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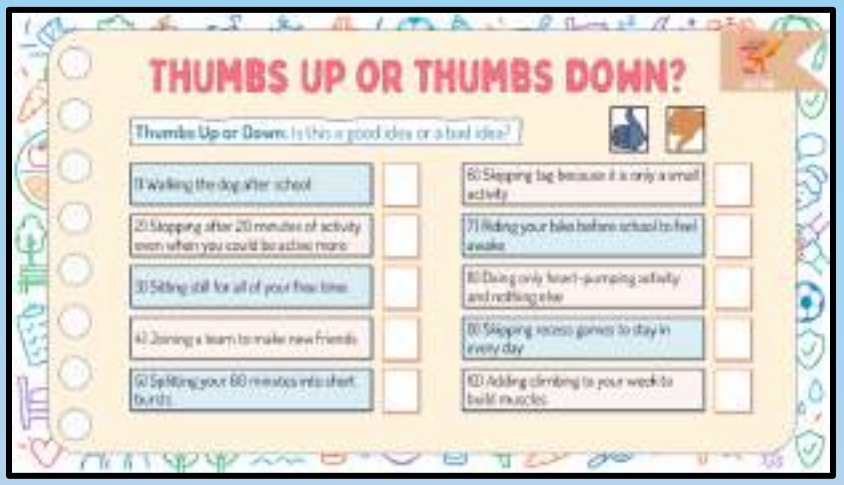
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BC Health Curriculum
Healthy & Active Living– Grade 5

3-Part Lesson Format

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



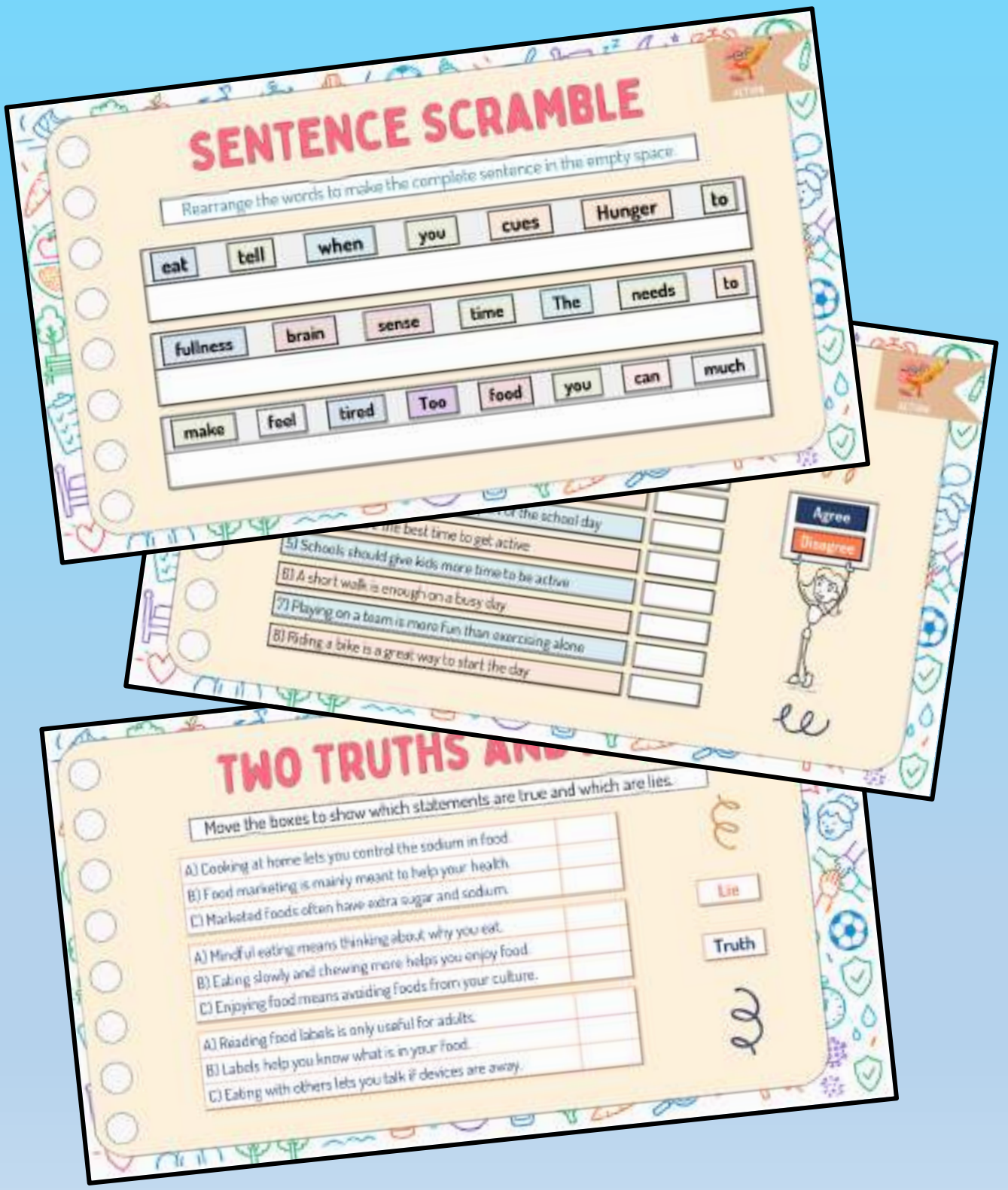


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

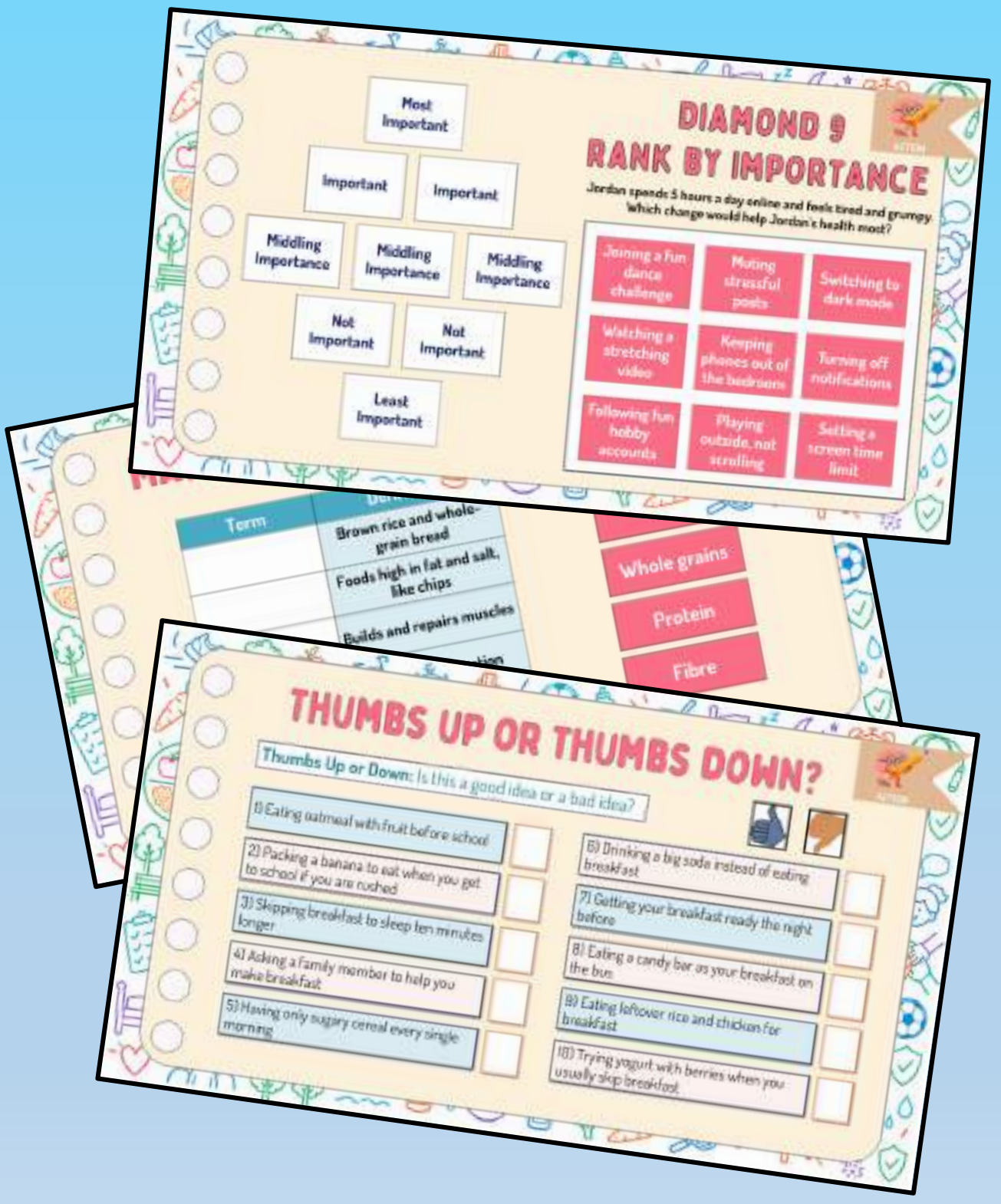
Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



BC Health Curriculum
Healthy & Active Living– Grade 5



BC Health Curriculum
Healthy & Active Living– Grade 5



BC Grade 5 – Health Unit

Healthy and Active Living

	Curricular Competencies - Elaborations	Pages
HAL5.1	Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community	6-28
HAL		
HAL5.3	Examine and explain how health messages can influence behaviours and decisions	68-83
HAL5.4	Identify and apply strategies for pursuing personal healthy-living goals	84-110

Preview of 80 pages from this product that contains 151 pages total.

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HEALTHY AND ACTIVE LIVING



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HAL.5.1

What Does Physical Activity Mean?

What is Physical Activity?

Physical activity is any movement that uses energy. It can be fun and exciting while keeping your body healthy. Some examples of physical activity include running, cycling, swimming, dancing, or playing team sports like soccer, basketball, or hockey. Even small activities li[PREVIEW]alking your dog, jumping rope, or playing tag with your friends are great ways to st[PREVIEW]

Why is [PREVIEW]ical Ac[PREVIEW]rtant for Kids?

Physical activi[PREVIEW]orta[PREVIEW]children because it helps your body grow strong and healthy. When you [PREVIEW]your [PREVIEW]bones get stronger, and your heart becomes healthier. Regular exerci[PREVIEW]lps you [PREVIEW]work better, making it easier to focus and learn in school.



Being active also helps you feel happier. [PREVIEW]en you exercise, your body makes special chemicals c[PREVIEW] endorphins. These chemicals make you feel good a[PREVIEW] can even help you sleep better at night.

How Much Physical Activity Do Kids Need?

To stay healthy, kids should get at least 60 minutes of physical activity eve[PREVIEW]ay. This activity should include things that:

- Make your heart beat faster, like running or jumping.
- Build your muscles, like climbing or lifting light objects.
- Strengthen your bones, like hopping, skipping, or playing basketball.

Physical activity is also a great way to make new friends and learn teamwork when you join sports or games. Remember, every little bit of movement counts toward being healthy and strong!

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Curriculum Connection
HAL 5.1

Summarize Explain how exercise helps in the ways mentioned below.

Helps Your Heart Stay Healthy	
Strengthens Your Muscles and Bones	
Improves Focus in School	
Boosts Your Mood	
Helps You Sleep Better	
Makes New Friends Through Sports	

PREVIEW

Why do experts say physical activity is important for growing children?

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Curriculum Connection
HAL.5.1

Pictionary: Types of Physical Activities

Objective What are we learning about?

Students will learn about various types of physical activities by playing a fun and interactive Pictionary game, identifying activities that can be done at school, home, or in the community, and discussing how staying active supports health and well-being.

Material ...will you need for the activity?

- Sma... slips ... index cards with different physical ... ...m
- A whiteboa... ...ge sh... ...r for drawing.
- Markers or dry-... ...s.
- A timer or stopwatc...



Instructions How will you compl... activi...

1) Write down the names of different phys... activiti... ...of paper and place them in a container.

2) Divide the class into two teams.

3) Explain the rules: one student from a team will draw a ca... ...aw the activity on the whiteboard while their teammates guess what it ... ...ey cannot use words, letters, or numbers in their drawing.

4) Set a timer for one minute. If the team guesses the activity correctly within the time limit, they earn a point. If not, the other team gets a chance to guess for a bonus point.

5) Continue until all the cards have been used.

6) After the game, lead a discussion about the activities, asking students to identify which ones can be done at school, home, or in the community. Emphasize the importance of finding activities they enjoy to stay active.

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Curriculum Connection
HAL 5.1

Pictionary Topics | List of Words for Pictionary – Physical Activities

Soccer	Swimming
Yoga	Dancing
Running	Cycling
Basketball	Jumping rope
[illegible]	Playing tag
[illegible]	Skipping
[illegible]ng	Skiing
Volle[illegible]	Climbing
Gymnastics	Baseball
Badminton	[illegible]llerblading
Frisbee	[illegible]g
Bowling	Surfin[illegible]
Paddleboarding	[illegible]aya[illegible]
Horseback riding	Martial [illegible]rt[illegible]
Archery	Wrestling
Table tennis	Aerobics
Stretching	Zumba dancing
Canoeing	Sledding
Scuba diving	Rock climbing
Trampoline jumping	Sprinting

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HAL 5.1

Newspaper Article: The Importance of Daily Physical Activity

A Key to Health and Learning

Publish Date: January 16, 2025



Getting ac[illegible] just for fun—it's crucial for you[illegible] work at their best. E[illegible]s say t[illegible] o get 60–90 minutes of exe[illegible]ay f[illegible]tter, focus more in sch[illegible]d gro[illegible]

Dr. Laura Kim, a pediatric hea[illegible]ert, explains, "Exercise improves how your heart works, making it stronger so it can pump blood more easily. It also strengthens your bones and muscles, helping kids avoid injuries." Dr. Kim suggests including a variety of activities, like running, swimming, and team sports, to stay fit.

Ethan, a 10-year-old hockey player, says, "I used to feel tired during the day and couldn't pay attention in school. Now that I ride my bike every morning and play hockey in the evening, I feel so much more awake and ready to learn."

PREVIEW

[illegible]ercise is not just good for your body—it's [illegible] your brain, too. Physical activity helps [illegible]ncentrate better, boosts your mo[illegible]d ev[illegible]s you sleep at night. [illegible]oper[illegible]a[illegible]r body releases endorp[illegible]hemicals [illegible]ake you feel happy.

Teachers have noticed tha[illegible]ents who stay active are more focused during lessons and feel more energized throughout the day. So, next time you have free time, try getting active instead of sitting still. Whether it's dancing, playing basketball, or riding your bike, moving every day is key to feeling your best!

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HAL 5.1

True or False | Is the statement true or false?

1) Regular activity helps the heart pump blood better.	True	False
2) Playing video games strengthens your bones and muscles.	True	False
3) Exercise helps you focus better in school.	True	False
4) Jumping rope counts as moderate-to-vigorous activity.	True	False
5) Endorphins are chemicals that make you feel unhappy.	True	False

Question | ree activities that count as moderate-to-vigorous exercise.
tivity and why it is good exercise.

1)	
2)	
3)	

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Visualizing | Draw what you were picturing while you were readin ture.

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Curriculum Connection
HAL.5.1

Activity - Active Charades

Objective What are we learning about?

Students will identify and act out different physical activities through charades. This activity encourages creativity, teamwork, and a discussion about incorporating physical a[illegible] into daily life.

Mate[illegible] W[illegible]ou need for the activity?

- Index card[illegible] piec[illegible]er
- Markers or pe[illegible]
- A list of physical a[illegible]
- A timer or stopwatch (optional)



Instructions How will you comple[illegible]e activi[illegible]

1) Write one physical activity on each card. I[illegible]de[illegible]e[illegible]n be done at school, at home, or in the community. Shuffle[illegible]rd and [illegible]hem in a pile.

2) Divide the class into two teams. Explain that one student f[illegible]m will pick a card, act out the activity silently, and their teammates will try[illegible]ess what it is.

3) Set a time limit (e.g., 1 minute) for each turn. If the team guesses the activity correctly, they earn a point. If they cannot guess, the other team gets a chance to guess and earn the point.

4) After all the cards have been used, have a class discussion about where and when these activities can be done (e.g., "You can swim at a local pool or go hiking in a park").

5) Ask students to brainstorm how they can make time for physical activities in their daily routines.

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Curriculum Connection
HAL 5.1

Reference A list of physical activities

Physical Activities			
Swimming	Hiking	Dancing	Running
Bi	Yoga	Jumping rope	Soccer
B etball	Skipping	Skating	Climbing
Tennis	ng	Baseball	Volleyball
Gymnastics	Tag	Ma rts	Aerobics
Frisbee	Paddleboarding		estling
Canoeing	Rowing	Rollerblading	all
Badminton	Archery	Jumping jacks	Stretching
Tug-of-war	Playground games	Hula hooping	Hiking with a backpack
Wall climbing	Sledding	Snowshoeing	Cross-country skiing

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HAL 5.1

Reflection Answer the questions below.

1) Which activity was the easiest to act out? Why?

2) How [illegible]urage friends or family to be more active?

3) What physical activities do [illegible] home.

4) Draw a picture of you playing one of your favourite physical

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Curriculum Connection
HAL.5.1

Rubric – Active Charades

Criteria	1 - Needs Improvement	2 - Satisfactory	3 - Good	4 - Excellent
Understanding of Actions	Struggles to understand or act out activities.	Understands and acts out some activities but with difficulty.	Understands and acts out most activities correctly.	Fully understands and confidently acts out all activities.
C… of Ac…	…ments are …and …g to …s.	Movements are somewhat clear but need improvement.	Movements are mostly clear and easy to interpret.	Movements are exaggerated, clear, and engaging for the audience.
Engagement	…ws li… …effort … the game	…icipates …ally …	Actively participates and stays focused throughout.	Enthusiastically participates and adds energy to the activity.
Teamwork	Rarely takes turns or collaborates with teammates.	…rks with teammate… inconsiste…	A…vely co…es an…	Fully engages, supports teammates, and enhances team …erformance.

PREVIEW

Teacher Comments

_____

_____

_____

_____

Mark

Student Reflection – How did you do on this assignment? What could you do better?

_____

_____

_____

_____

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Curriculum Connection
HAL 5.1

Finding Fun Activities in Your Community

Parks: A Great Place to Get Active

Parks are some of the best places to stay active in your community. Many parks have playgrounds with swings, slides, and climbing structures. These activities are great for building strength and balance. Some parks have open fields where you can play soccer, tag, or ev a kite. Others may have trails for walking, running, or biking. Parks are free to u them an affordable way to have fun and stay healthy.

Comm Centre s for Everyone

Community ce fer range of activities for kids. centr or gyms where you can play spo ketbal lleyball. Some even have swimming p n f st swim times. Community centres also h es, su as dance, martial arts, or yoga, which are great wa learn new skills while staying active. Check the dule to find activities that fit your interests and budget.



PREVIEW

Affordable Activities to Try

Not all activities cost money. Here are some free or low-cost ways n your community:

- Join a free outdoor yoga or fitness class in the park.
- Play basketball or soccer at a community court or field.
- Go hiking or biking on local trails.
- Join a free kids' club or sports league.
- Attend community events like outdoor movie nights with games or activities.

Your community is full of opportunities to stay active and have fun. All you need to do is explore and try new things!

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HAL 5.1

True or False

Is the statement true or false?

1) All parks have swings, slides, and climbing structures.	True	False
2) Shooting a basketball does not help build muscles.	True	False
3) Joining kids' clubs can help you stay active.	True	False
4) Outdoor movie nights often include games and activities.	True	False
5) Commu entres only offer sports activities.	True	False

Que er the questions below.

1) What are s ies y o in parks?

2) What is one benefit of using parks t stay ac

PREVIEW

Matching

Draw a line from the terms to their corresponding cription.

Parks	❑ Offer swimming pools and classes
Community centres	❑ A free way to stay active and meet friends
Trails	❑ Include swings, slides, and open fields
Yoga class	❑ Often held outdoors for free
Kids' club	❑ Great for hiking and biking

Challenges to Staying Active and How to Overcome Them

Why It's Hard to Staying Active

Staying active is important for your health, but sometimes it can be hard to do. One challenge is not having enough time. Kids are often busy with school, homework, and other activities. Another problem is not having enough money to join a sports team or take classes. Some families also don't have equipment like soccer balls or bikes.

PREVIEW

Another [illegible] demotivated. It can be hard to get start[illegible] especially if you don't know what activities to try. Weather can [illegible] it hard to stay active. Cold winters or rainy days might [illegible] outside.



