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BC Health Curriculum
Healthy Eating– Grade 4

3-Part Lesson Format

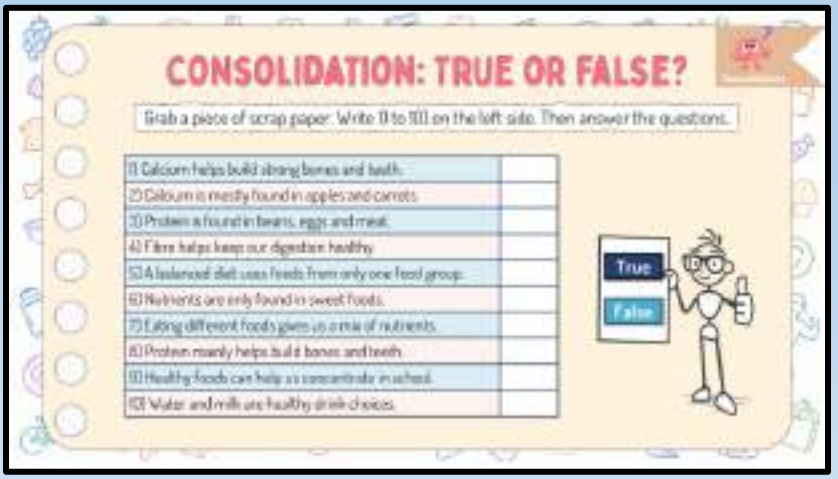
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!



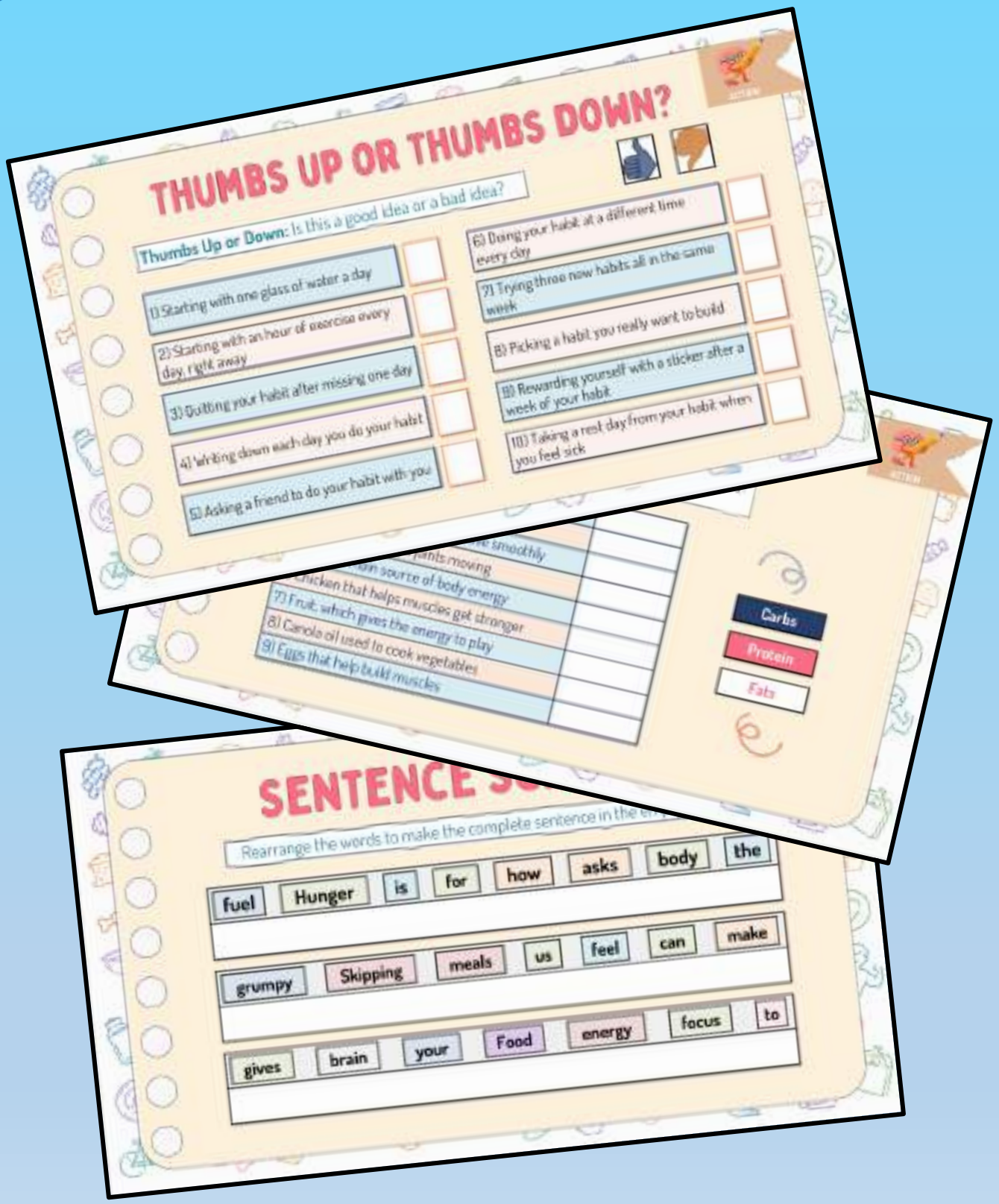


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

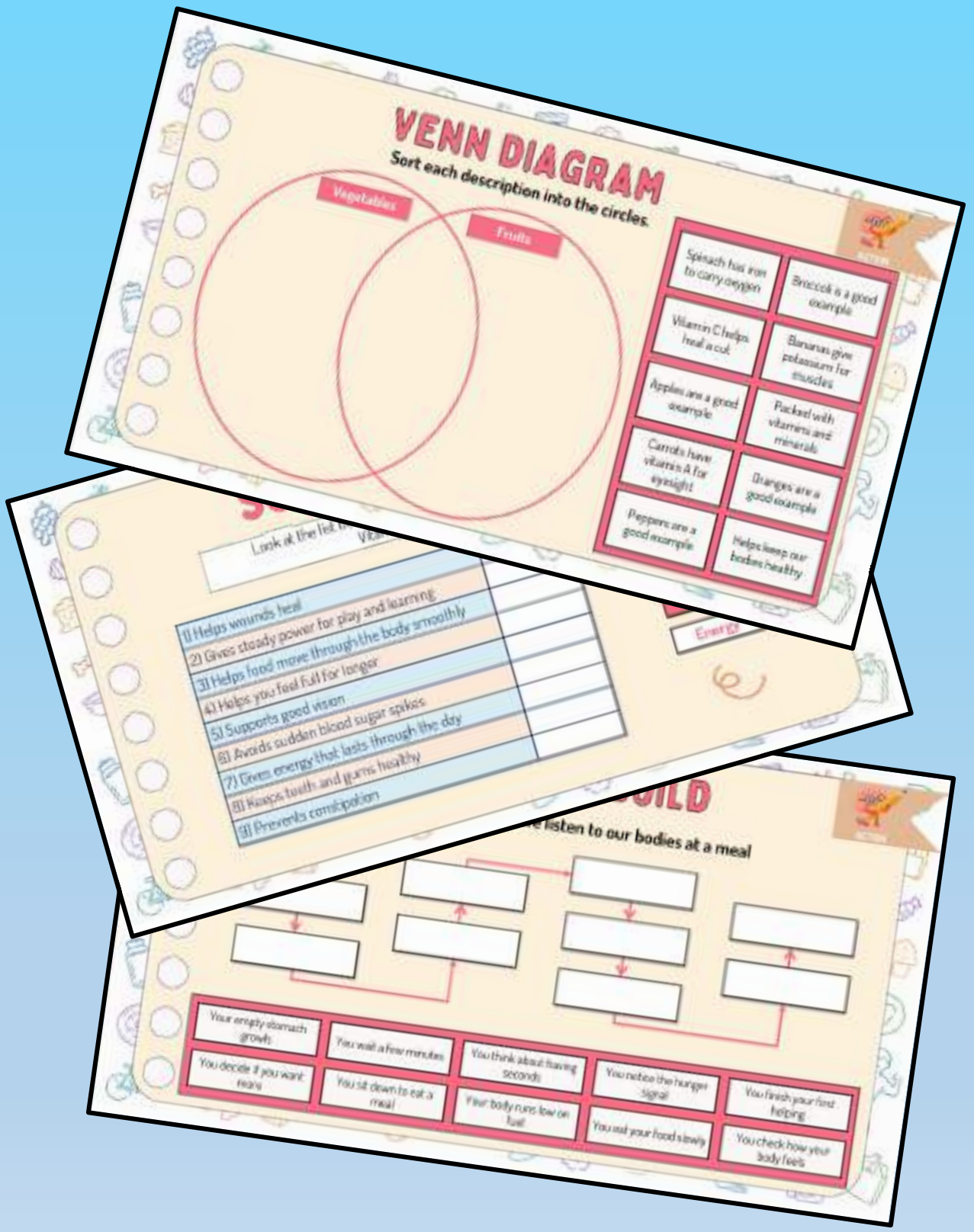
Part 3 – Consolidation!
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BC Health Curriculum
Healthy Eating– Grade 4



BC Health Curriculum
Healthy Eating– Grade 4



BC- Grade 4 – Health Unit

Healthy Eating



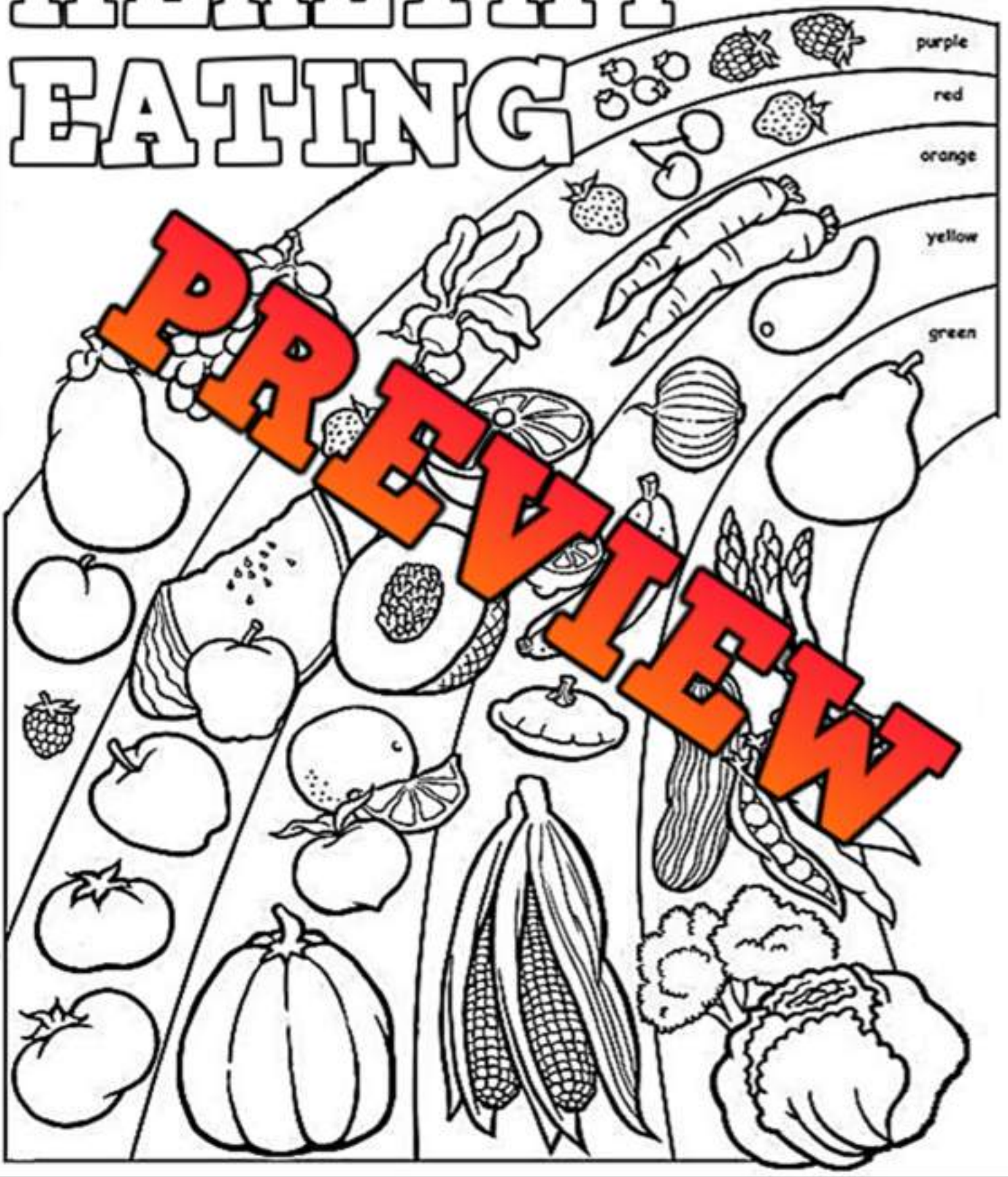


	Elaborations	Pages
HE4.1	Explain the relationship of healthy eating to overall health and well-being.	4, 57, 86
HE4.2	taste preferences to guide when and how much to eat.	19-57, 86
HE4.3	Number of servings: Canada's new food guide no longer includes recommended daily servings but instead recommends eating a variety of foods including vegetables and fruit, proteins and whole grains.	58-86

Preview of 70 pages from this product that contains 124 pages total.

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HEALTHY EATING



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Curriculum Connection
HE4.1

What Is Healthy Eating?

What is Healthy Eating?



Healthy eating means choosing foods that help our bodies grow strong and stay energetic. It isn't just about eating; it's about making good choices that keep us feeling happy and healthy. Eating healthy foo help us concentrate better in school, fe during playtime, and suppo strong bones and muscles. Healthy gi the nutrients, vitamins, and minerals we need.

PREVIEW

Why Nutrients Matter

Nutrients are what make our b n s ifferent nutrients support different parts of our bodies:

- Calcium: Found in milk, cheese, and yogurt. Cal buil ng bones and teeth.
- Protein: Meats, beans, and eggs are rich in p The muscles.
- Vitamins: Fruits and vegetables have vitamins that imm tem, helping us stay healthy.
- Fibre: Whole grains, fruits, and vegetables provide fibre that ke healthy.

How to Balance Foods

A balanced diet includes foods from all main food groups: fruits, vegetables, grains, protein, and dairy. Eating a variety of foods gives us a mix of nutrients that help us grow and keep us active. Choosing water or milk over sugary drinks, and picking fresh snacks like apples instead of candy, are small steps that help us make healthy choices every day.

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Curriculum Connection
HE4.1

Questions

Answer the questions below.

1) Explain how healthy eating affects our energy levels.

2) What are two benefits of eating fruits and vegetables every day?

1. _____

2. _____

Draw

Draw and label [illegible] one healthy and one less healthy. Explain your choices.

Fill In The Blanks

Fill in the blanks with the correct answer.

1) Drinking _____ instead of soda is a healthy choice.

2) _____ supports our immune system.

3) Healthy eating keeps us _____ and active.

4) _____ builds strong bones and teeth.

5) Healthy eating means choosing _____ foods.

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Curriculum Connection
HE4.1

Healthy Eating Habits

Healthy Eating Habits

Here are some habits that you can form to follow Canada's Food Guide:

1) Eat a variety of foods from each of the food groups in the guide every day.

2) Include plenty of vegetables and fru[PREVIEW] their diet.



3) Choo[PREVIEW] foods, su[PREVIEW] whole [PREVIEW] ds, cereals, an[PREVIEW]

4) Choose fresh fo[PREVIEW] rep[PREVIEW] stead of processed foods, which are high in fat, sugar and [PREVIEW]

5) Choose lean protein sources, such as fish, poultry, and legumes, instead of higher fat meat options.



6) Drink water instead of sugary drinks, such as juice and soda.

7) Eat meals together as a family.

8) Be mindful of portion sizes.

9) Try new foods and recipes, to expand your taste buds and experience with different foods.

10) Be physically active for at least 60 minutes every day.

By incorporating these habits into your daily routine, you can build a healthy and balanced diet based on Canada's Food Guide.

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Curriculum Connection
HE4.1

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 new foods introduces more nutrients to your diet.	True	False

Making Connec

ur favourite meal? Is it healthy? How could you make it

PREVIEW

Questions

Answer the questions below using evide m

1) What are the benefits of eating meals prepared at home?

2) Why is it important to eat a variety of foods?

Name: _____ 10

Curriculum Connection
HE4.1

Spelling Bee – Healthy Eating

Objective What are we learning about?

To enhance students' vocabulary related to healthy eating by learning key terms from Canada's Food Guide.

Materials at you will need for the activity.

- List of spelli ate to healthy eating
- Bell or buzze haling t spellings



Instructions How you w lete

1. Prepare a list of spelling words rel ed to he y ea
2. Divide participants into teams or have the pe l hased on class size and dynamics.
3. Clarify the rules, including turn-taking, scoring, and handlin
4. Begin the bee by having the first participant spell a word from th he list, noting their attempt on the board.
5. Use a signal device to indicate correct or incorrect responses and display the correct spelling for any mistakes.
6. Progress through participants, allowing multiple attempts and cycling through the word list.
7. Tally correct spellings to determine scores for each participant or team.

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Curriculum Connection
HE4.1

Spelling Terms | List of healthy eating words:

Easy	Moderate	Hard	Very Hard
milk	quinoa	broccoli	asparagus
meat	lentil	avocado	rutabaga
fish	spinach	cucumber	cauliflower
[illegible]	carrot	zucchini	pomegranate
bean	[illegible]	mushroom	blackberry
corn	[illegible]	sunflower	raspberry
pear	pea[illegible]	[illegible]ion	watermelon
plum	salmon	c[illegible]age	strawberry
kiwi	cheese	fla[illegible]	[illegible]kpea
lime	turkey	parsley	[illegible]
kale	squash	rosemary	k[illegible]abi
beef	celery	blueberry	tangerine
pork	almond	coconut	persimmon
oats	garlic	artichoke	macadamia
tuna	walnut	brussels	cantaloupe

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Curriculum Connection
HE4.1

Reflection Draw and label foods you would put in your healthy grocery bag, using words from the activity.



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Curriculum Connection
HE4.1

The Healthy Eating Team

Meet the Healthy Eating Team



The Healthy Eating Team includes doctors, dietitians, nutritionists, and nurses. Each person on the team has a special job in helping people make good food choices. Let's take a look at what each member of the team does and how they work together to keep people healthy.

Doctors: He[illegible] Health Checks

Doctor[illegible] help people when they feel sick or need advice on s[illegible] ch[illegible] how the body is doing, recommend good habits, and s[illegible] even[illegible] to see if someone needs changes in their diet. Doctors often work clo[illegible] with [illegible] bers to make sure patients get the right advice.

Dietitians and Nutritionists: Food Experts

Dietitians and nutritionists are experts in food and n[illegible]n. Th[illegible] meal plans that include the right vitamins, proteins, and minerals t[illegible] pe[illegible] e are some foods they might recommend to eat more often:

- Fruits and Vegetables: For vitamins and fibre.
- Whole Grains: Like oats and brown rice for energy.
- Lean Proteins: Like chicken, fish, or beans for strong muscles.

Nurses: Giving Extra Support

Nurses help people understand how to eat better. They give tips on portion sizes, remind patients about healthy snacks, and check if the diet plan is working. Nurses also encourage people to stay on track with healthy choices every day.

Each member of the Healthy Eating Team works together to help people live happier, healthier lives through better food choices.

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Curriculum Connection
HE4.1

Multiple Choice

Should the health experts recommend these foods to you?

Food	YES	NO
1) Broccoli		
2) Quinoa		
3) Margarine		
4) Ice cream		

Food	YES	NO
5) Almonds		
6) White Bread		
7) Salmon		
8) Candy Bars		

Questionir

a question you would like to ask each health professional.

Doctor	
Dietitian	
Nutritionist	
Nurse	

PREVIEW

Questions

Answer the questions below using evide m

1) What is the main role of doctors on the Healthy Eating Team?

2) How do nurses support patients in staying healthy every day?

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HE4.1

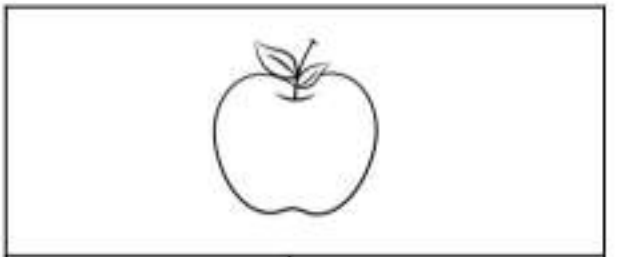
Healthy Food Choices

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 following foods good to eat 'anytime' or only 'sometimes'?



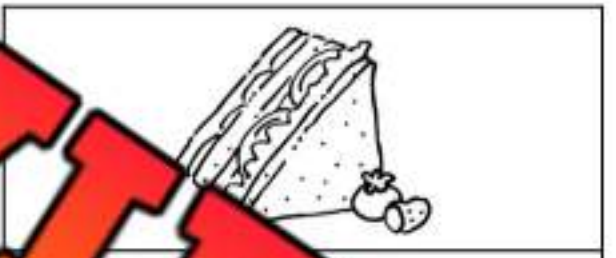
Sometimes	Anytime



Sometimes	Anytime



Sometimes	Anytime



Sometimes	Anytime



Sometimes	Anytime



Sometimes	Anytime



Sometimes	Anytime



Sometimes	Anytime

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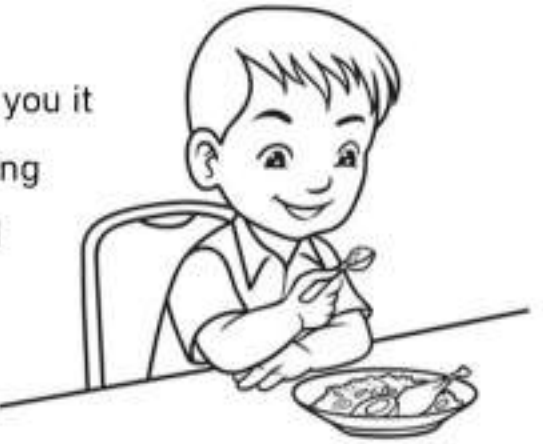
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Curriculum Connection
HE4.1, HE4.2

Why Eating When Hungry Matters

Understanding Hunger



When you feel hungry, it's your body's way of telling you it needs fuel, just like a car needs gasoline to run. Eating food gives us energy, which helps us play, learn, and do our daily activities.

The Importance of Eating on Time

1) Energy Boost: Food breaks down into glucose, the main energy source for your brain and muscles. Without it, you can start feeling sluggish and tired.
2) Better Focus: When you eat nutrient-rich food, your brain works better. This means you can think clearly and do better in school.
3) Mood Improvement: Eating regularly helps keep your mood stable. Skipping meals can make you feel grumpy or irritable.

How Skipping Meals Affects Us

Not eating when you're hungry can lead to not feeling well. Here's what might happen:

- Feeling Tired: Without enough fuel, your body runs low on energy, so you feel sleepy or weak.
- Trouble Concentrating: It's hard to focus on your work or lessons if you're hungry.
- Mood Changes: You might feel more upset, angry, or sad if you haven't eaten.

Remember, eating healthy meals at the right times is important to keep your body and mind strong and ready for any challenge. Always try to listen to your body and eat when you feel hungry to stay energetic and happy!

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Curriculum Connection
HE4.1, HE4.2

Fill In The Blanks

Fill in the blanks with the correct answer.

1) When you are hungry, your body needs _____.

2) Eating gives you _____.

3) If you skip meals, you might feel _____.

4) Glucose is the main _____ source for your brain.

5) Regular meals help keep your mood _____.

Questions

Answer the questions below.

1) How [illegible] eating [illegible] energy levels throughout the school day?

2) Why is it important to eat when you fee[illegible]

Diary

Write a short diary entry about what you ate today and how it during different parts of the day.

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Curriculum Connection
HE4.1, HE4.2

Role - Play: Hunger and Thirst Cues

Objective

What are we learning about?

To help students recognize and articulate physical signs of hunger and thirst and to learn healthy ways to respond to these signals.



Materials

at you will need for the activity.

- Rol cards ent scenarios
- Chart paper
- Markers
- Glue sticks
- Scissors

PREVIEW

Instructions

How you will complet activi

1. Begin with a brief discussion on what hunger a mportant to listen to our bodies.
2. Divide the students into pairs and hand each pair a set of ro -pla
3. Each student takes turns acting out their role: one as the person per hunger or thirst, and the other as the helper suggesting healthy option
4. Encourage students to use descriptive words to express how they feel when hungry or thirsty and to think creatively about healthy responses.
5. After the role-play, each pair will choose one scenario to create a poster. They will draw or glue pictures of suggested healthy foods or drinks on the chart paper.
6. Display the posters around the classroom for everyone to view and discuss.
7. Conclude the activity with a reflective discussion on the importance of choosing healthy foods and listening to our bodies.

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Curriculum Connection
HE4.1, HE4.2

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Morning Rush	Marley wakes up feeling really tired and slightly dizzy. Marley tells their friends at school how hard it was to get up. Alex asks if Marley skipped breakfast. Marley nods, explaining they didn't feel like eating. Alex suggests a banana and a small bowl of yogurt to help Marley feel better.
After-School Activities	Casey feels really drained after soccer practice. Casey tells Jamie and Taylor [illegible] break and can't focus. Taylor suggests drinking a sports drink. Jamie disagrees and recommends water and an apple instead. They discuss the benefits of both, and Casey decides to try Jamie's suggestion.
Hot Day Hydration	During a very hot day [illegible] about a headache during recess. Morgan suggests that Eli may be dehydrated and they go to the water fountain, but Eli is unsure if water alone will help. Morgan suggests adding a slice of lemon for extra refreshment. Eli tries it and feels refreshed and better.
Mid-Morning Slump	Zoe yawns continuously during a mid-morning class. Zoe's friend, Aiden, notices and asks if Zoe had a good breakfast. Zoe admits to only having a cookie. Aiden suggests a piece of cheese and some fruit for sustained energy. Zoe tries this snack at break and feels more alert.
Lunch Box Swap	Riley is unhappy with their lunch today and feels very hungry. Riley's friends, Quinn and Jesse, offer to swap some items. Quinn offers an orange and Jesse offers a turkey sandwich. Riley trades a bag of chips for the healthier options. They all enjoy their new, mixed lunches and feel satisfied.
Study Session	During a study session, Harper starts getting a headache and feels irritable. Harper's study partner, Blake, suggests they might be hungry. They take a break, and Blake offers some almonds and dried cranberries. Harper eats and feels more focused and less irritable. They return to studying more effectively.

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Curriculum Connection
HE4.1, HE4.2

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Movie Time	During movie time in class, Sasha starts to feel jittery and anxious. Sasha tells their friend, Max, who thinks it might be because Sasha drank too much soda. Max suggests switching to water and having some popcorn without butter. Sasha tries this and feels calmer as the movie continues.
Rainy Recess	It's a rainy day and indoor recess makes Leo feel sluggish and thirsty. Leo's friend, Ethan, notices and offers Leo some cucumber slices and a water bottle. Leo is skeptical but tries them. Leo finds them very refreshing. Leo thanks Ethan for the helpful suggestion.
Breakfast Club	Ava forgot to eat breakfast and feels dizzy during the morning announcements. Ava's friend, Peyton, is part of the breakfast club and invites Ava to join. Peyton offers Ava a bowl of oatmeal with berries. Ava eats it and starts to feel more stable. Ava decides to join the breakfast club regularly.
Field Trip Snacks	On a field trip, Oliver feels nauseous and sick. Oliver's teacher, Mr. Thompson, notices and suggests Oliver might need a snack. Mr. Thompson offers Oliver a granola bar and a small bottle of water. Oliver eats the granola bar and drinks some water almost immediately. Oliver thanks Mr. Thompson and enjoys the rest of the trip.
Pre-Sports Energy	Just before gym class, Finn mentions feeling too tired to participate. Finn's friend, Rory, suggests they might need more energy. Rory offers Finn a banana and some peanut butter on whole wheat bread. Finn eats it and feels energized enough to enjoy gym class.
Library Lunch	In the library, Maya feels a sudden drop in energy and a headache. Maya's friend, Jordan, offers some trail mix they have in their backpack. Maya tries the trail mix and also drinks some water Jordan offers. Maya's headache starts to fade and they feel more alert. Maya and Jordan return to their reading.

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HE4.1, HE4.2

My Name		Who I Am Assessing	

Peer Assessment

Assess your peer using the checklist below:

Criteria	Description	Stars (1: Needs Improvement, 5: Best)
Clarity of Speech	The ability to speak clearly and audibly, ensuring all words are easily understandable.	☆☆☆☆☆
Understanding of Cues	Demonstrates a good grasp of the physical cues of hunger and thirst as described in the role.	☆☆☆☆☆
Appropriate Sugg	ffers sensible and healthy food or drink options to the scenario.	☆☆☆☆☆
Engage with Partner	ges with their partner, responding ir cues and suggestions.	☆☆☆☆☆
Use of Descriptive Language	ly use language to convey	☆☆☆☆☆
Creativity	Shows cr ding nents that enhance the	☆☆☆☆☆
Body Language	Uses body language eff o exp feelings and reactions the role	☆☆☆☆☆
Voice Modulation	Effectively uses changes in tone ume enhance the communication of hu r th	☆☆☆☆☆

PREVIEW

Glow and Grow

Glow: Write two things your peer did really
Grow: Suggest one area where your peer can improv

Glow	_____ _____
Glow	_____ _____
Grow	_____ _____

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Curriculum Connection
HE4.1, HE4.2

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 daily and children aged 9-13 should drink 5-6 cups (1.4L) - and choose water as their drink of choice. Drinking water provides many health benefits, including:

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





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

Is Drinking Juice and Milk As Healthy As Drinking Water?

