible] foods introduces more nutrients to your diet.	True	False

Think [illegible] the habits that help keep your body healthy

❑ Eating fru[illegible] vegetables	❑ [illegible]rinking soda instead [illegible]er every day	❑ Eating meals at regular times
❑ Skipping meals oft[illegible]	❑ [illegible] [illegible]ter [illegible]ou[illegible]day	❑ Eating very fast
❑ Choosing whole-grain foods when possible	❑ [illegible]choo[illegible] all t[illegible]	❑ Eating breakfast before school
❑ Eating only chips or candy for snacks	❑ Including p[illegible]od[illegible]	[illegible]ting sugary snacks [illegible]cks

Questions Answer the questions below using evide[illegible] t[illegible]

1) What are the benefits of eating meals prepared at home?

2) Why is it important to eat a variety of foods?

Name: _____ 71

My Healthy Eating Habits

Objective What are we learning about?

Students will be able to describe and illustrate their daily meals to show healthy eating habits.

Materials What will you need for the activity?

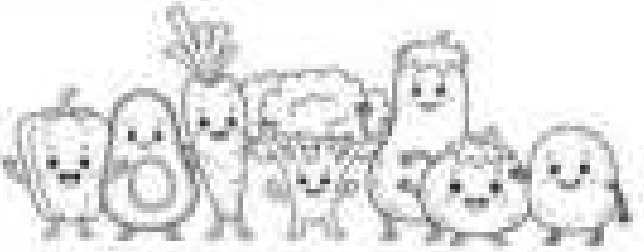
- My Healthy Eating Habits worksheet
- Pencil
- Crayons or coloured pencils

Instructions How will you complete the activity?

1. Start with the Breakfast section. Draw the foods you usually eat for breakfast.
2. In the glass beside the plate, draw or colour the drink you usually have.
3. On the lines provided, complete the sentence "For breakfast, I usually have..." and write what you eat.
4. Move to the Lunch section. Draw the foods you usually eat in the circle.
5. Draw or colour your drink in the glass beside the lunch plate.
6. Write what you usually eat for lunch on the lines provided.
7. Repeat the same steps for the Dinner section by drawing and writing your dinner meal.
8. Colour your drawings neatly and stay inside the lines.
9. Review your work to make sure each meal is complete and shows healthy food choices.
10. Submit your worksheet when finished.

Name _____ 72

My Healthy Eating Habits



Breakfast

For breakfast, I usually have _____

Lunch

For lunch, I usually have _____

Dinner

For dinner, I usually have _____

Name: _____ 73

How To Create a Healthy Habit

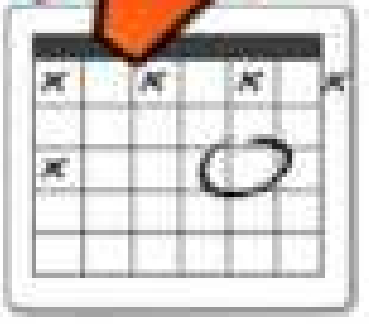
Why Should We Try To Make Healthy Choices A Habit?

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

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

Here's how to create a healthy habit:

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



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

Name: _____ 7A

True or False Is the statement true or false?

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

Making [illegible]ection ...u have any healthy habits? Explain them.

Identify Determine which scenarios demonstrate [illegible] behaviours.

Scenarios		
1) Anna drinks water every morning.		
2) Ben starts exercising but stops after one day because it feels hard.		
3) Carla sets a small goal to eat one fruit every day.		
4) David skips breakfast often and does not try to change the habit.		
5) Emma asks her family to remind her to go to sleep early.		
6) Felix gives up on drinking water when he forgets one day.		
7) Grace chooses one healthy habit and practises it everyday.		
8) Isla makes a plan to eat healthier but never starts it.		

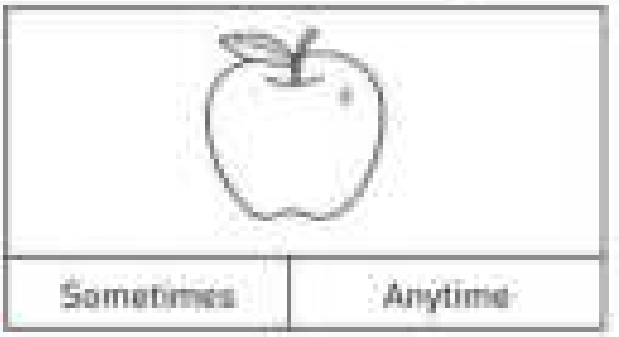
Name: _____ 77

Healthy Food Choices

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

Directions Are the foods anytime or sometimes foods?

Sometimes | Anytime



Sometimes | Anytime

Sometimes | Anytime

Sometimes | Anytime

Sometimes | Anytime

Sometimes | Anytime

Sometimes | Anytime

Sometimes | Anytime

Name: _____ 79

Mindful Eating

Healthy Eating

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

Mi[illegible]s also involve paying attention to hunger and fullness cues, bein[illegible]r yo[illegible]ns around eating, and choosing foods that nourish your body and mi[illegible]. Mindful eating is about being aware of and honoring your body's ne[illegible]

What Are The Benefits of M[illegible]at

The benefits of mindful eating includ[illegible]

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

Name: _____ 60

True or False

Circle whether the statement is true or false.

1) When we eat mindfully we slow down which helps digestion.	True	False
2) We should always finish everything on our plates.	True	False
3) When we eat mindfully we enjoy our food more.	True	False
4) Eating mindfully means going on a diet to lose weight.	True	False
5) When we eat mindfully we notice when we are full.	True	False

Think

...s of healthy eating.

Questions

Answer the questions below using ...e

1) What is mindful eating?

2) Why is mindful eating important?

Name: _____ 81

Activity –Mindfulness Eating Scavenger Hunt

Introduction What are we learning more about?

Mindfulness Eating Scavenger Hunt
One way to learn about mindful eating is a mindful eating scavenger hunt. Go around the classroom, looking for items that stimulate each of the senses.

Method As you find items, complete the chart below describing what each item looks, smells, feels, and sounds like or tastes like if a food.

	SMELL	TASTE	SOUND	SIGHT

Connecting Reflect on what you experienced during the scavenger hunt and how it relates to mindful eating.

Name: _____ 82

Mindful Eating Story

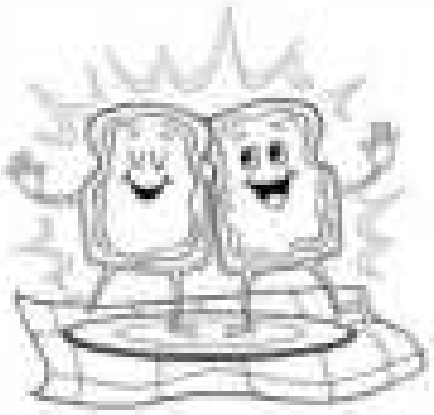
Mindfully Eating - Timmy

Once upon a time, there was a little boy named Timmy who loved to eat. He would gobble up his food as fast as he could and never really paid attention to what [illegible] eating or how he was eating.

[illegible]'s teacher taught the class about mindful eating and how it can help with eating habits. Timmy was curious and decided to try it for himself.

The next time Timmy sat down for a meal, he made sure to take deep breaths and focus on his food. He looked at the colors and textures of the food and took small bites, savoring each one. He made sure to chew his food slowly and fully, enjoying the flavors and the experience of eating.

Timmy also enjoyed making the meals [illegible] more attention to mixing ingredients. He learned what foods would taste well together. He really enjoyed mixing peanut butter and jelly for [illegible]



To Timmy's surprise, he found that eating mindfully was fun. He liked learning more about the food he was eating and how it could help him. He really liked to learn about how food could help him have more energy for his sports.

From then on, Timmy made sure to eat mindfully every day. He also taught his family and friends about the benefits of mindful eating, and they all started to practice it together.

Name _____ 83

True or False

Is the statement true or false?

1) Before learning mindful eating, Timmy ate too fast.	True	False
2) Timmy learned to take his time while he eats.	True	False
3) Timmy learned to think about his food.	True	False
4) Timmy did not like to make food for himself.	True	False
5) Timmy [illegible] that he was able to use food to energize his sports.	True	False

Mak[illegible]

Do you think you eat mindfully? Explain.

Questions

Answer the questions below using [illegible]

1) How did Timmy improve his eating habits?

2) Why do you think it is good to cook for yourself?

Name: _____ 86

Preparing Healthy Snacks

Preparing Healthy Snacks

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

1) Improved nutrition: When kids are involved in meal preparation, they are more likely to try new foods and make healthier choices. They also gain an unde[illegible]ing of what goes into their meals and the importance of balanced nut[illegible]

2) [illegible] and self-esteem: By participating in meal preparation, kids dev[illegible]p ne[illegible] sense of accomplishment and pride.

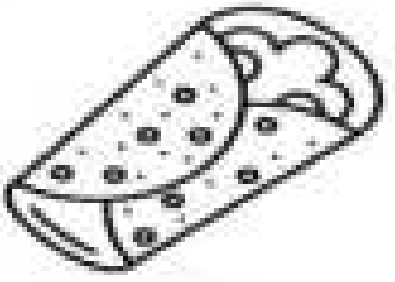
3) Life skills: [illegible]arat[illegible] kids valuable life skills such as cooking, budgeting, and [illegible] can use throughout their lives.

4) Family bonding: Mea[illegible] and bonding experience for families.

5) Better eating habits: When kids a[illegible]olved [illegible]ation, they take ownership of their food choices and deve[illegible]lthy [illegible]s that can last a lifetime.

What Are Some Healthy Meals Or Snacks You Can Help Pr[illegible]e?

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



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

Name: _____ 87

True or False

Is the statement true or false?

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

Connect

[illegible] ways that you help with meal preparation. Examples: Meal [illegible] shopping, cleaning or chopping vegetables, etc.

Sequence

Number the steps from 1 to 7 to show how to prep[illegible]ck.

Wash the fruits or vegetables well to remove dirt and germs.	
Wash your hands with soap and clean water before touching food.	
Place the prepared food neatly on a plate or in a container.	
Gather all the ingredients and tools you will need.	
Clean up the area and put away all used materials.	
Eat the healthy snack slowly and enjoy it.	
Carefully cut or prepare the food using safe tools.	

Name: _____ 91

Making Healthy Food Choices

Healthy Eating When You Are Not At Home

When we are at home, we can prepare healthy meals and snacks from ingredients purchased as part of our healthy eating plan. When we will not be at home, we need to plan for healthy choices either by bringing a lunch and snacks with us or by knowing what we can purchase that is a healthy option.

Drinks

Having a reusable bottle encourages us to drink more water and make healthier drink choices. Having our own water bottle readily available, we are more likely to choose water over sugary drinks such as soda, fruit juices, and sports drinks. Water will also help us stay hydrated.

What To Order When Eating Fast Food

When we are away from home, we may have our meal at a fast food restaurant. Eating fast food occasionally is not a problem. When we do, we can make the healthiest choice from what is available. Think about how much fat, sugar and salt is in each item and how many nutrients it has.

Some healthier choices you can make include:

- Grilled chicken wrap instead of a deep-fried option
- Regular sized burgers instead of double burgers with bacon
- Vegetable or fruit-based sides like a side salad, fruit cup, or apple slices
- Baked potato instead of French fries
- Salad bowl meals instead of white bread subs
- Whole grain buns or tortillas instead of white bread
- Adding lots of vegetables to your sub sandwich
- Choose thin crust pizza instead of a thick crust and add some vegetable toppings.