How to Solve These Problems

There are many creative ways to stay active without [illegible] money or needing a lot of time. Here are some ideas:

- ❑ **Use Everyday Items:**
  - Instead of buying weights, use water bottles or [illegible] food cans.
  - Jump rope with a piece of old rope.
- ❑ **Be Active at Home:**
  - Dance to your favourite music in your living room.
  - Use the stairs at home for exercise.
- ❑ **Schedule Time for Activity:**
  - Set aside 15-20 minutes each day to play outside or do exercises.
  - Combine fun and chores, like turning sweeping or raking into a game.
- ❑ **Try Free Activities:**
  - Walk or jog in a park.
  - Play games like tag or hopscotch with friends.

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HAL5.1

True or False

Is the statement true or false?

1) Not having time can make exercise harder.	True	False
2) You need expensive equipment to stay active.	True	False
3) Water bottles can be used as weights.	True	False
4) Scheduling time helps you stay more active.	True	False
5) Motivation is never a problem for staying active.	True	False

Questions

Answer the questions below.

1) What is one [illegible] to staying active?

2) Name two ways you can exercise [illegible]

PREVIEW

Word Search

Find the words in the wordsearch.

Challenge	Exercise
Active	Schedule
Overcome	Activity
Problem	Hopscotch
Equipment	Health
Dance	Soccer

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

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HAL 5.2

How to Listen to Hunger Cues

Understanding Hunger Signals

Your body gives you signals to let you know when it needs food. These signals are called **hunger cues**. Learning to listen to these cues is important for staying healthy and avoiding overeating. Hunger cues come from your stomach and brain working together to tell you when it's time to eat.



Signs Your Body Is Hungry

Noticing hunger cues can help you decide when to eat.

Here are some signs your body gives you:

- Your stomach feels empty and may growling noises.
- You feel tired, shaky, or lightheaded.
- You find it hard to concentrate on school work or other tasks.
- You feel a slight headache coming on.

If you feel one or more of these signs, it's likely time to eat a healthy snack or meal.

PREVIEW

Why Eating Only When Hungry Matters

Eating only when you are hungry helps you avoid overeating and prevents problems like stomachaches, feeling tired, or gaining too much weight. Your body needs the right amount of food to stay strong and energetic, but eating too much can make you feel uncomfortable.



Tips for Listening to Hunger Cues

To make sure you eat the right amount, follow these tips:

1) Stop eating when you feel full, even if there's food left.
2) Eat slowly so your brain has time to realize you're full.
3) Drink water to make sure you're not just thirsty.
4) Wait before eating if you are unsure whether you are hungry.

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True or False

Is the statement true or false?

1) Hunger cues tell your body when to eat.	True	False
2) Eating too fast helps avoid overeating.	True	False
3) Overeating can make you feel tired.	True	False
4) Eating slowly can help you feel full faster.	True	False
5) Signs of hunger include a growling stomach.	True	False

Question

Answer the questions below.

1) Wha[illegible] hung[illegible]nd why are they important?

2) List two signs your body give[illegible] wh[illegible]

PREVIEW

Word Scramble

Unscramble the words from the word b[illegible]

WORD BANK			
OVEREATING	GROWLS	TIRING	SATIATE
EVERYDAY	HEALTHIEST	FULL	SLOWLY
HUNGER	HUNGRIER	PLATE	STOMACH

THESAELIHT		MSOTCAH	
EGENTARIVO		WLSORG	
GHUIENRR		AAETITS	

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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: _____

Answer the following question?

1) How does eating slowly help prevent overeating?

_____

_____

_____

2) How does your brain help you recognize hunger?

_____

_____

_____

Name: _____

Answer the following question?

1) How does eating slowly help prevent overeating?

_____

_____

_____

2) How does your brain help you recognize hunger?

_____

_____

_____

PREVIEW

Name: _____

Answer the following question?

1) How does eating slowly help prevent overeating?

_____

_____

_____

2) How does your brain help you recognize hunger?

_____

_____

_____

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Curriculum Connection
HAL.5.2

Canada's New Food Guide

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

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

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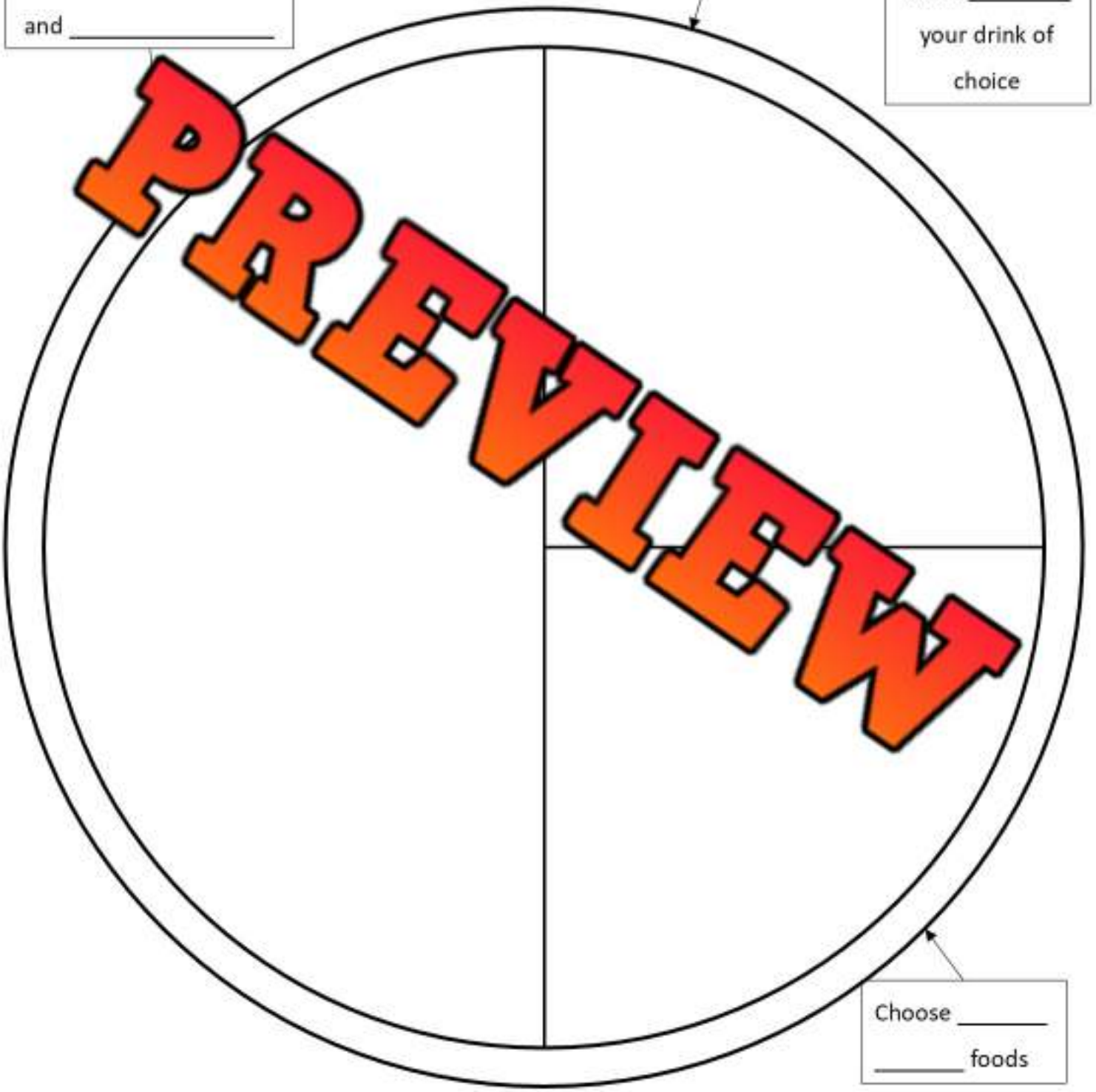
Questions Draw pictures or use words of foods you like that would fit Canada's Food Guide

Eat plenty of _____ and _____

Eat _____ foods



Make _____ your drink of choice



Choose _____ _____ foods

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Canada's Food Guide - Servings



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

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

PREVIEW



Serving Help Elliot fill in the table by telling hi[m] [how many] serv[ings] he should have.

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

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

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



	Grains
1	
2	
3	
4	
5	

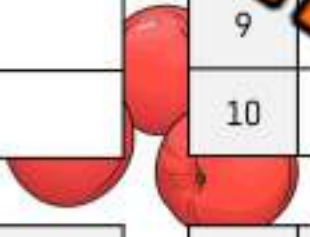
	Grains
6	
7	
8	
9	
10	





	Fruits and Vegetables
1	
2	
3	
4	
5	

	Fruits and Vegetables
6	
7	
8	
9	
10	



	Proteins
1	
2	
3	
4	
5	

	Proteins
6	
7	
8	
9	
10	

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Curriculum Connection
HAL.5.2

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

Meal	Proteins, Fruits and Vegetables, and Grains	
		

Meal	Proteins, Fruits and Vegetables, and Grains	
		

Meal	Proteins, Fruits and Vegetables, and Grains	
		

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Curriculum Connection
HAL.5.2

Canada's New Food Guide

Canada's New Food Guide's Recommendations

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



2) Cook M[illegible]hen you prep[illegible]re eating less proc[illegible]Wh[illegible] you cook at hom[illegible]ve co[illegible] of the seasonings and [illegible]extra sodium and empty calories. You can choose healthy ingredients [illegible]ended in the New Food Guide.

3) Enjoy Your Food - enjoying your food [illegible]takin[illegible]e to taste it. Eating more slowly and chewing more. It is about choosing a va[illegible]of h[illegible]foods and flavours you like. Enjoy eating foods that are culturally impo[illegible]o yo[illegible]

4) Eat Meals With Others - Try socializing at mealtimes [illegible]friend[illegible]away devices at mealtimes so you have a chance to talk to those at your ta[illegible]Tak[illegible] preparation of your food.

5) Use Food Labels - Read food labels so that you can choose foods that h[illegible]e 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.

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Curriculum Connection
HAL.5.2

Summarize Explain each of the recommendations in one sentence each.

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

PREVIEW

Why does the new food guide say healthy eating is more than just the food we eat?

_____

_____

_____

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Curriculum Connection
HAL 5.2

Story - Why Breakfast Is the Most Important Meal of the Day

Emma was always in a rush to get to school. One day, her teacher, Mr. Jenkins, asked the class, "Who had breakfast this morning?" Emma's hand stayed down. Mr. Jenkins smiled and said, "Let me tell you why breakfast is the most important meal of the day!"

"Breakfas your body fuel, just like a car needs gas to r o wake up, your body hasn't eaten for 8 s. T y it's called 'breakfast'—you're br aking pp breakfast can leave you feeling tire , and focus in class. Studies show that kid ea better on tests and are more likely t ate ."



Emma listened closely. Mr. Jenkins continued, "Y rain glucose, or energy, to think clearly. Eating a good breakfast improve sent mory. Healthy breakfasts can include foods like eggs, oatmeal, wh toast, t. Did you know that a bowl of oatmeal gives you slow-releasing en o l morning?"

He added, "Sugary cereals might taste good, but they can cause a quick energy crash. Instead, try yogurt with berries, which is packed with protein and vitamins."

That evening, Emma told her mom about what she learned. The next morning, she made a breakfast of whole-grain toast, a boiled egg, and an apple. At school, she felt more energetic and focused. "Mr. Jenkins was right," she thought. Breakfast really was the best way to start the day!

PREVIEW

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HAL 5.2

True or False

Is the statement true or false?

1) Breakfast gives your body fuel for the day.	True	False
2) Skipping breakfast helps you focus better in class.	True	False
3) Kids who eat breakfast perform better on tests.	True	False
4) Your body needs energy after 8–12 hours without food.	True	False
5) Sugary cereals are the best choice for breakfast.	True	False

Question

Answer the questions below.

1) What does "eat breakfast" mean?

2) What happens to your body when you skip breakfast?

PREVIEW

Cloze Test

Fill in the blanks with the correct words from the word bank.

Breakfast is the most important _____ of the day because it gives your body _____ to start the morning. Skipping breakfast can make you feel _____ or tired. A healthy breakfast, like eggs and fruit, helps improve your _____ and _____, making it easier to focus and stay energized all day.

- Energy
- Meal
- Hungry
- Concentration
- Focus

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Fact or Fiction - Healthy Eating Myths

Objective

What are we learning about?

Students will analyze common beliefs about food to determine whether they are fact or fiction, helping them distinguish nutritional myths from accurate information.

Material

What will you need for the activity?

- Fact or Fiction statements
- A 'Fact' sign and 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom for the 'Fact' and 'Fiction' signs, allowing students to move to either side



Instructions

How will you complete the activity?

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

PREVIEW

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HAL 5.2

Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Carrots are good for your eyesight.	Fact
2	Eating late at night always leads to weight gain.	Fiction
3	Drinking water keeps your skin healthy.	Fact
4	Too much sugar causes diabetes.	Fiction
5	Breakfast is the most important meal of the day.	Fact
6	Skipping meals helps with weight loss.	Fiction
7	Eating fiber helps with digestion.	Fact
8	Dairy products weaken bones.	Fiction
9	Eating fish improves brain function.	Fact
10	Organic food is always healthier.	Fiction
11	Dark chocolate is good for your heart.	Fact
12	Eggs raise cholesterol levels.	Fiction
13	Frozen fruits and vegetables can be just as healthy as fresh.	Fact
14	Eating spicy food causes stomach ulcers.	Fiction
15	Regular exercise improves mental health.	Fact
16	Drinking coffee stunts your growth.	Fiction
17	Honey is a healthier sweetener than sugar.	Fact
18	Canned foods have no nutritional value.	Fiction
19	Eating whole grains helps reduce the risk of heart disease.	Fact
20	You should avoid all fats to stay healthy.	Fiction

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How Food Affects Your Energy Levels

How Food Gives You Energy

The food you eat can have a big impact on how much energy you have during the day. Some foods give you quick energy, while others help you stay energized for a longer time. Knowing the difference can help you make better choices.

Quick-Ene ds

Quick- often high in sugar. These include candy, cookies, and sugary drinks oda. W ight give you a boost of energy right away, it doesn't last long. After a w fee or sluggish because your body uses the sugar quickly.

Long-Lasting Energy Foods

Long-lasting energy comes from ods tein, whole grains, and healthy fats. These foods take longer to digest, means ets a steady supply of energy. Examples of these foods include:

- Whole-grain bread and oatmeal
- Eggs and lean meats like chicken or turkey
- Nuts and seeds
- Vegetables like carrots or broccoli



Did you know that whole grains help keep your blood sugar stable? This prevents the energy crashes that can happen with sugary foods.

Why It Matters

Eating the right foods can help you feel energetic and focused all day. For example, if you eat sugary cereal for breakfast, you might feel tired by mid-morning. But if you have oatmeal and an egg, you'll stay full and alert for hours. Choosing long-lasting energy foods is especially important during school or sports activities.

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HAL 5.2

True or False

Is the statement true or false?

1) Sugary foods provide quick but short-lasting energy.	True	False
2) Whole grains help maintain steady energy levels.	True	False
3) Eating candy keeps your energy high all day.	True	False
4) Oatmeal is an example of a long-lasting energy food.	True	False
5) Sugary [illegible]eals are the best option for breakfast.	True	False

Quest[illegible]

[illegible]ver the questions below.

1) Why does [illegible]ges[illegible]in slowly?

2) What happens when you eat too m[illegible]ugar?

PREVIEW

Word Search

Find the words in the wordsearch.

Energy	Supply
Protein	Chicken
Grains	Vegetables
Healthy	Broccoli
Digest	Sugar
Steady	Sluggish

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

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Healthy Eating vs. Junk Food

The Difference Between Healthy Eating and Junk Food

Eating the right food is important for your body to stay strong and healthy. Foods full of nutrients, like fruits, vegetables, whole grains, and lean meats, give your body the energy and vitamins it needs. On the other hand, junk food, like chips, candy, and sugary drinks, may taste [illegible] but can hurt your body if eaten too often.

PREVIEW

Wha[illegible]

Healthy [illegible]ients like vitamins, minerals, and fiber. These help your body grow [illegible]ong, a[illegible]f sickness. For example, an apple has fiber to help your digestion a[illegible] immune system. Carrots have vitamin A, which keeps your eyes hea[illegible]



Why Junk Food Isn't the Best

Junk food is often high in sugar, fat, and salt. T[illegible] foods give quick energy but no important nutrients. For example, one can of soda can have up to 10 teaspoons of sugar. Eating too much junk food can lead to problems like weight gain, cavities, and feeling tired.

Tips for Balanced Eating

It's okay to enjoy treats sometimes, but most of your meals should include healthy foods. Here's what a balanced plate might look like:

- Vegetables and Fruits: Fill half your plate with colourful options like broccoli, carrots, and berries.
- Proteins: Choose lean meats, eggs, or beans.
- Whole Grains: Pick brown rice or whole-grain bread.

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True or False

Is the statement true or false?

1) Healthy foods help your body grow and stay strong.	True	False
2) Junk food is low in sugar, fat, and salt.	True	False
3) Fruits and vegetables are full of important nutrients.	True	False
4) Soda contains up to 10 teaspoons of sugar per can.	True	False
5) Junk food can lead to weight gain and cavities.	True	False

Question

swer the questions below.

1) What is one r fo n't healthy?

2) How does fiber in fruit help your b

PREVIEW

Matching

Draw a line from the terms to their corresponding iption.

Whole grains	❑ Can have up to 10 teaspoons of sugar
Junk food	❑ Helps with digestion and energy stability
Protein	❑ Found in foods like eggs and lean meats
Fiber	❑ Nutrient that helps repair and build muscles
Soda	❑ High in sugar, fat, and salt

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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

Is the statement true or false?

1) Balanced meals can help improve school performance.	T / F
2) Drinking water is important for a balanced diet.	T / F
3) Candy boosts energy better than oatmeal or eggs.	T / F
4) Healthy fats are found in foods like nuts and seeds.	T / F

Name: _____ Mark

Is the statement true or false?

1) Balanced meals can help improve school performance.	T / F
2) Drinking water is important for a balanced diet.	T / F
3) Candy boosts energy better than oatmeal or eggs.	T / F
4) Healthy fats are found in foods like nuts and seeds.	T / F

Name: _____ Mark

Is the statement true or false?

1) Balanced meals can help improve school performance.	T / F
2) Drinking water is important for a balanced diet.	T / F
3) Candy boosts energy better than oatmeal or eggs.	T / F
4) Healthy fats are found in foods like nuts and seeds.	T / F

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Memory Game – Healthy vs. Unhealthy Foods

Objective

What are we learning about?

Students will identify and categorize foods as healthy or unhealthy while discussing the importance of making nutritious food choices for energy, growth, and overall well-bei

Mate

you need for the activity?

- Memory Ga s with d definitions (provided)
- A small table or clear he



Instructions

How will you compl e activ

1) Divide the class into groups of 3 or 4. Give mory Game cards. (Provided)
2) Have each group lay all the cards face down in a gri a t
3) The students take turns flipping over two cards at a time, t g matching term and its definition.
4) If a student finds a match, they remove those cards from the grid and keep them.
5) If the cards do not match, they are turned back over, and the next student takes a turn.
6) The game continues until all the cards have been matched.
7) After the game, review the terms and definitions with the class.
8) Discuss why these terms are important to understand and how they relate to the topic.

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HAL.5.2

Cards | Memory Game Cards

Apple	Healthy: A sweet fruit rich in fiber and vitamins, great for energy and digestion.
	Healthy: A green vegetable high in fiber, vitamins C and K, and antioxidants.
Brown Rice	H[illegible]y: A whole grain that [illegible]g-lasting energy and [illegible]nutrients.
Almonds	Healthy: A n[illegible]e snack full of hea[illegible]fats, protein, and vitamin E.
Carrot	Healthy: A crunchy vegetable packed with beta-carotene and good for eye health.

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Cards | Memory Game Cards

Yogurt	Healthy: A source of probiotics and calcium that supports digestive and bone health.
	Healthy: A fatty fish rich in omega-3 fatty acids, protein, and vitamin D.
Banana	Healthy: A convenient fruit lo[illegible] wi[illegible]tassium, great for [illegible]ergy [illegible]scle health.
Sweet Potato	Healthy: A sta[illegible]ble high in fiber, vitam[illegible]A and C, and antioxidants.
Oatmeal	Healthy: A whole grain breakfast rich in fiber and good for heart health.

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Cards | Memory Game Cards

Candy Bar	Unhealthy: High in sugar and unhealthy fats, offering empty calories with little nutrition.
Po[illegible]s	Unhealthy: Thinly sliced, fried potatoes high in salt and unhealthy fats.
Soda	Un[illegible]y: A sugary drink with [illegible]mpt[illegible]lories and no nu[illegible]benefits.
Donut	Unhealthy: A f[illegible]high in sugar, fat, and [illegible]ories with little nutritional value.
French Fries	Unhealthy: Deep-fried potatoes high in unhealthy fats and salt.