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

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

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HE4.1, HE4.2

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 juice is the same as drinking water.	True	False

Visualizing

...u were picturing while you were reading. Explain the picture.

Questions

Answer the questions below using ...

1) What are the benefits of drinking water?

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

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Curriculum Connection
HE4.1, HE4.2

Activity: Hydration Check-In



Objective

What are we learning about?

To help students understand the importance of regular hydration and learn to recognize their body's hydration cues.

Materials

What you will need for the activity.

- Perso[illegible]s for each student
- Wa[illegible]ake trac[illegible]t (provided)
- Coloured ma[illegible]ls
- Poster paper
- A clock or timer

Instructions

How you will compl[illegible]tiv[illegible]

1. Give each student a personal water bottle an[illegible]ter in[illegible]g sheet at the beginning of the school day.
2. Explain the importance of drinking water and how it h[illegible]odi[illegible]tio[illegible]
3. Set a timer to remind students to check their thirst every hour an[illegible] they feel thirsty.
4. Each time they drink, students should record the amount of water cons[illegible]ed on their tracking sheet.
5. Encourage students to use stickers or stamps to mark each glass of water they drink on their poster paper.
6. At the end of the day, review the tracking sheets with the students to discuss their observations about their thirst and water intake.
7. Display the poster papers around the classroom to celebrate the students' efforts in staying hydrated.

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Curriculum Connection
HE4.1, HE4.2

Track Use this tracking sheet to record your water intake throughout the school day.

Time Slot	Amount Drank (ml)	Thirst Level (Before Drinking)	Notes
8:00 - 9:00			
9:00 - 10:00			
10:00 - 11:00			
11:00 - 12:00			
12:00 - 1:00			
1:00 - 2:00			
2:00 - 3:00			

PREVIEW

Instructions for Use:

- At the end of each time slot, fill in the amount of water you drank during that hour in the 'Amount Drank (ml)' column.
- Rate your thirst level on a scale from 1 to 5 (1 being not thirsty at all, and 5 being very thirsty) in the 'Thirst Level (Before Drinking)' column before you drink the water.
- Use the 'Notes' column to jot down any other thoughts or feelings related to your hydration, such as how you felt after drinking or any particular reasons you felt more or less thirsty.

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HE4.1, HE4.2

Reflection

Create a superhero character that gains powers from drinking water. What powers do they have? Draw your hero and describe their powers next to them.

My Superhero	Powers

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Curriculum Connection
HE4.1, HE4.2

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 aware of how the food looks, smells, tastes, and feels.

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



PREVIEW

What Are The Benefits of Mindful Eating?

The benefits of mindful eating include:

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

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HE4.1, HE4.2

MCQs

Circle the correct answer.

1) Mindful eating improves:	Speed	Digestion
2) Mindful eating focuses on food's:	Flavours	Price
3) Being aware during eating involves noticing:	Aromas	Price
4) Mindful eating involves being aware of:	Weather	Emotions
5) Mindful eating includes paying attention to:	Ads	Cues

Senses

Cr[illegible]rnal entry describing your last meal using all five senses. Focus on t[illegible]urs, smells, sounds, and visual aspects of the food.

Touch	
Taste	
Sound	
Smell	
Sight	

Questions

Answer the questions below using e[illegible]e f[illegible]

1) What does mindful eating encourage us to notice about our food?

2) How does being aware of fullness cues change eating habits?

PREVIEW

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Curriculum Connection
HE4.1, HE4.2

Activity – Mindful 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 smells, feels, and sounds like or tastes like if a food.

Item	Smell	Taste	Sound	Sight

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Connecting Reflect on what you experienced during the scavenger hunt and how it relates to mindful eating.

_____

_____

_____

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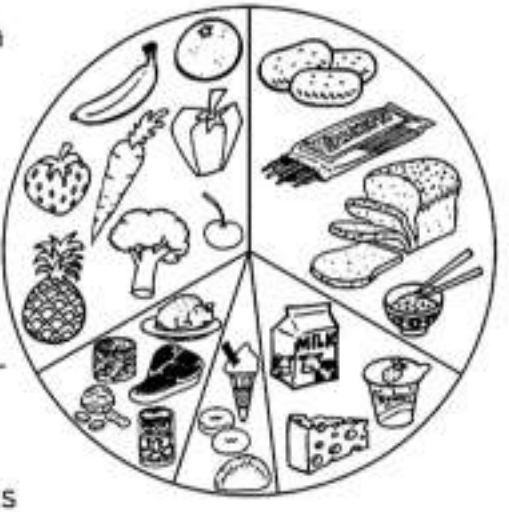
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Curriculum Connection
HE4.1, HE4.2

Blog Post: How Balanced Eating Keeps Us Active

8 Ways Balanced Eating Keeps Us Energized and Active

Date: October 11, 2024 Author: Marley Henderson *3-minute read*



Hello young learners! Today, we're diving into how eating a balanced diet helps us stay active and full of energy. Let's explore why ... meal matters!

1) **Powe... ...kfast**: Start your day with a br... ...oteins like eggs or yogurt, and whole gra... ...eal. This combo keeps your energy high t... ...t the ...
2) **Carbohydrate Cha... F... ...** and fruits provide carbohydrates, t... ma... ...urce. Eating these helps you run, jump, and play without getting ...ed ...
3) **Protein Power**: Proteins are building ...ks for o... ...Eating foods like chicken, beans, or nuts helps strengthen our ...s, ma... ...onger for activities like soccer or swimming.
4) **Fabulous Fats**: Healthy fats from avocados, olive oil, a... ...lp ... ...r joints moving smoothly, so it's easier to stay active.
5) **Snack Smart**: Snacks like apple slices with peanut butter offer a q... ...boost between meals, keeping your motor running all day.
6) **Hydration Station**: Drinking water is a key part of staying active. Water helps transport nutrients that give energy, so remember to sip often!
7) **Vitamin Vigour**: Vitamins from fruits and vegetables, like vitamin C in oranges and vitamin A in carrots, support overall health, helping you feel good and stay active.
8) **Mineral Magic**: Minerals like iron in spinach and calcium in dairy products are essential for energy and strong bones. Including these in your diet helps you play harder and longer.

PREVIEW

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Curriculum Connection
HE4.1, HE4.2

Questions

Answer the questions below.

1) Why is water important for staying energized?

2) Why is it important to have a power-packed breakfast?

PREVIEW

Fill In The Blanks

Fill in the blanks with the correct answer.

1) Breakfast includes _____ eggs.

2) _____ are the body's _____ rce.

3) Nuts are a good source of _____

4) Healthy _____ help joints m_____ oothly

5) Spinach is a good source of _____

Menu

Draw a three-day menu for breakfast, lunch, and dinner that i_____ meals. Use symbols to represent different food groups.

Breakfast	Lunch	Dinner

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What Happens When We Skip Meals?

Why We Need Regular Meals



Eating regular meals gives us the energy to think, play, and stay healthy. When we skip meals like breakfast, lunch, or dinner, it can affect our body and mind in different ways.

Effects on E and Focus

1) Energy ion: Our bodies need fuel from food to ru st rs need gas. If we don't eat, we can fe tired a have energy to play or learn.
2) Hard to Foc eating ficult to pay attention in class or to the instructions in a g Foc in to stay alert.

PREVIEW

Effects on Mood

Skipping meals can make us feel grumpy ay. Wh e hungry, we might feel sad or irritated more easily than usual.

Overall Health

Not eating meals regularly can make us feel weak and can e e k se often. Meals give us vitamins and minerals that keep us strong and he

What Each Meal Does

- Breakfast: Known as the most important meal of the day, breakfast starts our energy after a night of sleep. It helps us wake up our brain and body.
- Lunch: Refuels us halfway through the day and helps us keep doing our best in school or at play.
- Dinner: Gives us the energy for evening activities and helps our body repair and grow during sleep.

Remember, eating all three meals helps us stay active, happy, and healthy!

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MCQs

Circle the correct answer.

1) What helps us stay alert?	Sleep	Food
2) What meal is known as the most important?	Dinner	Breakfast
3) What emotion might you feel if you skip a meal?	Happy	Grumpy
4) What do we need to keep playing and learning?	Toys	Energy
5) What meal helps you wake up your brain?	Dinner	Breakfast

Questions

Answer the questions below.

1) Why is [illegible]red the most important meal of the day?

2) How does missing meals af[illegible]mo[illegible]t the day?

PREVIEW

Word Search

Find the words in the wordsearch.

Energy	Alert
Focus	Grumpy
Mood	Vitamins
Health	Minerals
Breakfast	Grow
Lunch	Brain

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

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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 opti[illegible]available. Pack a salad, whole grain sandwich, or leftovers from dinner.

Choose w[illegible]g out: When eating out, look for options that are grilled or baked, [illegible] than f[illegible]alad, soup or a grilled sandwich instead of a heavy meal.

Keep healthy snac[illegible]nd: P[illegible] like fruit, raw veggies, unsalted nuts, or dried fruit to keep you [illegible]en meals.

Plan ahead: Consider what meals [illegible]d sn[illegible]e during the day, and plan accordingly, letting your parent know w[illegible]ealthy [illegible]meals you enjoy most so that you have the ingredients needed at home[illegible]hy sn[illegible] 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 fibre to keep you satisfied and energized throughout the day. By being prepared, you can eat healthily even when you are away from home.

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Curriculum Connection
HE4.1, HE4.2

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 and lunches away from home.	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 fruit or vegetables as a snack is a good way to eat healthy.	True	False

Making Connec

your favourite healthy snack options that you can take with ntly?

PREVIEW

Questions

Answer the questions below using evide om

1) What are some sources of protein you can have in a snack?

2) Why is it important to eat snacks that have fibre?

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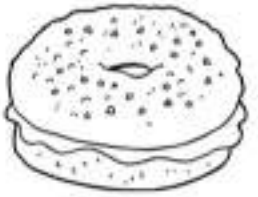
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HE4.1, HE4.2

Choosing a Healthy Snack

Questions How do we know what the healthiest choice is?

When we are trying to make the healthiest food choice there are several things to consider, including how much fat, salt and sugar the food has. Also does the item have nutrients or is it just empty calories? Imagine you are going to a coffee shop for a morning snack. You have a choice between a chocolate chip muffin, a bagel or a glazed donut.

PREVIEW

Nutrients much ed each day**			
	col	Plain bagel with am cheese*	Glazed donut
Fibre 15 – 20 g	2	g	1 gram
Fat 66 g	16 g	9	10 grams
Carbohydrates 130 g	66 g		41 grams
Calories 2000	420	0	270
Sodium 1800 mg	330 mg	615 mg	0 mg
Protein 34 g	6 g	12 g	g
Calcium 1300 mg	40 mg	83 mg	g
Iron 8 mg	4 mg	4 mg	mg

*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.

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

_____

_____

_____

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Story: Treats and Their Place in a Healthy Diet

Draw Draw pictures that show the story.

Timothy's Treat Day

In the small town of Greenwood, Timothy was known for his love of sweets. His favourite day of the w was Saturday because it was "Treat Day." One Saturday morning, as the sun shone imothy was especially excited. Today, he planned to learn exactly why t ec how they fit into his healthy diet.

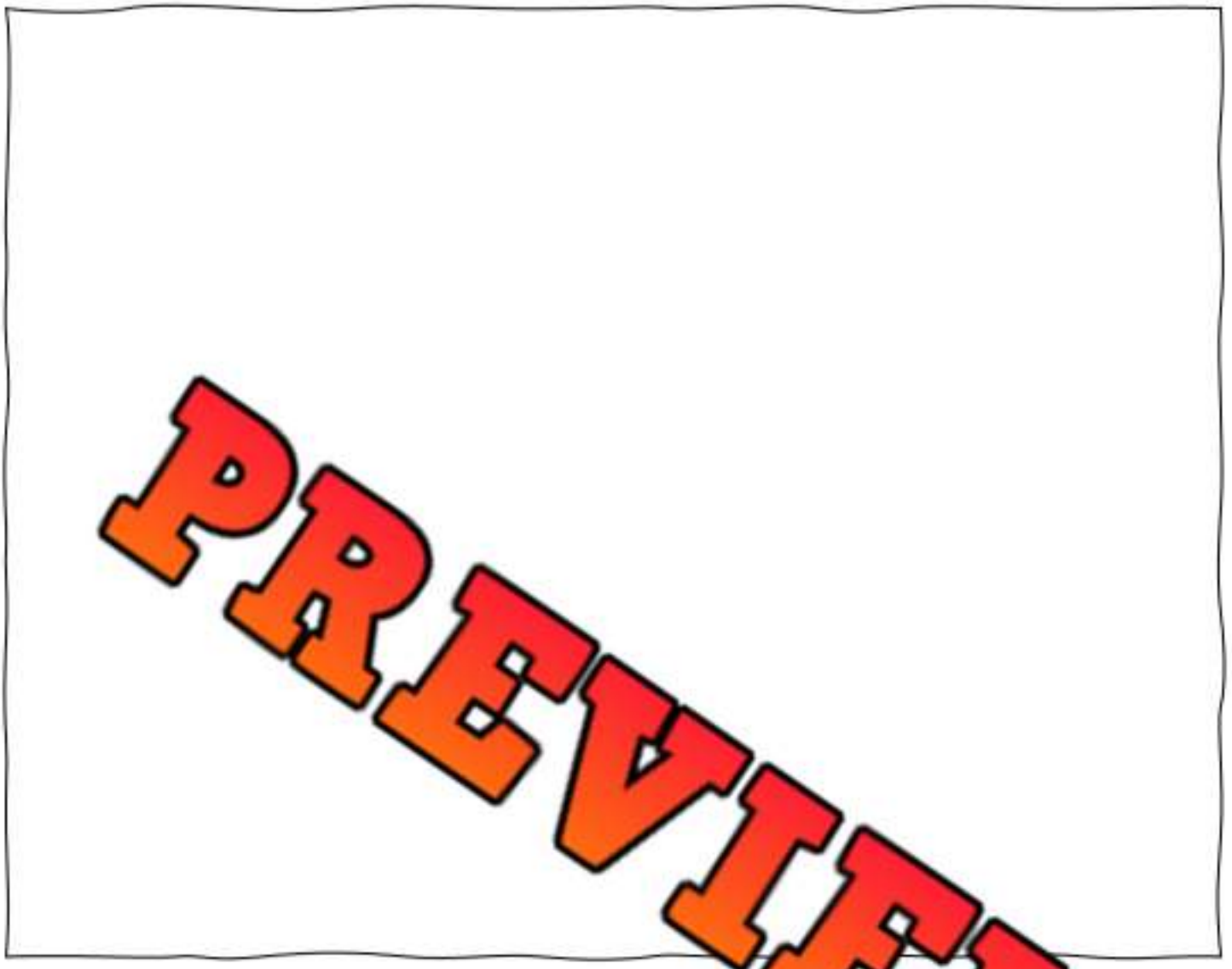
Timothy started a bi of oatmeal topped with blueberries and a drizzle of honey. His mom a said kfast fuels your brain and body for the day!"

As he ate, his mom explained, t the sprinkles on your oatmeal. They make life fun, but just like sprinkles y ca l the goodness."

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PREVIEW

Timothy thought about this as he chewed. "Mom, how many t s t "

"Well," his mom replied, "experts recommend that treats should only 10% of what we eat in a day. That's like if you have 10 bites of food, only 1 bite s be a treat."

After breakfast, Timothy and his mom went to the market. They picked fresh fruits and vegetables. Timothy noticed the bright colours and remembered something from school.

"Fruits and vegetables should fill half our plate because they give us vitamins, like vitamin C in oranges and vitamin A in carrots, which help keep our eyes sharp and our skin healthy."

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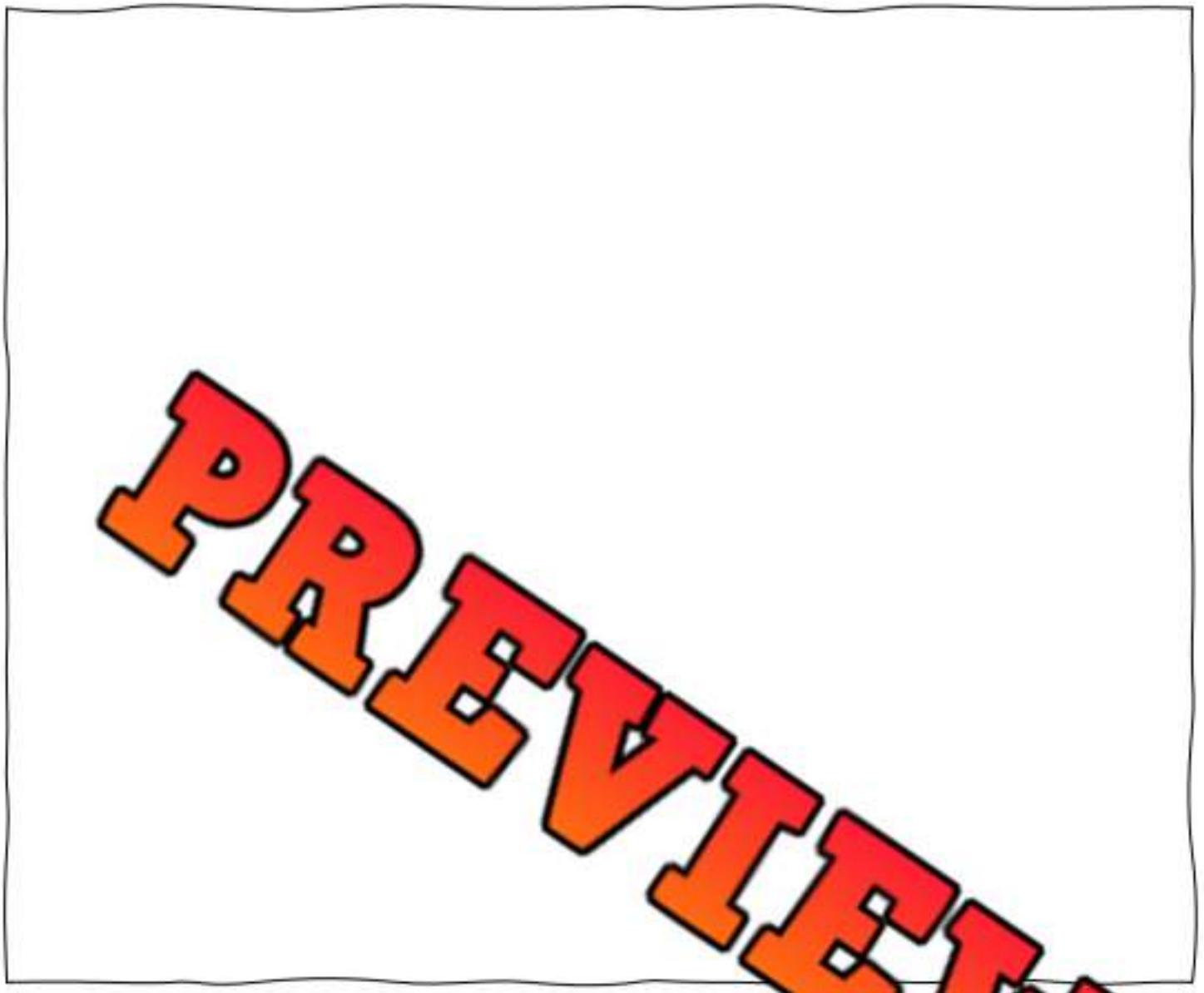
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HE4.1, HE4.2

At the market, they also stopped by a bakery. Timothy's eyes grew wide at the sight of all the treats. He chose a small chocolate chip cookie. "One small cookie is a good treat for today," he said proudly.

"Yes," his mom smiled, "having a small treat makes it special, and it's all about balance." Back home, Timothy and his mom made a chart showing what he ate in a day. They filled in lots of fruits, vegetables, some protein like chicken and fish, a bit of grains like rice, and a tiny s for his cookie.

PREVIEW

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HE4.1, HE4.2



That night, Timothy shared his chart with his dad. "Treats are okay if [illegible] sometimes and not too many," he explained. "It's like having a little bit of d[illegible] after a big, healthy meal!"

His dad nodded, "Exactly, Timothy. It's great to enjoy a treat, especially when you've eaten all the good stuff that keeps you strong and healthy."

Timothy went to bed feeling happy and smart. Treats were tasty, but knowing when and how much made them even better. He couldn't wait to share his new knowledge with his friends at school next week.

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Listening to Our Bodies' Hunger Signals

What Are Hunger Signals?



Hunger signals are the ways our bodies tell us that it's time to refuel. Here are signs that you might be hungry:

- Stomach Growling: This is one of the most common hunger signals. When your stomach growls, it means it's empt eeds food.
- Feelin ; If you feel like you don't have mu rgy, it c ecause your body needs more fuel from food.
- Getting a Litt , when people need to eat, they start to feel grumpy or ups than

Why Should We Listen?

Listening to what our bodies tell us bout t because:

1) It Helps Us Stay Healthy: Eating whe are tru stopping when we are full helps us get the right amount of nutrient ut ov
2) Keeps Energy Levels Up: By eating the right am up for playing, learning, and growing.
3) Avoids Overeating: Paying attention to hunger signals can preven o much, which can make us feel uncomfortable and sluggish.

How to Listen to Your Body

To really understand what your body needs, try doing these things:

- Eat Slowly: Eating slowly gives your body time to realize when it's full.
- Pause Before Seconds: Before you go back for more food, wait a few minutes to see if you are still hungry.
- Talk About Feelings: Sometimes, we eat because we are bored or sad, not because we are hungry. Talking about how you feel can help you understand why you want to eat.

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Curriculum Connection
HE4.1, HE4.2

MCQs

Circle the correct answer.

1) What does stomach growling signal?	Hunger	Thirst
2) Feeling weak indicates you might be:	Hungry	Thirsty
3) If you feel cranky, you might need to:	Eat	Sleep
4) Before getting seconds, you should:	Wait	Eat
5) Listening to hunger signals keeps us:	Healthy	Busy

Questions

Answer the questions below.

1) Why [illegible] slowly during meals?

2) What does feeling cranky s[illegible] ind[illegible] your body's needs?

PREVIEW

Emotion vs. Hunger

Can you list times you ate in the last t[illegible] wh[illegible] ad or bored, and times when you were really hu[illegible]ry?

Emotional	
Emotional	
Emotional	
Hunger	
Hunger	
Hunger	

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HE4.1, HE4.2

Eating Until We Feel Full: What Does It Mean?

Understanding Satiety



Satiety is the feeling of being full after eating. It's your body's way of telling you that you've had enough food and it's time to stop eating. This feeling comes from your stomach and brain working together!

Why Feeli

When nt to stop eating. This helps you avoid eating too much, which can make lead to unnecessary weight gain. Listening to your body helps you st and

How to Recognize When You

1) Eat Slowly: It takes about 20 minutes et the message from your stomach that you're full. Eating slow es you realize it no longer needs more food.

2) Notice the Signs: Pay attention to your body. Signs yo g f de longer feeling hungry, feeling like your stomach is stretchi and e you don't want any more to eat.

3) Stop When You're Comfortable: You don't need to eat until you're stuffed. Stop eating when you feel you've had enough, even if there's still food left.

Benefits of Eating Slowly

Eating slowly helps you digest your food better and enjoy the flavours more. It also makes it easier to notice when you're full so you don't eat too much. This is a good way to take care of your health and keep your body feeling good.

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Curriculum Connection
HE4.1, HE4.2

True or False

Is the statement true or false?

1) Satiety is a sign to keep eating.	True	False
2) Eating quickly helps you feel full.	True	False
3) Your stomach sends fullness signals.	True	False
4) It's best to eat until the plate is empty.	True	False
5) You should ignore feelings of fullness.	True	False

Write

Ha nts write a diary entry from the perspective of their stomach. T talk about how it feels when they eat too fast versus when slo stop when full.

Questions

Answer the questions below using

1) Why is it important to stop eating when comfortable?

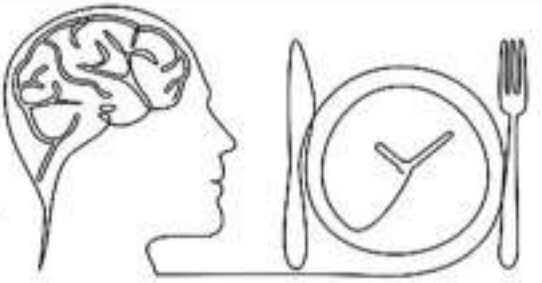
2) What are two signs that you are beginning to feel full?

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Curriculum Connection
HE4.1, HE4.2

Letter - Mindful Eating



Dear Mrs. Parker,

I hope you're having a fantastic week! I wanted to share something exciting that we've started in our Grade 4 class. It's all about eating mindfully and truly enjoying ev bite!

Did y that mindful eating is a way to pay full attention to the taste, texture food? We're learning to notice how each bite feels and the differe ours t taste in a simple apple or a piece of bread. It's not just about eating; it' ien od!

We discover wh ly and really think about our food, our digestion works better. Th ur sto an break down our food more efficiently, helping us feel fulle tes interesting? We also learned that the average person eats much faste ey sh o, we are practising taking small bites and chewing them thoroughly to unders how our body.

Here's a fact we learned: it takes about 2 tes f get the message from our stomach that we're full. That's why e ly can nt us from eating too much. We're also keeping a journal in class where fite different foods make us feel and what they taste like. This helps us b our eating habits.

I thought this could be a great idea for your class, too, considering how important it is to develop healthy eating habits early on. Maybe your students would enjoy starting their own food journals!

Looking forward to hearing your thoughts on this!

Warm regards,

Ms. Thompson

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HE4.1, HE4.2

Questions

Answer the questions below.

1) How can mindful eating help someone feel fuller with less food?

2) How does mindful eating affect digestion?

PREVIEW

Fill In The Blanks

Fill in the correct answer.

1) Mindful eating focuses on t_____ of food.

2) We should _____ ood t_____ hly.

3) Taking _____ bites is reco_____ nde_____

4) It takes _____ minutes _____ ful_____

5) We learn about different _____ s.

Menu

Draw a menu for breakfast, lunch, and dinner that includes ba_____ symbols to represent different food groups.

Breakfast	Lunch	Dinner

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Curriculum Connection
HE4.1, HE4.2

Fact or Fiction – Healthy Eating

Objective

What are we learning about?

To help students differentiate between common myths and facts about healthy eating, promoting informed dietary choices.

Materials

What you will need for the activity.

- A l[illegible]t healthy eating
- A 'Fact' sign[illegible]n' s[illegible]to distinguish the two sides o[illegible]
- Designated areas [illegible]ce the 'Fact' and 'Fiction' sig[illegible]g sp[illegible] students to move to eithe[illegible]



PREVIEW

Instructions

How you will complete [illegible]e activi[illegible]

1. Your teacher will read statements from cards [illegible]attent[illegible] each statement is shared.
2. Consider carefully whether you think the statement is true o[illegible]
3. If you decide the statement is true, walk to the 'Fact' side of the r[illegible]
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!

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HE4.1, HE4.2

Fact or Fiction | Read the statements to the class

#	Statement	Fact or Fiction
1	Eating fruits and vegetables every day can reduce disease risk.	Fact
2	You need to drink 8 glasses of milk every day to be healthy.	Fiction
3	Skipping breakfast is a good way to lose weight.	Fiction
4	Drinki helps keep your skin healthy.	Fact
5	Yo ganic food to be healthy.	Fiction
6	Eati ish ca fair function.	Fact
7	You must ave s to s	Fiction
8	It's healthy to replace fruit	Fiction
9	Eating too much sugar can to h	Fact
10	Sleeping right after eating helps dig n.	Fiction
11	Regular physical activity can improve your habit	Fact
12	Eating late at night causes weight gain.	Fiction
13	Whole grains can help you feel full longer.	
14	Vitamin supplements are necessary for everyone.	ction
15	Drinking green tea can boost your metabolism.	Fact
16	Chocolate is bad for your health.	Fiction
17	A vegetarian diet lacks protein.	Fiction
18	Water is the healthiest drink to hydrate your body.	Fact
19	Fast food can never be part of a healthy diet.	Fiction
20	Eating a variety of foods ensures nutrient diversity.	Fact

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HE4.1, HE4.2

Interview: Balancing Cravings with Healthy Choices

Interview with Nutritionist Norah Thompson

Speaker	Statement
Mrs. Green	Good morning, Norah! Can you explain to us what cravings are?
Norah Thompson	Good morning! Absolutely, cravings are when your body really wants a specific type of food. Sometimes, it's because you might need a certain rient. For example, if you're craving chocolate, your body might magnesium.
Mrs. G	That ing! How can kids make healthier choices when they have cr
Norah Thompson	Gr tion! eaching for candy or chips, try having some fruit or r sweet or crunchy craving but are much better f ody
Mrs. Green	Can you give an example or a common craving?
Norah Thompson	Sure! If you're craving something sa e po ips, try a small handful of almonds. Almonds ha ams nce, which is good for your tummy and keeps you ful
Mrs. Green	What's another healthy option for a sweet cr
Norah Thompson	If you're craving sweets, an apple or a banana is a gr tes have about 4 grams of fibre, and bananas are a good sour potassium, which helps your muscles work better!
Mrs. Green	Why is it important to make these healthier choices?
Norah Thompson	Choosing healthier snacks helps keep your body strong and your mind clear. It's like putting the best fuel in a car to make it run smoothly!
Mrs. Green	Thanks, Norah! This will help us think about better snack choices!
Norah Thompson	You're welcome! Happy healthy snacking!