Name: _____ 92

True or False Is the statement true or false?

1) Having a water bottle with you is a healthy habit.	True	False
2) Eating healthy requires some planning.	True	False
3) Portion size is not a concern for kids.	True	False
4) You should never eat fast food if you want to be healthy.	True	False
5) You can make healthier choices when eating out.	True	False

Draw ...s you can order at a fast food restaurant which are a ...an ordering all fried food.

Questions Answer the questions below using evidence...

1) What are the benefits of having a full water bottle with you?

2) What should we try to avoid when ordering fast food?

Name: _____ 95

Healthy Snacks On The Go

Healthy Snacks On The Go

Eating healthy when you are away from home can be challenging, but it is possible with a little planning. Here are some tips for eating healthy when you are away from home:

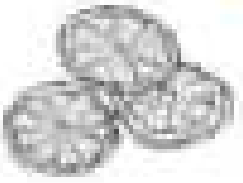
Pack your own meals: Preparing your own meals ahead of time can ensure you have healthy options available. Pack a salad, whole grain sandwich, or leftovers from dinner.

Choose healthy options when eating out: When eating out, look for options that are grilled or baked, rather than fried. Choose a salad, soup or a grilled sandwich instead of a heavy meal.

Keep healthy snacks on hand: Pack snacks like fruit, raw veggies, unsalted nuts, or dried fruit to keep you fueled between meals.

Plan ahead: Consider what meals and snacks you will need during the day, and plan accordingly. Letting your parent know which healthy snacks and meals you enjoy most so that you have the ingredients needed at home. Some healthy snacks that will keep you going during the day include:

- fruit
- a hard-boiled egg
- yogurt, or cottage cheese
- trail mix with nuts, dried fruit, and seeds
- rice cakes with nut butter and sliced banana
- raw veggies like carrot sticks, cherry tomatoes or snap peas
- whole grain crackers with hummus, avocado spread or nut butter



These are just a few examples, but the key is to include a balance of protein, healthy fats, and fiber to keep you satisfied and energized throughout the day. By being prepared, you can eat healthily even when you are away from home.

Name: _____ 96

True or False Is the statement true or false?

1) It is impossible to eat healthy when you are not at home.	True	False
2) It takes planning to have healthy snacks.	True	False
3) Trail mix without candy in it is a healthy snack.	True	False
4) Fruit flavoured slushies are a healthy drink choice.	True	False
5) Having [illegible] vegetables as a snack is a good way to eat healthy.	True	False

Mat… Connecti… …favourite healthy snack options that you can take with you…thy?

1	
2	
3	

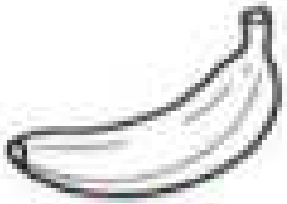
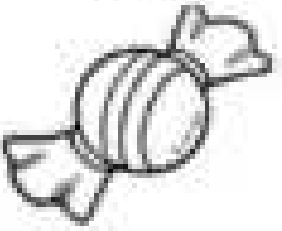
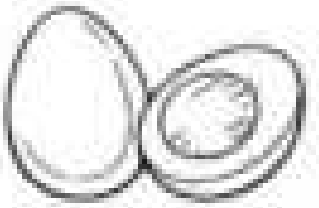
Questions Answer the questions below using evidence…

1) What are some sources of protein you can have in a snack?

2) Why is it important to eat snacks that have fibre?

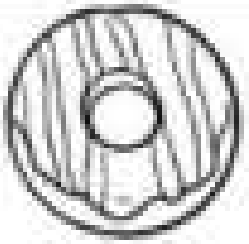
Name: _____ 97

Think Circle if the food is healthy or unhealthy.

Banana	Candy	Hard-boiled
		
Healthy / Unhealthy	Healthy / Unhealthy	Healthy / Unhealthy

	Granola bar	Potato chips
		
Healthy / Unhealthy	Healthy / Unhealthy	Healthy / Unhealthy

Soda	Yogu	Gummy snacks
		
Healthy / Unhealthy	Healthy / Unhealthy	Healthy / Unhealthy

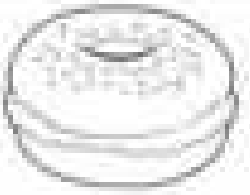
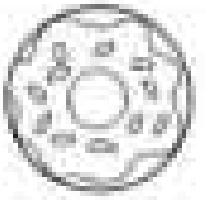
Grapes	Donuts	Apple slices
		
Healthy / Unhealthy	Healthy / Unhealthy	Healthy / Unhealthy

Name: _____ 98

Choosing a Healthy Snack

Questions How do we know what the healthiest choice is?

When we are trying to make the healthiest food choice there are several things to consider, including how much fat, salt and sugar the food has. Also does the item have nutrients or is it just empty calories? Imagine you are going to a coffee shop for a morning snack. You have a choice between a chocolate chip muffin, a bagel or a glazed [illegible]

Nutri[illegible] how much we need each day*			
	[illegible]hip	[illegible]in bagel with [illegible] cheese*	Glazed donut
Fibre 15 – 20 g	2 g	[illegible]	1 gram
Fat 44 g	16 g	[illegible]	10 grams
Carbohydrates 130 g	66 g	[illegible] g	41 grams
Calories 2000	420	[illegible]	230
Sodium 1800 mg	330 mg	615 mg	[illegible]
Protein 34 g	6 g	12 g	[illegible]
Calcium 1300 mg	40 mg	83 mg	[illegible] mg
Iron 8 mg	4 mg	4 mg	1mg

*A typical serving of cream cheese on a bagel is 2 tbsp.
**Everyone is different. These values are averages. It depends on your size and activity level.

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

_____

_____

_____

Name _____ 99

True or False

Is the statement true or false?

1) You can just look at calories to know if a food is healthy	True	False
2) You can just look at fibre to know if a food is healthy	True	False
3) You should check all nutrition facts	True	False
4) Muffins are always healthy	True	False
5) Bagels are always healthy	True	False

Making Connections

...foods do you eat that might not be as healthy as people

Questions

Answer the questions below using ...

1) Which nutritional facts can help you decide if a food is healthy?

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

Name _____ 100

Food Comparisons

Plain Greek Yogurt

Nutrition Facts

4 servings per container

Serving size 4 (100g)

Amount Per Serving

Calories 130

% Daily Value*

Total Fat 1g 2%

Saturated Fat 1g 5%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 65mg 3%

Total Carbohydrate 7g 3%

Dietary Fiber 0g 0%

Total Sugars 7g

Includes 0g Added Sugars 0%

Protein 11g 22%

Vitamin D 0mcg 0%

Calcium 220mg 15%

Iron 0mg 0%

Potassium 270mg 6%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Strawberry Yogurt

Nutrition Facts

4 servings per container

Serving size 4 (100g)

Amount Per Serving

Calories 130

% Daily Value*

Total Fat 2g 4%

Saturated Fat 1g 5%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 65mg 3%

Total Carbohydrate 25g 9%

Dietary Fiber 0g 0%

Total Sugars 14g

Includes 0g Added Sugars 0%

Protein 5g 10%

Vitamin D 0mcg 0%

Calcium 200mg 15%

Iron 0mg 0%

Potassium 415mg 10%

Vitamin C 0mg 0%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Which Would You Choose? Why

White Bread

Nutrition Facts

23 servings per container

Serving size 1 Slice (30g)

Amount Per Serving

Calories 80

% Daily Value*

Total Fat 1g 1%

Saturated Fat 0g 0%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 140mg 6%

Total Carbohydrate 15g 5%

Dietary Fiber 0g 0%

Total Sugars 1g

Includes 0g Added Sugars 0%

Protein 3g 6%

Vitamin D 0mcg 0%

Calcium 26mg 2%

Iron 0.4mg 2%

Potassium 0mg 0%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Wheat Bread

Nutrition Facts

Serving size (30g)

Amount Per Serving

Calories 90

% Daily Value*

Total Fat 1g 1%

Saturated Fat 0g 0%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 140mg 6%

Total Carbohydrate 16g 6%

Dietary Fiber 3g 10%

Total Sugars 3g

Includes 0g Added Sugars 0%

Protein 4g 8%

Vitamin D 0mcg 0%

Calcium 26mg 2%

Iron 0.6mg 4%

Potassium 0mg 0%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Name _____ 101

Food Comparisons

Honey Nut Cheerios

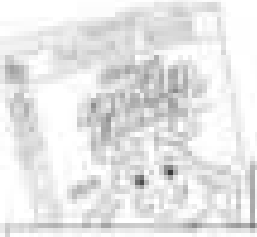
Nutrition Facts

Serving Size 1 cup (28g)
Servings Per Container about 12

Amount Per Serving	Honey Nut Cheerios	Honey Nut Cheerios with ½ cup skim milk
Calories	140	190
Calories from Fat	25	25
Total Fat 3g	5%	5%
Saturated Fat 0.5g	3%	3%
Trans Fat 0g		
Polyunsaturated Fat 1g		
Monounsaturated Fat 1.5g		
Cholesterol 0mg	0%	0%
Sodium 160mg	7%	9%
Potassium 115mg	3%	5%
Total Carbohydrate 22g	7%	9%
Dietary Fiber 2g	8%	8%
Soluble Fiber less than 1g		
Sugars 6g		
Other Carbohydrate 14g		
Protein 3g		

Ingredients: Whole Grain Oats (includes the oat bran), Sugar, Modified Corn Starch, Honey, Brown Sugar Syrup, Salt, Tripotassium Phosphate, Canola and/or Rice Bran Oil, Natural Almond Flavor, Vitamin E (mixed tocopherols) Added to Preserve Freshness.

Vitamins and Minerals: Calcium Carbonate, Zinc and Iron (mineral nutrients), Vitamin C (sodium ascorbate), A & [illegible] Palmitate (stabilized), Vitamin B[illegible], Vitamin B[illegible], Vitamin B[illegible], Vitamin A (palmitate), A & [illegible] Acetate, Vitamin B[illegible], Vitamin B[illegible]. Contains oat ingredient.



Frosted Flakes

Nutrition Facts

1 serving per container

Serving size 1 Container (30g)

Calories per serving 220

Amount/serving	% DV*	Amount/serving	% DV*
Total Fat 0g	0%	**Total Carb.** 53g	18%
Saturated Fat 0g	0%	Dietary Fiber 1g	4%
Trans Fat 0g		Total Sugars 17g	
Cholesterol 0mg	0%	Incl. 17g Added Sugars	42%
Sodium 200mg	13%	**Protein** 3g	

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Vitamin D 0mcg 0% • Calcium 4mg 0% • Iron 4mg 20% • Potas. 60mg 2%
Thiamin 20% • Riboflavin 25% • Niacin 25% • Vitamin B6 25%
Folate 100mcg DFE 25% • Vitamin B12 25% • Vitamin E 20%

Ingredients: Milled corn, sugar, malt flavor, contains 2% or less of: salt.
Vitamins and Minerals: iron (ferric phosphate), niacinamide, vitamin B6 (pyridoxine hydrochloride), vitamin B2 (riboflavin), vitamin B1 (thiamin hydrochloride), folic acid, vitamin D3, vitamin B12.

1) What do you think is healthy about Honey Nut Cheerios?