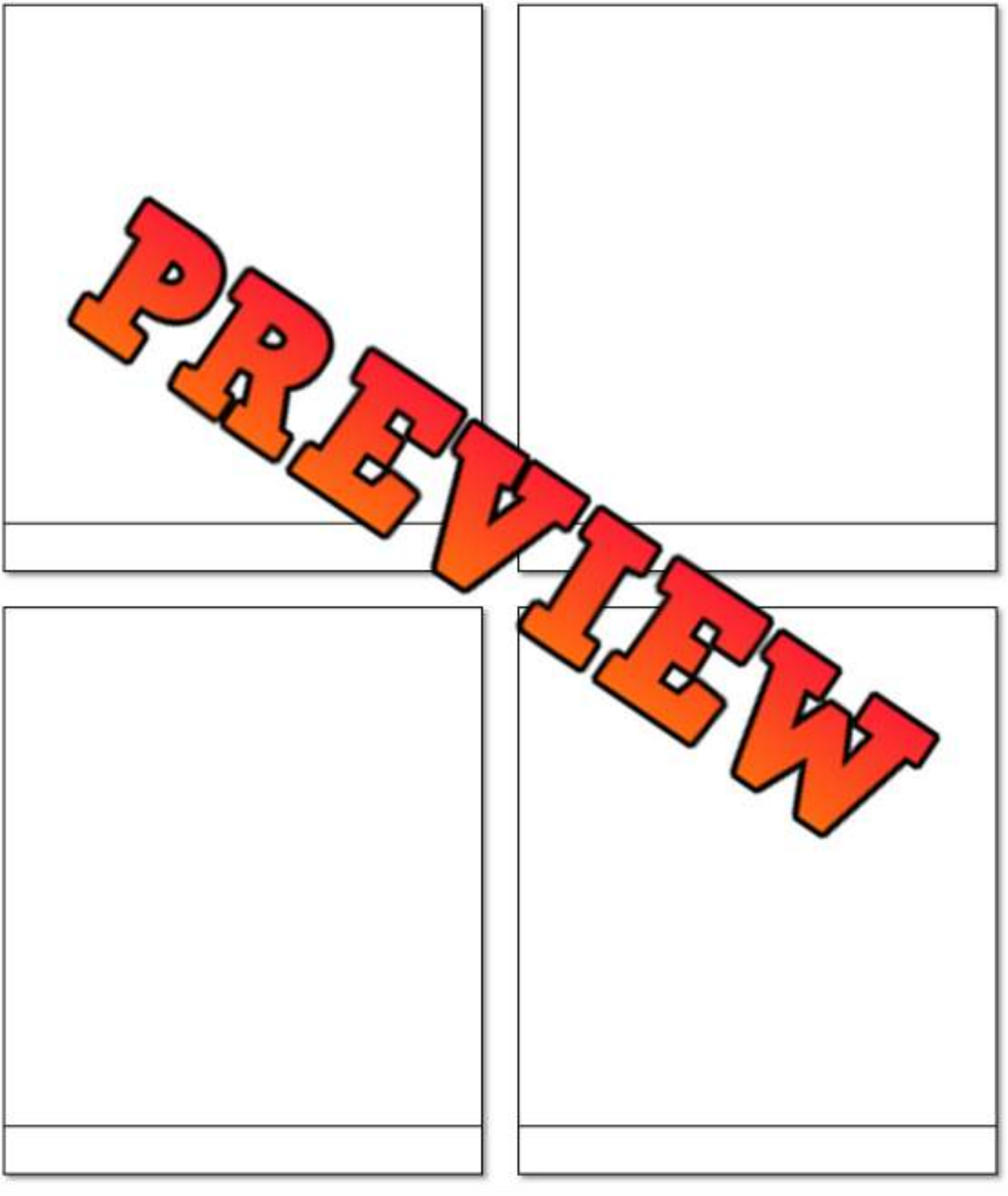
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Draw and Label Draw 4 terms from the Memory Game and label each picture.



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Newspaper Article: The Role of Hydration

Staying Hydrated: A Key to Better Learning and Health

Publish Date: January 12, 2025

Water is [illegible]thing to drink whe[illegible]sential for our bodies to work [illegible]lthy. Experts agree [illegible]n help kids like you lea[illegible] more focused in school.

Dr. Emily Chen, a nutrition expert at the Healthy Kids Foundation, says, "Water makes up about 60% of a child's body weight and is crucial for the brain to function correctly. Dehydration can lead to feeling tired, less attentive, and even headaches." Dr. Chen suggests that children should drink at least six to eight glasses of water a day to stay at their best, both mentally and physically.

James, a 10-year-old soccer player, noticed a big difference when he started drinking more water. "I used to get really tired during practice and couldn't concentrate on my homework later. My coach told me to try drinking more water, and it really helped," he shared.



Water doesn't just help with energy and focus. It's [illegible]ital for digestion, helping to break [illegible]food so your body can use it for [illegible]epair. It also keeps your bo[illegible]the [illegible]mperature, [illegible]ing hot weather or whe[illegible]spor[illegible]

Teachers have obse[illegible]dents who drink enough water [illegible]oughout the day are more active in class discussions and perform better on tests. So, next time you pack your school bag, don't forget to include a water bottle—it's just as important as your notebooks and pencils!

PREVIEW

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Curriculum Connection
HAL.5.2

True or False

Is the statement true or false?

1) Dehydration improves attention in children.	True	False
2) Drinking water can reduce headaches.	True	False
3) At least six glasses of water daily are recommended for children.	True	False
4) Staying hydrated can make you more focused.	True	False
5) Only ac[illegible]eed to worry about hydration..	True	False

Questi[illegible] that might show someone is not drinking enough water.

1)

2)

3)

PREVIEW

Visualizing

Draw what you were picturing while you were readin[illegible]ture.

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HAL 5.2

Activity – Water Tracker Challenge

Objective What are we learning about?

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

Material What will you need for the activity?

- Pe[illegible]al wat[illegible]g chart for each student
- Coloured [illegible]ker
- Water bott[illegible]urage[illegible]ily use)



Instructions How [illegible]com[illegible]ctivity?

1) Start with a discussion on why [illegible]s vital [illegible]dies, focusing on its benefits for brain function, energy levels [illegible]vera[illegible]th.

2) Provide each student with a water tracking [illegible]kings for recording each glass or bottle of water consu[illegible]

3) Students will use their charts to record every glass of wat[illegible]n the time they wake up until they go to bed.

4) Halfway through the week, discuss as a class any observations students have made about their mood, energy, and concentration related to their water intake.

5) At the end of the week, facilitate a reflection session where students share their tracking results and discuss how hydration affected their daily activities and school performance.

6) Discuss the importance of staying hydrated and encourage students to continue tracking their water intake as a good health practice. Summarize key learnings and take questions.

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HAL 5.2

Weekly Water Tracker Chart

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

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

Daily G

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

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Reflection | Answer the questions below.

1) Did you reach your daily goal for water intake? If not, what prevented you from doing so?

2) Did [illegible] physical changes during the week when you drank more wate[illegible] energetic or less tired)?

3) What was the most challenging pa[illegible] keepin[illegible] of your water intake?

4) Now that you've completed this challenge, how do you plan to continue staying hydrated every day? What strategies will you use?

PREVIEW

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Story - How Advertisements Influence What We Eat

Maya loved watching her favourite cartoons after school. During the breaks, colourful ads would pop up on the screen showing snacks like cheesy chips and sugary cereal. One day, Maya's teacher, Mr. Patel, asked the class, "Have you ever wondered why so many ads for snacks look so fun and exciting?"

Mr. Patel [illegible] "Companies use tricks to make unhe[illegible]lo[illegible]r than they are. They use bright co[illegible]urs, fu[illegible] ev[illegible] cartoon characters to catch your a[illegible] ave yo[illegible]een a tiger or a bunny on cereal box[illegible]hos[illegible]ere to make you think the food is fun to



He continued, "Did you know that kids s[illegible]er 10,0[illegible] a[illegible] year? Most of these ads are for junk food like candy, chips, and sugary c[illegible] Comp[illegible]d millions of dollars to make sure their snacks look more exciting than f[illegible] like a[illegible]or carrots."

Maya raised her hand and asked, "Why don't they just show healthy
Patel smiled and said, "That's a great question. It's because companies se[illegible]healthy snacks make more money when kids want their products. But now that you know their tricks, you can make smarter choices."

That evening, Maya told her family what she learned. The next time she saw a bright ad for chips, she smiled and reached for an apple instead. "Nice try, bunny mascot," she thought.

Through her experience, Maya learned to look beyond the flashy ads and think about what was best for her body.

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HAL 5.3

True or False

Is the statement true or false?

1) Bright colours are used to attract kids to snacks.	True	False
2) Companies use cartoon mascots to sell healthy food.	True	False
3) Kids see over 10,000 food ads each year.	True	False
4) Cartoon characters make food seem fun to eat.	True	False
5) Ads with bright colours are not aimed at kids.	True	False

Question

Answer the questions below.

1) Why [illegible] bright colours in food ads?

2) How do cartoon masco[illegible]ng?

PREVIEW

Order the Events

The events below are out of order. [illegible] (1) to which came last (6).

	Mr. Patel explains how companies use bright colours and cart[illegible]nascots to attract kids.
	Maya watches colourful food ads during her favourite cartoon.
	Mr. Patel describes how companies spend millions of dollars to make unhealthy snacks seem fun.
	At home, Maya uses what she learned and chooses an apple instead of a sugary snack.
	Maya asks why healthy foods aren't advertised in the same way as junk food.
	The class learns that kids see over 10,000 food ads each year, mostly for junk food.

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HAL5.3

How to Recognize Fake Health Claims

Spotting Fake Health Claims



Knowing how to recognize fake health claims can help you make smart decisions. Some companies try to sell products by making them sound better than they are. They might say their energy drink will "boost your energy Instantly" or that their diet plan is a "miracle solution." These claims are misleading.

Signs of Fake

Here are some things to watch

- Miracle Words: Claims that sound too good, like "instant" or "guaranteed" are often too good to be true.
- No Proof: If a product doesn't mention scientific studies, it might not work as promised.
- Big Promises: Products that say they can help you lose weight "overnight" or build muscles "without exercise" are likely fake.
- Celebrity Endorsements: Just because a famous person likes a product doesn't mean it's good for you.

PREVIEW

Why Fake Health Claims Are a Problem

Fake claims can lead to poor health choices. For example, energy drinks may promise quick energy, but they often contain a lot of sugar and caffeine. Drinking too many can make you feel jittery and tired later. "Miracle diets" can also be dangerous, as they may cause you to skip important nutrients your body needs to grow.

Learning to think critically about health claims will help you stay safe and healthy. Always check with a trusted adult or teacher if you're unsure about a product. Look for claims backed by science, not just fancy words.

Name: _____ 74

Curriculum Connection
HAL 5.3

True or False

Is the statement true or false?

1) Some products use "miracle" claims to seem better.	True	False
2) Instant energy drinks always deliver long-lasting energy.	True	False
3) Products without scientific studies might not be trustworthy.	True	False
4) Fake health claims often lack scientific proof.	True	False
5) Energy drinks can contain high amounts of sugar.	True	False

Question

wer the questions below.

1) What kinds of ght ke health products use?

2) How can energy drinks affect you

PREVIEW

Visualizing

Draw what you were picturing while reading and awing

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HAL.5.3

The Role of Celebrities in Promoting Health Products

How Celebrities Influence Our Choices

Celebrities are people who are famous for things like acting, singing, or sports. Companies often ask celebrities to promote their products because many people admire them and want to be like them. This is called a celebrity endorsement, and it can affect what foods we eat, wh[illegible]othes we wear, and how we exercise.



How Ce[illegible]ents Work

When [illegible]brity is [illegible]ting a snack or wearing a certain brand, [illegible]thi[illegible]they like it, it must be good." For exa[illegible]a fa[illegible]drinks a sports drink, kids might want t[illegible]Studi[illegible]that 47% of kids are more likely to try [illegible]t if [illegible]ney like promotes it.

Is It Always Good?

Sometimes celebrity endorsements can be helpful. [illegible]if [illegible]promotes healthy eating, like eating fruits and vegetables, it can en[illegible]peo[illegible]mal[illegible]better choices. But not all promotions are good. Celebrities also adver[illegible]se food, or clothing that might not be the best for staying active.

What to Watch For

Here are some tips to think about when seeing celebrity ads:

- Check the product: Is it something healthy or helpful?
- Think critically: Is the celebrity really using this product?
- Ask questions: Would you want this product even without the celebrity?

Understanding how celebrities affect our choices can help you make decisions that are good for you, not just popular!

PREVIEW

Name: _____ 76

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HAL.5.3

True or False

Is the statement true or false?

1) Celebrities are often asked to promote health products.	True	False
2) Sports drinks promoted by athletes are always healthy.	True	False
3) 47% of kids try products endorsed by celebrities.	True	False
4) Some celebrities promote unhealthy snacks and drinks.	True	False
5) Famous athletes only endorse products they always use.	True	False

Questions

Answer the questions below.

1) What is a celebrity endorsement?

2) What are two questions to ask about endorsed products?

PREVIEW

Word Search

Find the words in the wordsearch.

Influence	Promote
Product	Encourage
Endorsement	Promotion
Celebrity	Popular
Famous	Decision
Brand	Helpful

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

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HAL.5.3

Exit Cards

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

Name: _____ Mark

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

1) Thinking critically helps you avoid bad health choices.	T / F
2) Seeing a celebrity with a product makes it appealing.	T / F
3) Products claiming "miracle" benefits are always trustworthy.	T / F
4) Celebrities can encourage healthy habits in some cases.	T / F

Name: _____ Mark

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

1) Thinking critically helps you avoid bad health choices.	T / F
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3) Products claiming "miracle" benefits are always trustworthy.	T / F
4) Celebrities can encourage healthy habits in some cases.	T / F

PREVIEW

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Body Image and Media Messages

How Media Affects Body Image



Body image is how you see and feel about your own body. Media, like TV, social media, and advertisements, can have a big effect on body image and self-esteem. While some messages can be positive, many can make people feel bad about with how they look.

PREVIEW

Positive Media Messages

Some media encourages people to feel confident and happy about their bodies. For example, campaigns that promote "body positivity" show people of all shapes, sizes, and abilities. These messages remind us that everyone is unique and that being healthy is more important than looking a certain way.

Negative Media Messages

Not all media is positive. Many photos online are edited with special software to make people look "perfect." These pictures often show people with smooth skin, shiny hair, and slim bodies. In real life, no one looks like this all the time. Seeing these images can make people feel like they're not good enough.

Tips to Protect Your Self-Esteem

It's important to think critically about what you see online. Here are some tips:

- Recognize editing: Many photos are not real and are edited.
- Take breaks: Spending too much time on social media can make you feel bad.
- Focus on strengths: Think about what makes you unique and special.
- Choose positive accounts: Follow people who make you feel happy and confident.

Understanding how media affects body image can help you feel better about yourself and make healthier choices for your mind and body.

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HAL.5.3

Questions

Answer the questions below.

1) What is body image?

2) How ca dia affect self-esteem?

3) Write three w pot oto on social media.	
1	
2	
3	

PREVIEW

True or False

Is the statement true or false?

1) Body image is how you feel about your body.	True	False
2) Media always promotes a healthy view of body image.	True	False
3) Body positivity campaigns celebrate all shapes and sizes.	True	False
4) Edited photos online show how people look in real life.	True	False
5) Social media sometimes shows unrealistic pictures of people.	True	False

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Story - Understanding Peer Influence on Health Choices

Emily loved spending time with her friends at school. They always made lunch fun, trading snacks and laughing together. One day, her best friend Mia offered her a bag of chips, saying, "These are way better than your apple." Emily wasn't sure what to say, but she took the chips to avoid upsetting Mia.

The next w eir teacher, Mr. Brown, introduced a lesson about peer influence. "Did you kno can affect the choices you make about food, exercise, and staying heal ed, show that people are more likely to eat unhealthy snacks if their frie s are " E ly thought about Mia's chips and wondered if that was true for her.



Mr. Brown explained that ence ys bad. "It can be positive, too," he "Fo who exercise with friends are 20% mor to stic with it. If your friends are making good choices, th inspire you to do the same."

That weekend, Emily asked Mia if they could try something eth staying inside, they decided to go biking at the park. While riding, Mia said, " than sitting around eating chips!" Emily smiled, realizing they were making a h choice together.

The next day at school, Emily brought an extra apple to share with Mia. "Want to trade?" Emily asked, holding up her apple. Mia laughed but said yes. They both agreed it felt good to choose healthier snacks.

Emily learned that while friends can influence you, it's important to make choices that are good for your health. Sometimes, you can even inspire your friends to make healthier decisions, too!

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HAL 5.3

True or False

Is the statement true or false?

1) Friends can influence the snacks you choose to eat.	True	False
2) Peer influence is always a bad thing.	True	False
3) Friends can encourage you to join a sports team.	True	False
4) Kids who exercise with friends stick with it longer.	True	False
5) It's important to make health choices for yourself.	True	False

Question

Answer the questions below.

1) What is an [illegible] peer influence?

2) Why should you encourage your f[illegible] to ma[illegible] choices?

PREVIEW

Cloze Test

Fill in the blanks with the correct words from the word bank.

Peer influence can affect your _____ in both positive and negative ways. Friends can encourage you to _____ healthy snacks or join a sports team. However, peer pressure might lead to _____ choices. It's important to think critically and make _____ decisions for your health. Supportive peers can help you _____ healthy habits.

- Smart
- Choices
- Unhealthy
- Build
- Eat

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HAL 5.3

What Are Communicable and Non-Communicable Diseases?

Understanding Communicable and Non-Communicable Diseases

Diseases are illnesses that can affect our bodies, but not all diseases are the same. Some can spread from one person to another, while others cannot. These are called communicable and non-communicable diseases.



What Are Communicable Diseases?

Communicable diseases are illnesses that spread from one person to another. They are caused by germs such as bacteria, viruses, and fungi. For example:

- The flu: A virus that spreads through coughing or sneezing.
- Chickenpox: A virus that spreads by droplets through the air.
- Common cold: Caused by viruses and spreads through shared objects or close contact.

You can protect yourself from communicable diseases by washing your hands often, avoiding close contact with sick people, and getting vaccinations.

What Are Non-Communicable Diseases?

Non-communicable diseases (NCDs) cannot spread from person to person. These illnesses are often caused by genetics, lifestyle choices, or environmental factors. Examples include:

- Asthma: A condition where breathing becomes difficult.
- Diabetes: A disease where the body struggles to use sugar properly.
- Heart disease: Can be caused by unhealthy eating, lack of exercise, or family history.

Key Differences

- Communicable diseases: Spread through germs; examples include the flu and colds.
- Non-communicable diseases: Do not spread; examples include asthma and diabetes.

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True or False

Is the statement true or false?

1) Communicable diseases can spread from person to person.	True	False
2) Non-communicable diseases are caused by germs or viruses.	True	False
3) Washing hands helps prevent communicable diseases.	True	False
4) Asthma is an example of a communicable disease.	True	False
5) The flu is a non-communicable disease.	True	False

Questions

Answer the questions below.

1) What is a communicable disease?

2) What is a non-communicable disease?

PREVIEW

Sorting

Sort the following into Communicable and Non-Communicable Diseases.

Flu	Diabetes	Chickenpox	Asthma	Common Cold	Heart Disease

Communicable Diseases	Non-Communicable Diseases
1)	1)
2)	2)
3)	3)

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HAL5.4

Four Corners Activity: What's Most Important for Health?

Objective What are we learning about?

Students will reflect on different factors that contribute to health (exercise, sleep, healthy food, and support from friends), express their opinions, and recognize that all aspec essential for overall well-being.

Mater you need for the activity?

- A list of q
- Labels for each B, C, D)



Instructions How will you mpl

1) Prepare the classroom by labelling eac er wi A, B, C, and D.
2) Explain to the students that you will read out q relat actors that affect health, and each question will have four optio
3) When you read a question, students will move to the corner tha esponds to the answer they think is correct. Some of these will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
4) Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
5) Repeat with different questions to reinforce their understanding of concepts.