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HE4.1, HE4.2

MCQs

Circle the correct answer.

1) What do cravings sometimes signal?	Hunger	Nutrients
2) What is a healthier alternative to candy?	Chips	Fruit
3) What nutrient might you need if craving chocolate?	Magnesium	Sugar
4) What food is high in potassium?	Banana	Bread
5) What should you eat instead of potato chips?	Almonds	Cookies

Questions

Answer the questions below.

1) Why [illegible] healthy snacks, according to Norah?

2) What can kids do to satisfy their sweet [illegible]

PREVIEW

Word Search

Find the words in the wordsearch.

Nutrients	Cravings
Chocolate	Magnesium
Fruit	Almonds
Fibre	Apple
Banana	Potassium
Strong	Snacks

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

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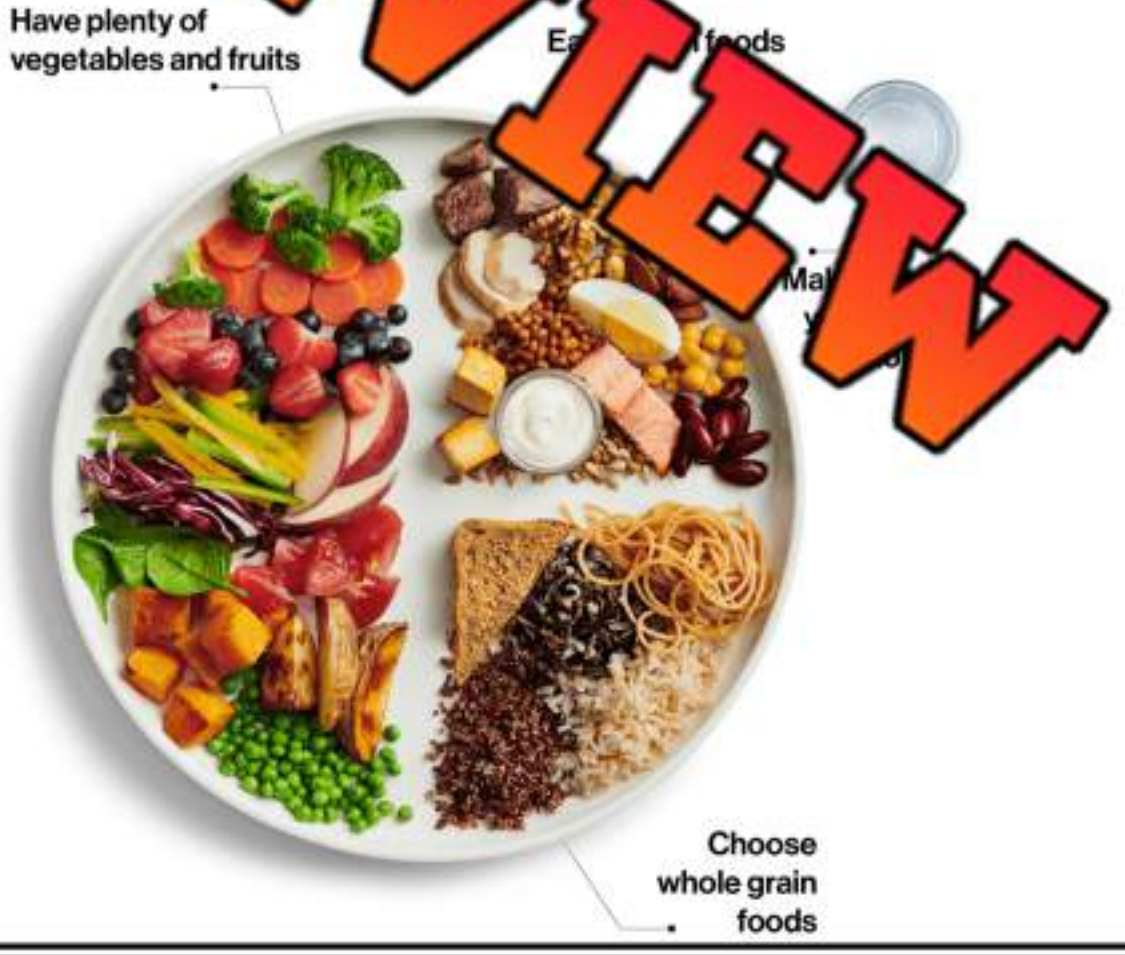
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HE4.3

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 ...getables ...ink juice with ...dd...	- Choose whole grain options instead of grains that have been processed	- Select plant based proteins and lean meats
Examples	...ker ...een ...t... - Don... ...nk... ...t added sug...	- Bread, pita, oatmeal, ...cereal, rice, pasta, ...ls, quinoa	- Beans, lentils, nuts, seeds, lean meats and poultry, fish, shellfish, eggs

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HE4.3

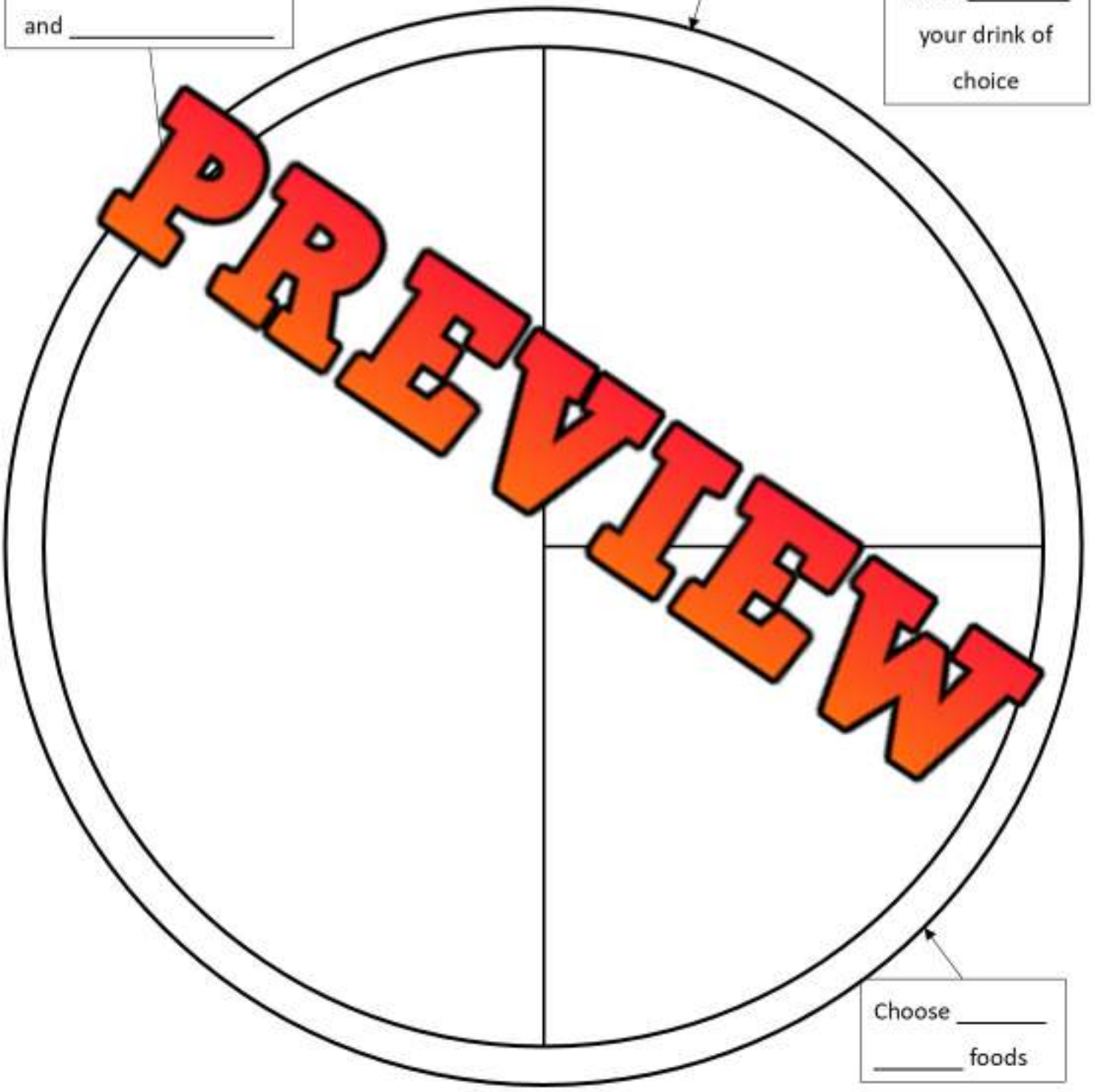
Instructions Draw pictures or use words of foods you like that fit Canada's Food Guide.

Eat plenty of _____ and _____

Eat _____ foods



Make _____ your drink of choice



Choose _____ _____ foods

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HE4.3

Canada's Food Guide - Servings

Serving Luke eats quite healthily, 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	6	3	2	Yes	No
5	7	5	5	Yes	No
6	5	4	3	Yes	No
7	8	6	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	
1	10		
2		6	
3			7
4	8		
5		8	
6			3

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HE4.3

Canada's Food Guide – Food Categories



Food Group	Which group does the food belong to?

#	Food	Vegetable	Fruit	Protein	Grain
1	Crackers	Vegetable	Fruit	Protein	Grain
2	Almonds	Vegetable	Fruit	Protein	Grain
3	Kiwi	Vegetable	Fruit	Protein	Grain
4	les	Vegetable	Fruit	Protein	Grain
5	a	Vegetable	Fruit	Protein	Grain
6	pple	Vegetable	Fruit	Protein	Grain
7	n	etable	Fruit	Protein	Grain
8	Carrots		Fruit	Protein	Grain
9	Grapes	table	it	Protein	Grain
10	Bread	Vegeta	Fru	rotein	Grain
11	Chicken	Vegeta			Grain
12	Beans	Vegetable		Pr	rain
13	Pasta	Vegetable	Fruit		
14	Granola Bar	Vegetable	Fruit	Prote	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

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HE4.3

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 Vegetables
1	
2	
3	
4	
5	

	Fruits and Vegetables
6	
7	
8	
9	
10	

	Proteins
1	
2	
3	
4	
5	

	Protei
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9	
10	

PREVIEW

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Curriculum Connection
HE4.3

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

Meal	Proteins, Fruits and Vegetables, and Grains	
		

Meal	Fruits and Vegetables, and Grains	
		

Meal	Proteins, Fruits and Vegetables, and ns	
		

PREVIEW

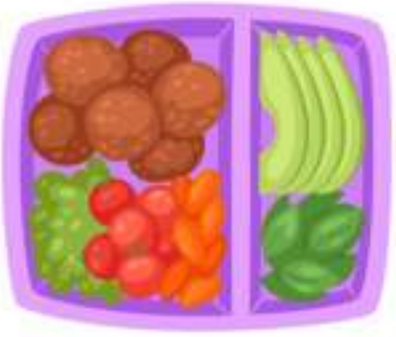
Name: _____ 64

Curriculum Connection
HE4.3

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?	

PREVIEW

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Curriculum Connection
HE4.3

Canada's New Food Guide 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 More Often - When you prepare your own food you are eating less processed foods. When you cook at home you are more likely to use seasonings and sauces, which often add extra sodium and empty calories. You can choose healthy ingredients in the proportion recommended in the Canada Food Guide.

3) Enjoy Your Food - enjoying food means taking the time to taste it. Eating more slowly and chewing more. It is about choosing healthy foods and flavours you like. Enjoy eating foods that are culturally important to you.

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

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

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

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

PREVIEW

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Curriculum Connection
HE4.3

Summarize Explain each of the recommendations in one sentence each.

Be Mindful	
Cook More Often	
Enjoy Your Food	
Eat Other	
Use Food Labels	
Limit Sugar, Sodium, Fat	
Understand Food Marketing	

PREVIEW

Sketch Sketch a meal plate that follows the recommendation in th ide. Label each section of the plate to show the types of food (pro grains, etc.) and the correct proportions.

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Canada's Food Guide - Recommendations

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 her dinner quickly.	Yes	No
3) Sofia eats dinner with someone in her family, even when her family is busy.	Yes	No
4) Kayden adds flavours in his dinner with his mom.	Yes	No
5) Every time Quinn works, she treats herself to fast food.	Yes	No
6) Finn only eats fish as a treat once a week.	Yes	No
7) Rowan always gets her chicken from a box in the frozen food section.	Yes	No
8) Nova cooks dinner using fresh meats and vegetables.	Yes	No
9) Ezra wants to be like her celebrity role model, so she buys what they eat.	Yes	No
10) Ivy reads the ingredient list so she knows what is in her food.	Yes	No

PREVIEW

Reflection Do you follow the Canada Food Guide recommendations? Think about what you could do better and what you do well.

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HE4.3

The Importance of Eating a Variety of Foods

Why We Need Different Foods



Eating different types of foods is very important for our bodies. Each food group gives us unique nutrients that help us grow, stay energetic, and remain healthy. Let's find out what each food group does and why variety is so important.

Food Group & Their Benefits

1) Vegetables: Vegetables are very important because they have vitamins like Vitamin A in carrots, which helps our eyes see better at night, and Vitamin C in peppers, which helps our body heal if we get a cut. They also have minerals like iron, which helps carry oxygen all through our body.

2) Fruits: Fruits are also full of vitamins and minerals. For example, bananas give us potassium, which keeps our muscles strong and oranges offer Vitamin C which, like in vegetables, helps heal cuts and keeps our skin healthy.

3) Grains: Grains like bread, rice, and cereal give us energy to learn because they are packed with carbohydrates. They also have fiber which helps our digestive system work smoothly.

4) Proteins: Foods like meat, beans, and nuts are rich in protein. Proteins are essential for building and repairing muscles, especially after playing sports or running around in the playground.

Eating a Mix of Foods

It's important to eat a bit of each food group every day because:

- It ensures we get all the different nutrients our bodies need.
- It helps us grow strong and stay active.
- It keeps our bodies working well and feeling good.

PREVIEW

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Curriculum Connection
HE4.3

Questions

Answer the questions below.

1) Why is it important to eat different food groups every day?

2) How do grains contribute to our daily energy levels?

PREVIEW

Fill in the blanks

Fill in the blanks with the correct answer.

1) Carrots help improve y_____.
2) Vitamin C is found in _____
3) Protein helps in _____
4) Beans are a type of _____
5) _____ is a source of ca_____

Categorize

Compose a list of foods you eat each week and categori[illegible] four food groups.

Fruits	Vegetables	Grains	Proteins

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The "Half Plate" of Vegetables and Fruits

Why Eat More Vegetables and Fruits?

Canada's new food guide recommends that half of our plate should consist of vegetables and fruits. This is because these foods are beneficial for our health in many ways.

Health Benefits

1) Vitamins: Vegetables and fruits are rich sources of vitamins such as Vitamin C, which helps heal wounds and keeps our teeth and gums healthy, and Vitamin A, which supports vision and skin.

2) Fibre: Eating more vegetables and fruits increases our fibre intake, which helps digestion and prevents constipation. Fibre also makes us feel full longer, which can help with maintaining a healthy weight.

3) Energy: These foods provide our bodies with energy that lasts longer throughout the day without causing sudden spikes in blood sugar, unlike foods high in added sugars.

PREVIEW

Avoiding Added Sugars

While some foods have sugars added to them during processing, vegetables are naturally sweet and don't require these extras. Eating them can reduce our intake of unhealthy added sugars, which can lead to health problems like tooth decay and weight gain.



Everyday Choices

How to Include More in Your Meals

- Breakfast: Add fruit to your cereal or yogurt.
- Lunch: Pack a salad or a piece of fruit.
- Dinner: Fill half your plate with a variety of colourful vegetables.

Remember, eating a range of different colours not only makes your meals more exciting but also ensures you get a variety of nutrients!

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HE4.3

MCQs

Circle the correct answer.

1) Vitamin C helps heal _____.	Bones	Wounds
2) Fibre helps prevent _____.	Colds	Constipation
3) Which vitamin supports good vision?	C	A
4) Energy from vegetables and fruits is _____.	Quick	Lasting
5) Fibre can help maintain a healthy _____.	Weight	Vision

Questions

Answer the questions below.

1) Why is fi[illegible] in our diet?

2) What are the negative [illegible]ded s[illegible]

PREVIEW

Two Truths and a Lie

Put a check mark only [illegible]ths.

	Half your plate should be fruits and vegetables.
	Fruits should be avoided in the evening because they disrupt dig[illegible]
	Eating a variety of veggies provides important nutrients.

	Fibre slows digestion, leading to weight gain if eaten in excess.
	Vitamin A from veggies helps maintain good vision and healthy skin.
	Vitamin C helps heal wounds and supports immunity.

	Fruits and veggies are naturally sweet, reducing the need for added sugars.
	Fruits provide long-lasting energy without spiking blood sugar.
	Drinking fruit juice is better than eating whole fruits for quick vitamins.

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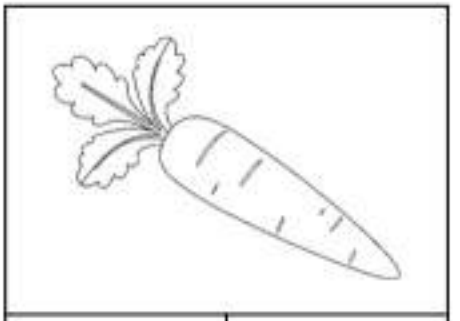
Curriculum Connection
HE4.3

Eating Right with Canada's Food Guides

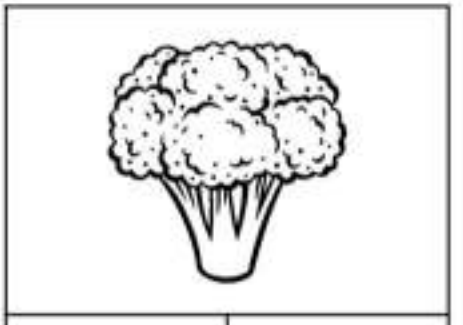
Think Circle if the picture shows a fruit or a vegetable.



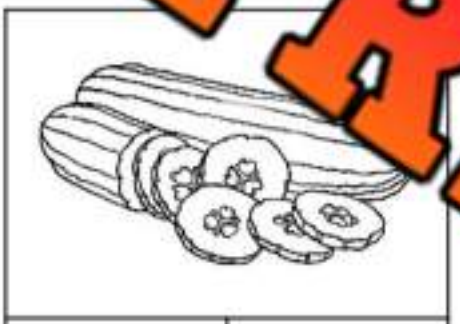
Fruit | Vegetable



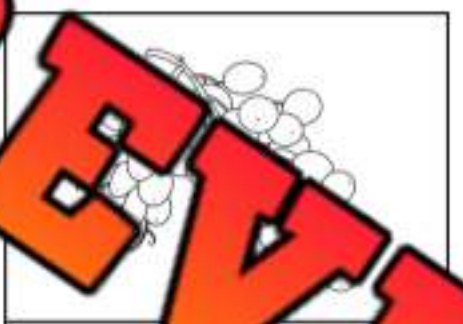
Fruit | Vegetable



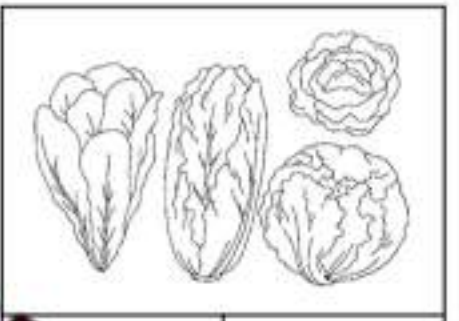
Fruit | Vegetable



Fruit | Vegetable



Fruit | Vegetable



Fruit | Vegetable



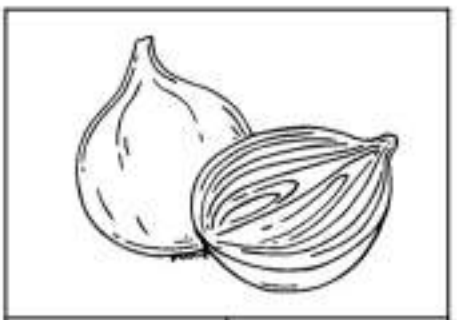
Fruit | Vegetable



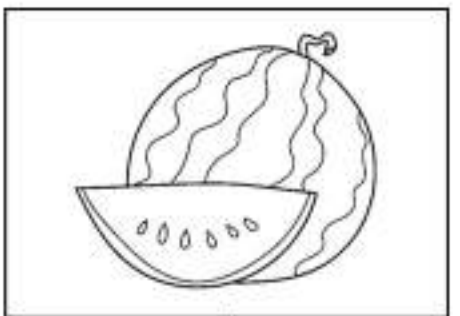
Fruit | Vegetable



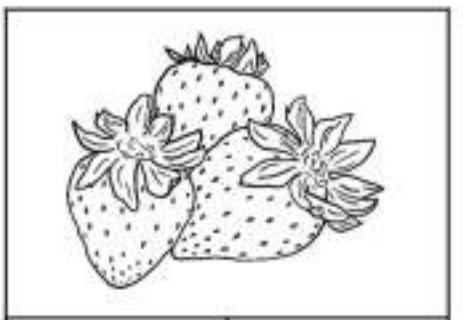
Fruit | Vegetable



Fruit | Vegetable



Fruit | Vegetable



Fruit | Vegetable

PREVIEW

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Curriculum Connection
HE4.3

Why Whole Grains Are Better than Processed Grains

What are Whole Grains?

Whole grains are the entire seed of a plant and are very healthy for us. This seed is made up of three parts: the bran, the germ, and the endosperm. Each part has important nutrients that help us stay healthy. Wh[illegible]et whole grains, we get all three part[illegible]n whole grain foods are br[illegible]e, whol[illegible]read and oatmeal.



PREVIEW

Benefits of Whole

Whole grains are better [illegible]ssed grains because they have more nutrients that help us grow st[illegible]sta[illegible]re are some benefits of eating whole grains:

1) More Fibre: Whole grains have more fibre tha[illegible]essed[illegible]Fibre helps our digestion and keeps us feeling full longer.

2) Vitamins and Minerals: They are rich in vitamins and mi[illegible]at[illegible]s function properly.

3) Lasting Energy: Whole grains provide energy that lasts longer. This me[illegible]we don't feel tired quickly.

Processed Grains and Their Effects

Processed grains are grains that have been made simpler to cook and eat but have lost some of their nutrients. For example, white bread is made from processed grains. These grains are missing the bran and the germ, which means they have less fibre, vitamins, and minerals.

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HE4.3

Questions

Answer the questions below.

1) Why are whole grains considered healthier than processed grains?

2) Why is whole-grain bread better for lasting energy than white bread?

PREVIEW

Sentence Creation

Use the words below to create sentences of your own.

Fibre	
Whole Grains	
Processed Grains	

Compare

Create a side-by-side list comparing the nutrients found in whole grains versus processed grains.

Whole grains	Processed Grains

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HE4.3

Food Labels

What Are Food Labels?

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

What's on the Label?

Every food l… important information.

Here's …

1. **Serv… Size:** T… tells us how much is just right to eat.
2. **Calories:** These ar… …ur body. Not too many, not too fe… …ou… … playing and learning.
3. **Nutrients to Get More Of:** These are the good t… our body needs. Look for Vitamin D, Calcium, … an…
4. **Nutrients to Get Less Of:** We should have less of th… …are Saturated Fat, Trans Fat, Sodium (that's another word for salt), …



PREVIEW

Why It Matters

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

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

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Curriculum Connection
HE4.3

Food Comparisons



Plain Greek Yogurt

Nutrition Facts

4 servings per container

Serving size 4 (100g)

Amount Per Serving

Calories 130

	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 95mg	
Total Carboh	
Dietary Fibe	
Total Sugars 7g	
Includes 0g Added Sug	
Protein 23g	
Vitamin D 0mcg	
Calcium 325mg	
Iron 0mg	0%
Potassium 376mg	8%

*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

Strawberry Yogurt

Nutrition Facts

4 servings per container

Serving size 4 (100g)

Amount Per Serving

Calories 130

	% Daily Value*
Total Fat 3g	4%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 95mg	4%
Total Carbohydrate 25g	9%
Dietary Fiber 0g	0%
Total Sugars 18g	
Includes 0g Added Sugars	0%
Protein 5g	10%
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 0mg	0%
Potassium 470mg	10%
Vitamin C	15%

*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.

PREVIEW

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 2g	4%
Vitamin D 0mcg	0%
Calcium 26mg	2%
Iron 0.36mg	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.

Which Would You Choose?

ole Wheat Bread

on Facts

ainer

lice (30g)

90

	% 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 5g	18%
Total Sugars 1g	
Includes 0g Added Sugars	0%
Protein 5g	10%
Vitamin D 0mcg	0%
Calcium 26mg	2%
Iron 0.9mg	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.

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HE4.3





Honey Nut Cheerios

Nutrition Facts
Serving Size ¾ cup (28g)
Servings Per Container about 12

Amount Per Serving	Honey Nut Cheerios	with ½ cup skim milk
Calories	110	150
Calories from Fat	15	15
	% Daily Value**	
Total Fat 1.5g*		2%
Saturated Fat 0g		0%
Trans Fat 0g		
Polyunsaturate		
Monounsa		
Cholester		1%
Sodium 160m	%	
Potassium 115m	3%	
Total Carbohydrate 22g	7%	
Dietary Fiber 2g	8%	
Soluble Fiber less than 1g		
Sugars 9g		
Other Carbohydrate 11g		
Protein 2g		

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 B Vitamin** (niacinamide), **Vitamin B_6** (pyridoxine hydrochloride), **Vitamin B_2** (riboflavin), **Vitamin B_1** (thiamin mononitrate), **Vitamin A** (palmitate), **A B** [illegible]in (folic acid), **Vitamin B_{12}, Vitamin D_3.**

[illegible] ALMOND: MAY CONTAIN [illegible]**REDIENTS.**

1) What do you think is healthy about Honey Nut Cheerios?

2) What is unhealthy about Honey Nut Cheerios?



Frosted Flakes

Nutrition Facts
1 serving per container
Serving size
1 Container (60g)

Calories per serving 220

Amount/serving	% DV*	Amount/serving	% DV*
Total Fat 0g	0%	**Total Carb.** 53g	19%
Saturated Fat 0g	0%	Dietary Fiber 1g	5%
Trans Fat 0g		Total Sugars 21g	
Cholesterol 0mg	0%	Incl. 21g Added Sugars	42%
Sodium 300mg	13%	**Protein** 3g	

Vit. D 3mcg 15% • Calcium 0mg 0% • Iron 11mg 60% • Potas. 60mg 0%
Thiamin 30% • Riboflavin 30% • Niacin 30% • Vitamin B_6 30%
Folate 160mcg DFE 45% (110mcg folic acid) • Vitamin B_{12} 30%

*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.

Ingredients: Milled corn, sugar, malt flavor, contains 2% or less of salt.
Vitamins and Minerals: Iron (ferric phosphate), niacinamide, vitamin B_6 (pyridoxine hydrochloride), vitamin B_2 (riboflavin), vitamin B_1 (thiamin hydrochloride), folic acid, vitamin D_3, vitamin B_{12}.

[illegible]re F[illegible] Flakes healthy?
[illegible]plai[illegible]y not.

2) Which ingredients do you not want to eat in Frosted Flakes?

PREVIEW

Name: _____ 87

Unit Test – Healthy Eating

Multiple Choice Circle the best answer. Only choose 1 answer for each!

1) What does calcium help make strong? a) Teeth b) Eyes c) Nails d) Skin	2) What does Vitamin C help? a) Better hearing b) Growing taller c) Healing cuts d) Faster running
3) What d… …h? a) Musc… b) Vision c) Growth d) Digestion	4) What does Vitamin A help with? a) Eyesight b) Skin c) Muscles d) …ails
5) Why do we need proteins? a) Build muscles b) Stay awake c) Fix teeth d) Keep skin clean	…od is high in protein? a) …pples b) Fish c) … d) Rice
7) What type of food provides quick energy? a) Vitamins b) Proteins c) Carbs d) Fats	8) How much … …fruit … cover your plate? a) Half b) One quarter c) One third d) Three quarters
9) Why eat breakfast? a) Better skin b) Good vision c) More sleep d) Energy boost	10) What food group is bread in? a) Dairy b) Grains c) Protein d) Vegetables

PREVIEW

Define What do the terms below mean?

Term	Definition – What does it mean?
Mindful Eating	
Hydration	
Digesti	

Short Answer [illegible] below – Each question is worth 3 marks.

1) What are some benefits [illegible] varie[illegible]ds?

2) How do proteins help our muscles and bodies?

3) What are some ways you can be mindful of portion sizes?