2) What is unhealthy about Honey Nut Cheerios?

3) [illegible] healthy?

2) Which ingredients do you not want to eat in Frosted Flakes?

Name: _____ 105

Unit Test – Healthy Eating

Multiple Choice | Circle the best answer. Only choose 1 answer!

1) Canada's New Food Guide has:	2. Fat are a food that:
a) 3 food categories, fruits and vegetables, whole grains, and protein foods.	a) Is bad for you and should be eaten as little as possible.
b) 5 food g… meats, dairy, fruits, vegetables…	b) Gives us energy and help with vitamin absorption.
c) Prot…	c) Causes heart disease.
d) Ca… …eins.	d) Are a micronutrient.
3. Canada's New …	4. Micronutrients are
a) Eat mindfully.	a) Small healthy snacks eaten between meals.
b) Cook more often.	…Carbohydrates and fats.
c) Eat with others.	…n and minerals.
d) All of the Above.	…protein.
5. Macronutrients are:	6. M…
a) Meat and dairy.	…, calcium, and magnesium.
b) Carbohydrates, proteins and fats.	b) A… …meat.
c) Whole grains and fibre.	c) Include …
d) Vitamins and minerals.	d) All of the above.
7. The different types of carbohydrates are:	8. Children aged 9-13 …
a) simple, complex and fibre	a) 8 cups of water per day.
b) fibre, protein, milk products and grains.	b) 5-6 cups of water per day.
c) Multi grains and breads.	c) 3 cups of water and 3 cups of milk per day.
d) breads, rice and beans.	d) 4 cups of water per day.
9. Fibre:	10. Protein is:
a) Is not digested by your body.	a) A macronutrient.
b) Is full of nutrients.	b) Found in fruit.
c) Helps build strong bones and teeth.	c) Always healthy.
d) All of the above.	d) All of the above.

Define | What do the terms below mean?

Term	Definition – What does it mean?
Micronutrients	
Macronu	
Carbohy ates	

Short Answer | Answ tion | Each question is worth 3 marks

1) Name 3 macronutrients and tell wh do to healthy?

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

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

Long Answer Answer the questions below – Each question is worth 5 marks

1) What are 5 recommendations from Canada's New Food Guide?

2) What is mindful eating and why is it impo

Workbook Preview

Grade 4 – Health Unit

Substance Use, Addictions, and Related Behaviours

	Curriculum Expectations	Pages
D1.4	identify substances (e.g., nicotine, carbon monoxide, tar) found in tobacco* and vaping products (e.g., cigarettes, e-cigarettes, cigars, pipe tobacco, chewing tobacco, snuff) and smoke, and describe their effects on health	6-35
D2.3	coping strategies for stressful situations; thinking in advance about values, cultural beliefs, and personal choices; identifying the pros and cons of both making a change and not making a change; being aware of peer pressure; avoiding situations where people will be smoking or vaping; using conversational strategies, such as saying no strongly and clearly, giving reasons, changing the topic, making a joke, asking a question)	36-71
D3.2	Describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them, and the effects of vaping	72-90

NAME: _____

Substance Use, Addictions, and Related Behaviours

Name: _____ 6

What are the Smoking Health Risks?

What Are the Health Risks of Smoking?

Smoking is a habit that is one of the worst things we can do to our health. Smoking is one of the leading causes of preventable deaths and diseases.

Some of the health risks of smoking are:

- **Increased risk of cancer**: Smoking is the leading cause of lung cancer, and it also increases the risk of cancers of the mouth, throat, esophagus, pancreas, bladder, kidney, cervix, and bone marrow.
- **Respiratory problems**: Smoking can cause lung disease (COPD), which includes chronic bronchitis and emphysema. It can also aggravate asthma, causing wheezing, coughing, and shortness of breath.

- **Cardiovascular diseases**: Smoking damages the heart and blood vessels, increasing the risk of heart attack and stroke.
- **Reproductive problems**: Smoking can affect fertility in both men and women, and increase the risk of miscarriage, premature birth, and low birth weight in the babies of pregnant women who smoke.
- **Damage to organs**: Smoking can damage the lungs, liver, kidneys, and digestive system leading to ulcers.
- **Poor wound healing**: Smoking weakens the immune system, which can slow down healing and increase the risk of infections.
- **Premature aging**: Smoking can cause premature skin aging, wrinkles, and skin discoloration.

Overall, smoking is not good for your health, and it is important to avoid it. If you have any questions or concerns about smoking, it is a good idea to talk to a trusted adult or healthcare provider.

Name: _____ 7

True or False Is the statement true or false?

1) Very few people get an illness from smoking.	True	False
2) Smoking can have a negative effect on your heart, lungs and liver.	True	False
3) It is alright to smoke if it makes you feel calm.	True	False
4) Smoking has a negative effect on our health and appearance.	True	False
5) Smoking causes you to heal more slowly.	True	False

Question ...ame of the respiratory problems caused by smoking?

Matching Draw a line to match each smoking effect ... or health problem.

1. Trouble breathing	❑	❑	Heart
2. Faster heartbeat	❑	❑	Lungs
3. Yellow teeth and bad breath	❑	❑	Immune system
4. Getting sick more often	❑	❑	Mouth
5. Feeling tired easily	❑	❑	Energy level

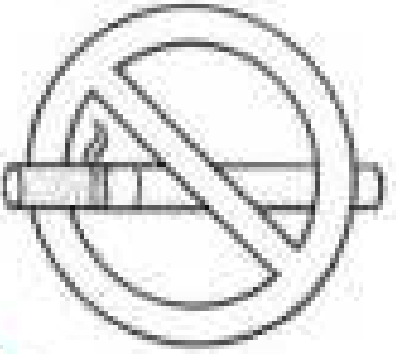
Name: _____ LU

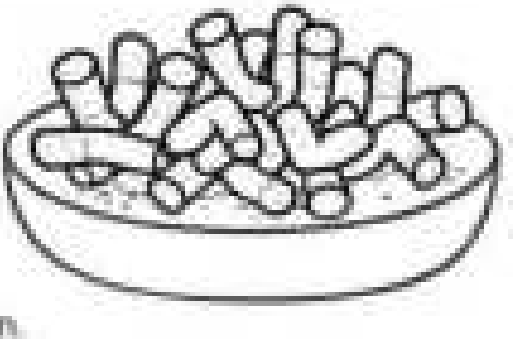
Tobacco

Tobacco

Cigarettes, pipe tobacco, and chewing tobacco all contain thousands of chemicals that are dangerous to our health. Here are some of the substances and what they can do:

1) Nicotine: This is the addictive substance in tobacco. It makes you want to keep using tobacco even when you know it is bad for you. Nicotine can also raise your heart rate and blood pressure.
2) Tar: This is a sticky substance that can coat the inside of your lungs and make it hard to breathe. It can also cause cancer.
3) Carbon monoxide: This is a gas that can reduce the amount of oxygen in your body. It can make you feel tired and dizzy, and it can be very dangerous if you breathe in too much of it.
4) Formaldehyde: This is a chemical used to preserve dead bodies. It can cause cancer and other health problems.
5) Benzene: This is a chemical that can cause cancer and other health problems.
6) Lead: This is a toxic metal that can damage your brain and other organs.
7) Ammonia: This is a chemical that can make tobacco taste smoother, but it can also irritate your throat and lungs.





All of these substances can be harmful to your health, especially if you use tobacco for a long time. That is why it is important to stay away from tobacco products and to never start using them.

Name: _____ 11

True or False

Is the statement true or false?

1) Tobacco contains lots of harmful substances.	True	False
2) The nicotine found is cigarettes and vaping products is addictive.	True	False
3) Cigarettes contain lead and ammonia.	True	False
4) Smoking is a harmless, relaxing habit.	True	False
5) Some ingredients in tobacco products cause cancer.	True	False

Direct[illegible] on the statements that show the dangers of smoking.

❑ Causes br[illegible] problems	❑ M[illegible]th b[illegible]	❑ Harms unborn babies	❑ Can lead to cancer
❑ Makes the heart stronger	❑ [illegible]es [illegible]	❑ Damages the [illegible]	❑ Can trigger asthma attacks
❑ Helps you live longer	❑ Raises b[illegible] pressure	❑ C[illegible]tion	❑ Makes you more athletic

Questions

Answer the questions below using [illegible]om t[illegible].

1) Why do you think nicotine is the chemical in tobacco product[illegible] out the most?

2) What is the ingredient in cigarettes that causes brain damage?

Name: _____ L2

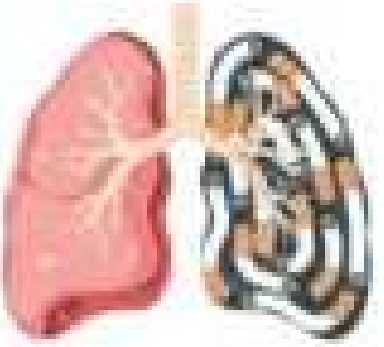
Activity - Healthy vs. Smoker's Lungs

Objective What are we learning more about?

Students will compare healthy lungs and smoker's lungs to understand how tobacco use affects the respiratory system.

Materials What do we need for our activity?

1) Pencil
2) Crayons / Markers
3) Pencil



Method How do we complete our activity?

1) Look carefully at the picture of the lungs.
2) Notice the difference between Non-Smoker's Lungs and Smoker's Lungs.
3) Colour the Non-Smoker's Lungs to show healthy lungs.
4) On the Smoker's Lungs, draw the effects of smoking (such as dark spots or damage).
5) Colour the smoker's lungs to make them look unhealthy.
6) Keep your work neat and within the lines.
7) Be ready to explain how smoking affects the lungs.

Name: _____ 13

Healthy vs. Smoker's Lungs

Non- Smoker's Lungs

Smoker's Lungs

Name: _____ 1A

Tar

Tar in Cigarettes

Tar is a sticky, brown substance that is found in cigarette smoke. When people smoke cigarettes, tar sticks to the inside of their lungs and causes many harmful effects. Here are some negative effects of tar in cigarettes:

- Lung damage: Tar builds up in the lungs and causes damage to the tiny air sacs, which makes it harder to breathe. This can cause a condition called emphysema.
- Cancer: Tar contains many chemicals that can damage the DNA in cells and cause them to grow uncontrollably. This can lead to the growth of cancerous tumors in the lungs or other parts of the body.
- Bad breath: Smoking cigarettes can cause bad breath because the tar in cigarettes sticks to the teeth and gums.
- Yellow teeth and skin: The tar in cigarettes stains the teeth and skin, which can be difficult to remove.
- Heart disease: Tar in cigarettes can also increase the risk of developing heart disease, which can lead to heart attacks or stroke.

It is important for young people to know that smoking cigarettes, and the tar in cigarettes, can cause serious harm to their health. Avoiding smoking is the best way to protect their health and reduce the risk of these negative effects.

Name: _____ 15

True or False

Is the statement true or false?

1) Smoking is not as harmful if you chew breath mints.	True	False
2) Tar in cigarettes can cause emphysema.	True	False
3) Tar in cigarettes sticks to the air sacs in your lungs.	True	False
4) The tar in cigarettes stains your skin and teeth.	True	False
5) Most p[illegible] not suffer any ill effects from smoking.	True	False

M[illegible] Connec[illegible]ns

[illegible]u think some young people start to smoke when they know [illegible]moking puts many harmful chemicals into their body?