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Curriculum Connection
HAL 5.4

Question	Answer 1	Answer 2	Answer 3	Answer 4
Which is most important for staying healthy?	Exercise	Sleep	Healthy Food	Support from Friends
Which factor helps you feel happiest?	Playing sports	Relaxing sleep	Eating a favourite meal	Spending time with friends
Which is the hardest to maintain every day?	Exercising regularly	Getting enough sleep	Eating balanced meals	Keeping in touch with friends
Which fac[illegible]ts your school perform[illegible]?	Physical activity	Restful sleep	Nutritious meals	Emotional support from friends
Whi[illegible]ou could [illegible]ocus [illegible] week?	Exercise	Sleep	Healthy Food	Support from Friends
Which is the ea[illegible]clude [illegible]ning your daily routine?	[illegible]es	A good night's sleep	Eating a fruit or vegetable	Talking to a friend
Which factor do you think [illegible]e biggest impact on your mood [illegible]	Phy[illegible] ac[illegible]	[illegible]uality rest	Balanced meals	Socializing with friends
Which is the most fun to do with others?	[illegible] sp[illegible]ts	Gre[illegible]s [illegible]overs	Cooking healthy [illegible]eals	Hanging out with friends
Which factor would you teach someone else to improve in their life?	Staying active	[illegible]ttin[illegible] bett[illegible]	[illegible]g [illegible]ea[illegible] choi[illegible]	Building strong friendships
Which is most important for long-term health?	Daily exercise	Consisten[illegible] sleep habits	Ea[illegible] nut[illegible]	[illegible]aining [illegible]ive [illegible]ionships
Which helps you recover from a tough day?	Physical activity	A good night's sleep	Eating [illegible] healthy mea[illegible]	[illegible]alking to a friend
Which is easiest to start improving today?	A short workout	Going to bed earlier	Eating a vegetable	Reaching out to a friend
Which helps you concentrate better during school?	Exercise breaks	Full night of sleep	Eating breakfast	Getting support from friends
Which is the most underrated for staying healthy?	Regular exercise	Quality sleep	Eating balanced meals	Support from close friends
Which is hardest to balance with a busy schedule?	Exercising	Sleeping enough	Preparing healthy meals	Spending time with friends

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How to Create a SMART Goal for Health

Creating SMART Goals for Health



Setting goals is a great way to improve your health, but it's important to make sure your goals are well-planned. That's where the SMART framework can help. SMART st[illegible] for Specific, Measurable, Achievable, Relevant [illegible]-bound. Let's explore what each part m[illegible]

PREVIEW

What Does SM[illegible]

1) Specific: Your [illegible]hou[illegible] easy to understand. For example, instead of saying, "I want to eat [illegible]e," you [illegible]y, "I will eat one piece of fruit with lunch every day."
2) Measurable: You should be able to [illegible]our pr[illegible] A goal like "Exercise more" is hard to measure, but "Do 30 minutes of exerc[illegible]very d[illegible]easurable.
3) Achievable: Make sure your goal is somethi[illegible] ca[illegible]e. A goal to "Run a marathon next week" might not be achievable, b[illegible]kilom[illegible]ee times this week" could be.
4) Relevant: Your goal should be important to your health. Eating[illegible] vegetables is relevant to being healthy, but setting a goal to jump ro[illegible] times just to beat a friend might not help your overall health.
5) Time-bound: Your goal needs a deadline. For example, "I will eat one fruit every day for a month."

Example of a SMART Goal

Here's a SMART goal: "I will walk 20 minutes every day after school for two weeks." This goal is specific, measurable, achievable, relevant, and has a time limit.

Using SMART goals can make achieving healthy habits easier and more fun!

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HAL 5.4

Questions

Answer the questions below.

1) What does SMART stand for?

2) How ca measure a goal?

PREVIEW

True or False

Is th t tr se?

1) SMART goals help make goals eas hiev	True	False
2) A measurable goal is easy to track p ogress	True	False
3) Relevant goals are important to your hea	True	False
4) "Exercise more" is an example of a SMART goa	rue	False
5) Goals should be both realistic and challenging.		False

Word Search

Find the words in the wordsearch.

Smart	Progress
Specific	Deadline
Measurable	Relevant
Achievable	Setting
Relevant	Create
Healthier	Track

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

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Activity - Personal Healthy-Living Goals

Objective What are we learning about?

Students will learn how to set and write SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals related to their health. They will practice tracking their progress and reflecting on how goal-setting helps maintain healthy habits.

Materials What will you need for the activity.

- [illegible] writing goals
- Pencils or p[illegible]
- A SMART [illegible]
- Tracking shee[illegible]



Instructions How will y[illegible]?

1) Begin by explaining what a SMA[illegible]oal is: S[illegible], Measurable, Achievable, Relevant, and Time-bound. Provide an ex[illegible], suc[illegible] will eat one fruit or vegetable with every meal for the next [illegible]
2) Write each part of the SMART framework on t[illegible] with a explanation.
3) Ask each student to think of a personal health goal they'd [illegible] Provide examples such as drinking more water, getting m[illegible] ex[illegible]eating healthier snacks, or getting enough sleep.
4) Have students write their SMART goal on paper, using the framework to ensure their goal is clear and achievable.
5) Once goals are written, students share them with the class or a partner. Discuss how their goals contribute to staying healthy.
6) Provide students with a simple tracking sheet or progress chart to check off each day they meet their goal.
7) Check in daily as a class to track progress and encourage one another.
8) At the end of the week, discuss how setting and working toward a goal helped them stay motivated.

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Reference | SMART Framework

SMART Component	Explanation	Examples
Specific	Clearly define the goal. It should answer: Who, what, where, and why?	1. "I will walk 10 minutes after dinner each day."
		2. "I will eat one fruit with lunch every day."
Measurab	a way to track numbers or ails t how much how	1. "I will drink three glasses of water every day."
		2. "I will exercise for 15 minutes, five times a week."
Achievable	Make sur e g realistic and po based on your ti and abilities.	1. "I will replace one sugary ack with a healthy option day."
		2. " 8 hours a night fo weeks."
Relevant	Connect the goal to your overall health or personal priorities.	1. mo lps me st ene practice."
		2. "Walking after ner improves digestion and helps me relax."
Time-bound	Set a clear deadline or timeframe to work toward your goal.	1. "For the next 10 days, I will track how much water I drink daily."
		2. "I will complete my exercise plan by the end of this month."

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Curriculum Connection
HAL.5.4

Reference | SMART Goal Template

Section	Details
My SMART Goal Write your goal.	
W… achie…	
Measurable How will I measure my progress?	
Achievable Is this goal realistic for me? How?	
Relevant Why is this goal important to my health?	
Time-bound When will I complete this goal?	

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HAL.5.4

Reference | SMART Goal Template

Progress Tracker	Use the table below to track your progress:
Day	**Did I meet my goal? (Yes/No) Explain.**
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	

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HAL.5.4

Reflection | Answer the questions below.

1) Was your goal realistic and achievable? Why or why not?

2) Did s[illegible]mit help you stay motivated? Why?

3) How did you measure your progre[illegible]

4) What challenges did you face while trying to reach your goal?

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Story: Tracking Your Progress Towards a Health Goal

Draw Draw pictures that illustrate the story.

Maya loved running, but she wanted to get faster for her school's track and field day. She wasn't sure how to improve, so she asked her teacher, Mr. Grant, for advice. "Set a SMART goal," he said. SMART goals are specific, measurable, achievable, relevant, and time-bound. Maya decided her goal was to run for 20 minutes three times a week for one month.

"But how will I know if I'm getting better?" Maya asked. Mr. Grant explained, "That's where tracking helps. Tools like apps, or charts can help you keep track of your progress." He showed her how to make a simple chart to record her running time, distance, and how she felt after each run.

PREVIEW

On her first day, Maya ran for only 10 minutes before getting tired. She wrote it down in her chart: 10 minutes, very tired. She felt discouraged, but Mr. Grant reminded her that tracking progress would show small improvements over time.

By the second week, Maya saw her chart fill with better numbers. She was running 15 minutes without stopping, and her notes read, "Feeling stronger!" The chart made it easy fo[illegible] see how far she had come, and it kept her motivated.

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HAL 5.4



By the end of the month, Maya hit her goal of running 20 minutes three times a week. She felt proud of herself and loved seeing her progress in her chart. "It's so cool to see what I've done!" she told her friends.

When track and field day arrived, Maya was ready. She ran her fastest time ever and even encouraged her friends to try tracking their own goals. "Tracking isn't just helpful—it's fun," she said. "It makes you see how small steps add up to big changes!"

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HAL 5.4

Role Play: Strategies for Responding to Unsafe Situations

Objective — What are we learning about?

Students will learn strategies to respond to unsafe situations by role-playing scenarios. They will practice assertive language, setting boundaries, and seeking help from trusted adults to build confidence and awareness.

Materials — What will you need for the activity?

- Scenario cards (written on paper)
- List of safety strategies (provided below)
- A safe space for group role-play



Instructions — How will you complete the activity?

1) Divide the class into small groups of 3-4 students.
2) Hand each group a scenario card, such as:
   - A stranger approaches you and offers candy.
   - Someone online asks for your personal information.
   - A friend pressures you to do something unsafe.
3) Instruct each group to discuss how they would respond using the safety strategies.
4) Have one student act as the person in the unsafe situation while others play different roles (e.g., friend, stranger).
5) Encourage students to practice using assertive language, setting boundaries, and identifying which trusted adult they would go to for help.
6) Allow each group to act out their scenario for the class and discuss their choices.

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HAL.5.4

Reference | List of Safety Strategies

Safety Strategy	Description
Use Assertive Language	Speak firmly and clearly, like "Please stop that" or "I don't feel comfortable."
Set Boundaries	Let others know what's okay and what isn't, such as "I don't want to do that."
Seek Help from Trusted Adults	Talk to a parent, teacher, or trusted adult if you feel unsafe.
Stay Calm and Alert	Pay attention to your surroundings and stay calm to make good decisions.
Say No	It's okay to say "no" if you feel unsafe, even to someone you know.
Avoid Isolated Areas	Stay in well-lit, public places where others can help if needed.
Keep Personal Information Private	Never share your name, address, or phone number with strangers or online.
Trust Your Feelings	Leave the situation if something feels wrong or makes you uncomfortable.
Stay with Friends	Reduce risks by staying in groups when going out.
Plan Ahead	Discuss safety plans with family or friends, like what to do if you get lost.

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HAL.5.4

Scripts | Scenarios

Scenario	Description
A stranger offers you a ride h[illegible] from school.	Politely but firmly say, "No, thank you," and walk away toward a safe area like a store or a neighbour's house. If the stranger insists, yell loudly to attract attention and immediately inform a trusted adult about what happened.
Someone online asks [illegible] address or phone numb[illegible]	[illegible]o not share any personal information, no [illegible]r how friendly or kind they seem. [illegible] message to a parent or teacher, [illegible]son, and report the account [illegible] webs[illegible] app for violating safety [illegible]es.
A friend pressures you to do something unsafe, like climbing a tall fence.	Say, "I don't th[illegible] sa[illegible] I won't do it," while staying [illegible] an[illegible] an alternative activity that's [illegible] friend continues to press[illegible] ve the situation and talk to an adult [illegible]dvice.
You notice a person following you on your way home.	Stay calm and walk briskly toward a public place like a store or library where you'll find other people. Avoid taking shortcuts or isolated paths. If the person continues to follow, call out for help and notify an adult nearby.

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HAL 5.4

Scripts	Scenarios
A classmate keeps asking for answers to your test, making you uncomfortable.	Use assertive language like, "I'm sorry, but I can't share my answers because it's not fair." If they keep pressuring you, talk to your teacher privately and explain how it's affecting you.
S[illegible]ne ask[illegible]eep a secret that[illegible]fe unea[illegible]ed.	Trust your instincts and remember that some secrets are unsafe to keep. Tell a parent, teacher, or school counselor about what was said and why it made you uncomfortable so they can handle the [illegible]ation appropriately.
You get lost in a crowded shopping mall and don't see your parent or guardian nearby.	[illegible]alm [illegible]k for a safe place, such [illegible]the inf[illegible]sk or security office. Ask an [illegible]oyee [illegible]a uniform for help. [illegible]leav[illegible]g or go with a stranger, [illegible]ther[illegible]lp.
A neighbour you don't know well invites you inside their house to see their pet.	Politely say, "No, thank [illegible] away from the situation. Once [illegible]e safe, tell your parent or guardian w[illegible] happened so they are aware of the situation and can help ensure your safety.
You receive a message from an unknown person asking to meet up in person.	Do not reply or engage with the sender. Block their account immediately, report the message to the app or website, and show it to a parent or teacher. Discuss what steps to take if something similar happens again.

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HAL 5.4

Two Stars And A Wish

Identify two strengths (stars) and one area for improvement (wish) about your group's performance.

Write two strengths and one weakness of your group's performance.





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HAL.5.4

Rubric – Strategies for Responding to Unsafe Situations

Criteria	1 - Needs Improvement	2 - Satisfactory	3 - Good	4 - Excellent
Understanding Strategies	Shows little understanding or misuses strategies.	Understands basic strategies but uses them inconsistently.	Understands most strategies and uses them well.	Fully understands and applies all strategies effectively.
Applica	Struggles to apply strategies or ds constant pting.	Applies strategies inconsistently or hesitantly.	Applies strategies correctly in most scenarios.	Confidently applies strategies in all scenarios.
Communicatio	ses nguage unica learly	Uses some assertive language but cks clarity.	Communicates clearly with good use of strategies.	Communicates assertively with clarity and confidence.
Engagement	Does n et participate in character	ates m d br ly.	Actively participates and stays in character.	Fully engages, stays in character, and shows creativity.
Teamwork	Does not collaborate effectively with group members.	Collaborat minimally when promp	Co ates s rts.	Actively collaborates, listens, and enhances group erformance.

PREVIEW

Teacher Comments	Mark
_____	
_____	
_____	
_____	

Student Reflection – How did you do on this assignment? What could you do better?

_____

_____

_____

_____

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Unit Test – Healthy and Active Living

Multiple Choice /10

Total	Mark
/ 35	/ 10

1) Why is exercise important for kids? a) Helps bones grow b) Makes you tired c) Keeps yo indoors d) Stops le	2) What is a junk food example? a) Vegetables b) Water c) Candy d) Grains
3) What ercise release? a) CO b) Endorphins c) Stress d) Sugar	4) What is a long-lasting energy food? a) Candy b) Chocolate c) Soda d) Whole-grain bread
5) How many minutes of act ds need daily? a) 15 minutes b) 30 minutes c) 60 minutes d) 120 minutes	oes water help improve? a) Slee b) alert c) d) Weigh
7) What can sugary snacks cause before bed? a) Sleep b) Energy c) Rest d) Relaxation	8) How many g s o ds drink daily? a) 2-3 glasses b) 6-8 glasses c) 10-12 glasses d) 1 glass
9) What is one example of healthy eating? a) Chips b) Soda c) Candy d) Apples	10) What is an example of a non-communicable disease? a) Flu b) Chickenpox c) Diabetes d) Cold

PREVIEW

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True or False | Is the statement true or false?

Mark
/ 5

1) Physical activity helps your heart become stronger.	True	False
2) Kids should get at least 30 minutes of exercise daily.	True	False
3) Non-communicable diseases spread through germs and viruses.	True	False
4) Drinki[illegible]elps you focus better in school.	True	False
5) Eati[illegible]ugary [illegible]vides long-lasting energy for the day.	True	False

PREVIEW

Matching | [illegible] its correct description.

Mark
/ 5

SMART goal example	❑ [illegible]rain and body grow.
Body positivity	❑ Candy [illegible]
Quick-energy foods	❑ Spread by germs like viruses.
Sleep	❑ Walk 20 minutes after school daily.
Communicable diseases	❑ Reminds us that everyone is unique.

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Define What do the terms below mean?

Mark / 6

Term	Definition – What does it mean?
Balanced nutrition	
Communicable diseas	
SMART	

PREVIEW

Short Answer qu below – Each question is worth 3 marks.

Mark / 9

1) Name one way drink helps dy.

2) What are two things parks offer for staying active?

3) Name one benefit of getting enough sleep.

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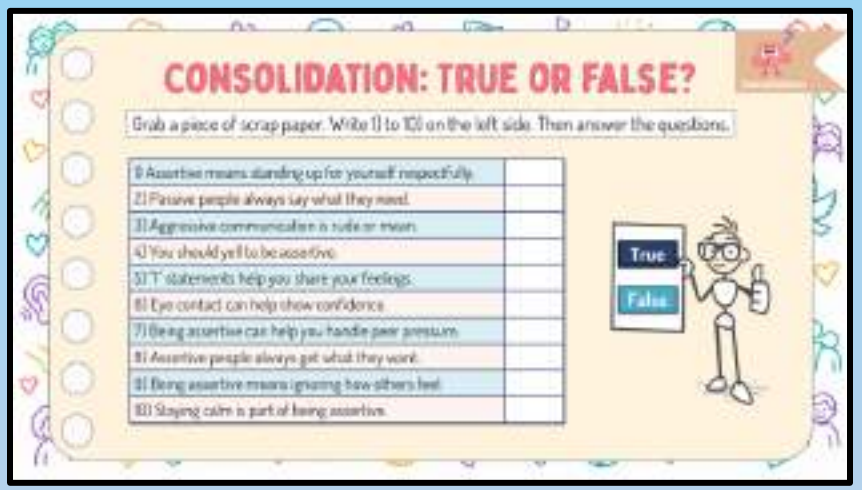
Social & Community Health– Grade 5

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

Social & Community Health– Grade 5



BC Health Curriculum

Social & Community Health– Grade 5



BC Grade 5 – Health Unit

Social And Community Health

	Curricular Competencies - Elaborations	Pages
SCH5.1	Identify and describe Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations	6-25
SCH		8
SCH5.3	Describe and apply strategies for developing and maintaining positive relationships	24-25, 46-82, 85-88
SCH5.4	Describe and apply strategies that promote a safe and caring environment	69-70, 83-92, 96-98

Preview of 75 pages from this product that contains 137 pages total.

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SOCIAL AND COMMUNITY HEALTH



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Curriculum Connection
SCH5.1

What Does It Mean to Be Assertive?

What Is Assertiveness?



Being assertive means standing up for yourself while still being respectful to others. It helps you express your thoughts, feelings, and needs clearly. When students are assertive, t[illegible] can set boundaries in situations where they feel [illegible] uncomfortable. This skill is important for m[illegible] nd standing up to peer pressure.

PREVIEW

Assertive, Pas[illegible] essiv

People communica[illegible] iffer[illegible] ay[illegible] e are three main styles:

1) Assertive – You stan[illegible] ourself[illegible] m and confident way. Example: "I don't want to play that game be[illegible] it m[illegible] omfortable."
2) Passive – You don't stand up for yo[illegible] nd ot[illegible] y take advantage of you. Example: "I guess I'll just play even though I d[illegible] ant
3) Aggressive – You stand up for yourself, but [illegible] ay th[illegible] ean. Example: "That's a stupid game! I'm not playing!"

Being assertive is the best choice because it helps you set boundari[illegible] g others.

How to Be Assertive

To be assertive, you need to use both your words and your body language. Here are some key ways to show assertiveness:

- Use a strong voice – Speak clearly and confidently.
- Stand tall – Keep your shoulders back and make eye contact.
- Say what you need – Use "I" statements like "I feel uncomfortable when..."
- Stay calm – Do not yell or get upset.

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Curriculum Connection
SCH5.1

True or False

Is the statement true or false?

1) Being assertive means speaking up in a respectful way.	True	False
2) Assertive people always get what they want.	True	False
3) Aggressive communication is the best way to be heard.	True	False
4) Saying "I feel uncomfortable" is an example of assertiveness.	True	False
5) Standi[illegible] helps show assertiveness.	True	False

Que[illegible]

[illegible]ver the questions below.

1) What does [illegible] be as[illegible]?

2) What is the difference between pa[illegible]e and a[illegible]ssiv[illegible]mmunication?

PREVIEW

Matching

Draw a line from the terms to their corresponding [illegible]iption.

Assertive	Avoids expressing their feelings
Passive	Uses a strong voice and clear words
Aggressive	Helps show confidence in communication
Eye Contact	Helps express feelings in a clear way
"I" Statements	Yells and does not respect others

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SCH5.1

How to Recognize Unsafe Situations

What is an Unsafe Situation?



An unsafe situation is any moment where you feel scared, nervous, or pressured to do something you don't want to do. This could happen if a stranger approache[illegible], if someone asks you to keep a secret, o[illegible]ne pressures you to do something that [illegible] how to recognize these situatio[illegible]s impo[illegible]ying safe.

PREVIEW

Warning Signs of D[illegible]

Sometimes, danger is ea[illegible]e but ot[illegible] it's harder to notice. Look for these warning signs:

- A stranger asks you to go somewh[illegible]e.
- Someone makes you feel uncomfortable and t[illegible]ou n[illegible] anyone.
- An adult or older kid offers you gifts in exch[illegible]or a[illegible]
- Someone pressures you to do something that feel[illegible]
- You feel nervous, scared, or uneasy, even if you don't kn[illegible]hy.

How to Stay Safe

If you ever feel unsafe, follow these steps:

1) Trust Your Feelings – If something feels wrong, listen to that feeling.
2) Stay Alert – Be aware of what's happening around you.
3) Say "No" and Leave – If someone is pressuring you, say "No" firmly and leave.
4) Find a Safe Place – Go to a trusted adult like a teacher or police officer.
5) Tell an Adult – Always report unsafe situations to someone you trust

By learning these signs and actions, you can protect yourself and others.