PREVIEW

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

1) Explain the roles of doctors/nurses, dietitians, and nutritionists on the Healthy Eating Team.

2) Explain why it is important to eat when we are and we are thirsty.

PREVIEW

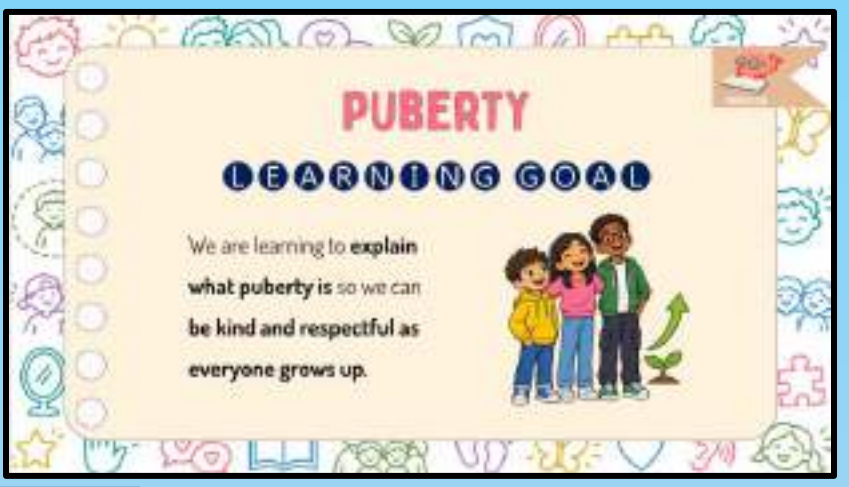
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BC Health Curriculum
Growth & Development– Grade 4

3-Part Lesson Format

Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!



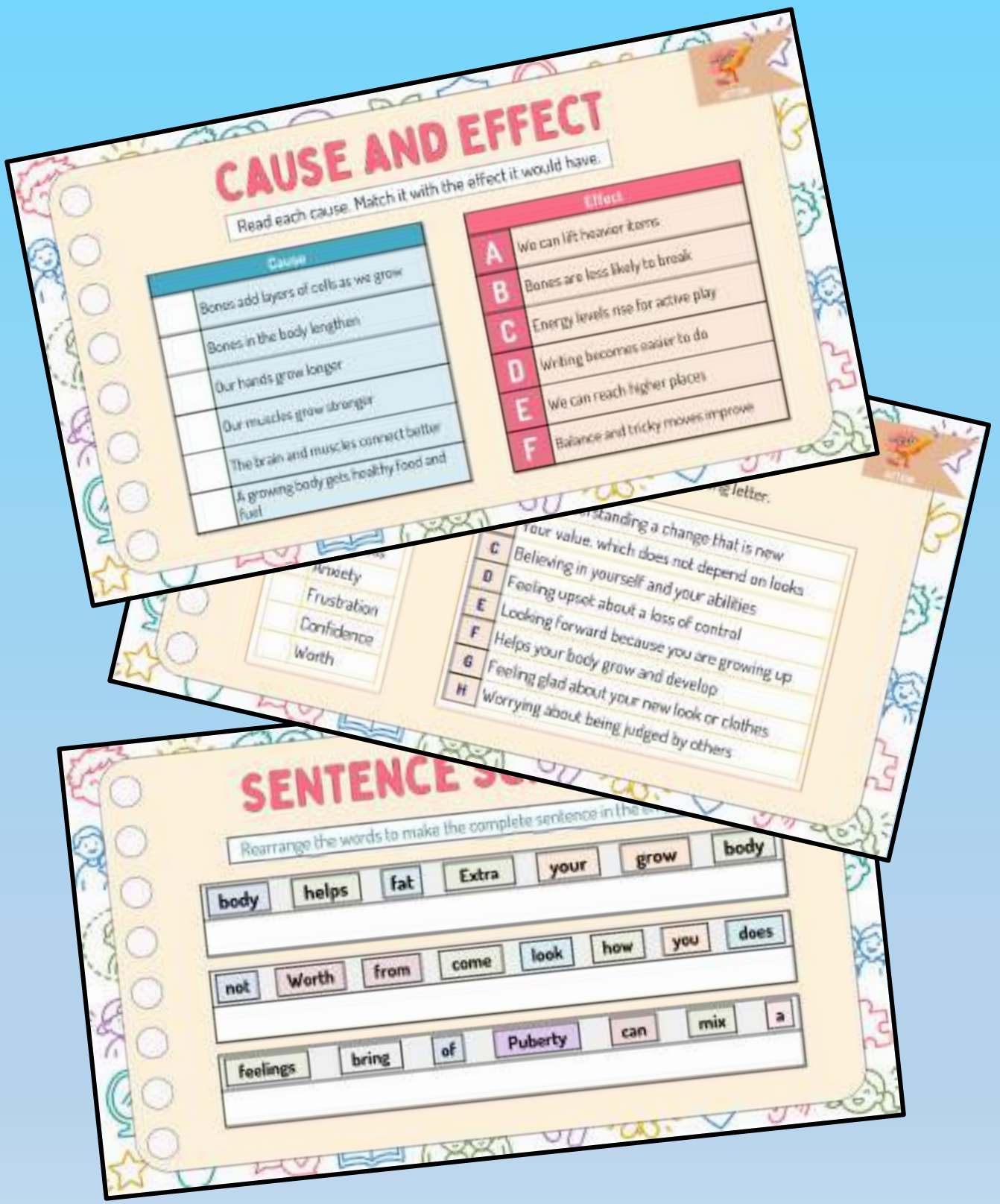


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

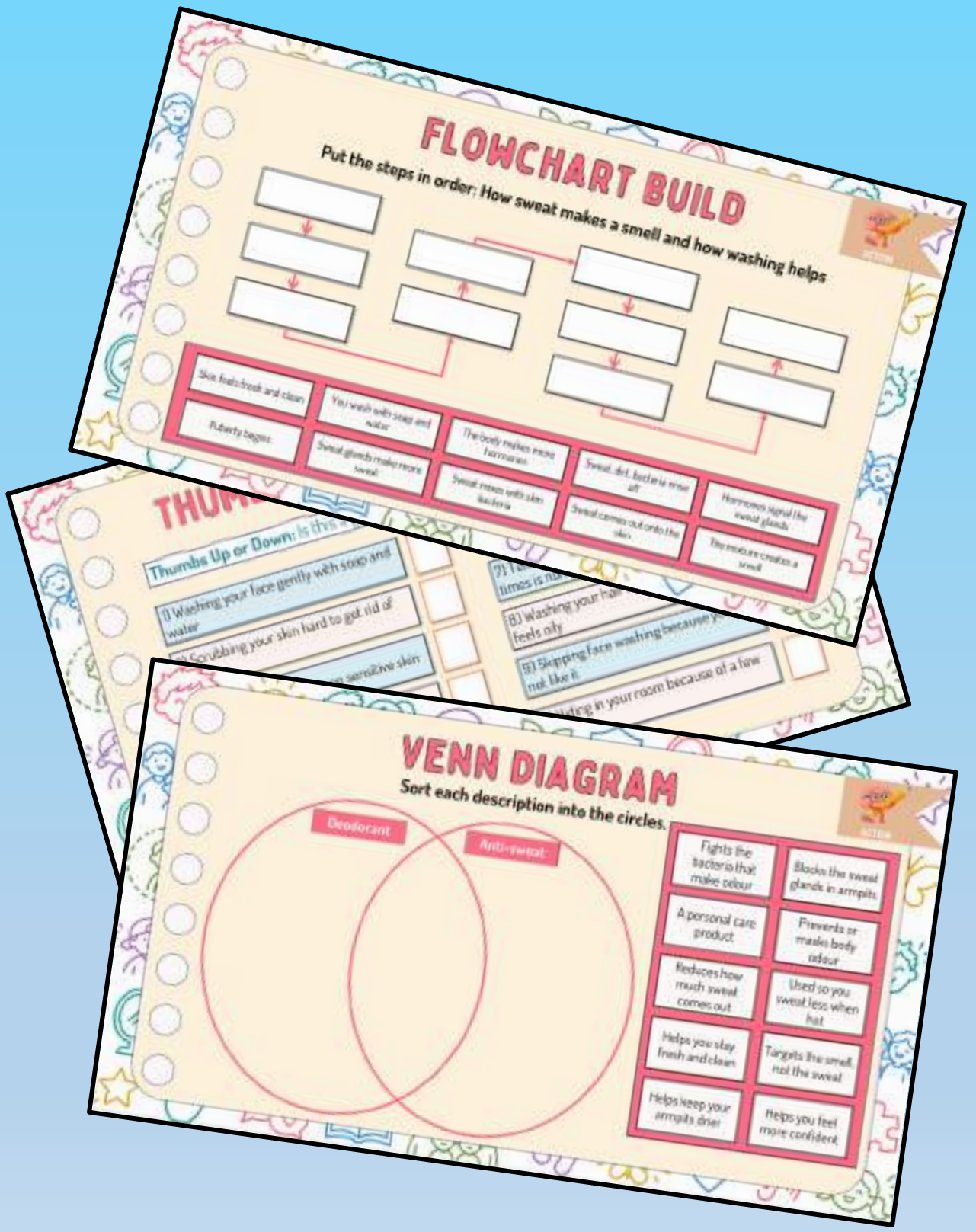
Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



BC Health Curriculum
Growth & Development– Grade 4



BC Health Curriculum
Growth & Development– Grade 4



BC Grade 4 – Health Unit

Growth and Development

	Skill and Procedures	Pages
GD4.1	**Physical**: recognizing how students' bodies are growing and changing during puberty	6-28
GD4.		67
GD4.3	interact with others and how their relationships might evolve or change during puberty	42-74
GD4.4	**Sexuality**: having a capacity for sexual feelings	75-86
GD4.5	**Sexual Identity**: a component of a person's identity that reflects his or her sexual self-concept	87-108

Preview of 75 pages from this product that contains 154 pages total.

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GROWTH AND DEVELOPMENT



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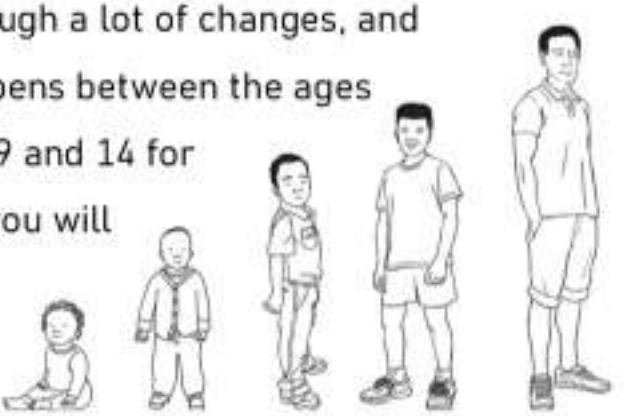
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Curriculum Connection
GD4.1

Puberty

What is Puberty?

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



What Causes Puberty?

During puberty, your body starts to produce hormones that make you grow taller, develop muscles and body hair, and start to look more like an adult. In girls, the hormone estrogen is responsible for the development of breasts and widening of hips. In boys, the hormone testosterone is responsible for the growth of facial hair and deepening of a male's voice.

Everyone Goes Through Puberty

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

Social Problems Because of Puberty

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

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

PREVIEW

Name: _____ 7

Curriculum Connection
GD4.1

Questions

Answer the questions below using evidence from the text.

1) What is puberty?

2) What causes the changes that occur in puberty?

PREVIEW

True or False

Is the statement true or false?

1. Puberty does not happen to everyone.	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 in girls.	True	False
5. Testosterone causes a person's hips to get wider.	True	False

Word Search

Find the words in the word search.

Puberty	Hormones
Growth	Estrogen
Testosterone	Changes
Muscles	Bones
Adult	Children
Develop	Bullying

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

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GD4.1

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) Puberty is when your body starts to ___.	change / rest
2) The hormone responsible for growth in boys is ___.	estrogen / Testosterone
3) During puberty, boys may develop ___.	muscles / Spots
4) A common feeling during puberty is ___.	excited / Awkward
5) Puberty usually happens ___.	Slowly / suddenly

Name: _____

Circle the correct answer.

1) Puberty is when your body starts to ___.	change / rest
2) The hormone responsible for growth in boys is ___.	estrogen / Testosterone
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4) A common feeling during puberty is ___.	excited / Awkward
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3) During puberty, boys may develop ___.	muscles / Spots
4) A common feeling during puberty is ___.	excited / Awkward
5) Puberty usually happens ___.	Slowly / suddenly

PREVIEW

Name: _____ 9

Curriculum Connection
GD4.1

Changes During Puberty

How Our Body Grows

Our bodies go through many changes as we grow. These changes help us do new things, like running faster, lifting heavier items, and playing sports. Growing taller, for example, lets us reach higher places, while bigger feet help us ba[illegible]better. Our bones and muscles also get stronger, which makes u[illegible]y and allows us to enjoy different activities every year[illegible]ve[illegible]s we might notice as we grow:



PREVIEW

Factor	Description of Changes
Height	Bon[illegible]ller, with most kids growing about 5-7 cm each y[illegible]
Feet Size	Feet grow bigger, hel[illegible]ove[illegible]e and allowing for faster movement.
Hand Shape	Hands lengthen and strengthe[illegible]king i[illegible]e[illegible]ld items and do activities like writing and sports.
Bone Strength	Bones add layers of cells, making them to[illegible]an break.
Muscle Growth	Muscles become stronger, allowing for more strength,[illegible], and endurance in play.
Coordination	Brain and muscle connection improves, leading to better balance and coordination, essential for complex tasks.
Energy Levels	Growing bodies need more fuel, so energy levels rise with proper nutrition, enabling active play and learning.

These changes happen gradually over time, so each year kids gain new abilities and experience the excitement of their growing bodies.

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Label Label five areas that grow or change as kids grow. Add a brief description beside each label explaining the change.



PREVIEW

Questions Answer the questions below using evidence from th

1) Why do we need more energy as we grow taller?

2) Describe how coordination changes as we grow.

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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 Feel[illegible]ut The Changes To Your Body

You m[illegible]ixed feelings related to the weight gain of puberty:

1) Co[illegible]ion: W[illegible]during puberty can be confusing because it is a change.
2) Excited: [illegible]el exc[illegible]ause you are growing up.
3) Happy: You may [illegible]u like your new look and clothes.
4) Self-Conscious: You may [illegible]
This can affect your self-esteem.
5) Anxiety: You may feel anxious or worry
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 l[illegible] 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.



PREVIEW

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.

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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 for development.	True	False
4) You will have only negative feelings about changes during puberty.	True	False
5) Everyon[illegible]evelops at their own time.	True	False

Word Sc[illegible]

Unscramble the words below.

WEIGHT	
PUBERTY	NORM[illegible]
EXCITED	GROWING
ANXIETY	DIFFERENT
BODY	FAT

Sc[illegible]bled	Unscrambled
[illegible]	
R[illegible]OGG	
RN[illegible]ITE	
IGAN	
ATF	

Scrambled	Unscrambled
CDIXETE	
TWHIGE	
DBYO	
[illegible]RBUPE	
[illegible]	

Questions

Answer the questions below using evi[illegible]ro[illegible]

1) What are 4 feelings you may have if you gain more body fat during pub[illegible]

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

PREVIEW

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Changes To Skin and Hair During Puberty

Changes in Skin During Puberty

During puberty, skin goes through several changes. One main change is that skin often becomes more oily. This happens because puberty increases the production of oils in our skin, which can lead to pimples.

Pimples, also known as acne, are small bumps that can appear on the face, back, or chest. Not everyone gets pimples, but it's common during this time. Another change is that skin may become more sensitive. This means that taking care of your skin with gentle washing can help keep it clean and healthy.

PREVIEW



Here are some key facts about changes in skin:

- Puberty can increase skin oil, leading to pimples
- Pimples can appear on the face, back, or chest
- Skin may become more sensitive and need gentle washing

Changes in Hair During Puberty

Puberty also affects hair. Many people start to grow body hair on their arms, and around other areas of their body. Hair on the scalp may get oilier, meaning it might need to be washed more often. Everyone grows body hair at different times, so it's normal to have more or less hair than friends.

How Hygiene Helps

Keeping skin and hair clean can help manage these changes. Washing your face regularly with a gentle soap helps remove extra oil and can prevent pimples. For oily hair, washing with shampoo can keep it fresh. Practising good hygiene makes these changes easier to handle.

Name: _____ 17

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GD4.1

Two Truths And A Lie

Put a check mark only beside the truths in all sets of statements.

	Puberty can make skin more oily.
	Everyone grows body hair at the same time.
	Pimples can appear on the back as well as the face.

	Freckles will disappear during puberty.
	Body hair grows under the arms during puberty.
	Skin can become more sensitive during puberty.

PREVIEW

Comic

Draw a comic showing a character dealing with a puberty-related change, like noticing their first pimple or needing to wash their hair more often.

Questions

Answer the questions below using evidence from the

1) Describe two changes that happen to skin during puberty.

2) Explain how hygiene can help with skin and hair changes during puberty.

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GD4.1

Exit Cards

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

Name: _____ Mark

Circle the correct answer.

1) During puberty, skin often becomes more _____.
2) Puberty increases the production of _____ in our skin.
3) Increased skin oils can lead to _____ on the skin.
4) Pimples, also known as _____, are small bumps on the skin.
5) Pimples can appear on the face, back, or _____.
6) Many people start to grow body hair on their legs and under their _____.

Name: _____ Mark

Circle the correct answer.

1) During puberty, skin often becomes more _____.
2) Puberty increases the production of _____ in our skin.
3) Increased skin oils can lead to _____ on the skin.
4) Pimples, also known as _____, are small bumps on the skin.
5) Pimples can appear on the face, back, or _____.
6) Many people start to grow body hair on their legs and under their _____.

PREVIEW

Name: _____ Mark

Circle the correct answer.

1) During puberty, skin often becomes more _____.
2) Puberty increases the production of _____ in our skin.
3) Increased skin oils can lead to _____ on the skin.
4) Pimples, also known as _____, are small bumps on the skin.
5) Pimples can appear on the face, back, or _____.
6) Many people start to grow body hair on their legs and under their _____.

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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 make your sweat glands to make more sweat. You may find you are 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 it 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.

PREVIEW

Name: _____ 20

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GD4.1

Fill In The Blanks

Fill in the blank with the correct answer.

1) Washing with _____ helps remove bacteria.

2) Puberty causes more _____ production.

3) Clean clothes help reduce _____ growth.

4) _____ tells glands to make more sweat.

5) Sweat mixes with _____ on your skin.

Checklist

simple daily hygiene checklist that you could use each morning. Include
brushing teeth, washing your face, and wearing clean clothes.

PREVIEW

Questions

Answer the questions below using evidence fr

1) Why is it important to wash certain areas of your body often?

2) What happens when sweat mixes with bacteria?

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GD4.1

Personal Care

What Are Personal Care Products?

Personal care products are items 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]ath or h[illegible]hower everyday can help you feel fresher a[illegible]fid[illegible]Washing your hair more often will [illegible]ur sk[illegible]ting oily which will help reduce acne o[illegible]k



What is the Difference Between Deo[illegible]And A[illegible]spirant?

Deodorant and antiperspirant are two differen[illegible]duct[illegible]people use to keep themselves smelling fresh and clean. Deodo[illegible]elp[illegible]mask body odour, which is the smell that can happen when yo[illegible]When[illegible]ay sports or do physical activities, our bodies produce sweat, and ba[illegible]a o[illegible]ix with that sweat and create an odour.

Deodorants contain ingredients that fight against these bacteria[illegible]d 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.

PREVIEW

Name: _____ 25

Curriculum Connection
GD4.1

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... odour when you sweat?

PREVIEW

Multiple Choice Which produc... the ... in the situation described? Circle the best ansv...

1. You are wearing a thin top that will show wet ... whe... you sweat.		Antiperspirant
2. You have bad body odour after gym class.	...do...	...spirant
3. You ride on a crowded bus and do not want anyone to notice your body odour.	Deo...	...spirant
4. You sweat so much after running track that your clothes are wet.	Deodorant	Antiperspirant
5. You're going to a family gathering and want to smell fresh without worrying about heavy sweating.	Deodorant	Antiperspirant
6. You have an important interview and don't want your nerves to cause visible sweat patches.	Deodorant	Antiperspirant
7. You're going on a summer hike, and you want to prevent excessive sweating while staying cool and comfortable.	Deodorant	Antiperspirant
8. You have a morning presentation, and you want a mild fragrance to keep you smelling good throughout.	Deodorant	Antiperspirant

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GD4.1

Story - Why Kids Undergo Puberty At Different Times

Growing Up at Your Own Pace



Mira and Josh were both in grade 4 and best friends. One day, their teacher, Ms. Dawes, gave a lesson on puberty. "P rty is the time when kids' bodies start to change w into adult bodies," she explained. "For ppens between ages 8 and 16."

A lass, J red to Mira, "I think I'm going thro earl ice is getting deeper, and I'm al aller rother!" Mira nodded. "I don't think I've started yet," she said. "Is that oka

Ms. Dawes overheard the sm lly normal," she said. "The timing of puberty is different for everyone. It's ut you ics—traits passed down from your family. If your parents went through puberty ther od chance you might, too."

Ms. Dawes shared a few fun facts: "Did you know usuall puberty a bit later than girls? Girls often start between ages 8 and 13, wh ys een 9 and 16. Some things can even change the timing, like how healthy much exercise you get."

"Are there any signs to look for?" Mira asked.

Ms. Dawes nodded. "Some kids might notice body changes like getting taller, growing hair in new places, or even acne. But remember, these changes can happen at different times. One person might grow taller quickly, while another might grow more slowly." Josh grinned, feeling reassured. "So, no rush, right?"

"Exactly," said Ms. Dawes. "Everyone's body is on its own unique schedule. Puberty is a journey, and there's no right or wrong time to start!" As they left class, Mira and Josh were both glad to know that growing up has its own pace for everyone.

PREVIEW

Name: _____ 27

Curriculum Connection
GD4.1

Sentences

Create 5 sentences using one or more of the given words.

Puberty	Genetics	Health	Growth
Unique	Exercise	Traits	Changes

1)	
2)	
3)	
4)	
5)	

PREVIEW

Visualizing

Dr[illegible] you w[illegible]ng while you were reading. Explain the picture.

Questions

Answer the questions below using evidence fro[illegible]

1) What is one reason why puberty might start at a different age for diffe[illegible] people?

2) How might eating well and exercising affect a person's growth?

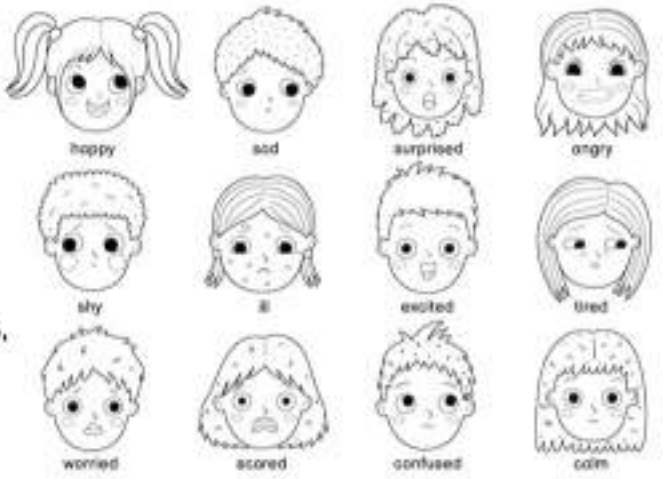
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GD4.2

Emotional Changes During Puberty

Changes in Feelings During Puberty



As our bodies grow, our feelings and emotions can also change. This is especially true during puberty, which is the time when a young person's b egins to change to become more like With these physical changes, it's c el new emotions.

PREVIEW

Common Feeli ght No

During puberty, man ex wings. This means that feelings can change quickly, like feeling happy nt a d the next. Mood swings happen because of hormones, which ar mic at help it grow and change. Some other common feelings during p include

- Sensitivity: You might feel more sensitive or hurt b that didn't bother you before.
- Confusion: It's normal to feel confused about these ions anges.
- Excitement: Growing up can bring excitement as you disc ne yourself.
- Frustration: Sometimes, puberty can make people feel frustrated, esp ly when they don't understand why they feel a certain way.

Why These Feelings Happen

Hormones are the main reason behind these new feelings. These special chemicals control how our bodies grow and develop, which can affect our emotions. For example, the hormone called "estrogen" plays a big role in changes in girls, while "testosterone" is important for boys. These emotions may seem overwhelming, but they are completely natural. Everyone goes through them, and over time, people learn to manage them better.

Name: _____ 30

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GD4.2

Questions

Answer the questions below using evidence from the text.

1) What is a mood swing and why it might happen?

2) What a[illegible]ormones and what role do they play during puberty?

Making Connections

D[illegible]be [illegible]frustrated and how you managed your feelin[illegible]

Jumbled Sentences

Reorder these jumbled sentences to make th[illegible]eaningful.

1)	feelings bodies change during puberty. Our and
2)	swings mood happen, quickly. change feelings When
3)	sensitive more people puberty. feel during Some

PREVIEW

Name: _____ 31

Curriculum Connection
GD4.2

Recognizing Changing Moods

Match Draw a line connecting each scenario with the correct emoji, to practise empathy and recognition of changing moods.

You planned to play outside, but it started ining.	 Amused
You oo aying you vourit r di	 Excited
Your sibling takes game you wanted to pla	 Sad
You're about to go on a school field trip to the zoo.	 Annoyed
You're receive an unexpected gift from a friend.	 Happy
You and a friend had a small disagreement.	 Surprised
You see a funny video that makes you laugh out loud.	 Frustrated

PREVIEW

Name: _____ 32

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GD4.2

Activity – Stronger Emotions – Identify Emotions

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

1)	You have to give your speech in front of the class that day.	
2)	You[illegible]our dog.	
3)	[illegible]iend had a big argument.	
4)	You hav[illegible]our h[illegible]rk.	
5)	Your best friend[illegible]d is meeting new people that they re[illegible]	
6)	You fell in front of everyone in th[illegible]nd th[illegible]hed.	
7)	Your parents will not let you go to the lat[illegible]with group of friends.	
8)	Your grandfather is in the hospital and is very sick.	
9)	You were chosen for the lead in the class play.	

PREVIEW

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

1)		
2)		
3)		

Name: _____ 33

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GD4.2

Blog Post: How To Express Your Emotions

8 Healthy Ways to Express Our Emotions

Date: October 17, 2024 Author: Hazel Crandall *3-minute read*

We all have feelings, and it's important to express them in healthy ways! Here are 8 great methods to help you feel understood and connected.

1) **Talking to Someone**

   When you're sad, angry, or even happy, talking to a trusted person like a friend or family member can help you feel supported.

2) **Writing It Down**

   Writing in a journal can be a helpful way to let out your thoughts and feelings. Studies show that writing helps people manage stress and process emotions.

3) **Drawing or Painting**

   Art can be an amazing way to express feelings when words. Try drawing colours that match your mood!

4) **Exercising**

   Physical activity releases "feel-good" chemicals in the brain. Activities like running, dancing, or even walking can help you feel calm and happy.

5) **Deep Breathing**

   Deep breaths can help relax your body and clear your mind, especially when you're feeling tense or upset.

6) **Listening to Music**

   Listening to your favourite songs can help express emotions and even change your mood.

7) **Using "I" Statements**

   Saying, "I feel..." can help you communicate clearly without blaming others.

8) **Spending Time with Animals**

   Studies show spending time with pets reduces stress and boosts happiness.



PREVIEW

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Poem Write an acrostic poem using the letters in the word "EMOTION".

E	
M	
O	
T	
I	
O	
N	

Questi r t e questions below.

1) Why is talking t one express emotions?

2) How does listening to music affect the way w

PREVIEW

Word Search Find the words in the word search.

Feelings	Talking
Writing	Drawing
Emotions	Exercise
Relax	Animals
Colours	Support
Calm	Art

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

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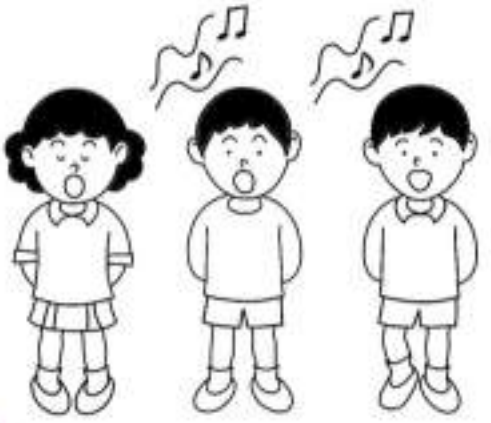
Name: _____ 35

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GD4.2

Building Self Confidence

What is Self-Confidence?

Self-confidence means believing in yourself and feeling sure about your abilities. It's like knowing you can do something well, like reading a book or playing a game. When you are confident, you feel happy and ready to try new things.



Ways to [illegible]nce

1. Se[illegible]s
   - Start wit[illegible], li[illegible]inishing a puzzle or reading a [illegible]in a b[illegible]
   - Celebrate when [illegible]you[illegible]to feel proud of what you've [illegible]
2. Talk Positively to Yourself
   - Say nice things to yourself, like "I'm smart[illegible]I ca[illegible]his!"
   - Think about times you did well to remin[illegible]self o[illegible]ths.
3. Learn from Mistakes
   - Understand that making mistakes is a way to learn[illegible]ow
   - Remember, everyone makes mistakes, but they can teach u[illegible]ns.