Draw

Draw and label 3 harmful effects of [illegible]tes

Name: _____ 16

Scenarios Circle if the action is Harmful or Not Harmful.

#	Scenario Description	Harmful	Not Harmful
1	Tar builds up inside the lungs.	Harmful	Not Harmful
2	Smoking reduces physical stamina.	Harmful	Not Harmful
3	Smoking causes yellow teeth and stains.	Harmful	Not Harmful
4	Avoiding cigarettes protects your body.	Harmful	Not Harmful
5	[illegible] air sacs in the lungs.	Harmful	Not Harmful
6	Breathing [illegible] order to breathe.	Harmful	Not Harmful
7	Staying [illegible] risk of disease.	Harmful	Not Harmful
8	Tar can cause [illegible]	Harmful	Not Harmful
9	Healthy lungs make breathing [illegible]	Harmful	Not Harmful
10	Tar increases the risk of heart disease.	[illegible]	Not Harmful
11	Smoking can lead to cancer.	[illegible]	Not Harmful
12	Exercising helps keep your lungs strong.	[illegible]	[illegible]
13	Tar contains harmful chemicals.	[illegible]	[illegible]
14	Choosing not to smoke protects your health	Harmful	Not Harmful
15	Tar can damage the DNA in body cells.	Harmful	Not Harmful
16	Drinking water helps your body stay healthy.	Harmful	Not Harmful
17	Smoking causes lung damage.	Harmful	Not Harmful
18	Fresh air supports lung health.	Harmful	Not Harmful
19	Tar buildup can lead to serious illness.	Harmful	Not Harmful
20	Avoiding second-hand smoke is safer.	Harmful	Not Harmful

Exit Cards

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

Name: _____

Colour the effects caused by tar in cigarettes.

Yellow teeth	Bad breath
Lung damage	Heart disease
Good stamina	Fresh air
Cancer risk	Healthy lungs
Clean tongue	Strong muscles

Name: _____

Colour the effects caused by tar in cigarettes.

Yellow teeth	Bad breath
Lung damage	Heart disease
Good stamina	Fresh air
Cancer risk	Healthy lungs
Clean tongue	Strong muscles

Name: _____

Colour the effects caused by tar in cigarettes.

Yellow teeth	Bad breath
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Clean tongue	Strong muscles

Name: _____

Colour the effects caused by tar in cigarettes.

Yellow teeth	Bad breath
Lung damage	Heart disease
Good stamina	Fresh air
Cancer risk	Healthy lungs
Clean tongue	Strong muscles

Name: _____ 22

Nicotine

Nicotine

Nicotine is present in all tobacco products. Nicotine is the chemical in tobacco that causes addiction. Kids and teens are especially susceptible to the harmful effects of nicotine because their brain is still developing into early adulthood. The developing brain may be more sensitive to the addictive effects of nicotine compared to adults.

Here are [illegible] using products with nicotine:

1) [illegible] highly addictive substance, which means that using products that contain [illegible] addiction. This can make it difficult to stop using these products [illegible] wants to stop.
2) **Brain development**: [illegible] during childhood and adolescence. Nicotine can have a negative impact [illegible] development. Using products with nicotine can affect learning, attention, and [illegible] can even change the way the brain develops.
3) **Health problems**: Using products that contain [illegible] many health problems, such as lung disease, heart disease, and [illegible] problems can be very serious and even life-threatening.
4) **Bad breath and yellow teeth**: Using products that contain nicotine can cause bad breath and yellow teeth, which can be difficult to remove.
5) **Social and financial problems**: Using products that contain nicotine can also cause social and financial problems, such as difficulty making friends, problems at school or work where smoking is not allowed. The high cost of tobacco products can lead to financial stress.

It is important for young people to know that using products with nicotine can have serious negative effects on their health and well-being. It is best to avoid using these products altogether and to seek help if someone is struggling with nicotine addiction.

Name: _____ 23

True or False Is the statement true or false?

1) Nicotine in tobacco products that causes addiction.	True	False
2) Nicotine is not as harmful for kids as it is for adults.	True	False
3) Using tobacco products can cause life threatening diseases.	True	False
4) It is easy to stop using tobacco products once you start.	True	False
5) Using tobacco only causes damage to your lungs.	True	False

Connect mportant for young people to not use tobacco products?

Direction Write ST if the effect is short-term or LT

1) Dizziness		7) Lung damage	
2) Cancer		8) Bad breath	
3) Heart disease		9) Yellow teeth	
4) Coughing		10) High blood pressure	
5) Stroke		11) Nausea	
6) Shortness of breath		12) Emphysema	

Name: _____ 24

Nicotine Addiction

What is Addiction?

An addiction is when a person relies on a drug, chemical, alcohol or on a behaviour, such as gambling, even though they may be causing harm to themselves and others. Addiction is a disease that impacts the way the brain works.

Why Do People Get Addicted To Nicotine?

Nicotine is found in tobacco products. When a person uses tobacco, the nicotine travels to the brain causing a chemical called dopamine to be released. Dopamine makes the person feel good or even happy.

Although you may feel good because of the dopamine, using tobacco can make you sick and can cause heart disease, and other illnesses.

Over time, a person's body adapts to the feeling of nicotine and starts to crave it. They need to use tobacco more often to feel good or normal. This is how addiction happens - when someone's brain and body become dependent on nicotine, and they find it hard to stop using tobacco, even when they want to.

Withdrawal

When a person quits smoking, they go through something called withdrawal because their body is used to having nicotine, and they must adjust to not having it. Withdrawal symptoms can feel bad, but they are a sign that the body is working to heal itself. Some common withdrawal symptoms when quitting smoking include:

- Feeling anxious, irritable, dizzy, lightheaded or sad
- Having trouble sleeping or feeling very tired
- Having headaches or feeling like you have a cold

These symptoms may last for a few days to a few weeks, but they will go away as the body adjusts to not having nicotine. Nicotine addiction can happen to anyone who uses tobacco products, even if they only use it occasionally. That is why it is best to avoid tobacco products altogether.

Name _____ 25

True or False Is the statement true or false?

1) Addiction is a disease that makes people keep doing things when they want to stop.	True	False
2) Dopamine causes addiction.	True	False
3) Dopamine is a chemical our bodies release, that makes us feel good.	True	False
4) Withdra[illegible]the time people take between cigarettes.	True	False
5) Dizzin[illegible] of withdrawal.	True	False

Connecting W[illegible]n so hard to quit smoking or vaping after you start?

Questions Answer the questions below using e[illegible]

1) Why do people get addicted to tobacco?

2) What is nicotine withdrawal?

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 risky behaviour?

1) Trying a cigarette because friends are doing it	Yes	No
2) Saying "no" when someone offers you a vape.	Yes	No
3) Using tobacco to deal with stress or emotions.	Yes	No
4) Learning about the dangers of nicotine before making choices.	Yes	No
5) Continuing to vape even after feeling dizzy or sick.	Yes	No

Name: _____

Does this show a risky behaviour?

1) Trying a cigarette because friends are doing it	Yes	No
2) Saying "no" when someone offers you a vape.	Yes	No
3) Using tobacco to deal with stress or emotions.	Yes	No
4) Learning about the dangers of nicotine before making choices.	Yes	No
5) Continuing to vape even after feeling dizzy or sick.	Yes	No

Name: _____

Does this show a risky behaviour?

1) Trying a cigarette because friends are doing it	Yes	No
2) Saying "no" when someone offers you a vape.	Yes	No
3) Using tobacco to deal with stress or emotions.	Yes	No
4) Learning about the dangers of nicotine before making choices.	Yes	No
5) Continuing to vape even after feeling dizzy or sick.	Yes	No

Name: _____ 28

Problems Caused By Smoking

Health Problems Related to Smoking

Smoking can be harmful to your health in many ways including:

1) Lung Disease: Smoking can damage your lungs causing coughing and shortness of breath and making it harder for you to breathe.

2) Increased Illness: Smoking can increase your risk of getting illnesses like pneumonia, and the flu. It can also make you more likely to get certain types of cancer, like lung cancer.

3) Young people who smoke are more likely to try other drugs.

Other Problem Caused by Smoking

1) Smoking can cause fires: Cigarettes can start fires

2) Smoking can make things smell bad: Smoke from cigarettes has a strong, unpleasant smell that can cling to people's clothes and hair.

3) Smoking is expensive: People who smoke must keep buying cigarettes to feed their habit. This makes it harder to afford other important things like clothing.

4) Bad breath and yellow teeth: Smoking can give you bad breath and yellow teeth. This can make it harder for you to make friends and feel confident around others.

5) Smoking can make people feel isolated: Some people do not like being around smoke, so smokers may have a harder time finding friends. This can make them feel lonely or left out. When young people smoke it often causes arguments with parents.

6) Harmful to others: Smoking is not just harmful to you, but to those around you as well. Secondhand smoke can cause health problems for those who do not smoke, especially children and pets.

Name: _____ 29

True or False

Is the statement true or false?

1) Smoking only causes health problems.	True	False
2) Smoking can cause you to be socially isolated.	True	False
3) Smoking can cause financial problems.	True	False
4) Smoking makes you more attractive.	True	False
5) Carele[illegible]oking can cause fires.	True	False

How S[illegible]

[illegible] severe each smoking-related problem is by writing a [illegible]m **1 (Not Very Serious) to 5 (Extremely Serious).**

Lung cancer		Yellow teeth	
Bad breath		[illegible]athing problems	
Heart disease		[illegible]nd smoke	
Harm to unborn babies		Hou[illegible]	
Financial problems		[illegible]n	

Questions

Answer the questions below using [illegible]

1) What are the reasons that smoking can make you socially i[illegible]

2) What are the ways that choosing to smoke harms others?

Name: _____ 30

Big- Small Problems Caused By Smoking

Objective What are we learning about?

Students will identify and describe both major and minor problems caused by smoking. They will understand how these issues affect a person's health and daily life.

Materials What do we need for the activity?

- Worksheet: Big- Small Problems Caused by Smoking
- Pencil
- Crayons or coloured pencils (optional)

Instructions How will you complete the activity?

1. Look at the circles around the picture.
2. Think about the different problems smoking can cause.
3. Write or draw big problems (serious health effects) in the larger circles.
4. Write or draw small problems (less serious but still harmful effects) in the smaller circles.
5. Use words or simple illustrations to show your ideas.
6. Colour your drawings if time allows.
7. Be ready to share one big problem and one small problem with the class.

Name _____ 31

Name: _____ 32

Why Do People Smoke?

Why Do Young People Start Smoking?

Most young people do not smoke. The reasons some kids start smoking, include:

- Peer pressure: Young people may start smoking to fit in with their friends or to be part of a social group. Seeing their friends smoke can make it seem more acceptable. Youth who have family members or friends who smoke are more likely to try smoking.
- Experimentation: Young people may try smoking out of curiosity or to rebel against authority figures.
- Stress and anxiety: Some people may turn to smoking as a way to cope with stress, anxiety, or other emotional issues.
- Media influence: Tobacco companies have a long history of using advertising and product placement in movies and television to appeal to young people.
- Addiction: Nicotine is a highly addictive substance, and young people may become addicted to smoking after just a few cigarettes.
- Lack of awareness: Some young people may not fully understand the health risks associated with smoking or may believe that they can quit easily if they want to.