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SCH5.1

True or False Is the statement true or false?

1) A stranger giving you gifts is always safe.	True	False
2) Feeling nervous can be a sign of danger.	True	False
3) If someone tells you to keep a secret, it is always okay.	True	False
4) Walking with headphones in an unsafe area is a good idea.	True	False
5) If something feels wrong, you should ignore it.	True	False

Questio Answer the questions below.

1) Wha e two gns of an unsafe situation?

2) What does it mean to stay a t in

PREVIEW

Visualizing Draw what you were picturing while you were readin ture.

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SCH5.1

Role Play: Recognizing Unsafe Situations

Objective What are we learning about?

Students will learn how to identify and respond to unsafe situations through role-playing. They will practice assertiveness and strategies to avoid potential dangers.

Materials What will you need for the activity?

- S[illegible]ds
- A small sp[illegible]nts to perform role plays
- Optional pr[illegible] play[illegible]ndy wrapper, backpack)



Instructions How will you [illegible]mple[illegible]

1) Divide the class into small groups of 3-[illegible]nts.
2) Provide each group with an index card contai[illegible]scenario[illegible] "A stranger offers you candy," or "Someone online asks for you[illegible]son[illegible]").
3) Give the groups a few minutes to read their scenario and decide[illegible]o act it out. Encourage them to include assertive responses and safety strategies.
4) Each group performs their role play in front of the class.
5) After each performance, discuss what they did well and other ways they could respond to the situation.
6) Reinforce the importance of staying calm, saying no, walking away, and telling a trusted adult.

PREVIEW

Name: _____ 11

Curriculum Connection
SCH5.1

Scripts | Scenarios

Scenario	Description
A stra[illegible]r offers you candy.	A stranger tries to lure you by offering candy as a way to gain your trust. They might ask you to follow them to a car or nearby location.
Someone online asks [illegible] address.	[illegible]son you don't know online asks for [illegible]formation, like your address or [illegible], which could put you in [illegible] if s[illegible]
A stranger takes your photo without asking.	Someone you d[illegible]w [illegible] picture of you witho[illegible]t pe[illegible] could be used for unkno[illegible] purposes.
A friend dares you to cross the street dangerously.	A peer pressures you to do something risky, like running across a busy street without looking, which could lead to injury.

PREVIEW

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Curriculum Connection
SCH5.1

Scripts	Scenarios
A stranger offers you a ride home.	An unfamiliar person insists on driving you home, claiming it's safer or faster, even though you don't know them and don't feel comfortable.
An [illegible] kid [illegible] keep an unco[illegible]cre[illegible]	An older peer asks you to keep something private, like a bad choice they made or a risky plan, and pressures you not to tell an adult.
A stranger asks you to give them a found wallet.	[illegible] findi[illegible]allet, a stranger tries to convince [illegible] to h[illegible] over to them inste[illegible]ving [illegible]her or trusted adult.
Someone online asks for your photo.	A person on the internet [illegible]s [illegible]end them a picture of yourself, wh[illegible]ould be used inappropriately or shared without your consent.
A stranger asks for help carrying something to their car.	An unfamiliar person in a store asks you to carry heavy items to their car, leading you away from a public area and potentially into an unsafe situation.

PREVIEW

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SCH5.1

My Role	Draw a picture of your role during the role-play and write a paragraph about what you did.



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SCH5.1

Rubric – Recognizing Unsafe Situations

Criteria	Needs Improvement (1)	Satisfactory (2)	Good (3)	Excellent (4)
Understanding	Struggles to identify unsafe situations.	Identifies some situations but misses details.	Mostly accurate responses.	Clearly and accurately identifies situations.
Assertiveness	Rarely responds confidently or assertively.	Shows some assertiveness but needs practice.	Usually assertive with minor hesitation.	Consistently confident and assertive.
Safety Strategies	Does not apply strategies effectively.	Understands strategies but struggles to apply them.	Applies strategies well with minor errors.	Applies strategies effectively and confidently.
Collaboration	Struggles to work with the group.	Participates but rarely contributes ideas.	Works well but contributes less often.	Actively collaborates and contributes ideas.
Engagement	Lacks effort and creativity.	Somewhat engaged with minimal effort.	Engaged but lacks creativity.	Fully engaged and creative in responses.

PREVIEW

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

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SCH5.1

Recognizing Common Tricks Used by Strangers

Tricks Strangers Use to Lure Kids



Some strangers might try to trick kids into unsafe situations. They use different tricks to gain trust or get kids to go with them. It's important to recognize these tricks so you can stay safe.

Here are some common tricks strangers use:

- The Candy Trick – A stranger offers candy, toys, or money to get a child to follow them.
- The Lost Pet Trick – A stranger asks for help finding a lost dog or cat.
- The Emergency Trick – Someone says that there is a family emergency, and the child must come with them.
- The Famous Person Trick – A stranger claims to be someone important or offers to introduce the child to a celebrity.
- The Help Trick – A stranger asks for help carrying something or finding a place.
- The Name Trick – A person knows the child's name and claims to be a friend of their family.

PREVIEW

How to Stay Safe

If a stranger ever tries to use one of these tricks, follow these safety rules:

1) Never Go Anywhere With a Stranger – Even if they seem friendly or know your name.
2) Say "No" Loudly – If someone makes you uncomfortable, say "No" in a strong voice.
3) Walk or Run Away – Leave immediately and go to a safe place.
4) Find a Trusted Adult – Tell a parent, teacher, or police officer right away.
5) Never Keep Secrets About Strangers – If someone tells you to keep a secret, always tell an adult you trust.

Knowing these tricks and how to respond can help you stay safe.

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SCH6.1

True or False

Is the statement true or false?

1) Strangers never try to trick kids into unsafe situations.	True	False
2) Someone offering you a gift could be trying to trick you.	True	False
3) Strangers sometimes pretend to know your family.	True	False
4) The lost pet trick is when a stranger asks for help.	True	False
5) If someone knows your name, they must be a friend.	True	False

Questi

nswer the questions below.

1) What are t rangers use to lure kids?

2) What are two things you can say t one p ng you?

PREVIEW

Word Search

Find the words in the wordsearch.

Strangers	Loudly
Trick	Secrets
Situations	Uncomfortable
Emergency	Immediately
Famous	Family
Pretends	Gift

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

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SCH5.1

How to Get Help in Dangerous Situations

Calling for Help

If you ever feel unsafe, it's important to call for help right away. When calling for help, use a loud and clear voice. Instead of just yelling, say specific words like "Help! This is not my parent!" or "I need help right now!". This will get people's attention faster than just screaming.

If you have access to a phone, you can call 9-1-1 for emergencies like:

- A stranger trying to take you somewhere.
- Being lost or in danger.
- Seeing a crime happening.



Finding a Safe Place

If you feel unsafe, you need to find a safe place right away. A safe place is somewhere with trusted adults and people who can help. Some safe places include:

- Schools – Teachers and staff are trained to help children.
- Police Stations – Officers can protect you and call your parents.
- Libraries – Librarians can help and contact your parents.
- Stores or Public Buildings – Employees can keep you safe and call for help.

PREVIEW

Keep Seeking Help Until You Are Safe

It's important to keep asking for help until you feel safe. If the first person doesn't help, find someone else. Never stop asking for help until an adult you trust makes sure you are safe.



What to Remember in an Emergency

1) Yell for help using clear words.
2) Call 9-1-1 in serious emergencies.
3) Go to a safe place with trusted adults.
4) Keep asking for help until you are safe.

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SCH5.1

True or False

Is the statement true or false?

1) Yelling specific words helps get attention faster.	True	False
2) Saying "Help!" is not as effective as screaming.	True	False
3) Only children need to ask for help in emergencies.	True	False
4) Saying "Help! This is not my parent!" gets attention.	True	False
5) You should call 9-1-1 if a stranger tries to take you.	True	False

Question

Answer the questions below.

1) What are two [illegible] can say when calling for help?

2) Name three places that are safe to [illegible]

PREVIEW

Word Scramble

Unscramble the words from the word b[illegible]

WORD BANK

EMERGENCY	SAFE	YELL	SECRET
HELP	POLICE	ADULT	RUN
TRUSTED	SCHOOL	DANGER	PHONE

HCOSLO		RSETDUT	
MNEGRECYE		NOHPE	
LOCEIP		NGEDRA	

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SCH5.1

Exit Cards

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

Name: _____

Answer the following question?
1) When should you call 9-1-1?

2) What are two ways you can show confidence when asking for help?

Name: _____

Answer the following question?
1) When should you call 9-1-1?

2) What are two ways you can show confidence when asking for help?

Name: _____

Answer the following question?
1) When should you call 9-1-1?

2) What are two ways you can show confidence when asking for help?

PREVIEW

Name: _____ 24

Curriculum Connection
SCH5.1, SCH5.3

Story - Handling Peer Pressure

Jason sat with his friends at lunch when Noah whispered, "Let's not let Leo sit with us. He's weird." Jason felt uncomfortable. He knew excluding someone was wrong, but he also didn't want his friends to turn on him. This was peer pressure, when friends try to influence someone to do something, whether good or bad. Studies show that 90% of kids expe[illegible]e peer pressure by age 12.

Afte[illegible]d Liam said, "Let's skip our hom[illegible]work a[illegible]o [illegible]mes." Jason hesitated. He wanted to [illegible]e also[illegible]at students who don't finish their ho[illegible]ork[illegible]kely to struggle on tests. Jason r[illegible]ed v[illegible]cher had taught, handling peer press[illegible]e m[illegible]ng choices, even when it's hard.



Jason took a deep breath and said, "I really want [illegible] need [illegible]sh my homework first." Liam rolled his eyes but shrugged, "O[illegible]be [illegible]as[illegible]was relieved. He learned that saying "No" firmly and giving a reason [illegible]er pressure.

The next day, Noah tried to leave Leo out again. Jason spoke up, "That's not fair. Everyone deserves to play." The group paused, then agreed to let Leo join. Jason realized that standing up for others is another way to resist peer pressure.

Jason learned that peer pressure happens in different ways, but making choices that match his values is important. Even when it's hard, standing up for what's right builds confidence and respect.

PREVIEW

Name: _____ 25

Curriculum Connection
SCH5.1, SCH5.3

True or False

Is the statement true or false?

1) Peer pressure only happens in middle school and high school.	True	False
2) 90% of kids experience peer pressure by age 12.	True	False
3) Peer pressure can be both positive and negative.	True	False
4) Saying "No" firmly is a good way to resist pressure.	True	False
5) Skipping homework can make tests more difficult.	True	False

Question

Answer the questions below.

1) What is peer pressure?

2) What are two examples of peer pressure?

PREVIEW

Cloze Test

Fill in the blanks with the correct words from the word bank.

Peer pressure happens when friends _____ someone to do something. Studies show that 90% of kids experience it by age _____. It can make someone feel unsure instead of _____. Some kids _____ others from games, or skip _____ to fit in. Saying "No" firmly helps resist peer pressure.

Homework
Exclude
Influence
Confident
12

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Name: _____ 26

Curriculum Connection
SCH5.2

What Is Bullying and How Does It Affect Others?

What Is Bullying?



Bullying happens when someone hurts, threatens, or picks on another person over and over again. It is not a one-time argument but a repeated behaviour that can make s[illegible]one feel scared, sad, or alone. Studies show tha[illegible]dents in Canada experiences bullying each

There a[illegible]ree m[illegible] bullying:

- Physical b[illegible]tting, [illegible] tripping, or damaging someone's belongings.
- Verbal bullying [illegible]e-c[illegible] threats, or teasing.
- Cyberbullying – Using [illegible]et or [illegible]dia to spread rumours, send hurtful messages, or embarrass so[illegible]e.

PREVIEW

How Bullying Affects Everyone

Bullying doesn't just hurt the victim. It also affec[illegible] bull[illegible] see it happening.

- The victim – Might feel scared, lonely, or unsafe. Many v[illegible] of [illegible] with anxiety, sadness, or trouble focusing in school.
- The bystander – Someone who sees bullying happen but doesn't spea[illegible] might feel guilty or afraid.
- The bully – People who bully others are more likely to have problems with friendships, school, and even the law later in life.

Why Stopping Bullying Matters

Bullying can cause serious harm. Studies show that kids who are bullied are twice as likely to develop mental health problems. That's why it's important to speak up, support victims, and stop bullying whenever possible.

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SCH5.2

True or False

Is the statement true or false?

1) Bullying only happens once and then stops.	True	False
2) Cyberbullying happens online or through social media.	True	False
3) Bullying only affects the person being bullied.	True	False
4) Verbal bullying is always just a harmless joke.	True	False
5) Victims of bullying may struggle with anxiety or sadness.	True	False

Questions

Answer the questions below.

1) What is bullying?

2) Name the three main types of bullying.

PREVIEW

Word Search

Find the words in the wordsearch.

Bullying	Pushing
Threaten	Tripping
Behaviour	Insults
Argument	Rumour
Experience	Messages
Physical	Bystander

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

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Curriculum Connection
SCH5.2

What Are Stereotypes?

What Is a Stereotype?



A stereotype is a belief about a group of people that is not always true. Stereotypes happen when people assume things about others based on their gender, race, inter or abilities. These ideas are often unfair and can le tful treatment. Studies show that over 75% o nce stereotypes before age 10.

Examples of St

Stereotypes can ever luding school, sports, and media. Here are some common examples:

- Gender Stereotypes: "Oh re ts" or "Girls should play with dolls."
- Racial Stereotypes: "People from th are e same."
- Interest Stereotypes: "Kids who like n can't l eati
- Ability Stereotypes: "A person with a disabi t do gs."

Why Stereotypes Are Harmful

Stereotypes can make people feel excluded or judged. Kids w face t feel less confident or avoid activities they enjoy. Research shows th o experience stereotypes are less likely to try new things.

How to Challenge Stereotypes

It's important to think before making assumptions about others. Here are some ways to challenge stereotypes:

1) Get to Know People – Everyone is unique!
2) Speak Up – If you hear a stereotype, question it.
3) Include Everyone – Be open to different talents and interests.
4) Think Critically – Don't believe everything you see in movies or online.

PREVIEW

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Curriculum Connection
SCH5.2

True or False

Is the statement true or false?

1) Stereotypes are always true for every person in a group.	True	False
2) Over 75% of kids hear stereotypes before age 10.	True	False
3) Stereotypes can lead to unfair treatment of others.	True	False
4) People who hear stereotypes may feel less confident.	True	False
5) Challenging stereotypes helps create a fairer world.	True	False

Questions

Answer the questions below.

1) Wh[illegible] a stere[illegible]

_____

_____

_____

2) Give one example of a gend[illegible] ster[illegible]

_____

_____

_____

PREVIEW

Fill-in-the-Blanks

Fill-in-the-Blanks with appropri[illegible]

1) A _____ is a belief about a group of people that is not always true.
2) Over _____ of kids hear stereotypes before age 10.
3) Saying "only boys play soccer" is an example of a _____ stereotype.
4) Stereotypes can make people feel _____ or left out.
5) One way to challenge stereotypes is to _____ when you hear one.

Gender
75%
Stereotype
Excluded
Speak up

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Name: _____ 30

Curriculum Connection
SCHS 2

Fact or Fiction - Myths About Stereotypes

Objective

What are we learning about?

Students will learn to identify and challenge stereotypes by discussing common myths and facts. They will develop critical thinking skills and understand how stereotypes can lead to unfair treatment.

Material

What will you need for the activity?

- Fact / Fiction statements
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom for the 'Fact' and 'Fiction' signs, allowing students to move to either side



Instructions

How will you complete the activity?

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

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SCH5.2

Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Everyone can improve in math with effort.	Fact
2	Boys are naturally better at sports than girls.	Fiction
3	Any[illegible] can succeed in any subject with hard work.	Fact
4	So[illegible] re only for men or only for women.	Fiction
5	[illegible] s someone unique, not wrong.	Fact
6	People [illegible] all act the same way.	Fiction
7	A person's [illegible] their personality.	Fact
8	Boys shouldn't cry [illegible]	Fiction
9	Anyone can achieve their drea[illegible] background.	Fact
10	Girls are not as strong as boys.	Fiction
11	Respecting differences helps create bet[illegible]	Fact
12	Science and engineering are only for men.	Fiction
13	People who try new things can discover new skills.	Fact
14	All families look the same.	Fiction
15	Including others makes everyone feel valued.	Fact
16	All video gamers are boys.	Fiction
17	Trying new foods can help us learn about cultures.	Fact
18	People with disabilities cannot do things on their own.	Fiction
19	Talking to classmates about their traditions builds respect.	Fact
20	Boys should only like rough games, and girls quiet ones.	Fiction

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SCH5.2

Activity - Stereotype Sorting Game

Objective

What are we learning about?

Students will learn to identify stereotypes and understand their harmful impact by sorting statements or pictures into categories. They will brainstorm ways to challenge stereotypes in their daily lives.

Materials

What will you need for the activity?

- [illegible] of paper
- Ma[illegible]s or p[illegible]
- Poster or [illegible]d "[illegible]otypes" and "Non-Stereotype[illegible]
- Optional: print[illegible] har[illegible]res that represent stereotyp[illegible] non-s[illegible]pical ideas



Instructions

How will you compl[illegible] activi[illegible]

1) Prepare index cards with written state[illegible] or pi[illegible]epresent stereotypes (e.g., "Boys are better at math") an[illegible]tereot[illegible]e.g., "Anyone can be good at math with effort").
2) Divide the class into small groups and give each grou[illegible] a m[illegible]and non-stereotype cards.
3) Ask the groups to discuss each card and decide if it belongs in the "Stereotypes" or "Non-Stereotypes" category. Have them match up the stereotype with the non-stereotype.
4) Prepare the poster by drawing a t-table with stereotypes on one side and non-stereotype on the other. Once the cards are sorted, have each group stick their cards on the correct spot on the table, ensuring the examples of matched up.
5) As a class, review the sorted cards, discussing why each statement belongs in its chosen category.
6) End the activity by brainstorming ways students can challenge stereotypes in their daily lives, such as speaking up when they hear one or encouraging others to try new things.

PREVIEW

Name: _____ 33

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SCH5.2

Instruction List of stereotypes and non-stereotypes

Boys are better at math.	Everyone has emotions, and it's okay to express them.
Girls can't play sports as well as boys.	Taking care of others is for everyone, not just girls.
s cry.	People should pursue what they love, no matter their gender.
Girls are notio	Cooking and cleaning are life skills for everyone.
Only boys can play video gam	irls and boys can both be ighters, doctors, or achers.
Girls are better at taking care of others.	d at math th eff
Boys should always like science and engineering.	Both boys and g at at sports
Girls aren't strong enough for physical jobs.	Anyone can succeed in science or engineering.
Boys shouldn't do chores like cooking or cleaning.	Strength doesn't depend on whether you're a boy or a girl.
Certain jobs, like firefighters, are only for men.	Both boys and girls can enjoy video games.

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SCH5.2

Instruction Brainstorming chart: how to challenge stereotypes

Stereotype Example	Why It's Harmful	How to Challenge It
"Boys are better at ."	It discourages girls from trying their best in math.	Encourage everyone to practice and work hard in math.
"Girls can sports."	kes girls feel from sports s.	Invite everyone to join sports and celebrate their efforts.
"Boys don't cry."	It forces boys de their emotion ich is unhealthy.	malize talking motions and show eelings.
"Only girls cook and clean."	It reinforces gender roles and limits life skills.	Teach e one life skills, like cooking and cleaning.
"Some jobs are only for men."	It prevents people from pursuing careers they enjoy.	Highlight examples of women and men succeeding in all fields.

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SCH5.2

Stereotypes	Non-Stereotypes



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SCH5.2

Reflection | Answer the questions below.

1) Why are stereotypes unfair to people?

2) Which [illegible]ent surprised you the most during the activity?

3) Illustrate a poster that [illegible]yo[illegible] Good at Anything."

PREVIEW

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SCH5.2

Rubric – Stereotype Sorting Game

Criteria	Needs Improvement (1)	Satisfactory (2)	Good (3)	Excellent (4)
Understanding	Struggles to identify stereotypes.	Identifies some stereotypes.	Accurately identifies and explains stereotypes.	Clearly explains stereotypes and why they are harmful.
Particip	Rarely ...icipates in ...ity.	Participates occasionally.	Actively participates and contributes.	Fully engaged and consistently contributes ideas.
Brainstorming	...s t... ...te ide...	Provides basic ideas.	Suggests meaningful ideas.	Offers thoughtful and creative strategies.
Collaboration	Strug... work wi... others.	Wo... ...the ...	Contributes meaningfully ... the group.	Actively collaborates and encourages others.
Creativity	Lacks creativity in responses.	Shows s... creativi...	Dem... cr... ...	Consistently provides unique and creative ideas.