PREVIEW

Practice Makes Perfect

The more you try new things and practice, the better you get. Each time you do something, it helps build your confidence. For example, if you practice tying your shoes every day, soon you'll be able to do it quickly and easily!

Friends Help Too

Talking to friends and helping each other can also make you feel more confident. When you work together, you learn new things and feel good about your friendship.

Name: _____ 36

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GD4.2

Fill In The Blanks

Write the missing word.

1)	Believing in your _____ means self-confidence.	abilities	hobbies
2)	Celebrating your goals makes you feel _____.	tired	proud
3)	Talking _____ to yourself boosts confidence.	positively	loudly
4)	Each time you practise, you get _____.	better	slower
5)	Help[illegible]iends can make you feel more _____.	isolated	confident

Draw

[illegible]hings you can do confidently.



PREVIEW

Questions

Answer the questions below using evidence fr[illegible]

1) How do friends help in building confidence?

2) Can you still be confident if you commit mistakes? Why?

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GD4.2

Feeling Self-Conscious

What Is Feeling Self-Conscious?



Sometimes, people feel self-conscious, which means they start worrying about how they look or act. This feeling often begins around grade 4 or 5, as kids start paying more attention to others and ing changes in themselves.

For e m self-conscious if you think others are wat g or i Kid often feel self-conscious because they're beginning to understand tha is dif appearance, interests, and abilities.

PREVIEW

Why Do Kids Feel This Wa

As we grow, our brains start to e a ut what others think, especially our friends and classmates. This happe use of ghts and feelings that develop as we get older. It's normal to wonder if like e fit in. Remember that these feelings are common, and almost ever fee times.

Ways to Build Positive Self-Image

It's important to focus on things that make us feel good about ours worrying too much. Here are some ideas to help:

1) Celebrate What Makes You Unique: Think about what you like about yourself, such as your creativity, kindness, or humour.
2) Set Small Goals: Achieve little things each day that make you feel proud.
3) Talk to a Trusted Friend or Adult: Sharing your feelings can make you feel better.
4) Practise Positive Self-Talk: Remind yourself of your good qualities.

Everyone feels self-conscious sometimes, but focusing on the positive can help you feel more comfortable with who you are.

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Name: _____ 38

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GD4.2

True or False

Is the statement true or false?

1) Self-consciousness means feeling unsure about oneself.	True	False
2) Positive self-talk can make us feel worse.	True	False
3) Sharing feelings can help us feel more confident.	True	False
4) Kids never worry about how others see them.	True	False
5) Setting goals can increase self-confidence over time.	True	False

Word Scramble

Unscramble the words below.

UNIQUE	
ABILITIES	WATCHIN
POSITIVE	SOLUTION
FEELINGS	GOALS
FRIEND	ADULTS

Scrambled	Unscrambled
SU LDA	
NRDEFI	
EMIGA	

Scrambled	Unscrambled
IALSEITIB	
ONUTOSLI	
NELSFSEIG	
UUN	

PREVIEW

Questions

Answer the questions below using evide fr

1) What does it mean to feel self-conscious?

2) Why might talking to someone help when you feel unsure?

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GD4.2

Exit Cards

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

Name: _____

Mark

Circle the correct answer.

1) Do people often feel self-conscious about how they look or act?	Yes	No
2) Do kids feel self-conscious because they are starting to notice differences in others?	Yes	No
3) Is it normal to wonder if others like you as you grow older?	Yes	No
4) Can talking to a trusted friend or adult make you feel worse?	Yes	No
5) Should you focus on things that make you feel good about yourself to build a positive self-image?	Yes	No
6) Is it helpful to think about qualities you like about yourself?	Yes	No

Name: _____

Mark

Circle the correct answer.

1) Do people often feel self-conscious about how they look or act?	Yes	No
2) Do kids feel self-conscious because they are starting to notice differences in others?	Yes	No
3) Is it normal to wonder if others like you as you grow older?	Yes	No
4) Can talking to a trusted friend or adult make you feel worse?	Yes	No
5) Should you focus on things that make you feel good about yourself to build a positive self-image?	Yes	No
6) Is it helpful to think about qualities you like about yourself?	Yes	No

Name: _____

Mark

Circle the correct answer.

1) Do people often feel self-conscious about how they look or act?	Yes	No
2) Do kids feel self-conscious because they are starting to notice differences in others?	Yes	No
3) Is it normal to wonder if others like you as you grow older?	Yes	No
4) Can talking to a trusted friend or adult make you feel worse?	Yes	No
5) Should you focus on things that make you feel good about yourself to build a positive self-image?	Yes	No
6) Is it helpful to think about qualities you like about yourself?	Yes	No

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Letter - Coping With Stress And Anxiety

Dear Maxwell,



Thank you for reaching out with your thoughtful question about how to cope with stress and anxiety, especially as you experie[illegible]ny new changes during this time in your life.

[illegible] we feel like we have too much pr[illegible]gs to do. Anxiety is when we feel really worried [illegible] sm[illegible] things. You might notice that your heart beats faster or you feel ne[illegible]s is v[illegible]on, especially as you grow older and start experiencing pube[illegible] starts to change as you move towards becoming a teenager. He[illegible]e s[illegible]egies that can help you feel better:

1) Deep Breathing: Try taking [illegible]low, [illegible]the in like you are smelling your favourite cookie, then brea[illegible]t like y[illegible]g it down to eat. Doing this five times can help calm your mind.
2) Talking to Someone: Whether it's a parent, t[illegible] about what worries you can make you feel less alone. They ca[illegible]u ac[illegible]nd comfort.
3) Taking Breaks: When you're feeling overwhelmed, it's o[illegible]y to [illegible] Maybe read a book, play outside, or draw something fun. Bre[illegible] brain rest and reset.

Remember, Maxwell, it's normal to feel stressed or anxious sometimes, especially as your body and emotions change. Using these strategies can make you feel a lot better. If you keep feeling very worried, talking to a trusted adult can help a lot. Stay brave and curious!

Warmly,

Dr. Aiden Harlow

Child Psychologist

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GD4.2

Sentences Create 5 sentences using one or more of the given words.

Stress	Anxiety	Breathing	Talking
Breaks	Overwhelmed	Strategies	Comfort

1)	
2)	
3)	
4)	
5)	

PREVIEW

Draw Draw a ief To tools that could help someone manage stress (e.g., a com bla ite book).

Questions Answer the questions below using evidence fro

1) Why can deep breathing help you feel calmer?

2) What are some signs that you might be feeling stressed or anxious?

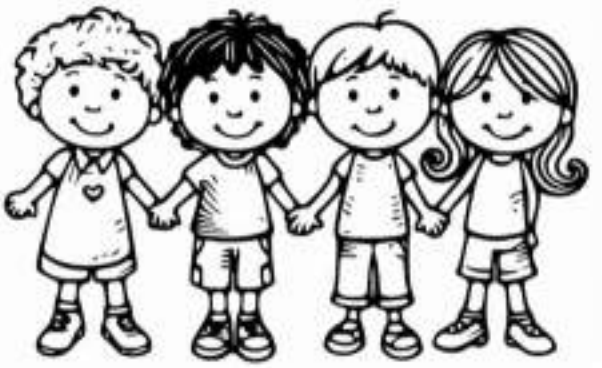
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How Do Friendships Change As We Grow?

Understanding Friendships



Friendships are special relationships we have with people who are not our family. They can make us feel happy and supported. As we grow older, especially when we enter a stage called puberty, our friendships might start to change.

What Happens During Puberty?

Puberty is when our bodies begin to change as you move from being a child to an adult. This usually starts between ages 8 and 14. During puberty, you might notice several changes. You grow taller, your body starts to look more like an adult's and you might feel different emotionally and have changing feelings.

Changes in Friendships

As you go through puberty, your friendships can change too. Here are some reasons why:

1) Developing New Interests: As you grow, you may find new hobbies or sports that you like. Sometimes, your old friends might not share these interests, which can make you feel different from them.
2) Making New Friends: You might make new friends who share your current interests or activities, like joining a sports team, a music class, or a science club.
3) Valuing Different Things: Sometimes, what you think is important might change. You might start caring more about being kind, being honest, or working hard. These values can help you connect with new friends who think the same way.

Why It's Okay

It's normal for friendships to change because everyone is growing and learning about themselves. Remember, it's okay to make new friends while also keeping old ones. Friendships can grow and change just like you, and that's part of growing up!

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Fill In The Blanks

Fill in the blank with the correct answer.

1) New _____ can lead to new friendships.

2) Changing _____ is a normal part of growing up.

3) _____ can help connect with new friends.

4) Values can make you feel different from _____ friends.

5) Making new friends involves shared _____.

Dialogue

...hort dialogue between two friends discussing how their interests have

Speaker	Statement

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Questions

Answer the questions below using evidence fr...

1) How can developing new interests affect your friendships?

2) How do your values influence who you become friends with?

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Activity – Interview With A Trusted Adult

Objective What are we learning about?

Students will learn about the social and emotional experiences that come with growing up by interviewing a trusted adult about their friendships and social challenges during puberty.

Materials What you will need for the activity.

- Interview question sheet
- Notebook or paper for taking notes
- Pencil or pen



Method How you will complete the activity

1) Choose a trusted adult to interview, such as a parent, guardian, or family member.
2) Prepare for the interview by reviewing the question sheet provided by your teacher. Think of any additional questions you might want to ask.
3) Sit down with your interviewee and ask each question, taking notes on their answers. Listen carefully and ask follow-up questions if you're curious about something they say.
4) Once the interview is complete, thank the adult for sharing their experiences.
5) After the interview, take a few minutes to write down any thoughts or feelings about what you learned. Think about how their experiences might relate to your own.

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Question Sheet Review this question sheet. You can ask your interviewee all or some of the given questions. Take notes of their answers on the next page.

#	Interview Questions
1)	Can you tell me about one of your close friends when you were my age?
2)	What kinds of games or activities did you and your friends like to play?
3)	Did you ever have a disagreement or argument with a friend? What happened?
4)	How did you make new friends when you were in school?
5)	Were there times you felt left out? How did you deal with it?
6)	What was something you used to do with your friends that you still remember?
7)	How did your friendships change as you grew up?
8)	What was one challenge you had with friends that you remember, and how did you handle it?
9)	Do you have any advice for me about keeping friends?
10)	If you could give one piece of advice to your younger self about friendships, what would it be?
11)	Did you ever feel nervous about making new friends? How did you overcome it?
12)	Who was the funniest friend you had, and what made you laugh?
13)	How did you and your friends support each other when one of you was sad?
14)	What was something you liked doing with your friends after school?
15)	Did you have a friend who was different from you in some way? What did you learn from them?
16)	How did your friendships make you feel more confident or happy?
17)	Was there a time when you had to forgive a friend? How did that go?
18)	What do you think makes a friendship strong and long-lasting?
19)	Did you have any friends who moved away? How did you keep in touch with them?
20)	What is one thing you wish you had known about friendships when you were younger?

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Reflection Create a 'recipe' for a good friendship based on what you learned. List the 'ingredients' and 'instructions' for making a great friend!

Ingredients

Instructions

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Handling Peer Pressure

Understanding Peer Pressure



Peer pressure is when your friends or people in your group try to make you do something you're not sure about. It happens a lot because as kids grow, they start wanting to fit in more with their friends. It's common around your age, but knowing how to handle it can make you feel better and more

Why Peer Pressure

- Fitting In: A older to feel part of the group. This can make them do things just beca
- Curiosity: Sometimes, st new things that their friends are trying, even if they feel unsu
- Fear of Missing Out: Many kids wor if the at others are doing, they will be left out or made fun of.

Tips to Make Good Choices

1) Know Your Feelings: If something doesn't feel right, it to
2) Choose Friends Wisely: Spend time with friends who make goo pect your decisions.
3) Talk to Someone: If you're feeling unsure, talk to a trusted adult like a parent or teacher.
4) Practice Saying No: Sometimes, just saying "No, thanks" in a calm way is enough.
5) Suggest Something Else: If you don't want to do what your friends are doing, suggest a different activity that you all might enjoy.

These tips can help you deal with peer pressure by making choices that are best for you, even when it's tough. Remember, it's important to be kind to yourself and make decisions that make you feel safe and happy.

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Word Scramble

Unscramble the words below.

FRIENDS	CHOICES
PRESSURE	DISCUSS
RESPECT	CURIOUS
CONFIDENT	UNSURE
ADVICE	PORT

Scrambled	Unscrambled
EDFNCONIT	
PRSTPOU	
SFNIDER	
VECDIA	
USRCOUI	

Scrambled	Unscrambled
SCIOECH	
SREPRESU	
NEURUS	
TRECESP	
SSSCDIU	

Questi

r the questions below.

1) What is peer pr and appen more as children grow?

2) How can talking to someone help when you're g pre

PREVIEW

Word Search

Find the words in the word search.

Peers	Group
Grow	Fear
Talk	No
Wise	Help
Fit	Curious
Right	Choose

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

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Activity: Friendship Shift Role Play



Objective

What are we learning about?

To help students explore and understand how friendships can change over time due to new interests or experiences.

Materials

What you will need for the activity.

- S ds ifferent situations of friendship changes (examples pro ed bel
- Space for ct ou narios comfortably

Instructions

How com activity

1. Make groups of 3-4 students an each a scenario card describing a friendship change.
2. Ask students to read their scenario toget nd ch character might be feeling.
3. Give the groups a few minutes to prepare a short role play scenario, showing how they think each friend would react t the es in their friendship.
4. Invite each group to perform their role play in front of the class.
5. After each role play, lead a class discussion to reflect on how the friendship changed and how the characters managed their emotions and reactions.
6. Encourage students to suggest ways that the friends could keep their relationship strong despite the changes.
7. Wrap up with a class discussion on how friendships in real life might change over time and how students can manage these shifts.

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Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Soccer Star and Science Buff	Two friends used to play soccer every weekend. One friend discovers a love for science experiments and wants to spend weekends exploring that instead. The soccer-loving friend feels left out and doesn't understand the change. They talk about their new interests and how they feel. They decide to support each other's interests and make time for both activities together.
New Class	joins a dance class that takes up three days a week. Their like they don't get to see them as much anymore. They g left out and missing their friend. The friend explains and how it's helping them grow. Together, they nd quality time when they are all free.
Animal Rescue Volunteer	A frien an animal shelter and loves it. Their friends fe his interest and don't see the friend as often. They it feels when friends have different interests. The vites them to visit the shelter to see what it pect each other's interests and plan joint activiti
Different Favourite Games	Friends used to play the same b One friend finds a new game they're excited ab ther don't like the new game as much and miss the old the new game is important to the friend and why the ant. They agree to try alternating games each week one happy.
New Friend Group	A friend starts spending time with a new friend group at school. Their original friends feel a bit hurt and left out. They talk about what it's like to make new friends and keep old ones. The friend explains that it doesn't mean they don't value their old friends. They decide to include both groups in future activities.
Art Club Member	A friend joins the art club and gets very involved with art projects. Their friends feel they don't get as much attention and miss spending time together. They talk about the new interest in art and why it's exciting. The friends offer to come see an art show to show support. They agree to balance art club and friend time.

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Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Summer Camp Change	Friends usually go to the same summer camp each year. One friend decides to try a different camp instead. Their friends feel disappointed and worry they won't stay as close. The friend explains why they want a new experience. They agree to keep in touch during camp and plan a get-together afterward.
New Interest	play soccer every recess, but one friend discovers The friend starts playing basketball instead and the ot ft out. They talk about how they could include both g The friends decide to rotate games each day to gs fa rn to enjoy trying new activities together.
Book Club Friend	A friend j k clu ends more time reading. Their friends feel t re t due to different interests. The book club friend share ding and why it's fun. They suggest a friend could hem f g. They agree to share both book and non-book activiti
Moving to a New Town	One friend's family moves to a ne y. The friends feel sad and worry about stay The about how they'll keep in touch. They decide to write rs calls. They make plans to visit during holidays ar
Different Hobbies	Friends used to play video games together every wee d. One friend discovers an interest in painting and prefers that on weekends. The other friends feel left out and discuss their feelings. They agree to have an art session together, then play games. They decide to take turns doing each other's favourite hobbies.
Trying a New Sport	A friend takes up swimming lessons, which limits hangout time. Their friends feel like they don't get to see them anymore. They discuss their feelings about missing time together. The swimming friend invites them to watch a lesson. They plan fun group activities around the friend's schedule.

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Peer Assessment

Assess the performance of another student.

Name of student being Assessed: _____		Assessor's Name: _____		
Criteria	**1 - Needs Improvement**	**2 - Developing**	**3 - Proficient**	**4 - Excellent**
Clarity of Dialogue				
Expre... Em...				
E... ...ment in ...le				
Use of Bo... Language				
Overall Impact				

PREVIEW

Two Stars And A Wish

Identify ...o stren... (sta... ...nd one area for improvement (wis... ...t yo... ...performances.

Write two strengths and one weakness of a peer's ...ance	
☆	_____ _____ _____
☆	_____ _____ _____
☆	_____ _____ _____

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What is Respect in Relationships?

What is Respect?

Respect is a way of treating or thinking about someone or something that shows you care about their feelings and well-being. It's important in all relationships, whether they are with classmates, friends, or family.

Respecting [illegible]ries

Bound[illegible]ble lines that everyone has around what they are comfortable with. [illegible]portan[illegible]t these lines to keep relationships healthy and happy. Here are some ways [illegible]pect[illegible]s' boundaries:

1) Listen when s[illegible]e say[illegible]op."
2) Don't touch someone[illegible]ngs w[illegible]cking.
3) Give people space when [illegible]ed i[illegible]



Valuing Opinions

Everyone has their own opinions and ideas. Wh[illegible]respe[illegible] someone's opinions, even if they're different from yo[illegible] are showing respect. You can show you value their opinio[illegible]eni[illegible]full[illegible]when they speak, not interrupting them, and discussing differences calmly[illegible]

Embracing Differences

Every person is unique, and respecting differences is key to getting along with others. This means accepting that others may look, act, or think differently from you. Celebrate these differences because they make each person special.

Why Respect Matters

Respect helps build strong, happy relationships. It makes people feel valued and safe. When everyone practices respect, schools, homes, and playgrounds become better places for everyone.

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Two Truths And A Lie

Put a check mark only beside the truths in all sets of statements.

	Listening to someone shows respect.
	It's okay to interrupt others if you're excited.
	Respecting opinions means you listen and discuss calmly.

	Everyone should feel safe and valued.
	Resp[illegible]g differences helps us get along better.
	It's [illegible]oid people who are different from you.

Differenc[illegible]

List th[illegible]ces between you and your friendship stronger.

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Questions

Answer the questions below using evidence from th[illegible]

1) What does it mean to respect someone's boundaries?

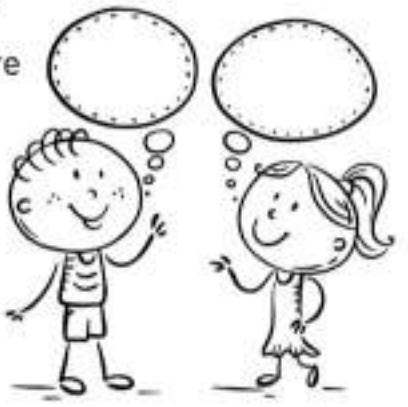
2) How does respecting differences improve friendships?

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Blog Post: Does Communication Help Friendships?

8 Ways Communication Helps In Friendships

Date: October 30, 2024 Author: Avery Fitzgerald *3-minute read*



Friendships are like gardens; they need care to grow! One of the best tools to take care of your friendships is communication. Here are eight r[illegible] why talking and listening are so important in friendsh[illegible]

1) **Sh[illegible]g Your [illegible]**: When you tell your friends how you feel, it he[illegible]erst[illegible] better. This can make your friendship [illegible]onger.

2) **Active Listening**: This [illegible]ally p[illegible]ntion when your friends are talking, not just waiting for your turn to [illegible]eak. [illegible] about their thoughts and feelings.

3) **Asking Questions**: When you ask your frien[illegible]stions[illegible] they say, it shows you're interested and want to know more. This [illegible]eel[illegible]

4) **Expressing Needs**: Sometimes, you need to tell your fr[illegible] Wha[illegible] them, like time alone or help with homework. It helps avoid mi[illegible]

5) **Solving Problems**: Friends sometimes disagree, and that's okay! Talk[illegible]bout problems and finding solutions together keeps your friendship healthy.

6) **Apologizing**: Saying sorry when you've made a mistake shows you respect your friend and their feelings. It can fix hurt feelings and mend problems.

7) **Sharing Happy Moments**: Telling your friends about the good things in your life isn't just fun; it also lets them share in your joy, which brings you closer.

8) **Building Trust**: The more you communicate openly and honestly, the more you trust each other. Trust is a key ingredient in any strong friendship.

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MCQs

Circle the correct answer.

1)	Sharing your _____ helps friends understand you.	feelings	thoughts
2)	Active _____ means really listening.	listening	speaking
3)	Asking _____ shows you care.	questions	answers
4)	Expressing _____ avoids confusion.	needs	jokes
5)	Solvi_____ together keeps friendships healthy.	problems	games

Create

[illegible]trip showing a conversation between two friends where one is [illegible]nd the other is using active listening skills.

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Questions

Answer the questions below using evidence fro[illegible]

1) Why is it important to express your needs in a friendship?

2) What does active listening involve in a conversation with a friend?

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GD4.2, GD4.3

Mindfulness and Focus

What Is Mindfulness?

Mindfulness means paying full attention to what's happening right now. It's like being a detective with your own thoughts and feelings, noticing every detail without deciding if it's good or bad.

Mindful M

Whe[illegible] brains can take a break from lots of thinking. Studies show t[illegible] stude[illegible] actise mindfulness can remember things better and focus on the[illegible] rk m[illegible]ily.

PREVIEW

Fun Facts

- Mindfulness has been a[illegible] for [illegible] years!
- Even two minutes of mindfulnes[illegible]ake y[illegible]ner.
- Our brains work better when we're calm.



Try These Exercises

To be more mindful, you don't need any special tools.

1. Belly Breathing:
   - Sit comfortably and put your hands on your belly.
   - Take a slow breath in, feeling your belly rise, then breathe out, feeling it fall.
2. Listening Game:
   - Close your eyes and notice all the different sounds you can hear.
3. Thankful Thoughts:
   - Think of three things you're thankful for right now.

Doing these exercises every day can help you stay focused, make better decisions, and feel happy and relaxed. Try it with friends or family and see what happens!

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True or False

Is the statement true or false?

1) Mindfulness means not thinking about what's happening right now.	True	False
2) Our brains can take a break from lots of thinking when we are mindful.	True	False
3) Students think better when they are mindful.	True	False
4) Our brains work better when we are stressed.	True	False
5) Doing th exercises every day can help you stay focused.	True	False

Word

Unscramble the words below.

MINDFUL	
BRAIN	LISTEN
FOCUS	THOUGHTS
RELAX	EXERCISE
CALM	HAPPY

Scrambled	Unscramble
TS	
FM ONL	
GTUSHTHO	
NIBAR	

Scrambled	Unscramble
HBARTE	
XRALE	
PYHPA	
CM	

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Questions

Answer the questions below using evide from

1) What are the 3 exercises to be mindful?

2) What happens to students who practise mindfulness?

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Navigating Relationships

Friendship and Family

In our lives, we have many types of relationships. With our family, friends, and classmates, we learn to share, help, and understand each other.

Family Ti

Family m re the people we live with or are related to, like parents, siblings, and s. re three facts about family relationships:



1) Families l rig m wrong.
2) Every family ue.
3) Family support is t y net we fall.

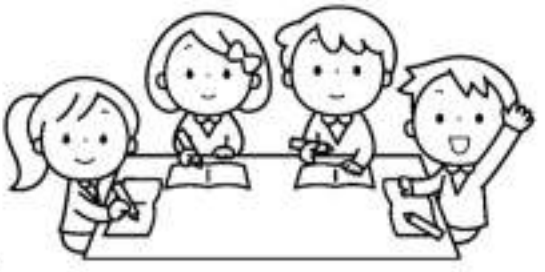
Friendship Facts

Friends are the people we choose to nd time ou of our family. They share our interests and are fun to be aroun s wh ends do:

1) Listen to each other.
2) Share toys and take turns.
3) Help each other in difficult times.

Classroom Connections

Classmates are the people we learn with at school. We might not be best friends with all our classmates, but we need to work together and respect each other. In class, we practice:



- Saying "please" and "thank you."
- Working in teams during group projects.
- Solving disagreements with words, not actions.

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Questions Answer the questions below using evidence from the text.

1) Why is it important to build relationships other than our families?

2) What do[es] the term below mean?

Rela[tion]ship

Response Write a respe[ctful] [class]room [dis]agreement (e.g., two students wanting to lead the same gr[oup] [proje]ct). [Use] a step-by-step approach to how you would mediate and r[esolve] the [situation] using communication skills.

Describe the disagreement.

Describe the steps you would take to mediate and resolve the situation.

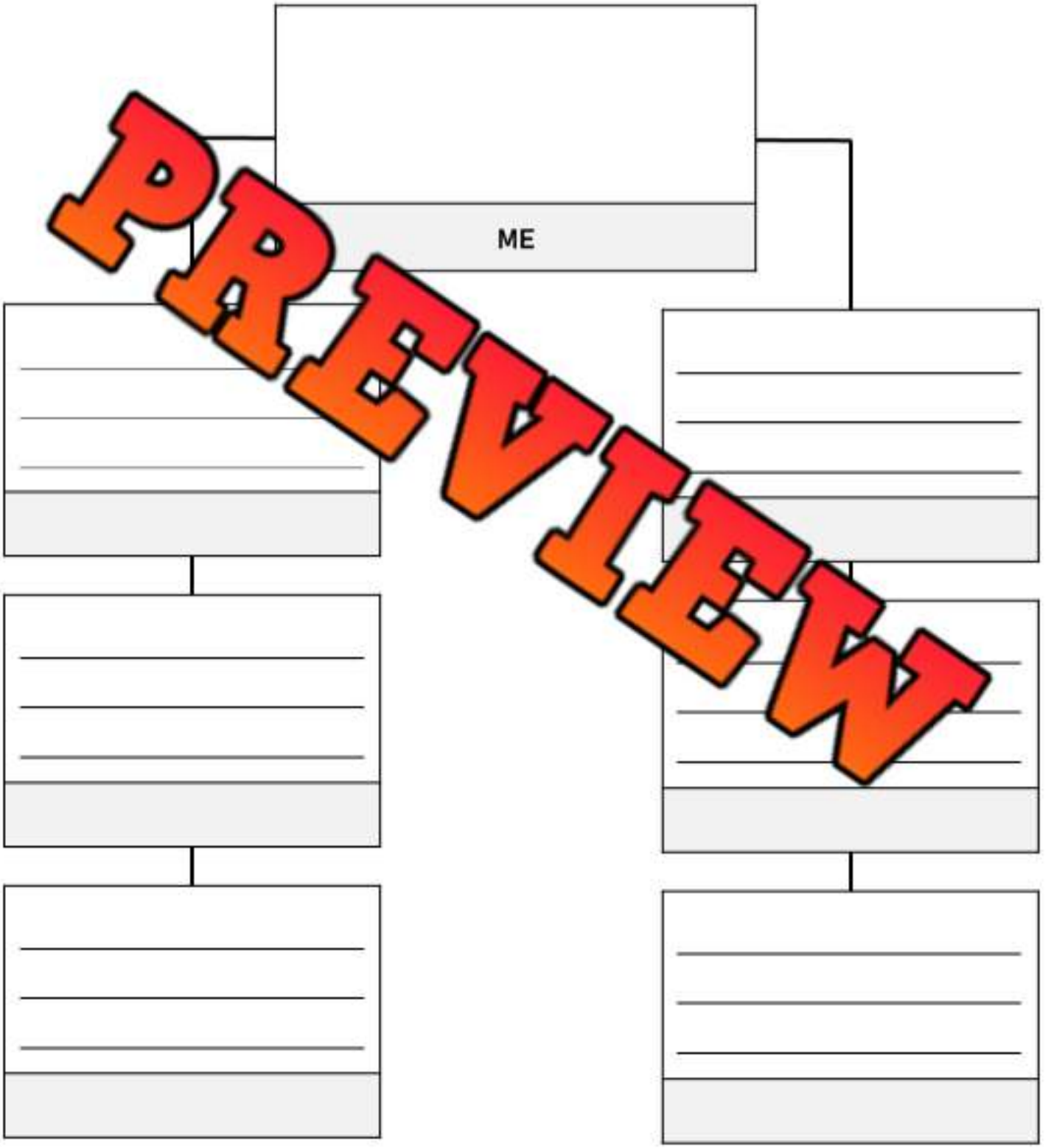
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My Support Network

Instructions Draw yourself on the "me" box. Fill the map with the names within your network and write the support they provide.



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Reflection Answer the questions below.

1) What have you learned about yourself while creating your support network map?

2) How do [illegible]ferent kinds of support in your network make you feel?

3) Can you think of a time [illegible]eone [illegible]upport network helped you?

4) Why is it important to have a variety of support types in y[illegible]etw[illegible]

5) How might you show your appreciation for your support network?

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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:

PREVIEW

Hormonal changes: 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 is going through 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 have new interests or hobbies that are different from your friends. You may 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.