Smoking is a complex behavior. There are many factors that can contribute to why a young person may start smoking. Preventing young people from starting to smoke in the first place is important for protecting their health and well-being. This can be accomplished through education about the risks of smoking, strong tobacco control policies, and efforts to reduce the influence of the tobacco industry.

Name: _____ 33

True or False

Is the statement true or false?

1) Some young people start smoking because of peer pressure.	True	False
2) Smoking a few cigarettes will not lead to addiction.	True	False
3) The media can lead youth to start smoking.	True	False
4) Smoking is a serious health threat.	True	False
5) Education related to the health risks of smoking can help keep youth from starting to smoke.	True	False

Making Connections

...cement is a type of advertising where companies pay TV ... or video games to show their product being used by ... or game. Can you think of any media you have ... with ... smoking? What was it?

Questions

Answer the questions below using ...

1) What are three reasons youth have for starting to smoke?

2) What are some things that can be done to prevent youth from smoking?

Name: _____ 34

Smoking Prevention Program Match-Up

Instruction Given some reasons why young people start smoking, think about programs, supports, or strategies that could help prevent or reduce smoking. Write your ideas in the space provided.

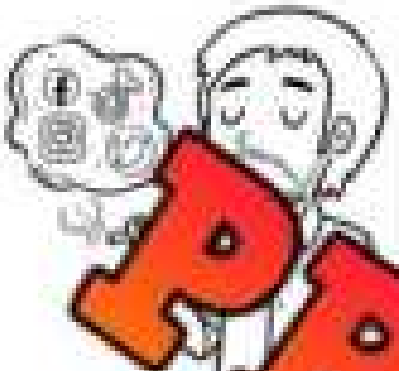
Peer Pressure

[illegible] and Anxiety

Lack of Awareness

Name: _____ 35

Instruction Given some reasons why young people start smoking, think about programs, supports, or strategies that could help prevent or reduce smoking. Write your ideas in the space provided.



Media Influence

/ Experimentation

Addiction Risk

Name: _____ 36

Influences Affecting Tobacco Use

Social Influences That Affect Tobacco Use

What are some of the things that influence the choices you make? For most of us, family, friends, teachers and the media all affect our choices. Being aware of how you are influenced can help you make better choices.

Media

It is co[illegible]ision shows and movies where the char[illegible]acters often look strong, cool or more soph[illegible]moke. These images give youth the w[illegible]abo[illegible]They do not show the negative consequ[illegible]clude health issues, bad breath, y[illegible]hair that smell like stale smoke.

Peer Pressure

Some teens are influenced to smoke or vape to fit in [illegible]end[illegible]are many negative consequences of underage use of tobacco product[illegible]s[illegible]e often get into trouble because they become addicted to nicotine qu[illegible]st the law for them to buy tobacco products and they cannot afford the cos[illegible]gular smoking.

This can lead to youth making poor decisions to get cigarettes or vaping products. You can be the positive peer pressure your friends need, so they avoid:

- Getting into trouble with police and parents
- Getting sick
- Getting addicted
- Losing friends who do not want to be around smoking or vaping
- Losing interest in physical activity because of shortness of breath

Name: _____ 37

True or False Is the statement true or false?

1) Our friends influence our choices	True	False
2) The media is always a positive influence	True	False
3) Media sometimes shows activities without negative consequences.	True	False
4) Smoking is a great way to relieve stress	True	False
5) If your [illegible] and family smoke, you are more likely to smoke	True	False

Connect [illegible] tobacco products is against the law in Canada. Where do [illegible] and vaping?

Direction Draw or describe 3 influences that [illegible] to smoke or vape and write one way they can make [illegible] bad.

Name: _____ 38

Activity – Tobacco Influence Role Play

Objective What are we learning about?

Help students understand how social influences such as media and peer pressure can affect decisions about tobacco use, and encourage them to practise making h[illegible] responsible choices.

Mater[illegible] [illegible]ou need for the activity?

- Scenario [illegible] involving peer pressure or media influence
- Pencil and pap[illegible]
- Simple props (optio[illegible] advertisement, etc.)
- Space in the classroom fo[illegible]

Instructions How will you complete the [illegible]

1. Explain that people can be influenced by frien[illegible] when making choices about smoking or vaping.
2. Read and discuss examples of tobacco influences (peer pr[illegible] advertisements, wanting to fit in).
3. Divide the class into small groups and give each group a scenario card.
4. Ask each group to discuss what influence is shown, how it could affect someone's decision, and what a healthy choice would be.
5. Let groups act out their scenario, showing both the negative influence and a positive way to respond.
6. After each role play, discuss as a class how students can resist pressure and make safe, healthy decisions.

Name: _____ 39

Scenario Cards | Cut out the topics below

Scenario	Key Moments/Descriptions
Peer Pressure to Try Smoking	You are with friends after school when someone offers a cigarette and says, "Everyone is trying it." Some students encourage you, so you won't feel left out. You notice the pressure and think about what choice you should make.
Seeing Smoking in Movies	[illegible] watching a movie, the main character smokes and [illegible]dent and cool. Some classmates say it makes [illegible]rmless. You notice this message and think [illegible] the real consequences.
Social Media Influence	You see posts [illegible] vaping and having fun. The posts do not mention [illegible]. Some students say it must be safe if [illegible]. You consider how media can influence d[illegible]
Wanting to Fit In	A new group of friends smokes during [illegible] you to join them so you can be part of the gr[illegible] feel unsure but want to belong. Think about what a healthy decision would be.
Family Member Who Smokes	Someone at home smokes regularly. You wonder if it is normal or acceptable because an adult is doing it. You think about how family behaviours can influence choices.

Name: _____ 40

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Misleading Advertisement	You notice an advertisement that makes vaping look modern and safe. It highlights flavours but does not talk about addiction. You question whether the advertisement tells the whole story.
Stress and	...dent says they want to try smoking because they feel ...s and think it will help them relax. You hear this and ...ons ... ways to handle stress.
Friend Regrets Smoking	A friend who ... vap... about feeling short of breath during spo... ...inds ... stop. You think about how addiction ca... ...
Curiosity to Try	Some classmates talk about trying a ciga... ...once" to see what it feels like. They say it will not cause harm. You reflect on how one choice can lead to bigger consequences.
Being a Positive Influence	You notice a friend being pressured to smoke. You have the chance to support them and suggest walking away or choosing a healthier activity. Think about how you can be a positive influence.

Name: _____ 42

Smoke – Free Ontario Act

Why Are There Laws Governing Smoking And Vaping

In Ontario tobacco is the leading cause of preventable death and disease. Every year, in Ontario, it costs over 2 billion dollars to treat and care for people with health problems related to smoking. People who use tobacco are more likely than those who [illegible] to have a hospital stay and to stay in hospital longer.

Law[illegible] Smoking and Vaping

In Ontario, th[illegible] **Act** regulates smoking and va[illegible] cigarettes and cannabis to prot[illegible] especially youth, from the h[illegible] vaping, including harm from second[illegible] and/or third-hand smoke.

What Does the Smoke-Free Ontario Act Say?

The Smoke-Free Ontario Act says it is against the law to:

- Sell tobacco or electronic cigarettes to anyone less than 1[illegible]
- Display tobacco products anywhere where tobacco is sold
- Smoke or vape in enclosed public places, workplaces, and workplace vehicles
- Smoke or vape within 9 meters of an entrance to a long-term care facility
- Smoke tobacco or vape in a motor vehicle when a person less than 16 years of age is present
- Smoke or vape in prohibited places and on school properties
- Smoke or vape on hospital property or recreational facilities

Name: _____ 43

True or False Is the statement true or false?

1) The Smoke-Free Ontario Act is a law governing air pollution.	True	False
2) The Smoke-Free Ontario Act says you have to be 18 to buy cigarettes.	True	False
3) The Smoke-Free Ontario Act was passed because smoking is a health risk and costs the province over 2 billion dollars a year.	True	False
4) The Smo[illegible]-Free Ontario Act also regulates vaping.	True	False
5) Second[illegible]oke is also a health risk.	True	False

Ma[illegible] Connecti[illegible] [illegible]t is a good idea to ban smoking on hospital grounds and [illegible]? Why or Why not?

Multiple Choice Circle the letter of the corr[illegible]

1) Why are smoking laws important?	
A. To protect people's health	B. To encourage smoking
2) What is the legal age to buy tobacco in Ontario?	
A. 19 years old	B. 16 years old
3) Is smoking allowed in enclosed public places?	
A. Yes	B. No
4) Who does the Smoke-Free Ontario Act especially protect?	
A. Youth	B. Tobacco companies
5) Must smoking be at least 9 meters from entrances?	
A. . Yes	B. No

Name: _____ 44

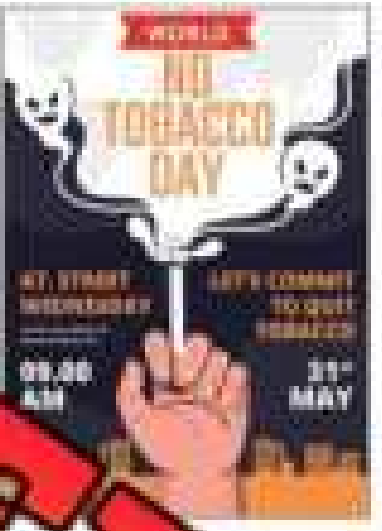
Activity – Smoke-Free Campaign Poster

Objective What are we learning about?

Help students understand the importance of smoke-free laws and encourage them to promote healthy, tobacco-free choices through a creative campaign poster.

Materials What do you need for the activity?

- Worksheet or paper
- Pencil
- Crayons, markers, or colored pencils
- Ruler (optional)



Instructions How will you complete the activity?

1. Review the Smoke-Free Ontario Act and discuss why smoke-free laws are important.
2. Think of a strong message that encourages people to stay smoke-free.
3. In the box, design a campaign poster that shows the dangers of smoking or the benefits of living tobacco-free.
4. Add a short slogan (example: "Choose Health, Not Smoke!").
5. Include images or symbols that support your message.
6. Make your poster neat, clear, and eye-catching.
7. Be ready to share your poster and explain your message to the class.

Name: _____ 45

Campaign Ideas Cut out the topics below.

Dangers of Smoking	Clean Air for Everyone
Benefits of Being Smoke-Free	Youth and Tobacco Risks
r Lungs	Respecting Smoke-Free Spaces
Say N Pre	Helping Others Quit
Healthy Lifestyle C	itive Coping Strategies
Effects of Nicotine	on Smoking
Second-Hand Smoke Risks	Choosing
Keeping Friends Smoke-Free	Smoke-Free Schools
Protecting Your Heart	Your Future Without Smoking
Saving Money by Not Smoking	Making Smart Choices

Name: _____ 46

Smoke-Free Campaign Poster

Name: _____ 47

Peer Pressure

What is Peer Pressure?

Peer pressure is the feeling that you must do the same thing as people who are your peers, so that they will like and include you in their group. Peer pressure can be negative or positive.

An example of positive peer pressure is when you have friends who want to do well in school. They always study for tests and have their homework done. In order to fit in, you may [illegible] harder, and make sure you have your homework done, so you will fit in with your [illegible] can create positive peer pressure by always doing what you know is r[illegible]

Negative Peer Pressure

Negative peer pressure is when [illegible] something you know does not feel right, either because it is dangerous or [illegible] or others. Examples of negative peer pressure are, pressure to:

- Bully others
- Try cigarettes or va[illegible]
- Skip school
- Steal
- Try alcohol

How to Avoid Peer Pressure

1) Know what is right. Respect your family values and do the right thing. Pay attention to what your gut is telling you, and trust your feelings by saying no.
2) Be selective about your friendships. Choose friends with shared values.
3) Be confident in yourself. When you say no, mean it.
4) Plan ahead. Think about what you will say and do, if you are being pressured.
5) Get support from a trusted adult.