PREVIEW

Teacher Comments

_____

_____

_____

_____

Mark

Student Reflection – How did you do on this assignment? What could you do better?

_____

_____

_____

_____

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Curriculum Connection
SCH5.2

How to Respond to Bullying

Speaking Up Against Bullying

Bullying happens when someone repeatedly hurts, threatens, or excludes another person. It can happen in person or online, and about 1 in 5 students in Canada face bullying each year. When bullying happens, it is important to speak up.

If you are bullied, you can:

- Use your voice – Speak firmly and say, "Stop. I don't like that."
- Stay calm – Bullies want a reaction, so staying calm takes away their power.
- Walk away – Leaving the situation shows that you won't let the bully control you.

PREVIEW



Getting Help from an Adult

If the bullying continues, it's important to tell an adult. Some kids don't report bullying because they fear it will get worse, but studies show that reporting bullying to a teacher or parent helps stop it 57% of the time.

Adults who can help include:

- **Teachers** – They can stop the bullying and talk to those involved.
- **Parents** – They can give advice and contact the school if needed.
- **School Staff** – Principals, counselors, and other staff members can step in.

How Bystanders Can Help

A bystander is someone who sees bullying happen. Instead of staying silent, bystanders can:

1) Speak up – Say, "That's not okay" to stop the bullying.
2) Support the victim – Stand beside them and offer kindness.
3) Report it – Tell a teacher or adult what happened.

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SCH5.2

True or False

Is the statement true or false?

1) Bullying happens only once and then stops.	True	False
2) One in five students in Canada experiences bullying.	True	False
3) Speaking in an assertive voice can stop bullying.	True	False
4) Cyberbullying only happens in video games.	True	False
5) A bystander is someone who sees bullying happen.	True	False

Questio

swer the questions below.

1) What are ty ca y to stop a bully?

2) What are two ways bystanders ca stop

PREVIEW

Matching

Draw a line from the terms to their corresponding iption.

Use an assertive voice	Leaving the situation to avoid conflict.
Walk away	Saying "Stop. I don't like that." firmly.
Tell a trusted adult	Someone who watches bullying happen.
Support the victim	A teacher, parent, or school staff who can help.
Bystander	Standing with a bullied student to show support.

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SCH5.2

Exit Cards

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

Name: _____ Mark

Is the statement true or false?

1) Adults can help when bullying is reported.	T / F
2) Supporting the victim is a way to stop bullying.	T / F
3) Ignoring bullying always makes it go away.	T / F
4) A teacher can help stop bullying in school.	T / F

Name: _____ Mark

Is the statement true or false?

1) Adults can help when bullying is reported.	T / F
2) Supporting the victim is a way to stop bullying.	T / F
3) Ignoring bullying always makes it go away.	T / F
4) A teacher can help stop bullying in school.	T / F

Name: _____ Mark

Is the statement true or false?

1) Adults can help when bullying is reported.	T / F
2) Supporting the victim is a way to stop bullying.	T / F
3) Ignoring bullying always makes it go away.	T / F
4) A teacher can help stop bullying in school.	T / F

Name: _____ Mark

Is the statement true or false?

1) Adults can help when bullying is reported.	T / F
2) Supporting the victim is a way to stop bullying.	T / F
3) Ignoring bullying always makes it go away.	T / F
4) A teacher can help stop bullying in school.	T / F

PREVIEW

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What Makes a Relationship Positive?

Trust and Honesty



A healthy relationship is built on trust. Trust means you can count on someone to keep their promises and tell the truth. In friendships, trust helps people feel safe a upported. Studies show that 81% of kids say t their best friend. Without trust, relati ertain or stressful.

Respect and F

Respect means tre other want to be treated. In a healthy relationship, people listen to each oth pect o opinions. Fairness is also important. In a friendship, fairness means tak ns, ing kind even when you disagree. Research shows that 67% of kids feel n lident heir friends respect them.

Good Communication

Talking and listening are key parts of a positive relati en pe are their feelings and listen to each other, they build strong friendshi stu students who talk openly with friends feel 73% happier at school. If n, good communication helps solve it peacefully.

How to Build a Healthy Relationship

To have strong relationships, it's important to:

- Be kind – Say kind words and help others when they need it.
- Listen – Pay attention when someone is speaking.
- Apologize – If you make a mistake, say sorry and try to fix it.
- Include others – Make sure no one feels left out.
- Be supportive – Encourage your friends and family.

PREVIEW

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SCH5.3

True or False

Is the statement true or false?

1) Trust is an important part of a positive relationship.	True	False
2) A healthy relationship is built on dishonesty and unfairness.	True	False
3) 81% of kids say they trust their best friend.	True	False
4) 67% of kids feel more confident when respected by friends.	True	False
5) 73% of [illegible]nts feel happier when they talk openly.	True	False

Quest[illegible]

[illegible]r the questions below.

1) What does [illegible]ust[illegible]one?

2) How does good communication h[illegible] relat[illegible]?

PREVIEW

Questioning

Write three questions you have about the [illegible]di[illegible]

1) _____

2) _____

3) _____

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SCH5.3

Activity - Compliment Chain

Objective What are we learning about?

Students will practice giving and receiving compliments to understand how kind words build trust and strengthen relationships.

Materials What will you need for the activity?

- [illegible]cleared area for students to sit.
- Optional: [illegible]talking stick) to pass around [illegible]hose turn it is to speak.



Instructions How will you [illegible]

1) Arrange chairs in a circle or have student[illegible]n th[illegible]in a circle.
2) Explain the activity and its goal: to build t[illegible]and [illegible]lationships by giving meaningful compliments.
3) Provide examples of specific compliments, such as "Appre[illegible] include others during recess" or "You always have great id[illegible] discussions."
4) Start the chain by giving a compliment to the person on your right.
5) Pass the talking stick or object (if using one) to the next person, who will then compliment the person on their right.
6) Continue around the circle until everyone has given and received a compliment.
7) After the activity, discuss how it felt to give and receive compliments and why kind words are powerful in building relationships.

PREVIEW

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SCH5.3

Reference | Compliment Examples

#	Compliment Example
1	I appreciate how you always include others during recess.
2	You are a great listener in group work.
3	I [illegible] you stay positive even when things are tough.
4	[illegible] are [illegible]ative, and I enjoy your art projects.
5	You al[illegible]ave [illegible]s during class discussions.
6	I like how you [illegible]ers [illegible]nd their work.
7	You are really kind and [illegible]thers [illegible]elcome.
8	You are always willing to share [illegible]elp
9	I admire how you stay calm and solve [illegible]s [illegible]ully
10	You are really good at making people laugh and
11	I like how you always try your best, no matter what.
12	You are a great team player and work well with others.
13	You always say kind things to others.
14	I love how you are so enthusiastic during games and activities.
15	You are very thoughtful and considerate of others' feelings.

PREVIEW

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SCH5.3

Reflection Answer the questions below.

1) How did it feel to receive a compliment?

2) What [illegible]otice about the compliments you received?

3) Why is it important to b[illegible] w[illegible]ompliments?

PREVIEW

Word Search Find the words in the wordsearch.

Kindness	Creativity
Respect	Empathy
Trust	Listening
Support	Cooperation
Teamwork	Inclusiveness
Encouragement	Friendship

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

The Role of Trust in Relationships

The Meaning of Trust



Trust is when you believe that someone is honest and will do what they say. In friendships, trust means knowing a friend will keep their promises and be there when need. Studies show that 81% of kids say they trust their nd. Without trust, relationships can feel u

How to Build T

Trust takes time to g nd through actions. People build trust by:

- Being honest – Always e tru hen it is hard.
- Keeping promises – Followi hrou ay they will do.
- Being reliable – Showing up and be ere wh
- Listening – Paying attention when someone their or feelings.

When people do these things, trust grows and relation ome st

What Can Weaken Trust?

Just like trust can be built, it can also be broken. Some actions that can w trust include:

- Lying – Telling lies makes it hard for others to believe you.
- Breaking promises – Not keeping your word can hurt friendships.
- Gossiping – Sharing secrets that were meant to be private.
- Ignoring others' feelings – Not listening or caring about how someone feels.

Studies show that 67% of friendships end because of broken trust. That is why it is important to be honest, reliable, and kind to keep strong relationships.

PREVIEW

Name: _____ 55

Curriculum Connection
SCH5.3

True or False

Is the statement true or false?

1) Trust has no role in relationships.	True	False
2) Trust can take time to build.	True	False
3) Listening is an important part of trust.	True	False
4) Gossiping strengthens trust in friendships.	True	False
5) Being kind and respectful helps friendships grow.	True	False

Question

Answer the questions below.

1) What does trust look like in a friendship?

2) Why is keeping promises important in relationships?

PREVIEW

Word Search

Find the words in the wordsearch.

Trust	Truth
Relationship	Attention
Promises	Gossiping
Uncertain	Broken
Honest	Action
Reliable	Thought

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

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SCH5.3

Exit Cards

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

Name: _____ | Mark

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

1) Trust is only important for adults, not kids.	T / F
2) Trust can take time to build.	T / F
3) People trust their friends more when they are reliable.	T / F
4) Trust means believing someone will do what they say.	T / F

Name: _____ | Mark

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

1) Trust is only important for adults, not kids.	T / F
2) Trust can take time to build.	T / F
3) People trust their friends more when they are reliable.	T / F
4) Trust means believing someone will do what they say.	T / F

Name: _____ | Mark

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

1) Trust is only important for adults, not kids.	T / F
2) Trust can take time to build.	T / F
3) People trust their friends more when they are reliable.	T / F
4) Trust means believing someone will do what they say.	T / F

Name: _____ | Mark

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

1) Trust is only important for adults, not kids.	T / F
2) Trust can take time to build.	T / F
3) People trust their friends more when they are reliable.	T / F
4) Trust means believing someone will do what they say.	T / F

PREVIEW

Name: _____ 57

Curriculum Connection
SCH5.3

Activity - Trust Walk

Objective What are we learning about?

Students will learn the importance of trust, clear communication, and teamwork by guiding a blindfolded partner through an obstacle course using only verbal instructions.

Materials What will you need for the activity?

- Bli[illegible]lds (o[illegible], can use scarves or cloths)
- Small class[illegible]jects[illegible]hairs, books, or other safe obst[illegible])
- Open space (classr[illegible]or o[illegible]rea)



Instructions How will you comple[illegible]ctivit[illegible]

1) Divide students into pairs. One student [illegible] the [illegible]he other will be blindfolded.
2) Set up a simple obstacle course using chairs, co[illegible]ool[illegible]rea[illegible]a path that requires careful navigation.
3) The guide must lead the blindfolded partner only using th[illegible] touching is allowed.
4) The blindfolded student must listen carefully and follow their partner's instructions to move safely through the course.
5) After completing the course, students switch roles and repeat the activity.
6) Once both partners have had a turn, gather the class for a discussion on trust and communication.
7) Ask students how it felt to trust someone else completely and whether it was easy or difficult to give clear instructions.
8) Have students reflect in writing or through group discussion about the role of trust in their friendships and teamwork.

PREVIEW

Name: _____ 58

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SCH5.3

Reference | Example Instructions for Guides

Type of Instruction	Examples
✅ **Good Instructions (Clear & Helpful)**	- "Take three small steps forward." - "Turn your body to the right a little bit." - "Lift your left foot higher to step over an obstacle." - "Move two steps sideways to the left." - "Keep walking straight until I tell you to stop." - "Slow down, you are near an obstacle." - "Reach out your hand to touch the table in front of you." - need to turn 90 degrees to the left, then take forward."
🚫 **Poor Instructions (Unclear & Confusing)**	way?) - "Watch or what? Where is it?) - "Just little where? How much?) - "Turn around." (right?) - "Step over." (hat? - "Go faster." (Is it - "You're doing it wrong do differently?)
🔷 **Communication Strategies for Guides**	- Be patient and speak slowly – Don't r ur partner. - Give instructions one step at a time – Don't overload with too many directions at once. - Use words that describe movement clearly – "Forward, backward, left, right, high step, turn slightly." - Reassure your partner – "You're doing great!" or "Almost there, keep going!" - Ask questions (if allowed in your rules) – "Do you feel safe?" or "Did that instruction make sense?"

PREVIEW

Name: _____ 59

Curriculum Connection
SCH5.3

Reference | Rules Reminder Sheet: The Trust Walk Challenge

#	Rule	Explanation
1	**No Physical Contact**	🚫 The guide cannot touch the blindfolded partner. You must only use your voice to give directions.
2	**Sp… …early and Calmly**	🗣️ Give one instruction at a time so your partner can understand and follow safely.
3	**Move … …d**	👣 The blindfolded partner should walk slowly and listen carefully to avoid bumping into obstacles.
4	**Stay Resp… …ut Encouragi…**	…e kind and supportive words. Avoid …t mistakes or making fun of your pa…
5	**No Rushing or Running**	…al is …d trust, not speed. Walk …ully to …lete… course safely.
6	**Be Aware of Surroundings**	👀 If you … …tion to obstacles and … partn… …e safely.
7	**If Your Partner Feels Unsafe, Stop!**	✋ If the blindfolded …en… uncomfortable, stop and re… …ore continuing.
8	**Switch Roles Fairly**	🔄 After completing the course, partners must switch roles so everyone experiences both positions.
9	**Follow the Course Instructions**	🛑 Stay within the boundaries of the obstacle course and do not take shortcuts.
10	**Most Important Rule: Have Fun and Build Trust!**	💙 This is a learning activity about trust and communication. Support your partner and enjoy the challenge!

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SCH5.3

Reflection

Answer the questions below.

1) How did it feel to be blindfolded and trust someone to guide you?

2) What w[illegible]lenging about giving instructions to your partner?

3) How does this activity [illegible]trus[illegible]ife friendships?

PREVIEW

Word Scramble

Unscramble the words from the word b[illegible]

WORD BANK			
ASSERTIVE	COMMUNICATION	EMPATHY	CONFIDENCE
PASSIVE	RESPECT	KINDNESS	CHOICES
AGGRESSIVE	BOUNDARIES	SUPPORT	FRIENDSHIP

MOINUTCOAINMC		VIEGGRASSE	
VIESRTSEA		ECDIFNNEOC	
EISVSPA		DHNRFIESIP	

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How to Be a Good Friend

Loyalty and Trust



A good friend is someone who is loyal and trustworthy. Loyalty means sticking by a friend's side, even when times are tough. Studies show that 81% of kids trust their best friend[illegible]ause they feel supported. Trust is built by keeping [illegible] being honest, and showing reliability.

Empathy [illegible]d Kind[illegible]

Empathy mean[illegible]nding [illegible]eone else feels. A good friend listens when others are upset and [illegible]s k[illegible]rch shows that 67% of kids feel happier when their friends show ki[illegible]mall [illegible]e remembering a friend's favourite hobby or checking in when they [illegible]sad [illegible]ifference.

Supporting and Standing Up for Friends

A good friend supports others in both good and bad [illegible]eering for a friend during a game or helping them when they are strug[illegible]a fr[illegible]heir treated unfairly, standing up for them is an important way to show support. [illegible] bullying stops 57% of the time when a bystander speaks up.

Ways to Be a Good Friend

Here are some simple ways to show friendship:

- Listen – Pay attention when a friend is talking.
- Be Honest – Tell the truth and keep promises.
- Be Inclusive – Invite others to join activities.
- Celebrate Their Success – Be happy when your friend does well.
- Be There – Offer support when a friend is feeling down.

PREVIEW

Name: _____ 62

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SCH5.3

Questions

Answer the questions below.

1) What does loyalty mean in a friendship?

2) What is empathy, and why is it important?

PREVIEW

Sketch

Friend... Po... ...poster with qualities of a good friend.

True or False

Is the statement true or false?

1) Loyalty means staying by a friend's side in tough times.	True	False
2) 81% of kids trust their best friend.	True	False
3) Keeping promises helps build trust in friendships.	True	False
4) Empathy means ignoring a friend's feelings.	True	False
5) Good friends listen when others are upset.	True	False

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SCH5.3

Activity - Friendship Recipe

Objective What are we learning about?

Students will identify and reflect on the key qualities of a strong friendship by creating a fun and creative "recipe" that celebrates positive relationships.

Materials What will you need for the activity?

- Bla paper card" templates
- Markers, colo cils
- Glue, stickers, th optional)
- A list of friendship q tio de students)



Instructions How will you complete the a

1) Begin by discussing with the class what makes a friend Write a few ideas on the board, such as honesty, empathy, tru he

2) Hand out blank paper or "recipe card" templates to each s

3) Instruct students to create their own "Friendship Recipe." Each recipe should include: A title, such as "Recipe for a Great Friend", Ingredients: List qualities that make a good friendship (e.g., 2 cups of trust, 3 tablespoons of kindness), Instructions: Describe actions or examples of how to show these qualities (e.g., "Mix in kindness by sharing and helping others").

4) Encourage students to decorate their recipes with drawings or designs that represent friendship (e.g., two friends playing together, a handshake).

5) Once completed, display the recipes around the classroom to celebrate positive relationships.

PREVIEW

Name: _____ 64

Curriculum Connection
SCH5.3

Reference	A list of friendship qualities

Friendship Quality	
Kindness	Generosity
[illegible]ty	Thoughtfulness
[illegible]	Cooperation
Empathy	Inclusiveness
Patience	Enc[illegible]gement
Respect	[illegible]ass
Loyalty	Sharing
Supportiveness	Forgiveness
Understanding	Dependability
Fun	Communication

PREVIEW

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Reference | Examples of a Friendship Recipe

Section	Content
Title	Recipe for an Amazing Friendship
Ingredients	- 2 cups of Kindness
	- 1 cup of Honesty
	- 3 tablespoons of Patience
	- A dash of Laughter
	- 1 teaspoon of Forgiveness
	- A pinch of Sharing
Instructions	1. Start with 2 cups of Kindness to create a strong foundation.
	2. Mix in 1 cup of Honesty for trust.
	3. Stir in 3 tablespoons of Patience to handle tough times together.
	4. Add a dash of Laughter to keep things light and joyful.
	5. Sprinkle in 1 teaspoon of Forgiveness to move past mistakes.
	6. Top it off with a pinch of Sharing to show you care.
	7. Serve with a smile and enjoy a friendship that lasts forever!

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Title	

Key Points	

Ins[illegible]

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SCH5.3

Reflection Answer the questions below.

1) What qualities did you include in your friendship recipe?

2) What i... y you can show kindness to your friends?

3) What did you learn abo... a g... om this activity?

PREVIEW

Word Search Find the words in the wordsearch.

Generosity	Compassion
Thoughtfulness	Sharing
Cooperation	Forgiveness
Inclusiveness	Loyalty
Empathy	Communication
Patience	Honesty

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

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Rubric – Friendship Recipe

Criteria	Needs Improvement (1)	Satisfactory (2)	Good (3)	Excellent (4)
Creativity	Minimal effort in recipe design or ideas.	Basic recipe with some creative touches.	Good creativity in ingredients and design.	Highly creative with unique and thoughtful ideas.
Friend Qu	Includes 1-2 iendship ties.	Includes 3-4 friendship qualities.	Includes 5-6 friendship qualities.	Includes 7 or more thoughtful friendship qualities.
Instructions	ons lear o mpl	Instructions are imple but y clear.	Instructions are clear and logical.	Instructions are detailed, clear, and easy to follow.
Effort in Presentation	Little effort in decorating the recipe.	effort own.	Good effort with colourful nd neat ns.	Outstanding effort with creative and detailed presentation.
Engagement	Rarely engaged or shows little interest.	Som engagem but minimal participation.	joys ity.	Fully engaged and enthusiastic oughout the ivity.

PREVIEW

Teacher Comments	Mark

Student Reflection – How did you do on this assignment? What could you do better?

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Curriculum Connection
SCH5.3, SCH5.4

Story - How to Apologize and Forgive

Owen and Lucas were best friends. They always played soccer together at recess. One day, during a game, Owen got frustrated when Lucas missed a goal. "You always mess up!" he shouted. Lucas's face turned red, and he walked away.



Owen felt ht away. He knew that words could hurt, an that 75% of kids feel upset when a fri n. He wanted to fix things, but he wasn't

At home, Owen's mom t at a re gy has three steps: admit what you did, say you're sorry, and try to m ed that just saying "sorry" wasn't enough—he had to show Lucas that h it.

The next day, Owen found Lucas and said, "I sho I was upset, but that wasn't fair. I'm really sorry." Lucas listened. H at f g a friend makes people feel 65% happier.

Lucas thought about how much fun they had together. He decided to forgive Owen. "Thanks for saying that," Lucas said. "I forgive you. Let's just have fun playing." Owen smiled, knowing their friendship was still strong.