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True or False

Is the statement true or false?

1) We feel stronger emotions during puberty.	True	False
2) As we get older, we should change friends.	True	False
3) We meet more people as we get older and do more activities.	True	False
4) Being aware of our feelings can help us manage our relationships.	True	False
5) It is okay to argue with friends because we are in a bad mood.	True	False

Connectin

about a time when you were in a bad mood and had an argument with
w did you feel?

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Questions

Answer the questions below using e from text

1) What are two things you can do if you are in a bad mood?

2) How did you feel when you started a new activity and made new friends? Describe.

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What is Attraction?

What is Attraction?

As students grow, they may notice changes in how they feel about others. One of these feelings is called **attraction**, which can mean liking someone in a special way. Attraction is a normal feeling that happens during a time called puberty, when bodies and minds start changing f[illegible]hildhood to adulthood. It's okay to feel different emotions and have new experien[illegible]ryone goes through it at their own pace.

Why Do[illegible]ttracti[illegible]

Attraction hap[illegible]al[illegible] bodie[illegible]producing more hormones. Hormones are natural chemicals in the bo[illegible]t se[illegible]lp us grow. During puberty, hormones can cause changes in how we[illegible]feel.[illegible]students, these changes may lead to feelings of attraction toward ot[illegible]It d[illegible]eone is in love; it just means they're noticing others in new ways.

PREVIEW

Signs of Attraction

Attraction can feel different for everyone, but there are some common signs that people may notice. Here are a few:

- Feeling happy or excited when around a certain person.
- Wanting to spend more time with them.
- Feeling nervous or shy when talking to them.
- Thinking about that person often.



It's important to remember that feeling attraction is a normal part of growing up. It's okay to talk to trusted adults, like parents or teachers, if you have questions or want to learn more. Attraction is just one part of growing up and getting to know yourself better.

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Curriculum Connection
GD4.4

Sentences

Create 5 sentences using one or more of the given words.

Attraction	Puberty	Hormones	Signals
Growing	Feelings	Nervous	Happy

1)	
2)	
3)	
4)	
5)	

PREVIEW

Poem

Write a [illegible] poem [illegible]hat growing up feels like, mentioning changes or new feelings.

Questions

Answer the questions below using evidence from the [illegible]

1) What happens to our feelings during puberty?

2) How does attraction feel different for each person?

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Curriculum Connection
GD4.4

The Importance Of Consent

The Power of Asking First

In a small town in Canada, two friends, Max and Riley, loved to play games at the park. One day, Max ran up to Riley and gave him a big hug without asking first. Riley felt uncomfortable but didn't know how to tell Max.



Their teacher noticed and decided it was a good time to talk about consent. "Do you know what consent is?" she asked the class. Some students shook their heads. Ms. Green explained, "Consent means asking permission before doing something that affects someone else, like touching them or taking their things. It's important way to show respect."

She continued, "For example, before you hug or hold hands, you should ask if the other person is okay with it. Consent is like a green light; you only proceed when you have permission. But if they say 'no,' or don't answer, it's a red light, meaning you should stop."

Ms. Green shared some facts. "Did you know that nearly half of kids aged 8 to 12 in Grade 6 in Canada don't fully understand personal boundaries? Learning about consent helps us feel safe and understood. It's a way of protecting each other."

Max raised his hand. "So, if I want to hug Riley, I should ask first?" Ms. Green nodded, "Exactly, Max. Always ask first!"

From that day on, Max and Riley learned to respect each other's space. They also shared what they learned with their families, understanding that asking first shows kindness and respect.

PREVIEW

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GD4.4

Fill In The Blanks

Fill in the blank with the correct answer.

1) Consent means asking for _____.

2) A green light means _____.

3) A red light means to _____.

4) Learning consent helps us feel _____.

5) Consent shows _____ for others.

Actions

...st of five actions where consent is essential. Describe why consent is ...each one.

Action	Description

PREVIEW

Questions

Answer the questions below using evidence fr...

1) Why is it important to ask for consent before hugging someone?

2) How does learning about consent help us in friendships?

Name: _____ 79

Curriculum Connection
GD4.4

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 who is a different age from you.
- they can be the same gender as you, or a different gender.
- a crush can last a few hours, sometimes a crush becomes a relationship.

Having a crush is a natural 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 a crush. If you do not want your crush to know how you feel, be careful about telling friends. Some people like to tease people about their crush.



Should You Act On A Crush?

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

PREVIEW

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Curriculum Connection
GD4.4

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) When you tell someone you have a crush on them, they will like you back.	True	False
5) A crush is not a relationship.	True	False

Connectin

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

PREVIEW

Questions

Answer the questions below using evidence fr

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

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

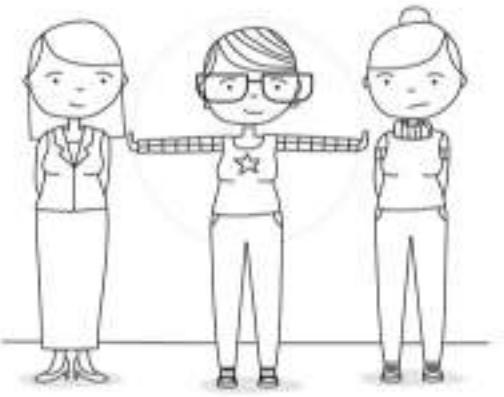
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GD4.4

Privacy and Personal Space

What is Privacy?



Privacy means having space where you can be yourself without others watching or listening. It includes your thoughts, feelings, and personal things. Everyone deserves p[illegible]cy, and it's a way to feel safe and comforta[illegible]me, your bedroom or a quiet spot can b[illegible]ac[illegible]chool, privacy means people ask befo[illegible]lookin[illegible]lin[illegible]or entering your space.

What is Personal S[illegible]

Personal space is the ar[illegible]n[illegible]you t[illegible]feel belongs to you. It's like an invisible bubble. People feel comfortab[illegible]hen [illegible]e[illegible]his space. When someone stands too close, it can feel uncomfor[illegible]r unsa[illegible]s[illegible]al space is different for everyone—some people like hugs, and others

How to Respect Privacy and Personal Space

Respecting others' privacy and personal space shows kind[illegible]an[illegible] how you can respect someone's privacy and space:

- **Ask for permission** before entering someone's room or using their things.
- **Keep a safe distance** from others unless they say it's okay to come closer.
- **Knock on doors** before entering a room.
- **Listen to others** when they say they need time alone.

Understanding privacy and personal space helps everyone feel safe and respected. When we respect these boundaries, we create a caring and friendly environment for everyone.

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GD4.4

MCQs

Circle the correct answer.

1)	Privacy means feeling _____.	Protected	Observed
2)	Personal space is like an invisible _____.	Boundary	Limit
3)	Privacy helps people feel _____.	Secure	Worried
4)	One way to respect privacy is to _____.	Knock	Enter
5)	Personal space is important to help people feel _____.	Calm	Tense

Create

a "Privacy Zone" that you could put on your bedroom door. Use
show it's a private space.

PREVIEW

Questions

Answer the questions below using evidence fro

1) Why is it important to respect someone's privacy?

2) How do you feel when someone enters your personal space without asking?

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Curriculum Connection
GD4.5

Identity

Understanding Identity



Identity is a word that describes who we are. Each person has a unique identity that makes them special. Identity is made up of different parts, like our personality, family background, and interests. These parts of our identity can change as we do. For example, as kids learn more about the world and try new things, they might discover new hobbies or values that become part of their identity.

What Makes Up Our Identity?

There are several key aspects that shape our identity. Here are some of the main ones:

- Personality: This is how we think, feel, and act. Some people are quiet and like to read, while others are energetic and enjoy sports.
- Family Background: Our family and the culture we come from can play a big part in our identity. It might include traditions, languages spoken, and even foods we eat.
- Interests: These are the things we like to do, such as playing sports, drawing, or reading. Our interests can change as we grow, and we may develop new ones over time.
- Values: These are the ideas we believe in, like honesty, kindness, or being respectful to others. These values help guide how we behave and treat others.

Why Is Identity Important?

Identity helps us understand who we are and what we believe in. Having a strong sense of identity can make us feel confident and proud of ourselves. It also helps us connect with others who might share similar interests, backgrounds, or values. Knowing our own identity can make it easier to understand and respect the identities of others, too.

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GD4.5

Two Truths And A Lie

Put a check mark only beside the truths in all sets of statements.

	Identity is something that stays the same as you grow older.
	Identity includes things like personality and interests.
	Family background can be part of your identity.

	Only family members help form your identity.
	Your personality is a part of your identity.
	Interests are things you enjoy doing, like playing sports or reading.

Shield

Each section of the shield, draw one thing that represents a part of your identity, such as a family, favourite hobby, or a value. Label the things.



PREVIEW

Questions

Answer the questions below using evidence from the

1) How can 'family background' be part of someone's identity?

2) How can having a strong sense of identity make someone feel more confident?

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GD4.5

What is Gender Identity?

Understanding Gender Identity



Gender identity is about how a person feels inside about who they are. Sometimes people feel like a boy, sometimes like a girl, and sometimes a mix of both or neither. Gender identity is unique t[illegible]h person, just like how we each have our own favourite [illegible]oods, and hobbies.

How We [illegible]ow Ou[illegible]entity

People start u[illegible]g ther[illegible] identity as they grow up. Here are some ways we learn about it:

1) Feelings Inside: People [illegible] ge[illegible] their minds and hearts. It's a feeling about who they are.
2) Expression: Some people like to dr[illegible]or act i[illegible]s th[illegible]w how they feel inside.
3) Learning from Others: Family, friends, and [illegible]rs he[illegible]stand our feelings by teaching us about different genders.

PREVIEW

Gender Identity Terms to Know

Here are a few important words about gender identity:

- Gender Identity: How a person feels inside about being a boy, girl, both, or neither.
- Expression: How a person shows their gender identity, like through clothing, hair, or activities.
- Non-binary: Some people do not feel like they are only a boy or a girl.
- Pronouns: Words like "he," "she," or "they" that people use to show their gender.

Each person has their own way of understanding and showing their gender identity. It's part of what makes us all special.

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Curriculum Connection
GD4.5

True or False

Is the statement true or false?

1) Gender identity is only about how we look.	True	False
2) Pronouns can be used to show gender.	True	False
3) Families cannot help us understand our gender.	True	False
4) Every person has the same gender identity.	True	False
5) Non-bi[illegible] means a person is neither only a boy or girl.	True	False

Word S[illegible]

[illegible]ramble the words below.

GENDER	[illegible]
FEELINGS	PRONO[illegible]
IDENTITY	UNIQUE
EXPRESSION	GATHERING
NONBINARY	SUPPORT

S[illegible]bled	Unscrambled
[illegible]YSSP	
PP[illegible]UST[illegible]	
NEEDGR	
LFAIYM	

Scrambled	Unscrambled
QUUIEN	
ENGELSIF	
BRNNYOANI	
[illegible]RNIEA	
[illegible]	

Questions

Answer the questions below using evidence [illegible] the

1) What does gender identity mean - in your own words?

2) Why is it important to have pronouns that fit a person's gender identity?

PREVIEW

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Curriculum Connection
GD4.5

Activity – Personal Identity Chart

Objective What are we learning about?

Students will explore and express their unique identities by creating an "Identity Chart." Through this activity, students will reflect on what makes them unique, including their interests, family background, hobbies, and values.

Instruct the details of each point to complete your identity chart.

PREVIEW

Physical Identity	
Skin Tone	
Facial Characteristics	
Height	
Age	
Hair Colour	
Eye Colour	
Dominant Hand	
Family/Social Identity	
Date of Birth	
Place of Birth	
Siblings	
Parents/ Guardian	
Favourite Family Traditions	
Languages Spoken at Home	
Family Pets	

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GD4.5

Nationality	
Friends	
Sports Interests	
Religious Beliefs	
Hobbies	

Identity Map

Some u different characteristics of your identity. Write one in each wo tives that describe each characteristic.



My Identity

Adjective:

Adjective:

Characteristic:

Characteristic:

Adjective:

Adjective:

Adjective:

Adjective:

Charact

Characteristic:

Adjective:

Adjective:



PREVIEW

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GD4.5

Reflection Read the following sentences that use the word identity. In the identity map write four things that you think are the most important part of a person's identity.

1)	The bank robber was wearing a mask to conceal his identity.
2)	The tourists produced their passports as proof of their identity.
3)	As children grow, they establish their own identity.
4)	Some[illegible]ple lack individual identity.
5)	His a[illegible]flected his cultural identity.



PREVIEW

Define Using the information above, create your own definition of identity.

Identity

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Curriculum Connection
GD4.5

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 pressures of looking older or younger than you are:

- Embrace and appreciate 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 on the inside, not just how you look on the outside. Kindness, intelligence, creativity, and other positive qualities are more important than physical appearance.
- Surround yourself with supportive friends
- Talk to a trusted adult: If someone is teasing or making you feel uncomfortable about your appearance, speak up and share your feelings with a trusted adult.
- Develop self-confidence: Try hobbies and interests that make you happy.



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

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Curriculum Connection
GD4.5

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]at doing hobbies and interests you enjoy will boost your confi[illegible]

3) What does the term below mean?

Unique	

PREVIEW

Word Search Find the words in the word search:

Unique	Kindness
Confidence	Qualities
Celebrate	Trusted
Focus	Friends
Hobbies	Support

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

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Name: _____ 109

Unit Test – Growth and Development

Multiple Choice /10

1) At what age does puberty start in girls? a) 8-13 b) 9-14 c) 6-10 d) 12-15	6) Which changes occur in both boys and girls? a) Facial hair growth b) Oily skin c) Voice change d) All of the above
2) Wh… …ible for male change… a) Estrogen b) Testosterone c) Insulin d) Melatonin	7) What causes body hair growth in puberty? a) Growth hormones b) Body cells …Diet …th
3) What does antiperspirant help reduce… a) Odour b) Sweating c) Bacteria d) Body size	…) Wha…g is common during puberty? a) C…ence b)…sio… c) Bore… d) Happiness
4) What can help reduce oily skin? a) Milk b) Gentle washing c) Warm weather d) Exercise	9) Why is hygiene im… …uberty? a) Helps keep clean b) Changes appearance c) Reduces hormone production d) Increases height
5) What helps keep body odour away? a) Deodorant b) Water c) Perfume d) Lotion	10) What causes pimples to form? a) Sun exposure b) Oily skin c) Eating junk food d) Dirty clothes

PREVIEW

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Define

What do the terms below mean?

Term	Definition – What does it mean?
Puberty	
Identity	
Self-image	

PREVIEW

Short Answer

Answer th[illegible]est[illegible]ch question is worth 3 marks.

1) How can practising good hygiene help [illegible]uring pu[illegible]?

2) What are some common feelings people experience during pube[illegible]

3) What is self-confidence and how can we build it?

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

1) List and explain five physical changes that occur in puberty.

2) Explain why respecting personal space and pri... ecom... important during puberty. How can you show respect for others'... aries?

PREVIEW

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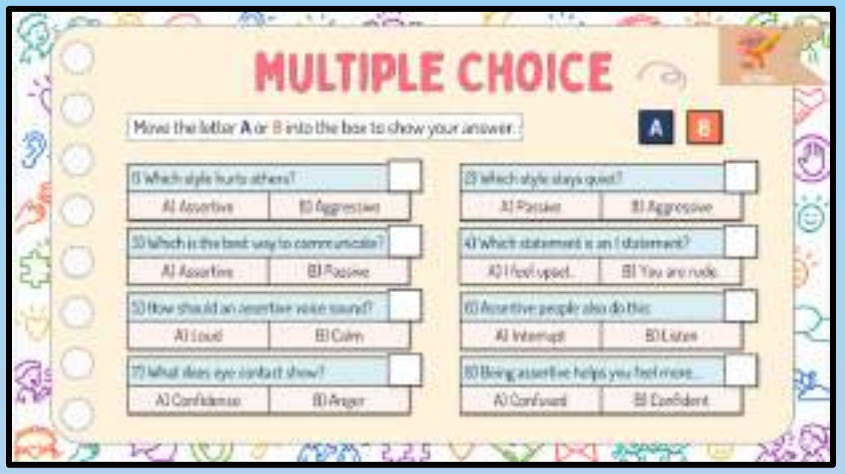
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BC Health Curriculum
Healthy Relationships– Grade 4

3-Part Lesson Format

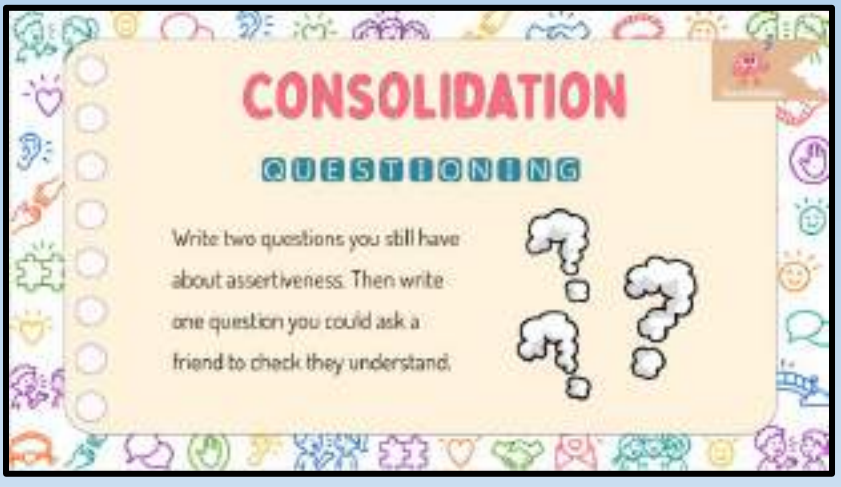
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!





Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

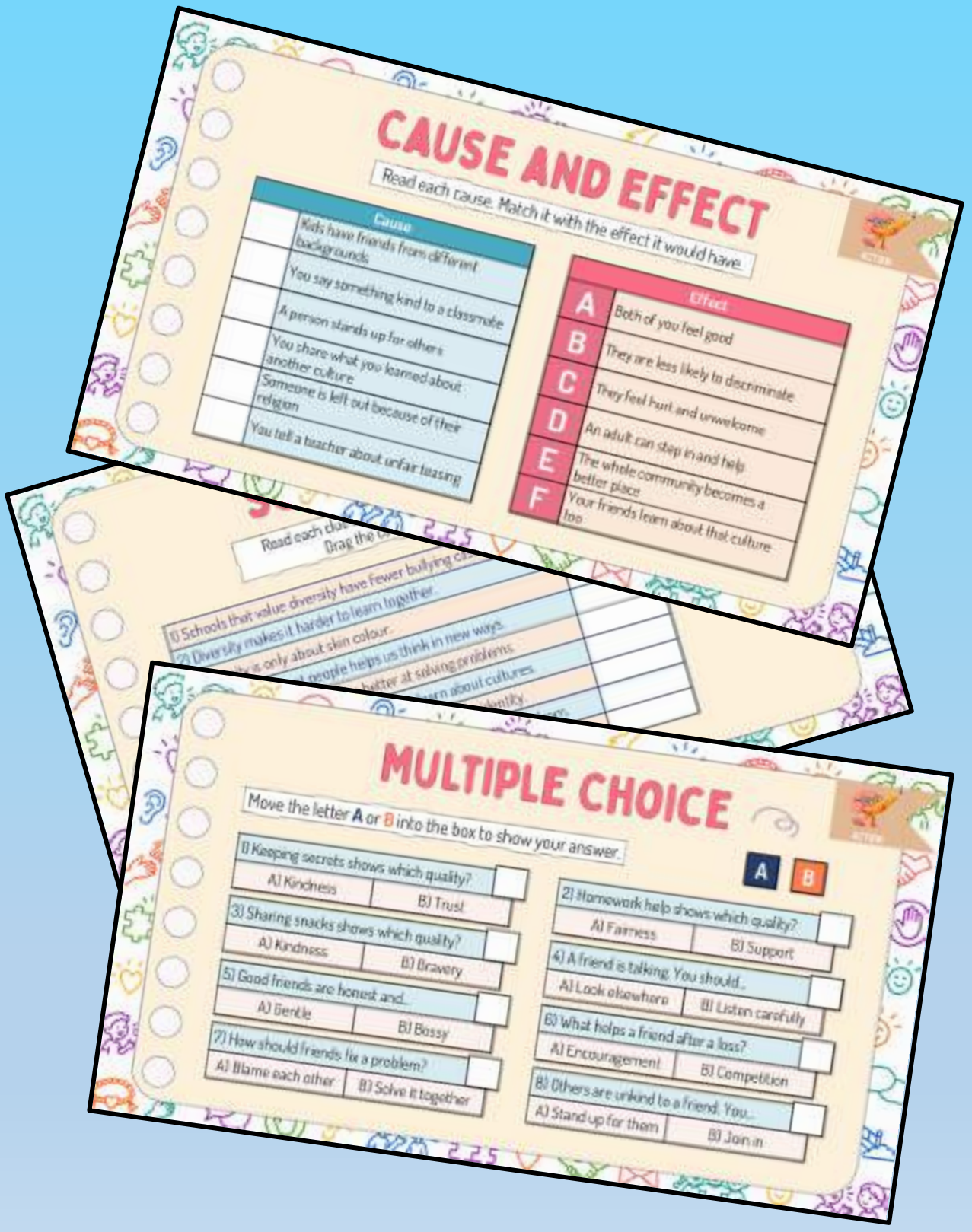
Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



BC Health Curriculum
Healthy Relationships– Grade 4



BC Health Curriculum
Healthy Relationships– Grade 4



Grade 4 – Health Unit

Healthy Relationships

	Elaborations	Pages
HR4.1	**Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations** ○ What can you do to stand up for yourself in an unsafe and/or uncomfortable situation? ○ developing strategies for establishing boundaries in unsafe or uncomfortable situations: • saying how you feel • asking for what you need • disagreeing respectfully • saying no without guilt • speaking up for yourself and others when safe to do so • removing yourself from an unsafe or uncomfortable situation ○ recognizing behaviours used by abusers or groomers (e.g., giving gifts, isolating	6-18
HR		53
HR4.3	○ understanding that characteristics of positive relationships may include: • kindness • mutual respect • trust and honesty • safety from harm • consensual • feeling valued • feeling supported • healthy boundaries ○ demonstrating an initial understanding of consent: • understanding personal boundaries and respecting the boundaries of others (e.g., body boundaries, emotional boundaries) • ensuring affirmative consent (yes means yes) and obtaining permission before doing things • saying "no" and "stop" in respectful and assertive ways	54-83
HR4.4	**Describe and apply strategies that promote a safe and caring environment** ○ building a culture of consent within the school and/or classroom ○ modeling consent through classroom practices (e.g., letting student meet bodily needs) ○ building a culture of awareness and acceptance of different races/ ethnicities, gender identities/ expressions	84-99

Preview of 75 pages from this product that contains 139 pages total.

NAME: _____

HEALTHY RELATIONSHIPS



PREVIEW

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Curriculum Connection
HR4.1

What is Assertiveness?

Understanding Assertiveness

Assertiveness is an important skill that helps people express themselves in a clear and respectful way. It is different from being passive or aggressive. When someone is **passive**, they don't stand up for themselves. They might stay quiet or allow others to treat them unfairly. When someone is **aggressive**, they may speak or act in a way that hurts others. They might yell or push to get what they want, not thinking about other people's f

Assertiveness is th to communicate. It means standing up for yourself without hurting a e. Wh assertive, you say what you feel and need clearly and calmly. You d respect their needs and feelings. Here are some ways to be as

- Use "I" statements. For examp say you interrupt me."
- Make eye contact to show you are co nt.
- Keep a calm voice and body language.
- Respect others' opinions, even if you don't agre



Being assertive helps solve problems and improves relationships with others. It's important to practise assertiveness because it helps you feel more confident and respected.

Assertiveness vs. Aggressiveness vs. Passiveness

Here's a simple list to help you understand the differences:

- Assertive: "I'd like to keep my snack today."
- Passive: Staying silent and giving the snack even if you don't want to.
- Aggressive: "No, get your own snack!"

PREVIEW

Name: _____ 7

Curriculum Connection
HR4.1

True or False

Is the statement true or false?

1) Assertiveness is about yelling to be heard.	True	False
2) Being passive is the same as assertive.	True	False
3) Being aggressive means being silent.	True	False
4) Assertive kids share their feelings clearly.	True	False
5) Assertiveness helps people respect each other.	True	False

Questions

Answer the questions below.

1) Desc[illegible]ng [illegible]ve is better than being aggressive.

2) How can being assertive help solve pr[illegible] sch[illegible]

PREVIEW

Dialogue

Write an assertive dialogue between two students who are taki[illegible]ns on the swing in the playground.





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HR4.1

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) When being assertive, you should be:	Calm
	Loud
2) Which type of communication hurts others?	Assertive
	Aggressive
3) Using "I" statements is a way to be:	Assertive
	Aggressive
4) If someone is aggressive, they may:	Whisper
	Yell
5) When you're assertive, you should make good:	Noise
	Eye Contact

Name: _____

Circle the correct answer.

1) When being assertive, you should be:	Calm
	Loud
2) Which type of communication hurts others?	Assertive
	Aggressive
3) Using "I" statements is a way to be:	Assertive
	Aggressive
4) If someone is aggressive, they may:	Whisper
	Yell
5) When you're assertive, you should make good:	Noise
	Eye Contact

Name: _____

Circle the correct answer.

1) When being assertive, you should be:	Calm
	Loud
2) Which type of communication hurts others?	Assertive
	Aggressive
3) Using "I" statements is a way to be:	Assertive
	Aggressive
4) If someone is aggressive, they may:	Whisper
	Yell
5) When you're assertive, you should make good:	Noise
	Eye Contact

PREVIEW

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Curriculum Connection
HR4.1

Blog Post: Staying Safe

8 Smart Ways to Stay Safe in Uncomfortable Situations

Date: October 7, 2024 Author: By: Mia Pemberton 5-*minute read*

Sometimes, we all feel a bit uneasy or uncomfortable. Here are eight smart ways to stay safe in those situations!



PREVIEW

1) **Trust Y[illegible]gs** – If something feels wrong, it probably is! Your ins[illegible]otect you, so don't ignore them.

2) **Leave the Are[illegible]** – [illegible]unsafe, the best thing you can do is remove [illegible]rom t[illegible]n. Don't worry about being "polite"— yo[illegible]

3) **Say "No" Firmly** – It's okay [illegible]no.' [illegible]e to explain yourself. A firm "No, thank you" work[illegible]e.

4) **Find a Trusted Adult** – Go to someone you tr[illegible]a tea parent, or family friend. Tell them what's happe[illegible]

5) **Use a Code Word** – Have a secret code with your family [illegible]. This can be something as simple as texting "apple" to your paren[illegible]

6) **Stand Tall and Speak Up** – Bullies or people with bad intentions might [illegible]down if you speak confidently. Keep your shoulders back and speak clearly.

7) **Stick with Friends** – Being with friends can keep you safer in uncomfortable places. There's strength in numbers!

8) **Tell an Adult Afterwards** – Even if you handled the situation well, it's important to talk about it with an adult. They can offer advice and support.

Remember, staying safe means trusting yourself and asking for help when you need it!

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Name: _____ 10

Curriculum Connection
HR4.1

Questions

Answer the questions below.

1) Why is it important to listen to your instincts when you feel uncomfortable?

2) How does standing tall and speaking up make you feel more confident?

PREVIEW

Draw

Draw something that represents safety to you, like a shield or a handshake. Describe it.

Fill In The Blanks

Fill in the blanks with the correct answer.

1) Always _____ your feelings if you feel uncomfortable.

2) Leaving a room is a way to _____ yourself.

3) Saying "No" should be firm and _____.

4) Having a _____ with your family can help you get help.

5) Sticking with _____ can help keep you safe.

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Name: _____ 11

Curriculum Connection
HR4.1

Activity – Crafting Feelings Shields

Objective

What are we learning about?

To help students understand and express their emotions by creating a "Feelings Shield" that represents things that make them feel safe.

Materials

What you will need for the activity.

- Cardb[illegible]paper for shields
- Ma[illegible]int
- Mag[illegible]s or p[illegible]ges for cutting out symbols (o[illegible]
- Scissors
- Glue
- Decorative items like [illegible]r glit
- String or ribbon to hang



Instructions

How you will comple[illegible]activit

1. Each student receives a piece of cardboard[illegible]ea[illegible]the shape of a shield.
2. Ask students to think about what makes them feel sa[illegible]d c[illegible] that represent these feelings. Symbols can be drawn, painte[illegible] magazines.
3. Students decorate their shields using markers, crayons, paint, and[illegible]y decorative items they choose.
4. Allow students to cut out their symbols and glue them onto their shields.
5. Once the shields are dry, attach a string or ribbon to the top so that they can be hung up.
6. Gather the students and have them share their shields with the class, explaining the meaning behind the symbols they chose.
7. Discuss as a class when they might use their "feelings shield" to express how they feel and ask for what they need in difficult situations.

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HR4.1

Reflection | Answer the questions below.