Name: _____ 48

Think Is the scenario an example of positive or negative peer pressure?

1) Julia will only be project partners with Hanna if she works hard.	Positive	Negative
2) Dan tells Ben to take a chocolate bar from a store without paying.	Positive	Negative
3) Curtis tells Josh to pull up someone's flowers from their garden.	Positive	Negative
4) Tom hands Sam a device and says, "Try it. Vaping is cool."	Positive	Negative
5) Ken say[illegible]n play on his basketball team if he trains with him.	Positive	Negative
6) Mya t[illegible]s to smoke to hang out with them.	Positive	Negative
7) Ja[illegible] with Spencer and his friends but they only eat [illegible]	Positive	Negative
8) Emma always [illegible] friends prefer to play outdoors, so she doe[illegible]much anymore.	Positive	Negative
9) Lyla usually goes to bed [illegible] always stay out until 9:00 pm.	Positive	Negative
10) Dane loves to study but his friends t[illegible] he s[illegible] games instead.	Positive	Negative

Questions Answer the questions below.

1) Why is it so important to hang around with the right friends? How [illegible] friends change your life for the worse?

2) Give examples of times when you have felt positive and negative peer pressure.

Name: _____ 49

Activity - Peer Pressure Sharing Circle

Objective What are we learning about?

To help students understand peer pressure, recognize positive and negative influences, and practice making safe and responsible choices.

Materials What will you need for the activity?

- Enough for students to sit in a circle
- Scenario cards about peer pressure situations
- Chart paper or whiteboard
- Markers or pencils

Instructions How will you complete the activity?

1. Arrange students in a circle and explain the purpose of understanding peer pressure and how it affects choices.
2. Introduce the idea of positive vs. negative peer pressure with examples.
3. Present a scenario (e.g., being pressured to try cigarettes, skip school, or bully someone).
4. Ask students to share what they would do and how they could respond safely and confidently.
5. Encourage active listening by having students briefly restate a classmate's idea before sharing their own.
6. End with a class reflection on how saying "no," choosing supportive friends, and asking for help can prevent negative peer pressure.

Name: _____ 50

Scenarios	Cut out the scenarios below

Your friends are playing an online game and start making fun of another player in the chat. They tell you to join in so you don't seem "boring."

You are at a birthday party and your friends want to play a prank on another guest by hiding their shoes. They say it will be funny and want you to help.

At recess, your friends want to leave one student out of a game because they say the student is not good at it. They tell you not to invite them.

A friend asks to copy your homework before school starts and says they will be upset if you don't. You want to help but also know it may not be fair.

Your friends are starting a group chat about someone in your class and want you to add them. You're part of the conversation.

You are at a friend's house and they start taking extra snacks without asking because "their parents won't notice." They ask if you want to do the same.

Your friends want to play a rough game at recess that you think might lead to someone getting hurt. They say you're no fun if you don't play.

You are riding bikes with friends and they want to go somewhere you are not allowed to go. They tell you it will be exciting and ask you to follow.

Your friends want to send a silly but slightly mean message to someone from your class using a shared device. They ask you to press send.

A friend asks you to keep a secret from an adult about something that could get someone in trouble. They say if you tell, they won't trust you anymore.

Your team in a game wants to change the rules so you can win more easily. They say it doesn't matter because it's just for fun.

You see a classmate drop money on the ground after school. Your friend suggests keeping it instead of returning it and asks if you agree.

Name: _____ 51

Refusal Skills

Overcoming Peer Pressure

Peer pressure is very common between the ages of 12 and 19 years of age. Youth give in to peer pressure because they want to fit in, they want to be liked or they worry they will be bullied if they do not go along with their peers. Some youth give in to peer pressure because they are curious about the activity they are being pressured to do, even if they feel that the activity is wrong.

It is important to overcome peer pressure, so it helps to be prepared for situations where you feel pressure. We can all practice refusal skills so we are ready and will not give in to peer pressure.

Refusal Skills

Refusal skills are things you can say so that they will not be swayed by peer pressure. Refusal skills can help you avoid risky behaviours. If you are dealing with peer pressure

1) Say, "No thanks."
2) Give a reason not to do it that gets you away from the situation, "I have to go home." or blame your parents, say "I'll be grounded for life if I do that."
3) Walk away. You do not need to stay and listen to someone trying to get you to do something that is not right for you. Say no and walk away.
4) Change the subject. You can say, "Let's go play video games instead." or "Let's get a snack, I'm hungry."
5) Use humour. You can say, "I need all my brain cells." or "No thanks, that stuff will stunt my growth and give me yellow teeth."
6) Be a broken record, keep saying no until you can think of another way to get away.
7) Cold shoulder or ignore. Turn away and talk to someone else as if you have not heard the suggestion.
8) Avoid going to places at times when you know there will be peer pressure.
9) Surround yourself with friends who make good choices.

Name: _____ S2

True or False Is the statement true or false?

1) If you are being pressured by peers there is nothing you can do.	True	False
2) If you want to keep your friends you should give in to peer pressure.	True	False
3) When a situation is making you uncomfortable you should walk away.	True	False
4) We should practice refusal skills to avoid giving in to peer pressure.	True	False
5) It is a g[illegible] to blame your parents for you not doing something risky.	True	False

Thi[illegible] [illegible]eer pressure situations.

1)	
2)	
3)	

Questions For each of the 3 situations ad[illegible] skill.

1)	
2)	
3)	

Name _____ 53

Practicing Refusal Skills

It's unfortunate, but at some point, in your life, you will be asked to do something you do not want to do. Today, you will practice saying no, using 5 different strategies. You will:

- Make a joke saying no – "I'd rather drink pond water than drink that poison"
- Give a reason why it is a bad idea – "No thanks, my brain is still developing"
- Make an excuse for why you can't – "I can't because I have hockey tonight"
- Sugge[illegible]ferent activity – "Why don't we play basketball instead"
- Say [illegible] "No and don't ask me again!"

Practic[illegible]rent refusal options to say no.

You're at a friend[illegible]and [illegible]are gone. They decide to get a beer out of the fridge and they ask [illegible]

Make a joke	
Give a reason	
Make an excuse	
Suggest a different activity	
Say no assertively	

Name _____ 54

Practicing Refusal Skills

Practice | Use different refusal options to say no | I SAY NO!!

While you are at the park, your friend pulls out a cigarette. They want you to try it.	
Make a joke	
Give a reason	
Make an excuse	
Suggest a different activity	
Say no assertively	

A friend at school has a vape pen. They hand it to you.	
Make a joke	
Give a reason	
Make an excuse	
Suggest a different activity	
Say no assertively	

Name: _____ 56

Assertiveness

What If Someone Is Not Listening When YOU Say NO?

When you are in a situation when you need your refusal skills, you may run into someone who as the saying goes "Won't take no for an answer." This does not mean that it is a time for you to give in. This is a time when you need to be assertive.

Assertive

Asser[illegible] communicating in which we express our feelings, thoughts, and [illegible] a cl[illegible]spectful manner. When we are assertive, we are able to stand up for [illegible] Co[illegible]icate our boundaries effectively.

For e[illegible] if [illegible]thering you, you can tell them politely but firmly to stop, or if you [illegible] with [illegible], you can ask for it in a clear and respectful way.

When you are assertive, you:

- Can speak up for someone else.
- Can ask for what you want.
- Can offer suggestions and ideas.
- Can say no and not feel guilty.
- Can disagree respectfully, without name calling or insulting [illegible]

Assertiveness and Refusal Skills

Refusal skills are a specific type of assertiveness that helps you say no to things you do not want to do or that are not good for you. For example, if someone offers you cigarettes or alcohol, you can use refusal skills to say no in a way that is assertive, clear, and respectful.

Learning to be assertive and to use refusal skills can help you have healthier relationships, avoid dangerous situations, and build self-confidence. It is an important skill to learn, and with practice, you can get better at it.

Name: _____ 57

True or False Is the statement true or false?

1) Assertive people say yes all the time.	True	False
2) Assertive people have opinions that they do not state clearly.	True	False
3) Assertive people give in to peer pressure.	True	False
4) Assertive people are respectful.	True	False
5) Being a[illegible] shows you have confidence.	True	False

Conn [illegible]racters from movies, books or television shows that are [illegible] the character and explain why they are assertive.

Character	Source

Questions Answer the questions below using e[illegible]

1) How do you disagree respectfully?

2) How do you think being assertive relates to using refusal skills?

Name: _____ 58

Activity - Refusal Skills Role Play

Refusal Skills Role Play
Role-playing activities can be an effective way to help students practice refusal skills.

Refusal Skills: Refusal skills are different ways students can say no when they are being pressured or urged to do something they do not want to do.

Materials:
- [illegible] Role Play Skills [illegible]
- Pencils and [illegible]

Procedure:
1. Divide the class into pairs or small groups of students.
2. Distribute the sheets with scenarios and [illegible] Cut sheet into 9 playing cards.
3. Read the refusal skills and the scenario cards. Make a refusal skill that would work with a scenario.
4. Have each group choose a scenario to act out. One student should be the "peer" trying to pressure the other student to do something they do not want to do, and the other student is the one practicing their refusal skills.
5. Take some time to rehearse their role-plays giving each student a chance to be the students needing to use a refusal skill.
6. Ask each group to present their role-play in front of the class.

Name: _____ 59

Discussion Discuss the questions below

1. After each presentation, the presenters should ask which refusal skills the student used in the scenario.
2. Have the class discuss the effectiveness of each student's refusal skills and give feedback.

Follow-Up Answer the questions below

1) What are some examples of situations where you might need to use refusal skills?

2) What are some ways you can say no confidently?

3) What are some alternative activities you can suggest if someone tries to get you to do something you don't want to do?

4) How can you use refusal skills to take care of yourself and make good decisions?

Name: _____ 60

Refusal Skills

Avoid going to places at times when you know [illegible] will be pe[illegible]	Cold shoulder or ignore. Turn away and talk to someone else as if you have not heard the suggestion.	Surround yourself with friends who make good choices.
Change the subject. You can say, "Let's go play video games instead." or "Let's get a snack. I'm hungry."	[illegible]pur. Yo[illegible] or "No thanks, [illegible]uff will stunt my g[illegible] and give me yellow teeth."	Be a broken record, keep saying no until [illegible]ou can think of [illegible]er way to get [illegible]ay.
Say, "No thanks."	Give a reason not to do it that gets you away from the situation such as. "I have to go home." or blame your parents, say "I'll be grounded for life if I do that."	Walk away. You do not need to stay and listen to someone trying to convince you to do something that is not right for you. Say no and walk away.