By apologizing, Owen showed that he cared. By forgiving, Lucas let go of his anger. Studies show that kids who forgive their friends have stronger and longer-lasting friendships. Saying sorry and forgiving isn't always easy, but it helps keep friendships strong and makes everyone feel better.

PREVIEW

Name: _____ 70

Curriculum Connection
SCH5.3, SCH5.4

True or False

Is the statement true or false?

1) A real apology includes admitting your mistake.	True	False
2) Saying "sorry" is always enough to fix a mistake.	True	False
3) 75% of kids feel upset when a friend is mean.	True	False
4) Forgiving someone can make people feel 65% happier.	True	False
5) Apologizing and forgiving help build stronger friendships.	True	False

Question

Answer the questions below.

1) What are the steps of a real apology?

2) What are two things that can make an apology more meaningful?

PREVIEW

Cloze Test

Fill in the blanks with the correct words from the word bank.

When someone makes a mistake, they should say _____ to show they regret their actions. A real apology includes admitting the mistake, saying sorry, and making things _____. Studies show that 75% of kids feel upset when a friend says something mean. _____ helps friendships grow by letting go of anger. People who forgive their friends feel _____ happier. Apologizing and forgiving help create a _____ and respectful environment.

Sorry
Right
65%
Forgiving
Positive

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Name: _____ 76

Curriculum Connection
SCH5.3

Recognizing Unhealthy Relationships

What Makes a Relationship Unhealthy?



A healthy relationship is built on trust, respect, and kindness. An unhealthy relationship happens when someone hurts, controls, or treats others unfairly. Studies sh hat 1 in 3 students have experienced an unhea lship at school. It is important to reco s and take action to protect yourse

PREVIEW

Warning Signs o ealth ip

Some relationships ca e fee tressed, or unsafe. Here are some signs of an unhealthy relationship:

- Manipulation – Someone tries to co t yo who you spend time with.
- Dishonesty – A friend or classmate t or brea omi
- Exclusion – Being left out on purpose to hu ngs.
- Lack of Respect – Ignoring your feelings, makin or pre g you to do things.

If a relationship makes you feel bad about yourself, it may not be h

What to Do if a Relationship Feels Unhealthy

If you feel uncomfortable in a friendship or any relationship, you can:

- Talk about it – Tell the person how you feel.
- Set boundaries – Let them know what behaviour you will not accept.
- Seek help – Talk to a trusted adult like a teacher or parent.
- Walk away – If the person doesn't change, it's okay to step back.

Research shows that students who talk to an adult about an unhealthy relationship feel 60% safer. Knowing when to ask for help is important in protecting your well-being.

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True or False

Is the statement true or false?

1) A healthy relationship is built on trust and respect.	True	False
2) Manipulation means trying to control what someone does.	True	False
3) 60% of students feel safer after talking to an adult.	True	False
4) Dishonesty is a sign of a strong relationship.	True	False
5) Exclusion is when someone is included in everything.	True	False

Questions

nswer the questions below.

1) Wha e thre n unhealthy relationship?

2) What does manipulation mea in a p?

PREVIEW

Make Connections

Have you ever had to set a boundary with a happened, and how did it help your relationship?

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SCH5.3

Exit Cards

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

Name: _____ Mark

Check only the actions that help build a strong friendship.

- ☐ Saying kind words to others
- ☐ Ignoring someone when they need help
- ☐ Listening carefully when a friend talks
- ☐ Breaking promises to a friend
- ☐ Including everyone in games or activities
- ☐ Making fun of a friend's mistakes
- ☐ Apologizing when you make a mistake
- ☐ Sharing your things with a friend
- ☐ Telling lies to your friends
- ☐ Supporting a friend during a tough time

Name: _____ Mark

Check only the actions that help build a strong friendship.

- ☐ Saying kind words to others
- ☐ Ignoring someone when they need help
- ☐ Listening carefully when a friend talks
- ☐ Breaking promises to a friend
- ☐ Including everyone in games or activities
- ☐ Making fun of a friend's mistakes
- ☐ Apologizing when you make a mistake
- ☐ Sharing your things with a friend
- ☐ Telling lies to your friends
- ☐ Supporting a friend during a tough time

Name: _____ Mark

Check only the actions that help build a strong friendship.

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- ☐ Listening carefully when a friend talks
- ☐ Breaking promises to a friend
- ☐ Including everyone in games or activities
- ☐ Making fun of a friend's mistakes
- ☐ Apologizing when you make a mistake
- ☐ Sharing your things with a friend
- ☐ Telling lies to your friends
- ☐ Supporting a friend during a tough time

PREVIEW

Name: _____ 85

Curriculum Connection
SCH5.3, SCH5.4

Activity - Acts of Kindness Tracker

Objective

What are we learning about?

Students will track and reflect on acts of kindness they observe or perform each day. They will discuss how kindness contributes to a safe and caring classroom environment and strengthens relationships.

Materials

What will you need for the activity?

- Notebook or
- Coloured
- Stickers (op
- Large classroo
- whiteboard)



Instructions

How will you comple

1) Discuss with students what kindness m
2) Give each student a personal kindness tracker (
3) Allow students time at the end of each school day to record the
4) At the end of the week, gather as a class to reflect on the kindness recorded. Students can share one act they are proud of and one act that inspired them.
5) As a class, add acts of kindness to the classroom kindness chart.
6) Discuss how acts of kindness impact the classroom environment and relationships.
7) Set a goal for the following week, encouraging students to be even more intentional about spreading kindness.
8) Celebrate kindness by recognizing students' efforts through verbal praise, stickers, or small certificates.

PREVIEW

Name: _____ 86

Curriculum Connection
SCH5.3, SCH5.4

Reference Examples of kind actions

#	Kind Action
1	Help a friend who dropped their books by picking them up.
2	Offer to share your pencil or eraser with someone who forgot theirs.
3	Ask someone sitting alone if they want to join you at lunch.
4	Hold the door open for a teacher or classmate entering the room.
5	Say something kind about someone's work, like their drawing or handwriting.
6	Offer to help clean up the classroom after an activity.
7	Let someone else have a turn in a game.
8	Write a kind note to thank your teacher for their help.
9	Invite someone new to join your group at recess.
10	Cheer on a classmate during a class activity or game.
11	Help a younger student tie their shoelaces or find their way.
12	Say "Good morning" or "Hello" to someone who looks sad.
13	Share your art supplies with a friend who doesn't have their own.
14	Offer to explain an assignment to a friend who is struggling.
15	Pick up litter around the school playground or classroom.
16	Offer to help organize classroom materials or the bookshelf.
17	Thank the cafeteria staff, janitors, or bus drivers for their work.
18	Help a classmate who is struggling with a tricky math problem.
19	Apologize sincerely if you hurt someone's feelings.
20	Be a buddy to a new student and show them around the school.

PREVIEW

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Curriculum Connection
SCH5.3, SCH5.4

Kindness Tracker | Write any kindness acts you have performed this week.

#	Kindness Acts
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

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Curriculum Connection
SCH5.3, SCH5.4

Reflection

Answer the questions below.

1) What act of kindness did you do this week that made you feel proud?

2) How d el when someone was kind to you?

3) What are some ways yo ow tside of the classroom?

PREVIEW

Word Search

Find the words in the wordsearch.

Kindness	Honesty
Empathy	Support
Respect	Generosity
Trust	Fairness
Friendship	Teamwork
Compassion	Inclusion

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

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Curriculum Connection
SCH5.4

How to Show Empathy to Others

What Is Empathy?



Empathy is the ability to understand and share someone else's feelings. When you show empathy, you put yourself in another person's place and imagine how they feel. Studies show that [illegible] who practice empathy have 40% stronger friendshi[illegible] they care about others.

How to [illegible]ognize [illegible] Feelings

You can tell ho[illegible] is fee[illegible] looking at their facial expressions, body language, and tone of voice. H[illegible] s[illegible] tch for:

- Happy – Smiling, laug[illegible] peak[illegible] xcited voice.
- Sad – Frowning, looking do[illegible] r sp[illegible]
- Angry – Furrowed eyebrows, cross[illegible], or a[illegible]
- Nervous – Biting lips, avoiding eye contact, [illegible]ting.

Recognizing these signs helps you respond in a c[illegible] wa[illegible]

Ways to Show Empathy

When someone is upset, small actions can make a big difference. H[illegible] show empathy:

- Listen – Let them talk about their feelings.
- Offer Comfort – Say kind words like, "I'm here for you."
- Include Others – Invite them to join in so they don't feel alone.
- Help Out – Do something small to make their day easier.

Research shows that schools with high levels of empathy have 50% fewer bullying incidents. When people care about each other, relationships and communities become stronger.

PREVIEW

Name: _____ 90

Curriculum Connection
SCH5.4

True or False

Is the statement true or false?

1) Empathy means understanding how someone else feels.	True	False
2) Kids who practice empathy have 40% stronger friendships.	True	False
3) Facial expressions do not show emotions.	True	False
4) Schools with high empathy have 50% fewer bullying incidents.	True	False
5) Empathy weakens relationships and communities.	True	False

Question

nswer the questions below.

1) What es em n?

_____

_____

_____

2) What are two ways to show empat ien

_____

_____

_____

PREVIEW

Fill-in-the-Blanks

Fill-in-the-Blanks with appropriate answers nk.

1) Empathy means understanding and sharing someone else's _____.
2) Kids who practice empathy have _____ stronger friendships.
3) Schools with high levels of empathy have _____ fewer bullying incidents.
4) A person who is nervous might avoid _____ contact.
5) One way to show empathy is by _____ to others when they speak.

40%
Feelings
50%
Eye
Listening

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Curriculum Connection
SCH5.4

How to Include Others

Why Inclusion Matters



Including others means making sure everyone feels welcome and valued. When students feel included, they are 70% more likely to participate in activities and make friends. Ex[illegible]ding others can make people feel lonely or left ou[illegible] classroom makes sure that everyone has a[illegible]

PREVIEW

Ways to Inclu[illegible]e [illegible]ocho

There are many wa[illegible] make [illegible] feels left out. Some simple ways to include others are:

- Invite others to join – Ask [illegible]ma[illegible] [illegible]cess or work on a project together.
- Be a buddy – Sit with someone who[illegible]e at lu[illegible]n class.
- Use kind words – Saying "You can join us!" ma[illegible]big d[illegible]ce.
- Be open to new friendships – Talk to differe[illegible]sma[illegible]o[illegible] know them.
- Take turns and share – In games and activities, ma[illegible]e everyon[illegible] chance.

Research shows that schools that focus on inclusion have 50% fewe[illegible]s. When students help each other, everyone feels happier and safer.

Making the Classroom Welcoming

A welcoming classroom includes kindness, respect, and fairness. Students can make their classroom a better place by:

- Listening when others talk.
- Helping a classmate when they need it.
- Celebrating differences and learning about others.

When everyone feels welcome, school becomes a better place to learn and grow.

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Curriculum Connection
SCH5.4

True or False

Is the statement true or false?

1) Including others helps everyone feel welcome and valued.	True	False
2) Students who feel included are 70% more likely to participate.	True	False
3) Excluding others makes people feel happy and included.	True	False
4) Kind words like "You can join us" make a difference.	True	False
5) Talking to different classmates can build new friendships.	True	False

Question

nswer the questions below.

1) How es inc stents feel more comfortable at school?

2) Why is it important to invite class o join es?

PREVIEW

Matching

Draw a line from the terms to their correspon ption.

Invite a classmate	Saying, "You can join us!" to make others feel welcome.
Be a buddy	Making sure everyone gets a chance in a game.
Use kind words	Paying attention when a classmate is talking.
Take turns and share	Asking someone to join your game or group.
Listen to others	Sitting with someone who is alone at lunch.

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Curriculum Connection
SCH5.2

Word Search – Words for Kindness and Inclusion

Objective What are we learning about?

Students will explore words related to kindness and inclusion by creating their own word searches and reflecting on how each word promotes a positive environment.

Materials What will you need for the activity?

- Bl[illegible]ord s[illegible]plates (grid paper)
- A list of w[illegible]ed to [illegible]s and inclusion
- Pencils and erase[illegible]



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

1) Begin by discussing about Kindness and [illegible]ion.
2) Hand out the blank word search templates [illegible] [illegible]of ter[illegible]
3) Instruct students to create their own word search[illegible] [illegible]tac[illegible] [illegible]in the grid, either horizontally, vertically, or diagonally.
4) Encourage them to fill the remaining spaces with random letter[illegible]
5) Once they have created their word searches, ask them to exchange papers with a classmate.
6) Each student then tries to find all the terms in the word search they received.
7) After completing the word searches, discuss the meanings of each term as a class.
8) Encourage students to ask questions about any terms they found confusing or interesting.
9) Celebrate their efforts in learning and creating.

PREVIEW

Name: _____ 94

Curriculum Connection
SCH5.2

Reference List of words for the word search.

Respect	Empathy	Ally	Inclusion
Fairness	Support	Kindness	Teamwork
Welc ing	Friendship	Compassion	Sharing
	Understanding	Cooperation	Patience
Encourager	cc nce	Trust	Helpfulness
Generosity		Forgiveness	Loyalty
Positivity	Resp bilit	itude	Harmony
Listening	Inclusiveness	C orat	Unity
Celebrating	Participation		areness
Equality	Sympathy	Honesty	s
Flexibility	Advocacy	Generosity	ndability
Courtesy	Sensitivity	Appreciation	Selflessness
Comfort	Friendly	Inclusivity	Positiveness
Respectfulness	Kindheartedness	Balance	Empathetic
Fair	Honouring	Understanding	Trustworthiness

PREVIEW

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Name: _____ 95

Curriculum Connection
SCH5.2

Word Search | Create your own word search below:

Word Bank				



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Curriculum Connection
SCH5.2, SCH5.4

Why Celebrating Differences Matters

Why Diversity Matters

Diversity means that people have different backgrounds, cultures, interests, and traditions. A diverse community is stronger because people can learn from one another. Studies show that schools that celebrate diversity have 30% more student engagement because st nts feel valued and included.



How ich Communities

People diffe s bring unique traditions, foods, and cel Cana e are over 200 cultures represente me c ns celebrated across the country inclu

- Lunar New Year – A holida brat an communities with food and fireworks.
- Diwali – A festival of lights celebrated in Hindu , and editions.
- Indigenous Powwows – Gatherings with dan ngi ling.
- Hanukkah – A Jewish holiday celebrated with men ng an al foods.

These celebrations help people learn about different traditi d for others.

PREVIEW

How Celebrating Differences Promotes Inclusion

When people respect each other's differences, communities become more welcoming. Research shows that students in inclusive schools feel 50% safer. Some ways to celebrate diversity include:

- Asking questions – Learn about classmates' backgrounds and traditions.
- Trying new things – Taste different foods or join cultural events.
- Respecting beliefs – Accept that people have different customs.
- Being inclusive – Make sure everyone feels welcome.

Name: _____ 97

Curriculum Connection
SCH5.2, SCH5.4

Questions Answer the questions below.

1) What does diversity mean?

2) How do celebrating differences make a community stronger?

PREVIEW

Sketch Des[illegible] to celebrate diversity.

True or False Is the statement true or false?

1) Canada has over 200 cultures represented.	True	False
2) Lunar New Year is only celebrated in Canada.	True	False
3) Diwali is a festival of lights celebrated by many.	True	False
4) Hanukkah is a holiday celebrated with menorah lighting.	True	False
5) Respecting beliefs helps create a more welcoming community.	True	False

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Curriculum Connection
SCH5.2, SCH5.4

Exit Cards

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

Name: _____

Match each word with its meaning.

Mark

Empathy	❑ Always telling the truth
Respect	❑ Understanding someone else's feelings
Honesty	❑ Treating others with fairness and kindness

Name: _____

Match each word with its meaning.

Mark

Empathy	❑ Always telling the truth
Respect	❑ Understanding someone else's feelings
Honesty	❑ Treating others with fairness and kindness

Name: _____

Match each word with its meaning.

Mark

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Name: _____

Match each word with its meaning.

Mark

Empathy	❑ Always telling the truth
Respect	❑ Understanding someone else's feelings
Honesty	❑ Treating others with fairness and kindness

PREVIEW

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Name: _____ 99

Unit Test – Social And Community Health

Multiple Choice /10

Total	Mark
/ 35	/ 10

1) What does being assertive mean? a) Standing up for yourself b) Staying silent c) Yelling [illegible] d) Ignoring [illegible]	2) What is a stereotype? a) A joke b) A personal preference c) A proven fact d) A false belief about a group
3) [illegible]? a) Speaking confidently b) Not standing up for yourself c) Being rude d) Saying "no" firmly	4) What is an example of a stereotype? a) "Only boys are good at sports" b) "Anyone can like sports" c) "People have different talents" d) "Everyone is unique"
5) What is an example of an unsafe situation? a) Playing with a friend b) A stranger offering a gift c) Asking a teacher for help d) Walking to school with family	[illegible] build trust in friendships? a) Ignoring others b) Making [illegible] c) Being [illegible] d) Gossiping
7) What should you do if you feel unsafe? a) Say "no" and leave b) Stay silent c) Follow the stranger d) Ignore the feeling	8) What does respect [illegible]? a) Ignoring people b) Treating others kindly c) Calling others names d) Taking advantage of others
9) What is an example of verbal bullying? a) Giving a high five b) Playing tag c) Name-calling d) Sitting with a friend	10) What is a warning sign of an unhealthy friendship? a) Manipulation b) Respect c) Honesty d) Kindness

PREVIEW

True or False

Is the statement true or false?

Mark / 5

1) Being assertive means standing up for yourself.	True	False
2) A stereotype is always based on facts.	True	False
3) Trust is important for strong friendships.	True	False
4) Gossi[illegible] way to make friends.	True	False
5) Unhe[illegible]y rel[illegible]nclude manipulation and dishonesty.	True	False

PREVIEW

Matching

[illegible] its correct description.

Mark / 5

Assertiveness	Standi[illegible] for[illegible]self while being res[illegible]
Stereotype	A false belief abo[illegible]t a [illegible]
Empathy	Understanding and sharing [illegible]meone's feelings
Trust	Believing someone is honest and reliable
Bullying	Repeated behaviour that hurts or threatens others

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Define What do the terms below mean?

Mark / 6

Term	Definition – What does it mean?
Diversity	
Kindness	
Emp	

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

Mark / 9

1) How can you tell if a [illegible] is uns

2) What is one way to make your classroom more inc

3) What are two warning signs of an unhealthy relationship?

PREVIEW

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BC Health Curriculum
Mental Well-Being– Grade 5

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
Mental Well-Being– Grade 5



BC Health Curriculum
Mental Well-Being– Grade 5



BC Grade 5 – Health Unit

Mental Well-Being

	Curricular Competencies - Elaborations	Pages
MWB5.1	Describe and assess strategies for promoting mental well-being	6 - 36
MWB		
MWB5.3	Explore and describe strategies for managing physical, emotional, and social changes during puberty	64 – 115
MWB5.4	Describe factors that positively influence mental well-being and self-identity	116 - 129

Preview of 80 pages from this product that contains 176 pages total.

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NAME: _____

MENTAL WELL-BEING



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Name: _____ 6

Curriculum Connection
MWB5.1

What Is Mental Well-Being?

What Does Mental Well-Being Mean?



Mental well-being means feeling good about yourself and being able to handle life's challenges. It is about your thoughts, feelings, and emotions and how they affect your daily l[illegible]. Good mental well-being helps you stay happy an[illegible]en when things are hard. It also helps you m[illegible]nd get along with others.

Why Is Mental [illegible]po[illegible]?

Mental well-being[illegible]ortant[illegible]erall health. It is connected to your emotions, stress levels, and happ[illegible] you ha[illegible]d mental well-being, you feel more energetic and enjoy life more[illegible]hel[illegible]s better in school and have healthy relationships with friends and family. Po[illegible]al we[illegible]g can make you feel tired, upset, or even sick.

How Can You Take Care of Your Mental Well-Being?

Taking care of your mental well-being doesn't have to be[illegible]re a[illegible]e simple things you can do:

- Spend time with your family and friends.
- Get enough sleep every night (8–10 hours for kids your age).
- Eat healthy foods like fruits, vegetables, and whole grains.
- Exercise regularly, such as playing soccer, biking, or walking.
- Practice mindfulness by sitting quietly and focusing on your breathing for a few minutes.
- Talk to someone you trust when you feel sad, angry, or worried.

By doing these things, you can help your mind stay strong and happy, just like you take care of your body to stay healthy.

PREVIEW

Name: _____ 7

Curriculum Connection
MWB5.1

True or False

Is the statement true or false?

1) Mental well-being helps you handle life's challenges.	True	False
2) Good mental well-being can help you stay focused.	True	False
3) Poor mental well-being can make you feel stronger.	True	False
4) Spending time with family can improve mental health.	True	False
5) Sleepin ours a night is good for well-being.	True	False

Que

er the questions below.