What Makes Kids Feel Safe	Suggested Symbols
1. Family support	Heart, house
2. Friends who care	Handshake, smiley faces
3. Being at home	House, door
4. Pets	Paw print, bone
5. Teachers ing them	Book, apple
6. Their be	Bed, pillow
7. Par	Family, two stick figures holding hands
8. A favou e tov nim l	Teddy bear, toy block
9. School routin	Clock, backpack
10. A special blanket	anket, soft cloud
11. Rules that protect them	avel
12. Knowing how to ask for help	ne, y
13. Police or firefighters	Badge tru
14. Being with loved ones	Gr stick mily portrait
15. A quiet space to relax	Peace sy t cush
16. Good health	Heart, first ai
17. Listening to music	Music notes, headpho
18. Wearing their favourite clothes	T-shirt, star
19. Reading a book	Open book, glasses
20. Their faith or religion	Cross, star, crescent
21. A safe neighbourhood	Trees, house
22. Going to the park	Slide, tree
23. Sports or hobbies	Soccer ball, basketball
24. Their grandparents	Rocking chair, older figures
25. Playing games	Game controller, dice

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Template	Use this shield template to create a draft drawing of your shield.



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Reflection | Answer the questions below.

1) Rate your knowledge or feelings about the topic before the activity and then after. Colour the boxes up to the number that is your answer,

Before

1	2	3	4	5	6	7	8	9	10

After

1	2	3	4	5	6	7	8	9	10

2) Wha[illegible]oose for your shield and why?

3) How did it feel to share your shield [illegible] clas[illegible]

4) Imagine a situation where you might need to use your shield in the [illegible]. Draw a picture of that situation.

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HR4.1

Story: Recognizing Manipulative Behavior

The Gift That Wasn't Really a Gift



In the small town of Brooksville, Mira and her best friend, Jonas, loved spending afternoons at the park, sharing stories and playing tag. One sunny day, they met a new kid, named Victor, who had just moved into town. Victor was friendly and ... stories to tell, and he always had extra sn...

After a few weeks, ... started giving Mira little gifts every day—a sticker, a pencil, or a shiny marble. Jo... that ... only gave gifts to Mira and not to anyone else. Mira thought the gifts ... just ... es, but Jonas felt uneasy.

One afternoon, Victor asked Mi... he ... to see a new video game, but he didn't invite Jonas. Mira was excited, but ... something important their teacher, Ms. Avery, had taught them about manipulat... behav...

Ms. Avery had explained that sometimes, people giv... offers to make someone feel they owe them something in return. ... this ... pulation." It's when one person tries to control another's choices, which is ... a h...

Jonas shared his concerns with Mira, reminding her about Ms. Avery's less... Mira thought about it and decided to talk to Victor. She told him she appreciated his gifts, but she felt uncomfortable going to his house alone and would rather play together at the park as a group.

Victor was disappointed, but he understood. From then on, the three friends always hung out together at the park, and Mira learned that true friends respect each other's feelings and choices. She was glad to have a friend like Jonas who helped her recognize when something didn't feel right.

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HR4.1

True or False

Is the statement true or false?

1) Victor gave gifts to both friends.	True	False
2) Mira ignored her uneasy feeling.	True	False
3) Victor invited both friends to his house.	True	False
4) Manipulation involves controlling others.	True	False
5) Jonas was unsure about Victor's intentions.	True	False

Questions

Answer the questions below.

1) Desc[illegible]out the gifts initially and what changed her mind.

2) How did Victor respond wh[illegible]lke[illegible]out her feelings?

PREVIEW

Word Search

Find the words in the wordsearch.

Gifts	Park
Friends	Uneasy
House	Snacks
Manipulation	Feelings
Disappointment	Sharing
Respect	Control

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

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HR4.1

Power Imbalance

What Is Power Imbalance?



Power imbalance occurs when one person or group has more control or influence than another in different situations. This can happen in school, at home, or when playing with friends. Understanding power imbalances helps us rec[illegible] when someone might be using their power ove[illegible] in ways that aren't fair or kind.

How Powe[illegible]ffects [illegible]ps

When there is a p[illegible]tance [illegible]ffect how people treat each other. For example, a bigger or older stud[illegible]ight [illegible] intimidate a younger student, or a group of friends might exclude so[illegible] f[illegible]m pla[illegible]use they want to control the game. This can make others feel small, [illegible]or c[illegible]hat to do.

Power imbalances can make it hard for someone to [illegible]p or [illegible]p. Recognizing when someone is using their power over you can help y[illegible]ide h[illegible]. Being aware of power imbalances can help you treat others more fairly.

What You Can Do

Here are some steps to take if you notice a power imbalance:

1) **Speak Up**: If you feel safe, tell the person how their actions make you feel.
2) **Seek Help**: Talk to a trusted adult like a teacher or parent.
3) **Support Friends**: If you see someone being treated unfairly, offer your help or friendship.

Understanding power imbalances is important because it teaches us about respect, consent, and our rights to personal boundaries. It helps us create healthier and more respectful relationships with everyone around us.

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HR4.1

Fill In The Blanks

Fill in the blanks with the correct answer.

1) Bigger students may use their _____ unfairly.

2) Recognizing power use helps you _____ appropriately.

3) Feeling _____ can be a sign of power imbalances.

4) Fairness improves when we understand _____.

5) It's important to _____ up for yourself.

Questions

Answer the questions below.

1) Why [illegible] stand power imbalances?

2) What could you do if you see a friend b[illegible]ted u[illegible]?

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Rules

If you were the leader of a group, how would you make sure [illegible] included and equal? Write about the rules you would create.

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HR4.2

Bullying

Bullying

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

What Is The Difference Between Bullying and Having a Disagreement?

There are times when we all 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 them. Is this bullying?

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

1) It must be repetitive. One incident is not bullying.
2) A bully has more power e[illegible] because they are bigger, stronger, more popular or have more influence for some r[illegible]
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.

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MCQs

Circle the correct answer.

1) What does bullying involve?	Rumours	Disagreements
2) What must a bully have?	Power	Reason
3) Bullying is meant to be:	Playful	Harmful
4) Can bullying be physical?	Yes	No
5) Everyone deserves to be treated with:	Kindness	Indifference

Visualizing

hat you were picturing while you were reading. Explain the picture.



Questions

Answer the questions be ing m the text.

1) What is bullying? Give an example.

2) What are 3 characteristics of bullying?

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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 is yours
- Making rude gestures.

PREVIEW

Where and When Physical Bullying Happen?

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

Physical bullying is easy to see because it involves the bully hitting the victim. Physical bullying usually happens when adults are not 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 have relationship problems and difficulty holding a job later in life.
- Bullies have more drug and alcohol issues, and trouble with the law.

What Can You Do?

- Tell a trusted adult, a parent, teacher, bus driver or friends.
- Because bullies are more powerful, do not fight back. Instead, talk to an adult.

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Questions

Answer the questions below using evidence from the text.

1) What is physical bullying?

2) Where and when does physical bullying happen?

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Making Connections

Draw [illegible] ical bullying you have seen. How did it ma[illegible]l?

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

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Exit Cards

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

Name: _____ Mark

Fill in the blanks.

1) Physical bullying includes hitting, kicking, and _____.
2) Bullying can happen at school or on the _____.
3) When physical bullying happens, the bully often _____ the victim.
4) Bullies might have trouble with _____ and following the law as adults.
5) It's important not to fight back, but to speak to an _____ when bullied.
6) This type of bullying usually occurs when _____ are not around.

Name: _____ Mark

Fill in the blanks.

1) Physical bullying includes hitting, kicking, and _____.
2) Bullying can happen at school or on the _____.
3) When physical bullying happens, the bully often _____ the victim.
4) Bullies might have trouble with _____ and following the law as adults.
5) It's important not to fight back, but to speak to an _____ when bullied.
6) This type of bullying usually occurs when _____ are not around.

PREVIEW

Name: _____ Mark

Fill in the blanks.

1) Physical bullying includes hitting, kicking, and _____.
2) Bullying can happen at school or on the _____.
3) When physical bullying happens, the bully often _____ the victim.
4) Bullies might have trouble with _____ and following the law as adults.
5) It's important not to fight back, but to speak to an _____ when bullied.
6) This type of bullying usually occurs when _____ are not around.

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Spelling Bee – Bullying Related Words

Objective

What are we learning about?

Students will enhance their spelling abilities with words that pertain to bullying, prevention, and resilience. This exercise will not only develop their language skills but also reinforce the significance of compassion and understanding in preventing bullying.

Materials

...you will need for the activity.

- List of spelling ...ated to bullying, prevention ...ce
- Bell or buzzer fo... ...ellings



PREVIEW

Instructions

How you will complet... ...tivity

1. Prepare a list of spelling words related t... ...ing a... ...on.
2. Divide participants into teams or have them com... ...idua... ...sed on class size and dynamics.
3. Clarify the rules, including turn-taking, scoring, and handlin... ...f i... ...ngs.
4. Begin the bee by having the first participant spell a word from the theme list, noting their attempt on the board.
5. Use a signal device to indicate correct or incorrect responses and display the correct spelling on the board.
6. Progress through participants, allowing multiple attempts and cycling through the word list.
7. Tally correct spellings to determine scores for each participant or team.

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Spelling Terms | List of bullying-related words

Easy	Moderate	Hard	Very Hard
Help	Respect	Harassment	Prejudice
Safe	Empathy	Intervene	Stereotype
Care	Assertive	Advocacy	Discrimination
Share	Bystander	Alienation	Retaliation
Talk	Assertiveness	Exclusion	Defamation
Play	Classify	Intimidation	Stigmatization
Fair	Mediation	Labeling	Marginalize
Stop	Tolerance	Coercion	Misrepresentation
Friend	Resilience	Manipulation	Immigration
Trust	Negotiation	Humiliation	Fighting
Team	Cooperation	Antagonist	
Buddy	Communication	Provocation	Repercussion
Include	Understanding	Consequence	Disparagement
Smile	Equality	Communication	Belligerence
Listen	Differences	Empowerment	Ostracize
Share	Awareness	Aggressor	Cyberbullying

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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
- Threaten[illegible] to hurt you
- Inappro[illegible]xual comments

Hidden [illegible]ing

Verbal bullying [illegible] see[illegible]physical bullying. It is most often done when adults are not prese[illegible]

Effects of Verbal Bullying

Verbal bullying is very harmful becaus[illegible] affec[illegible]the person being bullied feels about themselves. Verbal bullying can caus[illegible]iety [illegible]pression for the person being bullied. Often when someone is b[illegible]ulli[illegible]e[illegible]d the social settings where bullying occurs which leads to them [illegible]e soc[illegible]solated.

Strategies If You Or Someone You Know Is Being Bullied

- ❑ Look confident and smile. Bullies are looking for someone weaker[illegible]lly.
- ❑ 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.

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Fill In The Blanks

Fill in the blanks with the correct answer.

1) Verbal bullying is when someone says something _____ or hurtful.

2) Teasing and _____ are examples of verbal bullying.

3) Verbal bullying is not easy to _____ because it's less visible.

4) Being bullied can make someone feel _____ isolated.

5) Bullies often look for someone they perceive as _____.

Connecting

s a rhyme, "Sticks and stones may break my bones, but names
urt me." Do you think this is true? Why or why not?

Questions

Answer the questions below t he t own ideas.

1) What is verbal bullying?

2) Why do so many people say nothing when they see someone else being bullied?

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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 h tful comments or pictures online.
- Spreadi rs or lies about someone online.
- Excl m online groups or activities.
- Pret g to b else online in order to trick or hurt som

PREVIEW

How Is Cyberbullying Ha

Cyberbullying can be very ups d neone feel embarrassed, scared or sad. Cyberbullying is harmful even if o in- contact for a few reasons:

- It happens 24/7: Unlike bullying, which happens rso rbullying is there every time you use your device and continue ght a
- It can be anonymous: This makes it harder to iden ty and em. More people can see the messages online, making the victim ore ed.
- It can affect mental health: Cyberbullying can have serious effe mental health, including anxiety, depression, and even suicidal thoug s 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.

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MCQs — Circle the correct answer.

1) Where does cyberbullying happen?	Park	Internet
2) What can cyberbullies use to bully others?	Phone	Book
3) Can cyberbullying include spreading rumours?	Yes	No
4) Is excluding someone online a form of cyberbullying?	Yes	No
5) Who can be a victim of cyberbullying?	Adults	Anyone

Think — things cyberbullies will do.

1)	
2)	
3)	
4)	

Questions — Answer the questions below evid e readings

1) Why is cyberbullying so harmful?

2) What is a strategy for dealing with cyberbullying?

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Is it Bullying?



Decide	Is it bullying – yes or no?	
1) Julia and her friends decide not to include Sofia in their group, so they ignore her anytime she asks to join their game.	Yes	No
2) Claire is best friends with Emma. Emma got a new black winter coat. Claire tells her she likes her old pink one better. Emma's feelings are hurt.	Yes	No
3) Jason is a student. Matt has trouble finishing assignments on time. They sit next other. Whenever Matt gets a chance, he breaks the points off and pencil crayons.	Yes	No
4) Blak goalie y team. When they lose a game his team members s d him ge He is afraid to tell his parents or coach.	Yes	No
5) Every day when they teps on Jill's feet.	Yes	No
6) Meg and 3 classmates are roject. They are practicing at recess. Alice who us play but is in another class asks to join. Meg says no, sh tch suggestions, but she can't be in the dance.	Yes	No
7) Paul pushes Will every time he sees him in the ill us door to come in so he can avoid Paul.	Yes	No
8) James is upset with Michael. He finds it hard to tell Micha bothering him, so he sends him a text telling Michael that he is an with him.		lo
9) Becky and Melissa get into an argument and call each other names.	s	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 every day, when she is at school someone puts garbage into her backpack. She does not know who is doing this.	Yes	No

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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 invites everyone but Nick to play tag.	Verbal	Physical	Social	Cyber
4) Kelly punches in the shoulder every time he gets close.	Verbal	Physical	Social	Cyber
5) Luca shops Noah and posts them.	Verbal	Physical	Social	Cyber
6) Ava always laughs when she gets last in races.	Verbal	Physical	Social	Cyber
7) Mike kicks Sam's backpack when he sees it on the floor.	Verbal	Physical	Social	Cyber
8) Avery and her grade 4 friends always play in the yard together, but they never invite their classmate, Sarah.	Verbal	Physical	Social	Cyber
9) Max writes insults about Zoe on a wall at school.	Verbal	Physical	Social	Cyber
10) Levi spreads rumours about Logan to his friends through text messages.	Verbal	Physical	Social	Cyber

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Your Turn Write an example of each type of bullying

Verbal	
Physical	
Social	
Cyber	

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Strategies to Address Bullying

How to Deal with Bullying

Bullying can make schools feel unsafe and scary. Here are some strategies you can use if you see bullying or if it happens to you.



If You're Being Bullied:

1. Speak Up: Tell the bully to stop in a calm and clear voice, then walk away and get help.
2. Tell an Adult: Tell a teacher, school counsellor, or a parent about what happened. It's important to report bullying so it can be stopped.
3. Stay with Friends: Bullies often try to pick on someone in a group. Staying close to friends can keep you safe.

If You See Bullying:

- Don't Join In: It can be easy to go along with the crowd, but it's important to stand up for what is right.
- Speak Up: If it feels safe, say something to stop the bullying like "That's not cool!" or "Leave them alone."
- Get Help: If speaking up feels scary, find an adult and tell them what is happening.

If You Have Been a Bully:

- Apologize: Saying sorry to the person you bullied can be a big step in making things right.
- Talk to Someone: Sometimes, people bully others because they are upset or angry about something else. Talking to a counsellor or teacher can help you find better ways to deal with those feelings.

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Questions

Answer the questions below.

1) What should you do if you are being bullied?

2) What can you do if you see bullying happening?

PREVIEW

True or False

...s the ... true or false?

1) Walking away from bullying ...	True	False
2) Telling an adult may stop bullying.	True	False
3) Joining in bullying is standing up.	True	False
4) Verbal bullying does not cause harm.	True	False
5) Adults ignore bullying reports.	...ue	False

Diagram

Draw and name three people you can tell abo...

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Exit Cards

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

Name: _____ Mark

Circle the correct answer.

1) Should you tell a bully to stop if they are bothering you?	Yes	No
2) Is it okay to walk away and get help when being bullied?	Yes	No
3) Can stay[illegible] friends help you stay safe from bullies?	Yes	No
4) Is it oka[illegible] if you see someone else being bullied?	Yes	No
5) Sh[illegible] ly if it feels safe to do so?	Yes	No
6) If you h[illegible] e bulli[illegible] sho[illegible]d you apologize?	Yes	No

Name: _____ Mark

Circle the correct answer.

1) Should you tell a bully to stop if they are[illegible]	Yes	No
2) Is it okay to walk away and get help whe[illegible]g bullie[illegible]	Yes	No
3) Can staying with friends help you stay safe from b[illegible]	Yes	No
4) Is it okay to join in if you see someone else being b[illegible]	Yes	No
5) Should you try to stop a bully if it feels safe to do so?	Yes	No
6) If you have bullied someone, should you apologize?		

Name: _____ Mark

Circle the correct answer.

1) Should you tell a bully to stop if they are bothering you?	Yes	No
2) Is it okay to walk away and get help when being bullied?	Yes	No
3) Can staying with friends help you stay safe from bullies?	Yes	No
4) Is it okay to join in if you see someone else being bullied?	Yes	No
5) Should you try to stop a bully if it feels safe to do so?	Yes	No
6) If you have bullied someone, should you apologize?	Yes	No

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Activity: Bullying Scenarios Role Play

Objective

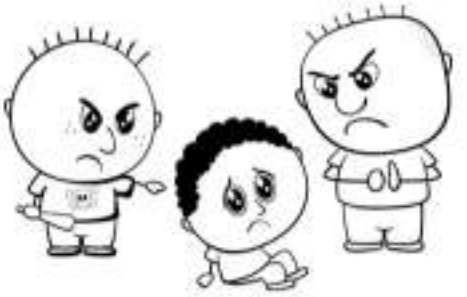
What are we learning about?

Students will engage in role-playing activities that depict various forms of bullying. By acting out both the roles of individuals who bully and those who respond positively, students will learn to identify bullying behaviour and practice assertive actions to address it.

Materials

What you will need for the activity.

- A l[illegible] depicting different forms of bullying.
- Guidelines for [illegible] respo[illegible]llying.
- Props or costumes [illegible] more vivid (optional).



PREVIEW

Instructions

How you will complet[illegible] activit[illegible]

1. Divide students into small groups and distribu[illegible] here[illegible]ario cards to each group.
2. Explain the roles within each scenario, ensuring that ther[illegible] cle[illegible] of the actions that depict bullying and those that represent positi[illegible]
3. Each group will act out their scenario, first showing the bullying behav[illegible] then pausing the role-play to discuss, and finally demonstrating a positive response, such as seeking help or speaking up.
4. Provide the class with feedback and guidance after each role-play to reinforce learning points.
5. After all scenarios have been acted out, lead a class discussion on the importance of recognizing bullying and the effectiveness of the responses demonstrated.
6. Encourage students to discuss how they might apply these positive actions in real-life situations.

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Handout | Guidelines for Positive Responses to Bullying

Speak Up: If you see bullying, use your voice. Say something like, "That's not funny," or simply, "Stop."

Support the Person: Show support to the person being bullied. Let them know you are there for them and that they are not alone.

Report th g: Tell a trusted adult about the incident. This can be a teach or parent.

Be a Friend: I so g bullied to join you in activities. Being inclusive can mak g di

Encourage Dialogue: Talk ull This can reduce the stigma for victims and may deter potential

Be Reflective: Think about your own action word e they are kind and do not contribute to the problem.

Educate Others: Share information about bullying an effe peers to foster understanding and empathy.

Stand Together: Join or form groups against bullying, like a kindness club or a peer support group.

Model Respectful Behaviour: Treat everyone with respect and kindness. Your behaviour sets an example for others.

Create a Safe Space: Work with adults to create areas where everyone feels safe and accepted.

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HR4.2

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Dealing with Playground Bullying	You notice someone being excluded from a game on purpose. Gather friends to include the person and report the behaviour to a teacher.
Cy[illegible]llying Discove[illegible]	You discover a mean comment about a classmate onli[illegible] Decide to report the comment, support your [illegible]te, and discuss internet kindness.
Classroom Teasing	You wi[illegible] class[illegible] being teased for an incorrect answ[illegible] step[illegible] edirect the conversation[illegible] offe[illegible]ether.
Rumour Spreading	You hear a false rumour about a p[illegible]. [illegible] to speak up, correct the misinformation, a[illegible] tell an adult.
Social Media Shaming	You see a friend upset by a photo shared online without consent. Offer comfort, report the photo, and discuss consent with peers.

PREVIEW

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HR4.2

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Lunchtime Exclusion	You notice a student sitting alone at lunch. Join them, invite others, and create an inclusive atmosphere.
Bus Ride Bully	You overhear teasing on the school bus. Sit with the [illegible]ted student, engage in positive conversation, and inform the bus driver.
Locker Area Intimidation	You see so[illegible] bel[illegible]gs being tampered with. Help to gather th[illegible]ning[illegible] out who was responsible, a[illegible] w[illegible] port it.
Library Book Bullying	Someone hides a book a peer nee[illegible] rch. Help to locate it, return it to the peer, and explain why that behaviour isn't acceptable.
Field Trip Harassment	You notice a group excluding someone during a field trip. Approach the group, include the excluded student, and enjoy the trip together.

PREVIEW

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HR4.2

Self-Assessment

Mark your performance using the checklist below.

Criteria	Stars (1: Worst, 5: Best)
I stayed in character throughout the role play.	☆☆☆☆☆
I used language appropriate to my character.	☆☆☆☆☆
I clearly expressed my character's viewpoints.	☆☆☆☆☆
I interacted [illegible] with other characters.	☆☆☆☆☆
I used body [illegible] and gestures effectively.	☆☆☆☆☆
I was [illegible] and spo[illegible].	☆☆☆☆☆
I adapted well t[illegible] he scene.	☆☆☆☆☆
I contributed creative[illegible] he [illegible]	☆☆☆☆☆
I understood and conveyed t[illegible]ves [illegible]play.	☆☆☆☆☆
I collaborated effectively with my peers d[illegible] rol[illegible]	☆☆☆☆☆

PREVIEW

Glow and Grow

Glow: Write two things you did re[illegible]ell
Grow: Suggest one area where you [illegible]m

Glow	_____ _____ _____
Glow	_____ _____ _____
Grow	_____ _____ _____

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Resources That Can Help with Bullying

What Is Bullying?

Bullying is when someone repeatedly hurts, threatens, or teases another person on purpose. It can happen at school, in the park, or online. It makes people feel unsafe or very sad.



Where to Ge at School

If you're fe d, it's important to know that you're not alo p d programs at school that can help y feel s ect d.

PREVIEW

1) School Counsellor

- Who they are: A friendly a school ens and helps solve problems.
- How they help: They talk with bo and find ways to stop the bullying.

2) Anti-Bullying Programs

- What they are: Special school programs that teach a s how ind and stand up against bullying.
- Examples: 'Respect in School' which shows how to treat everyone

3) Peer Support Groups

- What they are: Groups where students help each other with problems like bullying.
- Benefits: You can talk to other kids who understand and support you.

Why These Resources Matter

These resources help make school a safer place where every student can learn and play without fear. Remember, telling someone about bullying is brave and the first step to making things better.

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Fill In The Blanks

Fill in the blanks with the correct answer.

1) Bullying makes people feel very _____.

2) A counsellor is an adult who _____ problems.

3) Peer support groups offer _____ and help.

4) Telling someone about bullying is _____.

5) Everyone deserves to feel _____ at school.

Questions

Answer the questions below.

1) Des[illegible]sellor can help a student who is being bullied.

2) What should you do first if yo[illegible]nsa[illegible]a bully?

Poster

Design a poster that promotes an anti-bullying campa[illegible] you[illegible]le symbols of peace and friendship, and slogans that encou[illegible]ge r[illegible]

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Standing Up Against Discrimination

Understanding Discrimination



Discrimination happens when people treat others unfairly because they are different in some way. This can be because of their race, religion, gender, or other reasons.

Ways to Be an Ally

Being an ally means helping someone who is being treated unfairly. Here are some ways you can stand up against discrimination:

1) Speak Up: If you see someone being treated unfairly, tell a trusted adult like a teacher or parent.
2) Learn and Share: Learn about different cultures and share what you know with friends. Understanding each other can help stop discrimination.
3) Be Kind: Treat everyone with kindness, even if they are different from you. Being friendly can make everyone feel included.

PREVIEW

Facts About Discrimination and Kindness

- People who have friends from different backgrounds are less likely to discriminate.
- Kindness makes both the giver, and the receiver feel good.
- Standing up for others helps stop bad behaviours and makes our community safer.

What to Do If You See Discrimination

If you see someone being teased or left out because of their race, religion, or gender, here's what you can do:

- Say something kind to the person being hurt.
- Ask them to play with you or sit with you at lunch.
- Tell a teacher or another adult what you saw.

Everyone deserves to be treated with respect and kindness. You can make a big difference by being a good friend and ally!

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MCQs

Circle the correct answer.

1) Discrimination is treating people _____.	Fairly	Unfairly
2) Kindness makes the giver feel _____.	Sad	Good
3) You can stand up against discrimination by _____.	Speaking	Ignoring
4) Telling an adult is a way to _____ discrimination.	Support	Challenge
5) Playing with everyone promotes _____.	Inclusion	Exclusion

Questions

swer the questions below using evidence from the readings.

1) Wha it mean lly against discrimination?

2) Why is it important to tell an a yo ion?

PREVIEW

Word Search

Find the words in the wordsearch.

Unfairly	Ally
Discrimination	Cultures
Adult	Kindness
Respect	Difference
Inclusion	Speaking
Reduce	Challenge

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

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HR4.2

Exit Cards

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

Name: _____

Is the statement true or false?

Mark

1) You can be an ally by helping someone who is being treated unfairly.	True	False
2) Speaking up when you see someone treated unfairly is a way to be an ally.	True	False
3) Learning about other cultures can help stop discrimination.	True	False
4) Being kind only makes the person receiving kindness feel good.	True	False
5) Standing up for others can help stop bad behaviours in the community.	True	False
6) If you see someone being teased, you should ignore it and walk away.	True	False

Name: _____

Is the statement true or false?

Mark

1) You can be an ally by helping someone who is being treated unfairly.	True	False
2) Speaking up when you see someone treated unfairly is a way to be an ally.	True	False
3) Learning about other cultures can help stop discrimination.	True	False
4) Being kind only makes the person receiving kindness feel good.	True	False
5) Standing up for others can help stop bad behaviours in the community.	True	False
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3) Learning about other cultures can help stop discrimination.	True	False
4) Being kind only makes the person receiving kindness feel good.	True	False
5) Standing up for others can help stop bad behaviours in the community.	True	False
6) If you see someone being teased, you should ignore it and walk away.	True	False

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Stereotyping

Understanding Stereotypes



Stereotyping happens when we think all people in a particular group are the same without knowing them personally. It's like saying all apples taste the same without trying different kinds!

Common Ste[illegible]ypes

Many stere[illegible] about what people can or cannot do because of their age, where they co[illegible] look like. Here are a few examples:

1) Age St[illegible]eotyp[illegible]nk[illegible] older people can't use technology well or that younger kids [illegible]e imp[illegible]cisions.
2) Gender Stereotypes: [illegible]ys [illegible]er at sports and girls are better at arts.
3) Cultural Stereotypes: Belie[illegible]as [illegible]love hockey or all kids from France eat a lot of bread.

PREVIEW

How Stereotypes Affect Us

Stereotypes can make people feel left out and misu[illegible]st[illegible]us from making new friends or trying new things. Imagine if some[illegible]ht yo[illegible]t like games just because of your hair colour!

What We Can Do

- Ask Questions: Learn about people by asking about their life and interests.
- Be Open: Enjoy finding out how people are different and what unique things everyone can share.
- Speak Up: If you hear someone saying a stereotype, kindly explain why it might not be true.

By learning about stereotypes, we can help everyone feel valued and included. This makes our school a happier place for all!

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True or False

Is the statement true or false?

1) All boys are excellent at sports.	True	False
2) Stereotypes always make people happy.	True	False
3) Girls cannot play football.	True	False
4) Only old people struggle with technology.	True	False
5) Asking questions is unnecessary.	True	False

Questioning

Write two questions you have about the text.

1)	
2)	

PREVIEW

Questions

Answer the questions be

1) Describe a stereotype you know about and why it is not

2) What might happen if you speak up against a stereotype?

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Busting Stereotypes

Colour Colour the clouds that represent activities you enjoy or believe you could enjoy, despite the stereotypes associated with them.

I play football!

I can bake!

I enjoy dancing!

I read adventure books!

I am great at math!

I can fix cars!

I play video games!

I ride skateboards!

I make jewelry!

I study space!

I compete in chess!

I can run fast!

I like gardening!

I perform in plays!

I like makeup!

I like to cook!

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Fact or Fiction – Recognizing Stereotypes

Objective

What are we learning about?

To help students identify and challenge stereotypes, encouraging critical thinking about fairness and equality.

Materials

What you will need for the activity.

- A l[illegible]ut stereotypes
- A 'Fact' sign a[illegible]' sign to distinguish the two sides o[illegible]
- Designated area[illegible]ace the 'Fact' and 'Fiction' sig[illegible]ng sp[illegible] students to move to eith[illegible]



PREVIEW

Instructions

How you will complete[illegible] activi[illegible]

1. Your teacher will read statements. Pay close[illegible] each[illegible]ment is shared.
2. Consider carefully whether you think the statement is true o[illegible]
3. If you decide the statement is true, walk to the 'Fact' side of the r[illegible]
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!