Name: _____ 61

Refusal Skills Scenario

Your friend asks if they can co[illegible]om your te[illegible].	Your friend asks you to steal some beer from your house to bring to a classmate's birthday party.	Your friends are going to try vaping for the first time. They say you are a baby if you do not try it too. They tell you to meet them in the park after school.
A group of kids are going to the corner store. You know they will shop lift candy. They want you to distract the clerk by buying something.	[illegible]ers [illegible]have a [illegible]sh [illegible]ey ha[illegible] cigar[illegible] they from home. T[illegible]ant you to go to [illegible] with them to [illegible] smoking.	A group of popular classmates is excluding and bullying [illegible]ew student. They [illegible]u to join their [illegible] bully the [illegible]ew [illegible]ent too.
Your friends are getting together to watch a movie that your parents have told you is inappropriate for your age. Your friends tell you to come anyway and lie to your parents about which movie you watched.	The cool kids at school say only ripped jeans are cool so you need to rip your new jeans to fit in. You like your new jeans the way they are, but you want to fit in.	Your new neighbour who is kind of cute invites you over and offers you a puff on a cigarette.

Name: _____ 66

Tobacco Use in First Nations and Mètis Culture

Tobacco and First Nations and Metis Culture

The traditional use of tobacco in First Nations and Mètis cultures is very different from the recreational use of commercially produced tobacco. When used traditionally, tobacco is grown and prepared by hand, without additives, and is considered a gift from the creator.

Why Is Tobacco Used in First Nations and Metis Culture?

Tobacco has been used traditionally in First Nations and Mètis cultures for centuries. In these cultures, tobacco is considered a sacred and spiritual plant that is used in ceremonies and rituals to connect with the spirit world. Tobacco is one of 4 sacred medicines, also including cedar, sage, and sweetgrass.

How is Tobacco Used in First Nations and Metis Culture?

Tobacco may be smoked in a ceremonial pipe as part of a smudging, or prayer ritual, or it may be offered as loose tobacco or tobacco ties. The use of tobacco in ceremonies is often accompanied by other traditional practices, such as drumming, singing, and dancing. The way tobacco is used varies across different communities, but it is generally regarded as a symbol of respect and gratitude. Tobacco is used in a number of different ways:

- To offer prayers.
- To give thanks.
- To connect with the spirit world.
- It is used with other plants and herbs to treat illness.
- As a symbol of respect in First Nations gatherings.

Traditional tobacco use in ceremonies is generally done in a way that is respectful and mindful of the plant's sacred nature and the health risks that can come from misuse. The traditional use of tobacco in these cultures is deeply rooted in spirituality and respect for the natural world.

Name: _____ 67

True or False Is the statement true or false?

1) First Nations and Metis have used tobacco in ceremonies for centuries.	True	False
2)Tobacco, cedar, sage and aloe are used by First Nations as healing plants.	True	False
3) Tobacco is used in ceremonies to show gratitude.	True	False
4) In ceremonies tobacco is sometimes smoked in a ceremonial pipe.	True	False
5) Tobacco is considered to be a gift from the creator.	True	False

Research ...bacco ties? What are they used for? Draw a tobacco tie.

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

1) Review the reading and list the description words that describe ... to First Nations and Metis people.

2) How does the tobacco used in traditional ceremonies differ from commercial cigarettes?

Name: _____ 68

Understanding Traditional vs. Commercial Tobacco

Objective — What are we learning about?

Students will understand the difference between traditional tobacco use in First Nations and Métis cultures and recognize the importance of respect for cultural practices.

Materials — What will you need for the activity?

- V… …heet
- P… …r per…
- Crayons … …ional for drawing)

Instructions — How … …ctivity?

1. Carefully read the inform… …p… …raditional tobacco and commercial tobacco before sta… …acti…
2. Think about how each type of tobacco i… …who … …d why it is used. Pay attention to cultural meaning, health … …ts.
3. In the Traditional Tobacco circle, write words or … …h… … respectful, ceremonial, and cultural uses.
4. In the Commercial Tobacco circle, write words or phrases … … products made for sale, recreational use, and possible health r…
5. In the middle section labeled Both, write the characteristics that traditional and commercial tobacco share.
6. Use neat handwriting and try to include at least 3-5 ideas in each section.
7. After completing the diagram, review your work and check that each idea is placed in the correct section.
8. Be prepared to discuss your answers with a partner or the class and explain one important difference you learned from this activity.

Name: _____ 69

True or False | Is the statement true or false?

Traditional Tobacco (First Nations and Métis cultural use)	Commercial Tobacco (store-bought tobacco products)
Used for cultural and spiritual purposes.	Made and sold by companies for people to buy and use.
Used in ceremonies, prayers, and special cultural events.	Used for recreation or because of addiction.
Treated with respect and care.	Often used without cultural or spiritual meaning.
Sometimes given as a gift or offering to show respect or thanks.	Bought in stores as products like cigarettes, cigars, or vapes.
Used by some First Nations and Métis people as part of traditions passed through generations.	Used by people of many ages, even though it can be harmful.
Not used for fun or to fit in with others.	Often used because of peer pressure or habit.
Usually used in small, meaningful amounts.	Often used regularly or in large amounts.
Focus is on culture, tradition, and respect.	Focus is on profit, addiction, or habit.
Elders and knowledge keepers teach when and how it should be used respectfully.	Companies use ads and flavours to market products to many people.
Part of learning about culture, history, and traditions.	Can cause serious health problems and addiction.
Shared in a respectful and careful way.	Can be misused or overused.
Helps connect people to traditions and community.	Can harm the body, especially lungs and heart.
Not meant for children to use casually.	It is illegal for children to buy or use.
Has important meaning in some Indigenous cultures.	Does not have cultural meaning and can be unsafe.
Used to show respect, thanks, or to pray.	Often used for recreation or because people feel pressure to try it.

Name _____ 70

Name: _____ 72

Effects of Smoking

Effects of Smoking

The effects of smoking can be classified into three categories: first-hand, second-hand, and third-hand effects.

First-hand Effects of Smoking

First-hand effects of smoking happen to the person who is smoking. These effects include [illegible]ing, and a higher risk of health problems like lung cancer.

Second-hand Effects of Smoking

Second-hand effects of smoking happen to people who are near someone who is smoking. Second-hand smoke can cause the same health problems as first-hand smoke, such as lung cancer and heart disease. Children who are exposed to second-hand smoke can also develop respiratory problems like asthma.

Third-hand Effects of Smoking

Third-hand effects of smoking are the effects that happen to people who are exposed to the residue of tobacco smoke. This can include things like the smell of smoke on clothing or furniture and can also be harmful. The residue of tobacco smoke can contain harmful chemicals that can be inhaled or absorbed through the skin and can also cause health problems.

It is important to understand the difference between these three types of smoking effects because it shows that smoking does not just affect the person who is smoking, but also the people around them. Avoiding smoking altogether is the best way to protect your own health and the health of those around you.

Name: _____ 73

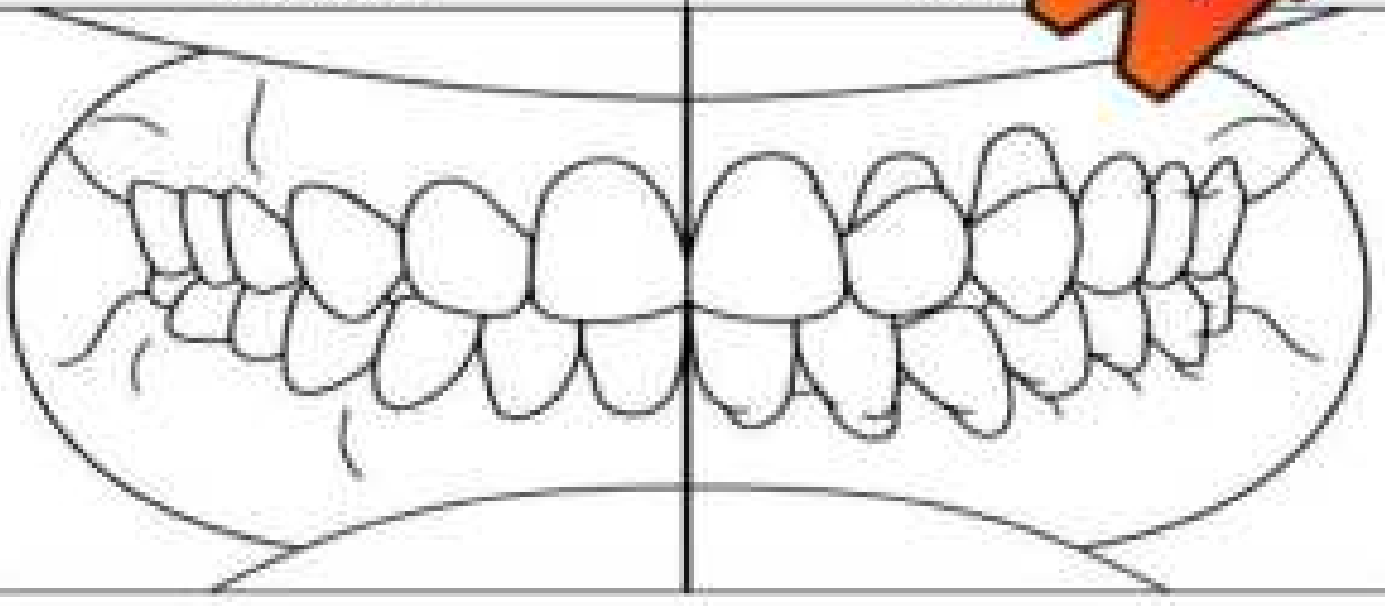
True or False Is the statement true or false?

1) There are 3 ways you can be affected by smoking.	True	False
2) Second-hand smoke is when you share a cigarette with someone.	True	False
3) Third-hand smoking effect is when 3 people share a cigarette.	True	False
4) Second-hand smoke can cause asthma in children.	True	False
5) When y[illegible]ke you get first-hand effects of smoking.	True	False

Makin[illegible] [illegible] you think there are laws about where people can smoke?

Direction Colour the healthy teeth on the N[illegible] the effects of heavy smoking on the other side.

No Smoking	Heavy [illegible]



Name: _____ 7A

Activity - Visible Effects of Smoking

Objective What are we learning about?

Students will demonstrate their understanding of how smoking damages the body by drawing the physical effects that appear when organs are harmed.

Materials What do you need for the activity?

- Printed worksheet
- Pencil
- Crayons or coloured pencils
- Eraser

Instructions How will you complete the activity?

1. Look at the cigarette in the centre and think about how smoking affects the body.
2. In each box, draw an organ affected by smoking (such as lungs, heart, brain, teeth, or skin).
3. Show the physical damage in your drawing (example: black lungs, yellow teeth, wrinkles, coughing, or difficulty breathing).
4. Add short labels to describe the effect shown in each drawing.
5. Colour your work to clearly highlight the damage.
6. Review your drawings and be prepared to explain one visible effect of smoking to the class.