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Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	English is the most spoken language worldwide.	Fiction
2	Most Canadians live within 200 km of the U.S. border.	Fact
3	All teenagers need at least 8 to 10 hours of sleep each night.	Fact
4	Peopl itzerland speak four national languages.	Fact
5	Al rude.	Fiction
6	Yog iginat over 5,000 years ago.	Fact
7	Only girls cing.	Fiction
8	The Nile River is world.	Fact
9	People from Brazil alw fo beach.	Fiction
10	Eating spicy food can cause ulce	Fiction
11	Canadians are generally known for being p and etic.	Fact
12	All Irish people have red hair.	Fiction
13	Wearing glasses makes you look smarter.	Fiction
14	The literacy rate in Canada is over 99%.	
15	All Asians are good at math.	Fiction
16	Australia has one of the highest rates of pet ownership in the world.	Fact
17	Eating carrots greatly improves your night vision.	Fiction
18	The human body has enough iron in it to make a small nail.	Fact
19	All gamers are antisocial.	Fiction
20	Sushi is a traditional Japanese dish that consists of rice and seafood.	Fact

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HR4.2

Newspaper Article: Inclusion

Why Inclusion is Important in Our Schools

Published on October 8, 2024

Inclusion means making sure everyone feels welcome at school, no matter their race, gender, or ability. Today, schools across [illegible] Inclusion Day to show how important it is for everyone to be part of school. When we talk about inclusion, we mean every student has the right to learn, play, and grow together. This helps make our school community stronger and everyone feels cared for. For example, in a recent survey, 8 out of 10 students said they feel happier and learn better when they help each other and work together.

Teachers and students are hosting special events where they share stories and play games that teach us about different cultures and abilities. These activities help students understand and appreciate what makes each of us unique.

Statistics show that schools with strong inclusion programs have better results in tests and happier students. Schools that focus on inclusion see about 30% higher scores in reading and math. Also, 95% of teachers believe that inclusive schools make students more kind and understanding.



Today [illegible] beginning. Our school has planned [illegible] activities throughout the day to make sure that every student feels welcome and important. The goal is for all students to feel like they belong and can achieve their best at school.

So, let's celebrate Inclusion Day by learning from each other, playing together, and showing that everyone is a valuable part of our school community!

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Questions

Answer the questions below.

1) Why is it important for every student to feel included?

2) How can understanding different cultures and abilities make a school better?

PREVIEW

Fill In The Blank

Fill in the blanks with the correct answer.

1) Inclusion means making sure everyone feels _____.

2) Activities help students appreciate _____ differences.

3) Stories and _____ help learn about inclusion.

4) Inclusion makes students more _____ and understanding.

5) Celebrating Inclusion Day involves learning from _____

Diary

Imagine you use a wheelchair and have just started in a new school. Write a diary entry about your first day at recess. Did someone offer to help you? How did your classmates make sure you could be part of the games or activities?

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HR4.3

What Makes a Good Friend?

Qualities of a Good Friend

Good friends are very important in our lives. This section talks about what makes someone a good friend and why these qualities are important.



Trust

Trust is whe[illegible]ieve that your friend will keep your secrets[illegible]ways tell you the truth. It's like knowing y[illegible] friend[illegible]ack, no matter what. You can tell them anythi[illegible]orryi[illegible]will tell others.

Kindness

Kindness means being nice to[illegible]d c[illegible]their feelings. A kind friend says nice things, shares their snacks or toys, a[illegible]ou[illegible]you're feeling sad or have a problem. They make you feel happy and t[illegible]

Support

Supportive friends help you when you need it. They chee[illegible]p when y[illegible]ad, help you with homework, and are there for you when you're scared[illegible]y ce[illegible]s and encourage you when you lose.

How to Be a Good Friend

Here are some ways you can be a good friend:

- Listen carefully when your friend is talking.
- Share your things like toys or books.
- Always be honest but gentle.
- Help your friend solve problems instead of making them bigger.
- Play fairly and make sure everyone has fun.
- Stand up for your friend if others are being unkind.

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HR4.3

MCQs

Circle the correct answer.

1) Trust in a friend means keeping _____.	Secrets	Jokes
2) A supportive friend helps when you are _____.	Sad	Busy
3) Honesty should always be _____.	Gentle	Loud
4) Fair play ensures everyone _____.	Wins	Plays
5) Listening carefully is a sign of a _____ friend.	Good	Bad

Making Conn

Write about good friends you have. Describe the bond you have with them.

PREVIEW

Questions

Answer the questions below using ... from ... dings.

1) Why is it important to be gentle when being honest with a friend?

2) Explain why it's important to listen carefully when a friend is talking.

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HR4.3

Consent

Understanding Consent



Consent is a very important word that means giving permission for something to happen. It's like saying "yes" when someone asks if they can do something that involves you. Consent should always be clear, which means everyone understands and agrees happily.

When to Gi[illegible]

You sh[illegible]

1) Some[illegible] asks [illegible]omething from you, like a pencil or a toy.
2) A friend wan[illegible] you a [illegible]gh five.
3) Someone wants t[illegible]

It's always okay to say "no" [illegible] feel[illegible]ble with something. Saying "no" is just as important as saying "yes."

How to Say "Yes" and "No"

Giving consent means saying "yes" in a happy and [illegible]way. [illegible]re, it's okay to say "no" or ask for more time to think about it. Here's ho[illegible] do it:

- Say "Yes, you can borrow my book."
- Say "No, I don't want to play this game right now."

Why Consent Is Important

Consent is important because it helps everyone feel safe and respected. When you ask for consent, you show that you care about the other person's feelings. And when you give consent, you are making a choice about what happens to you. Always remember, if you change your mind, you can say "stop" at any time, and it should be respected immediately.

This helps us all get along better and feel good about the choices we make with our friends and classmates.

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Questions

Answer the questions below.

1) Why is it important to give clear consent?

2) Describe a situation where you should ask for consent.

PREVIEW

Fill In The Blanks

Fill in the blanks with the correct answer.

1) Consent means saying _____
2) You should always give your _____ clearly.
3) Asking for consent shows you _____ others.
4) You can say "_____" if you change your mind.
5) If unsure, it's good to ask for more _____

Dialogue

Write a short dialogue between two classmates where one asks for consent and the other respectfully says "no".

Speakers	Statements

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Setting Healthy Boundaries

Understanding Healthy Boundaries



Healthy boundaries help us feel safe and comfortable with others. Boundaries are the limits we set to protect our feelings and personal space. Knowing our boundaries can help us say "no" without feeling guilty, and it also teaches us when som may be crossing a line with us.

Why Se ri rs

Boundaries re imp use they:

- Keep Us Safe: i oundar us protect our personal space and feelings.
- Build Respect: When ar how others how to treat us respectfully.
- Help Us Feel Confident: Say wh makes us feel strong and confident.

How to Set Healthy Boundaries

Setting boundaries can be easy if we practice. Here ar s to do

- Use "I" Statements: Say, "I feel uncomfortable when..." to yo
- Speak Up: It's okay to tell someone if they're making you uncomfo
- Say "No" Without Guilt: Remember, it's okay to say "no" when something s wrong.

Recognizing When Boundaries Are Crossed

Sometimes, people may ignore our boundaries. Here's when to notice:

- If You Feel Uncomfortable: Feeling uneasy around someone may mean they're not respecting your boundaries.
- If They Don't Listen: If you tell someone your boundary, but they keep crossing it, they're not respecting you.

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MCQs

Circle the correct answer.

1. Boundaries help us build _____.	Respect	Anger
2. Using "I" statements shows _____.	Distance	Ownership
3. We should speak up if we feel _____.	Calm	Uneasy
4. Boundaries make it easier to say _____.	No	Yes
5. Not listening to boundaries is a lack of _____.	Respect	Patience

Comic

Illu simple comic strip showing someone saying "no" and feeling co

PREVIEW

Questions

Answer the questions below.

1) Why is it important to set boundaries with friends?

2) What is one example of a time you might need to say "no"?

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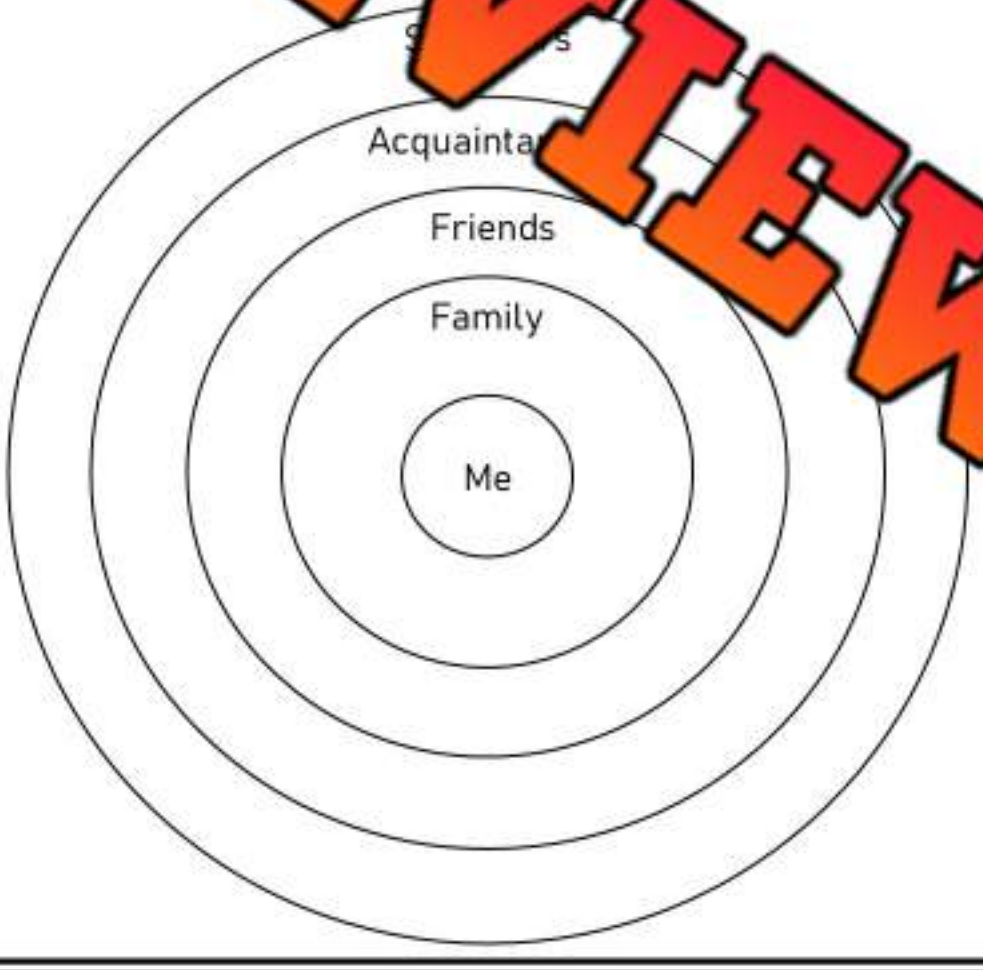
Name: _____ 69

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HR4.3

Defining Boundaries

Define The diagram below represents your personal boundaries. Write the number for each activity below in the circle that shows who you would be comfortable doing that activity with.

1)	Shaking hands	11)	Sharing toys or belongings
2)	Hugging	12)	Watching a movie together
3)	High-fiving	13)	Sending a holiday card
4)	ring a meal	14)	Walking home together
5)	y birthday	15)	Borrowing a pencil
6)	unch	16)	Talking about a personal problem
7)	Sayi hin	17)	Saying "hello" in passing
8)	ecret	18)	Taking a picture together
9)	Playing a ga		Standing in a close line (e.g., queue)
10)	Asking for help with		Asking for directions



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Activity – Boundaries Snowman

Objective What are we learning about?

To enhance students' understanding and retention of new vocabulary related to the importance of boundaries, trust, and respect in relationships through a fun game of Snowman.

Materials What you will need for the activity.

- Snow[illegible]ates (blank snowman grids).
- Dry [illegible] marker



Instructions will [illegible] the activity

1. Recall Health Topics: S[illegible] remindi[illegible]ts of the topics they've learned about in health class, such as the [illegible]nc[illegible]es, trust, and respect in relationships.
2. Explain Snowman: Demonstrate how [illegible]lay Sno[illegible] on [illegible]whiteboard or chalkboard. Explain that for each incorrect g[illegible]rt of [illegible]man is drawn, starting from the bottom snowball to the sad
3. Game Setup: Distribute blank Snowman game templ[illegible] stud[illegible]nstruct them to think of a word related to the health topics they [illegible]ied
4. Play in Pairs: Students pair up. One student thinks of a boundarie[illegible] and draws blanks on the template for each letter.
5. Guessing the Word: The partner guesses letters. If a letter is correct, it's added to the blanks. If not, a part of the snowman is drawn.
6. Discover and Discuss: The game continues until the word is guessed or the snowman is completed. After each round, discuss the word in context of health education.
7. Encourage Creativity: Urge students to be creative with their word choices, thinking broadly about everything they've learned in health class.
8. Rotate and Repeat: After a few rounds, have students switch partners for fresh gameplay and new word challenges.

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Terms	List of words related to relationship boundaries

Trust	Kindness	Share	Care
Respect	Privacy	Honesty	Loyalty
Patience	Listen	Support	Freedom
Safe	Comfort	Caring	Promise
[illegible]	Protect	Space	Secrets
Value	Pe[illegible]	Polite	Quiet
Talk	[illegible]	Fair	Empathy
Help	Listen	A[illegible]	Guide
Teach	Love	[illegible]ay	Safe
Right	Wrong	Yes	[illegible]
Stop	Go	Wait	[illegible]
Mine	Yours	Us	We
Team	Alone	Together	Happy
Sad	Good	Bad	Nice
Mean	Gentle	Rough	Respectful

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Snowman

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

Draw Your Snowman

Cross off incorrect guesses

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

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

Write the number of blanks for your word below

Draw Your Snowman

Cross off incorrect guesses

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

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

Write the number of blanks for your word below

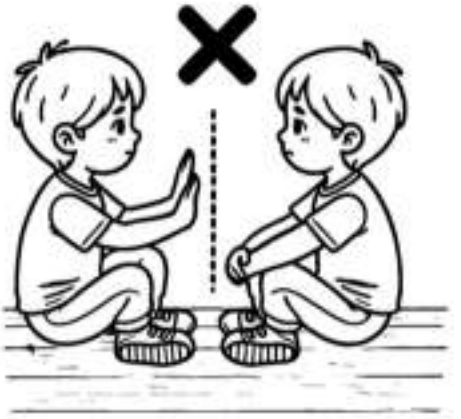
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Emotional Boundaries

Understanding Emotional Boundaries



Emotional boundaries are like invisible lines that help us decide what is okay and what is not okay in how others treat us and how we treat them. They help us feel safe and respected in our relationships with friends and family.

What Are B[illegible]?

Bounda[illegible] that a person decides for themselves. They can be about how we talk to othe[illegible]et others treat us, or even about our personal space.

Why Do We Need Em[illegible] Bo[illegible]

- To Feel Safe: Just like w[illegible] helmet[illegible]iking, emotional boundaries keep our feelings safe.
- To Respect Each Other: They help us u[illegible]and tha[illegible] person has their own needs and feelings.
- To Make Friends: Knowing our boundaries mak[illegible]easie[illegible] friend.

Examples of Emotional Boundaries

- Saying no when you don't want to share a secret.
- Telling a friend you don't like being teased.
- Asking someone to stop if they are hugging you too much.

How to Set Boundaries

- Speak Up: Tell the person how you feel and what you need, like saying, "I feel upset when you yell at me."
- Be Clear: Make sure your friend understands what you are saying by being clear.
- Choose Respectful Words: Use words that are kind and respectful to explain your boundaries.

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True or False

Is the statement true or false?

1) Emotional boundaries keep feelings safe.	True	False
2) Boundaries make friends respect each other.	True	False
3) Emotional boundaries can keep us healthier.	True	False
4) Boundaries are the same for everyone.	True	False
5) Using kind words is important for boundaries.	True	False

Poster

Crea small poster about why respecting boundaries is important for everyone.

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Questions

Answer the questions belo

1) What are emotional boundaries, and why are they import end

2) Why is it important to use respectful words when setting boundaries?

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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 do boundaries help us feel in relationships?	Safe
	Happy
2) What are boundaries?	Rules
	Games
3) Why do we need emotional boundaries?	Safety
	Fun
4) Boundaries help us respect each other's what?	Ideas
	Needs
5) What can setting boundaries help you make?	Choices
	Friends

Name: _____

Circle the correct answer.

1) What do boundaries help us feel in relationships?	Safe
	Happy
2) What are boundaries?	Rules
	Games
3) Why do we need emotional boundaries?	Safety
	Fun
4) Boundaries help us respect each other's what?	Ideas
	Needs
5) What can setting boundaries help you make?	Choices
	Friends

Name: _____

Circle the correct answer.

1) What do boundaries help us feel in relationships?	Safe
	Happy
2) What are boundaries?	Rules
	Games
3) Why do we need emotional boundaries?	Safety
	Fun
4) Boundaries help us respect each other's what?	Ideas
	Needs
5) What can setting boundaries help you make?	Choices
	Friends

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Physical Boundaries

What Are Physical Boundaries?

Physical boundaries are rules or limits that help us understand where our body space begins and ends, and how close others can get to us. It is important to respect our own boundaries and the boundaries of others to make sure everyone feels safe and comfortable.

Types of Phy ndaries

1) Perso the area around our bodies that we consider our own. It cha depend we are with and where we are. For example, we might stand close but more space around strangers.
2) Touch: Deciding n to hey can touch us, and when it is okay. For example, a handshake ive m okay, but we should always ask before giving someone a hug.
3) Privacy: Keeping certain parts of our bod ate, like not letting anyone go through our personal things without permissi

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Why Respect Boundaries?

- Safety: Knowing and respecting boundaries helps keep us safe from feeling uncomfortable or scared.
- Comfort: It helps us feel comfortable in different places, whether at school, at home, or with friends.
- Trust: When we show respect for other people's boundaries, it helps build trust between friends and family.

How to Show Respect

- Always ask permission before entering someone's personal space or touching them.
- Listen and stop if someone says they are not comfortable with something.
- Talk about your own boundaries with friends and family so they know what makes you feel safe.

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Questions

Answer the questions below.

1) Explain what privacy means when it comes to physical boundaries?

2) Why should we respect other people's physical boundaries?

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Fill In The Blanks

in th with the correct answer.

1) Physical boundaries keep _____.
2) Personal space is the area arou our _____.
3) We should always ask for _____ ing.
4) Respecting boundaries keeps people _____
5) Privacy is keeping some things _____

Word Search

Find the words in the wordsearch.

Boundaries	Respect
Privacy	Personal
Trust	Space
Safety	Touch
Listen	Comfort
Permission	Private

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

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Personal Space Bingo

Bingo These are actions that may show respect or violate personal space. Colour the boxes that have scenarios showing ways of respecting personal boundaries.

B	I	N	G	O
Say "Excuse me" before passing someone	Raise your voice to get attention	Give a friend a high-five	Grab someone's toy without asking	Sit too close without permission
Tickle someone even if they say no	Let in library	Respect others' feelings	Say "thank you" when given a gift	Share your snack without asking first
Pull someone's hand to make them play	Stop talking if someone looks uncomfortable	Ask permission to enter someone's room	Give a friend a hug without warning	Knock before entering a room
Listen when someone says "stop"	Push others to get through a line	Say "please" when asking for something	Let others speak without interrupting	Use a loud voice in the library
Tap someone's shoulder before speaking	Respect others' need for space	Tease someone to make others laugh	Apologize if you hurt someone's feelings	Take a friend's book without permission
Ask before giving a hug	Ignore personal boundaries to be funny	Share only if the person wants to	Give a compliment instead of teasing	Give space when someone feels uncomfortable

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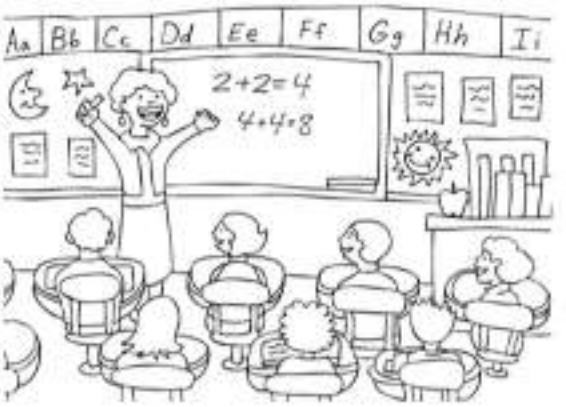
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What Is A Safe School Environment?

Understanding a Safe School Environment

A safe school environment is a place where every student feels happy, respected, and free from danger. Let's explore what makes a school safe and why it's important for everyone.



Key Elements of Safety

1) Physical Safety:
- Schools must be safe buildings where students and teachers feel protected.
- Safety measures include locked doors, security cameras, and safety drills like fire and lockdown procedures.

2) Emotional Safety:
- Students should feel that they can express their feelings and thoughts without fear of being made fun of or hurt.
- Teachers and staff help by listening to students and teaching everyone to respect each other's feelings.

3) Bullying-Free Zone:
- A safe school has no place for bullying. This means no one should be teased or hurt by words or actions.
- Programs that teach kindness and how to deal with bullying help keep everyone feeling safe.

How to Create a Caring School

- Respect and Kindness: Everyone at school should treat others with respect and kindness. This means listening to what others say, caring about their feelings, and helping them when they need it.
- Inclusion Activities: Schools have activities that include everyone. Examples include group projects, school clubs, and sports where students can join and make friends.

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MCQs

Circle the correct answer.

1. Which is not a safety measure in schools?	Locks	Guns
2. Emotional safety means expressing feelings without:	Fear	Joy
3. Which helps prevent bullying?	Teasing	Kindness
4. Inclusion activities help students:	Exclude	Join
5. Safety drills include:	Lunch	Fire

Story

Wri rt story about a day in the life of a student who feels completely sa focusing on their interactions and feelings.

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Questions

Answer the questions below.

1) What are the effects of feeling emotionally safe at school on students' le

2) Explain how respect and kindness are shown in a safe school environment.

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Building A Culture Of Consent

Understanding Consent



Consent means asking for and getting permission before you do something that involves another person. It's important in school, at home, and everywhere else!

Why Consent Matters

Consent helps everyone feel safe and respected. It means we listen to each other and only go ahead with something if everyone agrees. This makes school a friendly place where everyone likes to come and learn.

How to Practice Consent

Here are some ways you can practice consent every day:

1) Asking Permission: Always ask if it's okay before you borrow something from someone, like a pencil or a book.
2) Listening to Answers: If someone says no, it's important to respect their answer. This shows that you care about their feelings.
3) Sharing Spaces: Ask if it's okay to join in games or sit next to someone during lunch. If they say yes, you can join the fun!

Examples in School

- Group Projects: Before deciding on an idea, ask your group members if they agree with the plan.
- Library Time: Ask your friend if they're okay with you sitting next to them while you read or do homework.

Consent Is for Everyone

Remember, consent is not just for kids; teachers and adults need to practice it too. By using consent, we all help make our school a better place where everyone feels respected and valued.

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True or False

Is the statement true or false?

1) Consent is about asking for permission.	True	False
2) Only children need to practice consent.	True	False
3) Consent isn't needed for sharing spaces.	True	False
4) Saying no must be respected.	True	False
5) Borrowing doesn't require permission.	True	False

Making Con ns

What does this reading remind you of in your life?

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Questions

Answer the questions bel

1) Why is it important to practice consent at school?

2) What should you do if someone does not give consent?

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Making Our Classroom Safe

Why Safety is Important

In our classroom, safety means everyone feels happy and welcomed. When we feel safe, we can learn better, make friends, and enjoy our time at school. Safety is not just about being physically safe but also feeling good about being in clas



Rules t afe

1) Listen to Each so one is talking, we show respect ng. Th veryone feel valued.
2) Hands to Ourselve urselves ensures that no one gets hurt.
3) Speak Kindly: Using nice en nswer makes everyone feel good.

Our Safety Plan

To make sure our classroom is a safe space, we c w the

- Circle Time: Every week, we sit in a circle and ea they feel and anything that might be bothering them.
- Buddy System: We pair up with a buddy for different activitie This s a friend, and no one feels left out.
- Kindness Chart: We keep track of kind acts on a chart. This shows us ho eing nice can make a big difference.

Emergency Safety

- Fire Drills: We practice walking out of the classroom quietly and quickly to be safe in case of a fire.
- Safe Spot: We have a special spot in the classroom where anyone can go if they feel upset or need a moment to themselves.

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MCQs

Circle the correct answer.

1. What makes everyone learn better?	Safety	Fear
2. What do we use to show respect?	Listening	Shouting
3. What should we keep to ourselves?	Toys	Hands
4. What kind of words should we use?	Kind	Loud
5. What do we practice for fire safety?	Drills	Games

Draw

Desig[illegible]fety Hero" badge for a classmate who shows safe and caring beh[illegible] symbols or drawings that represent safety and kindness.

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Questions

Answer the questions below

1) Why is it important to listen when someone is talking?

2) What is the purpose of a safe spot in the classroom?

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Blog: Practicing Respect For Different Cultures

8 Ways to Show Respect for Different Cultures in Your Classroom

Date: October 7, 2024 Author: By: Juliette Richards *4-minute read*



Respecting different cultures is a great way to learn about the world and make friends from different backgrounds. Here are eig[h] easy ways you can show respect and kindness to [e]'s unique culture at school!

1) **Li[sten]**: [W]hen your classmates talk about their cultur[es], listen [c]arefully. This shows you care about w[hat] they're say[ing].
2) **Ask Kind Question[s]**: If you [w]ant to learn about someone's culture, ask them polite questions like, "Can you [t]ell me about [a] holiday you celebrate?" This helps you learn and shows you are inter[e]sted!
3) **Learn to Say 'Hello'**: Learn how to gr[eet] your frie[nds] in languages. Saying 'hello' in another language can make your classmat[es] feel and welcome.
4) **Try New Things**: Whether it is a game from ano[ther] cou[ntry] or a cultural dance, trying new activities can be fun and shows you respe[ct] cultur[es].
5) **Share Stories**: Share stories from your own culture and lis[ten] to [others]. This can help everyone see what is special about different cultur[es].
6) **Respect Differences**: Understand that people from different cultures m[ay] dress, speak, or eat differently, and that is okay. Celebrate these differences instead of making fun of them.
7) **Invite Everyone**: When you have group activities or games, make sure everyone is invited. This makes all classmates feel included and valued.
8) **Draw and Display**: Create artwork that shows different cultures and display them in your classroom. This not only makes your room beautiful but also teaches everyone about diversity.

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True or False

Is the statement true or false?

1) Many people enjoy cultural games.	True	False
2) Laughing at different dresses is disrespectful.	True	False
3) It is okay to exclude someone sometimes.	True	False
4) Being curious about others is rude.	True	False
5) You can only say 'hello' in English.	True	False

Making Connections

you know someone from a different culture? What do you wonder their culture? What have you already learned about their culture?

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Questions

Answer the questions below.

1) Why is it important to listen when someone talks about their cultur

2) How can saying 'hello' in different languages make someone feel welcome?

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Unit Test – Healthy Relationships

Multiple Choice /10

1. What is assertiveness? a) Calm confidence b) Being passive c) Being loud d) Ignoring o[illegible]	2. What should you do if you are bullied? a) Stay quiet b) Seek help c) Fight back d) Ignore it
3. How can [illegible]ertive? a) Yell [illegible] b) Use "I" [illegible]ement c) Ignore others d) Just do what others [illegible]	4. What is physical bullying? a) Sharing toys b) Being ignored c) Being sad [illegible] Hitting, kicking
5. What's true about boundari[illegible] a) They limit us b) They protect us c) They are unfair d) They are pointless	[illegible]o handle power imbalances? [illegible]y s[illegible] b) Use [illegible] c) [illegible]up d) Ignor[illegible]
7. When there is bullying, schools are ____ a) More happy b) More fun c) Less safe d) Enjoyable	8. How does di[illegible]ati[illegible] a) Treating unfairly b) Being fair c) Being kind d) Sharing equally
9. Why are good friends supportive? a) They ignore you b) They cheer you up c) They are popular d) They are busy	10. If someone makes you upset online, you: a) Respond right away b) Think about what you'd say first c) Tell your parents d) Delete your account

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Define What do these terms mean?

Discrimination	
Power Imbalanc	
Stereoty g	

Identify Check i rio s al, physical or cyber bullying.

#	Scenario Descripti	Verbal	Physical	Cyber
1	Emma posted a mean meme in a group cha			
2	Tom pushed Alex throwing his backpack in ud			
3	Sarah's accent was mocked in the cafeteria.			
4	Alex's posted photo was flooded with harsh comments.			
5	Jamie is tripped at bus stop regularly.			
6	Joe hears rumours spread about him in class.			
7	Lily receives threatening emails.			
8	Chris's gym clothes are hidden by his peers.			
9	Mia is called names during gym class.			
10	Sam's video receives mocking comments online.			

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

1) Describe the steps you can take if you witness or experience bullying.

2) Explain the differences between assertiveness, aggressiveness and passiveness. Why is one better?

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