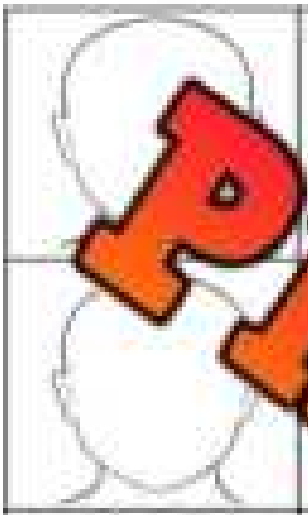
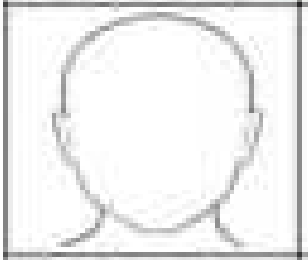
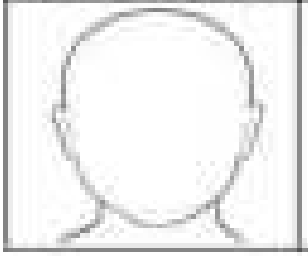
Name: _____ '15

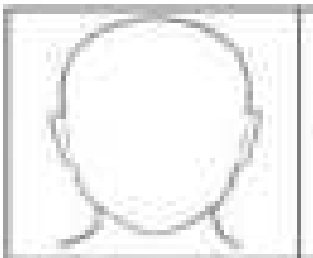
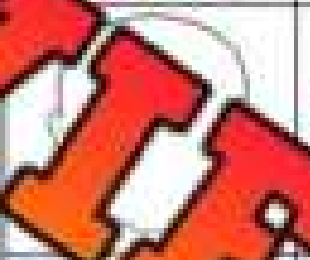
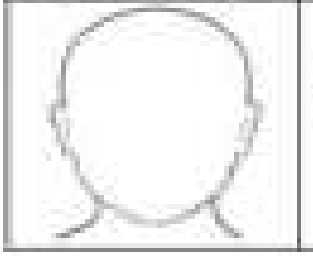
Visible Effects of Smoking

Name: _____ 78

Effects of Using Tobacco

Draw Draw the physical affect or emotion that may happen because of each tobacco-related situation. Think about how tobacco affects the body and how a person might feel.

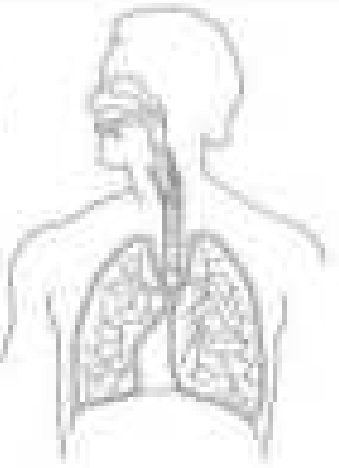
	Breathing second-hand smoke at home
	[illegible]
	Having bad breath from smoking
	Feeling dizzy after trying a cigarette
	Wearing clothes that smell like smoke
	Getting a persistent cough

	Feeling nauseous after vaping
	Experiencing throat irritation
	Developing yellow teeth from tobacco use
	[illegible]
	Feeling tired due to reduced oxygen
	Getting headaches after being around smoke

Name: _____ 79

Long-term Effects of Smoking

Long-term Effects of Smoking



The long-term effects of smoking can take months or even years to develop and can be life-threatening. There are many long-term effects of smoking. The level of risk depends on how much you smoke. He[illegible]some effects of smoking:

Health effects:

- C[illegible]r cause of lung and other cancers.
- Chronic br[illegible]p[illegible]a: Smoking can damage the lungs.
- Heart disea[illegible]g ca[illegible]e risk of heart disease and stroke.
- Tooth and gum di[illegible] and causes gum disease, and tooth loss.

Social effects:

- Social isolation: Smoking can make [illegible] to m[illegible]ds or be accepted by others, as many people do not like being around secon[illegible]d st[illegible]
- Difficulty finding work: On some jobs it is di[illegible] g[illegible] smoke breaks someone addicted to nicotine needs to be comfor[illegible]
- Negative impact on relationships: Smoking can cause p[illegible]s [illegible]h parents. It can also cause problems with partners if one smoke[illegible] doesn't.

Financial effects:

- High cost of cigarettes: Cigarettes are very expensive in Canada, and smoking can be a financial burden for many people.
- Health care costs: Smoking-related health problems can be very expensive to treat, and taxpayers often foot the bill for these costs.

It is important for young people to know that smoking can have serious negative effects on their health, as well as their social and financial well-being. It is best to avoid smoking altogether to protect your health and avoid these negative consequences.

Name: _____ 80

True or False — Is the statement true or false?

1) Cancer and heart disease are long term effects of smoking.	True	False
2) The long term effects of smoking can be life threatening.	True	False
3) Smoking can be isolating because non-smokers do not like to be exposed to smoke.	True	False
4) Smoking can cause health problems and relationship problems.	True	False
5) Smoking is an expensive addiction.	True	False

Fill in — Write the missing word.

1)	Smoking _____ the risk of _____.	cancer	energy
2)	Bronchitis and emphysema damage the _____.	lungs	muscles
3)	Smoking can cause tooth _____.	gum	bone
4)	Smoking may lead to social _____.	popularity	isolation
5)	Cigarettes are expensive and create a financial _____.	burden	

Questions — Answer the questions below using complete sentences.

1) Why do you think smoking could lead to financial problems?

2) How could smoking cause relationship problems with your family or friends?

Name: _____ 84

Vaping

What is Vaping

Vaping is known as electronic cigarettes or e-cigarettes. Vapes use a battery, a heating element and a liquid containing cartridge to create a vapour that is inhaled.

Some vapes are disposable and some are reusable. Some vapes look like a cigarette [illegible] look like a flash drive. E-cigarettes do not contain tobacco, but they [illegible] nicotine, the addictive component in tobacco.

[illegible] is highly addictive and can harm brain development. Because of the nicotine in e-[illegible] people get addicted to them very quickly. Vaping may lead young people to [illegible] cannabis.

Vape devices appeal [illegible] because of colourful packaging and fruit and candy flavours. In Ontario, you must [illegible] to purchase products that have nicotine.

Effects of Nicotine

When someone takes nicotine, it gets absorbed in [illegible] where it goes into the bloodstream. It can take as little as 10 seconds to reach [illegible] brain. Effects of nicotine include:

- Causes you to feel good, energized and calm
- It increases your blood pressure
- It increases heart rate
- It changes brain waves and relaxes muscles
- Coughing, dizziness and dry irritated throat
- Nausea, weakness, stomach cramps and headache
- It kills the cilia in the lungs that clean dirt and germs. This makes you get more colds, flu, bronchitis and other diseases.

Name: _____ 65

True or False Is the statement true or false?

1) Vaping is harmless.	True	False
2) Fruit and candy flavoured vaping products are marketed to youth.	True	False
3) Most vaping products contain nicotine.	True	False
4) Vaping is not addictive.	True	False
5) Vaping [illegible] your brain develop because it makes you alert.	True	False

Refl [illegible] think manufacturers add nicotine to e-cigarettes? Do you think [illegible]?

Write What are some of the effects of using nicotine?

1	
2	
3	
4	
5	

Name: _____ 87

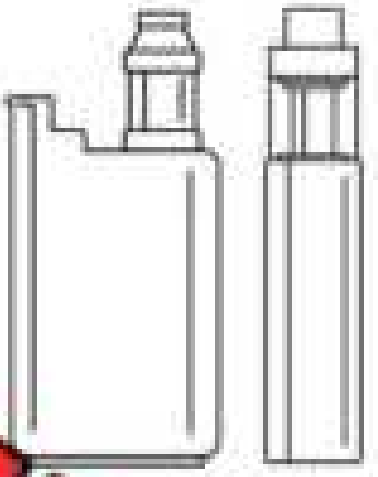
Effects of Vaping

Effects of Vaping

There are short-term effects as well as long-term effects of vaping. You will feel short-term effects right away. Long-term effects will hurt you when you're older.

Short-term effects of vaping include:

- Cough
- D… nose
- S… throat
- Headache
- Irritation of t… and
- Nausea and vomiting
- Increased heart rate and blood pressure
- Nicotine addiction
- May lead to cigarette smoking



Long-term effects of vaping:

- Increased risk of respiratory problems, such as chronic bronchitis
- Reduced lung function
- Increased risk of lung cancer and other types of cancer
- Cardiovascular disease
- Impaired immune function
- Reduced fertility and reproductive health
- Impaired brain development in adolescents

Vaping is a newer technology. The first vapes were sold in 2003. Therefore, there are not as many studies on the long-term effects. We may find out more long-term effects in the near future.

Name: _____ 68

True or False

Is the statement true or false?

1) The negative effects of smoking and vaping only affect the product user.	True	False
2) We know the long term effects of vaping.	True	False
3) Increased chance of getting lung cancer is an effect of vaping.	True	False
4) Headaches are a symptom of vaping.	True	False
5) Impaire[illegible]development is a side effect of vaping.	True	False

Reflect

[illegible] reasons you have for choosing not to smoke or vape.

1)	
2)	
3)	

Questions

Answer the questions below using e[illegible]

1) What are the long-term effects of smoking?

2) Why are the long-term effects of vaping not known?

Name: _____ 91

Activities – Substance and Addiction

Word Search Find the word bank words in the puzzle

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

Word Bank

- ❑ Tobacco
- ❑ Cigarettes
- ❑ Vaping
- ❑ Tar
- ❑ Nicotine
- ❑ Addiction
- ❑ Smoking
- ❑ Cedar
- ❑ Sage
- ❑ Sweetgrass
- ❑ Cigars
- ❑ Assertive
- ❑ Media
- ❑ Cancer
- ❑ Emphysema
- ❑ Coughing
- ❑ Nausea
- ❑ Pressure
- ❑ Stroke
- ❑ Chemicals

Word Scramble Read the clue and then unscramble the word

ECRACN		IVGPAN	
TARTECIGSE		ADRCE	
ESAG		RSAGIC	
VENPEXESI		BAOOCCT	
SSRPUEER		EREP	
RTA		ONGHUCGI	

Name: _____ /2

Unit Test – Substance Use

Multiple Choice Circle the best answer. Only choose 1 answer!

1) What are the health risks of smoking tobacco? a) Respiratory problems b) Reprod[illegible] problems c) Heart [illegible] d) All	2) Tobacco has many harmful chemicals including: a) Nicotine and benzene b) Tar and formaldehyde c) Ammonia and lead d) All of the above
3) The [illegible] cigar[illegible] a) Bad breath [illegible] b) Psoriasis c) Impetigo d) All of the Above	4) Carbon Monoxide in cigarettes causes: a) Heart disease b) Reduced athletic performance c) [illegible]rain damage d) [illegible]he above
5) Nicotine in cigarettes a) is addictive but not harmful b) is highly addictive c) is what gives vape liquid its flavour d) All of the above	You[illegible]le who smoke tobacco a) [illegible]e [illegible]ry other drugs b) [illegible] ri[illegible]age c) are [illegible] to ge[illegible] d) All of th[illegible]
7) The Smoke-Free Ontario Act... a) Tries to protect people from second-hand smoke b) Says you cannot smoke at the hospital. c) Governs tobacco sales d) All of the above	8) First Nations use t[illegible] a) To offer prayers b) To connect with the spirit world c) To give thanks d) All of the above
9) Second-hand smoke is when you a) Take a puff from someone's cigarette b) Are near someone who is smoking c) Are exposed to smoke on furniture d) All of the above	10) Vaping products have nicotine a) Which is naturally in the tobacco flavour b) Which is added by the manufacturer c) That is non addictive d) All of the above

Define What do the terms below mean?

Term	Definition – What does it mean?
Assertiveness	
Refusal S	
Peer Pressure	

Short Answer Answe ion Each question is worth 3 marks.

1) Give 3 short-term effects of smoki

2) Give 3 short-term effects of vaping?

3) What are 3 things that influence young people to start smoking?

Long Answer Answer the questions below - Each question is worth 5 marks.

1) What are 5 long-term effects of smoking?

2) What are 5 refusal skills you could use if you say no to [illegible]ping?