1) What does a ll-be n in your own words?

2) What happens when you have poo ental w em

PREVIEW

Matching

Draw a line from the terms to their corresponding iption.

Get enough sleep	❑ Gives energy to your mind.
Talk to someone	❑ Focuses your thoughts.
Eat healthy	❑ Feel loved and supported.
Practice mindfulness	❑ Rest your body and mind.
Spend time with family	❑ Share feelings and solve problems.

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Curriculum Connection
MWB5.1

Pictionary: Healthy Habits That Support Mental Well-Being

Objective

What are we learning about?

Students will learn about healthy habits that support mental well-being through a fun and interactive game of Pictionary. By drawing and guessing different healthy habits, students will understand how each one contributes to reducing stress, increasing happiness, and maintaining balance in life.

Material

will you need for the activity?

- Whiteboard
- Markers or
- Timer (optional)



Instructions

How will you compl activi

1) Divide the class into two teams.
2) Choose one student from Team 1 to go first. t will healthy habit (e.g., sleep, exercise, eating well, spending draw it on the whiteboard without using words or numbers.
3) The rest of Team 1 will try to guess what the habit is based ving.
4) Set a timer for 1 minute to keep the game moving quickly.
5) If Team 1 guesses correctly within the time limit, they earn a point. If not, Team 2 gets a chance to guess.
6) After each round, the class discusses the healthy habit shown in the drawing and how it supports mental well-being.
7) Rotate turns between teams until each student has had a chance to draw.
8) After the game, hold a class discussion on why these habits are important for mental health. Discuss how each habit reduces stress, promotes happiness, and helps students feel balanced.

PREVIEW

Name: _____ 9

Curriculum Connection
MWBS.1

Pictionary Topics	List of Words for Pictionary
Sleep	Drink water
Exercise	Reading
Eat healthy	Breathe deeply
[illegible]nds	Yoga
M[illegible]	Journal
[illegible]h	Nature
Walk outs[illegible]	Dance
Play sports	Music
Relax	[illegible]
Smile	bb[illegible]
Stretch	Gard[illegible]
Gratitude	Mindfulness
Healthy snacks	Sleep routine
Breathing exercises	Sunlight
Positive thoughts	Teamwork
Hydrate	Focus

PREVIEW

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Curriculum Connection
MWB5.1

Why Sleep Is Essential for Mental Well-Being

How Sleep Helps Your Brain



Sleep is one of the most important things for keeping your brain healthy. Kids your age need 10–11 hours of sleep every night to feel their best. Sleep helps your brain foc[us] [at] school, remember what you've learned, and solv[e] [p]roblems. Without enough sleep, it's harder to p[ay] [att]ention and might feel tired and confused during the day.

Sleep and Your Mood

Getting enough sleep also h[elps] [you] fe[el] [m]ore balanced. When you sleep well, you are less likely to feel grumpy, ups[et] or stress[ed]. Your brain uses sleep to manage emotions and recharge, so you're ready to handl[e] challeng[es] the next day. Kids who don't get enough sleep often feel more anxio[us] or less [in] control.

Tips for a Better Night's Sleep

To make sure you get enough sleep, try these tips:

- Stick to a bedtime routine. Go to bed at the same time every night.
- Limit screen time before bed. Turn off TVs, tablets, and phones at least an hour before bedtime.
- Create a cozy sleep space. Make your room quiet, dark, and cool.
- Avoid sugary snacks before bed. Eating healthy foods during the day helps, too.

When you have a good sleep routine, your brain can work better, your mood improves, and you'll have the energy to enjoy your day!

PREVIEW

Name: _____ 17

Curriculum Connection
MWB5.1

True or False

Is the statement true or false?

1) Kids your age need less than 5 hours of sleep daily.	True	False
2) Sleep helps the brain focus and remember things better.	True	False
3) Staying up late helps kids feel more energized.	True	False
4) A good sleep routine helps manage emotions and stress.	True	False
5) A bedti utine includes going to bed at the same time.	True	False

PREVIEW

Que ver the questions below.

1) Name two s help brain.

2) What is a bedtime routine, and why t helpf

Matching

Draw a line from the terms to their corresponding cription.

Bedtime routine	❑ Helps you sleep better.
Limit screen time	❑ Easier to fall asleep.
Cozy sleep space	❑ Keeps body calm.
Avoid sugary snacks	❑ Promotes deep sleep.
10–11 hours of sleep	❑ Boosts focus and energy.

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Name: _____ 27

Curriculum Connection
MWBS 1

How Mindfulness Helps Mental Health

What Is Mindfulness?

Mindfulness is when you pay attention to what is happening right now. It means focusing on your thoughts, feelings, and surroundings without worrying about the past or future. Mindfulness can help you feel calmer, less stressed, and more focused. It's like traini[illegible]r brain to slow down and enjoy the moment.

How [illegible] H

Mindfulness has [illegible]n to reduce stress. When you feel stress[illegible] body r[illegible] hormones like cortisol. Mindfulnes[illegible]ps [illegible] mones, which makes you feel cal[illegible] he[illegible]rain focus better, so you can pay mo[illegible] atte[illegible] remember things more easily. Kids w[illegible]actice mindfulness often feel happier and more con[illegible]



Ways to Practice Mindfulness

There are many ways to practice mindfulness, and you can d[illegible] the[illegible]re. Try these:

- Breathing exercises: Sit still and take slow, deep breaths. Count to t[illegible]ee as you breathe in and out.
- Body scan: Close your eyes and focus on how each part of your body feels, starting from your toes and moving up to your head.
- Noticing your surroundings: Look around and notice five things you can see, four things you can hear, and three things you can touch.
- Mindful walking: Pay attention to how your feet feel as they touch the ground with each step.

PREVIEW

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Name: _____ 28

Curriculum Connection
MWB5.1

True or False

Is the statement true or false?

1) Mindfulness means paying attention to the present moment.	True	False
2) Mindfulness can help you reduce stress and feel calmer.	True	False
3) Breathing exercises are not part of mindfulness.	True	False
4) Mindfulness improves focus and helps in school.	True	False
5) A body scan is a mindfulness exercise.	True	False

Question

Answer the questions below.

1) Wha es mi nean?

2) How does mindfulness help educ

PREVIEW

Word Scramble

Unscramble the words from the word b

WORD BANK			
MINDFULNESS	HORMONE	CONFIDENT	WALKING
HEALTH	ATTENTION	REDUCE	STARTING
STRESSED	BREATHING	RELEASES	NOTICE

TINEOC		NNTATETOI	
ENOMROH		FSMINSDUNLE	
IGNALKW		DECOTNFIN	

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Name: _____ 30

Curriculum Connection
MWB5.1

Story - Healthy Eating and Mental Well-Being



Emma loved snacks, especially chips and candy. But lately, she had been feeling tired in school and found it hard to focus. One day, her teacher, Ms. Patel, gave a lesson on healthy eating and how it can improve mental well-being. Emma was surprised to learn that the foods she ate could affect her mood and energy.

Ms. [illegible] explained that Canada's food guide recommends eating a variety of fruits, vegetables, protein foods, whole grains every day. "Did you know that eating plenty of fruits and vegetables gives you vitamins and minerals that help your brain stay sharp?" she asked. "Protein foods like eggs, beans, and fish help build and repair brain cells, while whole grains give you energy throughout the day."

Ms. Patel also shared that skipping meals, especially breakfast, can leave your brain feeling sluggish. "Breakfast gives your brain the fuel it needs to start the day," she said. "Something simple like whole-grain toast with peanut butter and a banana can make a big difference." She also explained that water, not sugary drinks, helps keep your body hydrated and focused.

Emma learned that eating too much sugar or junk food can cause energy crashes and make it harder to concentrate. "A balanced diet doesn't just help your body—it's important for your emotions too," Ms. Patel added. "Fruits like oranges and bananas are rich in vitamins like vitamin C and potassium, which keep your mood balanced. Omega-3 fats in fish can also help you feel calmer."

That night, Emma asked her mom to help her plan healthier meals. They added colourful vegetables, like carrots and spinach, to dinner and swapped chips for apples and peanut butter. After a week, Emma felt more energetic and focused in class. She realized that making healthy food choices wasn't just good for her body—it helped her mind, too!

PREVIEW

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Curriculum Connection
MWBS.1

True or False

Is the statement true or false?

1) Canada's food guide recommends a variety of healthy foods.	True	False
2) Eating fruits and vegetables helps improve brain function.	True	False
3) Whole grains provide steady energy throughout the day.	True	False
4) Junk food is the best way to stay energized.	True	False
5) Proteins like eggs and beans repair brain cells.	True	False

Question

Answer the questions below.

1) What does Canada's food guide recommend for a healthy diet?

2) Why is breakfast important for your brain?

PREVIEW

Cloze Test

Fill in the blanks with the correct words from the word bank.

Eating healthy is important for your body and brain. Canada's food guide recommends eating a variety of _____, vegetables, proteins, and whole grains. Proteins like beans and eggs help repair _____ cells. Drinking water keeps you hydrated and focused. Too much _____ can cause energy crashes. A balanced diet improves your mood and _____. Eating five servings of fruits and vegetables daily helps your brain stay _____.

Fruits

Healthy

Emotions

Brain

Sugar

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Name: _____ 32

Curriculum Connection
MWBS.1

Memory Game – Strategies to Stay Mentally Healthy

Objective

What are we learning about?

Students will learn about various strategies to stay mentally healthy by playing a memory game. They will match cards with mental well-being strategies and discuss how each supports mental health.

Materials

What you need for the activity?

- Memory Game cards with terms and definitions (provided)
- A small table or clear space



Instructions

How will you complete the activity?

1) Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2) Have each group lay all the cards face down in a grid on a table.
3) The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4) If a student finds a match, they remove those cards from the grid and keep them.
5) If the cards do not match, they are turned back over, and the next student takes a turn.
6) The game continues until all the cards have been matched.
7) After the game, review the terms and definitions with the class.
8) Discuss why these terms are important to understand and how they relate to the topic.

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Curriculum Connection
MWB5.1

Cards | Memory Game Cards

Exercise	Physical activity that improves mood and health.
Talk to someone	Discussing feelings with someone you trust.
Practice gratitude	Acknowledging and appreciating the good things.
Take breaks	Taking short breaks during work or study.
Sleep well	Getting enough rest to recharge and refresh.

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MWB5.1

Cards | Memory Game Cards

Spend time in nature	Being outdoors to enjoy fresh air and calm.
Eat h… od…	Eating balanced meals that fuel your body.
Meditate	…axing your mind th… h focused …ing.
Stay organized	Keeping your env… ent and tasks in o… er.
Set goals	Creating goals to work towards each day.

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Curriculum Connection
MWB5.1

Cards | Memory Game Cards

Laugh and have fun	Finding humour and enjoyment in daily life.
Do som… …eat…	Engaging in artistic activities like drawing.
Practice deep breathing	…g slow, deep br… …to relax.
Write in a journal	Writing do… … and feeling… express them.
Stay connected with friends	Spending time with friends to share and support.

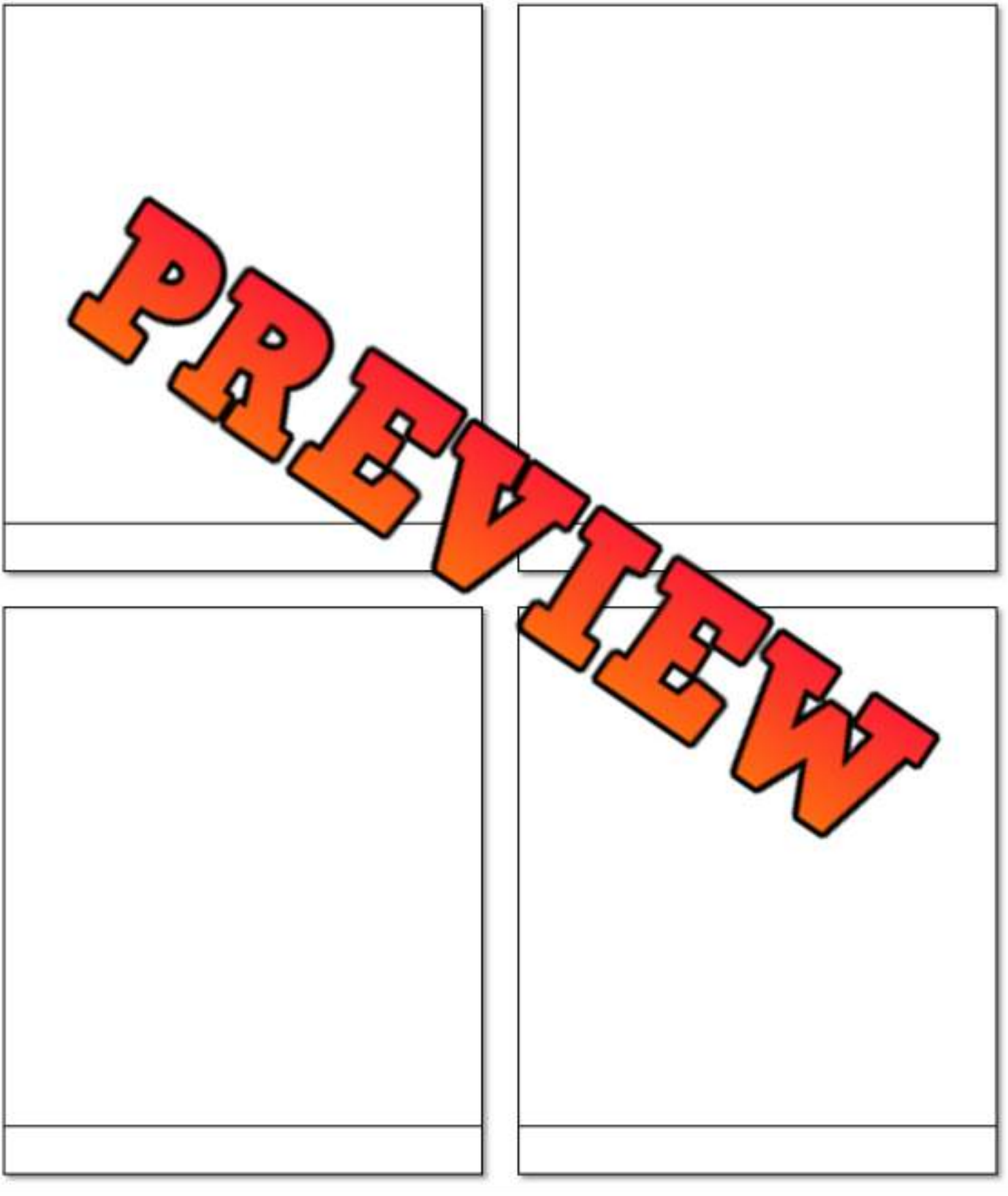
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MWB5.1

Draw and Label Draw 4 terms from the Memory Game and label each picture.



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MWB5.2

What Are Stress and Anxiety?

Understanding Stress and Anxiety

Stress is the feeling you get when you are under pressure or facing a challenge, like preparing for a test or playing in a big game. Anxiety is when you feel worried or scared about something that might happen, even if it's not happening right now. While some stre be helpful to stay focused, too much stress or anxiety can make it hard to e leep, or feel calm.

How Stre s and ct Y u

Stress and anx just a mind—they can also affect your body. When you're stressed, you ne called cortisol. This can make your heart beat faster, your mu ten stomach upset. If stress lasts too long, it can lead to headaches, t uble or g tired all the time.

Signs of Stress and Anxiety

It's important to know the signs of stress so you lude:

- Feeling overwhelmed or unable to focus.
- Having a fast heartbeat or sweating a lot.
- Feeling worried, scared, or upset often.
- Getting angry or frustrated easily.



Ways to Manage Stress and Anxiety

There are simple strategies that can help reduce stress:

- Talk to an adult you trust about how you feel.
- Take deep breaths to calm your body and mind.
- Get some exercise like walking or playing outside.
- Write in a journal to express your thoughts.

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Curriculum Connection
MWB5.2

True or False

Is the statement true or false?

1) Stress happens when you feel under pressure.	True	False
2) Anxiety is being scared about a future event.	True	False
3) Stress only affects the body, not the mind.	True	False
4) Too much cortisol can cause headaches and tiredness.	True	False
5) Feeling worried is a sign of anxiety.	True	False

Questions

Answer the questions below.

1) What is the difference between stress and anxiety?

2) What are some signs of anxiety? How can you manage them.

PREVIEW

Word Search

Find the words in the wordsearch.

Energy	Muscles
Pressure	Trouble
Challenge	Frustrated
Concentrate	Exercise
Hormone	Journal
Cortisol	Scared

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

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MWB5.2

Fact or Fiction - Myths About Stress

Objective What are we learning about?

Students will identify and understand common myths and facts about stress. They will learn effective stress management strategies and how to differentiate between misconceptions and truths.

Material What will you need for the activity?

- Fact / Fiction statements
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the room for the 'Fact' and 'Fiction' signs, allowing students to move to either side



Instructions How will you complete the activity?

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

PREVIEW

Name: _____ 40

Curriculum Connection
MWBS.2

Fact or Fiction | Read the statements to the class.

#	Statement	Fact & Fiction
1	Deep breathing helps reduce stress.	Fact
2	Stress is always bad.	Fiction
3	Exer can help reduce stress.	Fact
4	Eve cts to stress in the same way.	Fiction
5	g to so an help manage stress.	Fact
6	Stress o to	Fiction
7	Sleep helps y ody stress.	Fact
8	Stress always make k	Fiction
9	A little stress can help you focu	Fact
10	Ignoring stress will make it go away.	Fiction
11	Stress is a normal part of life.	Fact
12	Eating junk food helps you feel less stressed.	Fiction
13	Doing something you enjoy can reduce stress.	ct
14	Stress only happens during big events.	Fiction
15	Writing about your feelings helps reduce stress.	Fact
16	Stress is caused by only bad things.	Fiction
17	Drinking lots of water helps manage stress.	Fact
18	Stress is a sign of weakness.	Fiction
19	Taking breaks during work or study can reduce stress.	Fact
20	Everyone should ignore stress to stay strong.	Fiction

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MWBS.2

The Effects of Substances on Mental Health

What Are Psychoactive Substances?

Psychoactive substances are chemicals that change how your brain works. Examples include alcohol, tobacco, and drugs. These substances affect your thoughts, emotions, and actions. For example, alcohol slows down the brain, making it hard to think clearly or react quick[illegible]obacco contains nicotine, which can make people feel relaxed but also harms the[illegible]d mind.

PREVIEW

How S[illegible]nces Af[illegible]l Health

Substances like[illegible]ob[illegible] can harm your brain in different ways. Alcohol can make you feel sa[illegible]y be[illegible]nges how your brain processes emotions. Over time, drinking alcohol [illegible]ra[illegible]aking it harder to remember things. Tobacco and nicotine can ca[illegible]y a[illegible]ple feel more stressed when they aren't using it. Kids' brains are still grow[illegible]bsta[illegible]an cause more harm by slowing down brain development.

Why Avoiding Substances Is Important

Staying away from psychoactive substances helps keep your brain and emotions healthy. When your brain is clear, you can focus better in school, handle problems more easily and feel happier. It's important to make choices that protect your mental health.



Healthy Alternatives to Substances

Instead of using substances, try these activities to feel good and manage stress:

- Exercise: Go for a walk or play a sport.
- Talk to a trusted adult: Share your feelings with someone who can help.
- Practice mindfulness: Take deep breaths or focus on something calming.
- Spend time with friends: Laughing and playing with others helps you feel happier.

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MWB5.2

True or False

Is the statement true or false?

1) Psychoactive substances change how the brain works.	True	False
2) Alcohol slows down the brain and reactions.	True	False
3) Tobacco contains a chemical called nicotine.	True	False
4) Nicotine helps the brain focus better.	True	False
5) Substances like alcohol help brain cells grow.	True	False

Question

swer the questions below.

1) What are psy ubs ces?

2) Why are kids' brains more affecte bstan

PREVIEW

Matching

Draw a line from the terms to their corresponding iption.

Alcohol	Reduces stress and improves mood.
Tobacco	Helps manage stress and emotions.
Exercise	Contains nicotine, which can harm.
Avoiding substances	Slows down the brain.
Talking to an adult	Keeps the brain clear and healthy.

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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

Is the statement true or false?

1) Nicotine can make people feel relaxed temporarily.	T / F
2) Writing in a journal is a healthy stress reliever.	T / F
3) Substances like tobacco help with brain development.	T / F
4) Drinking water improves mental clarity and focus.	T / F

Name: _____ | Mark

Is the statement true or false?

1) Nicotine can make people feel relaxed temporarily.	T / F
2) Writing in a journal is a healthy stress reliever.	T / F
3) Substances like tobacco help with brain development.	T / F
4) Drinking water improves mental clarity and focus.	T / F

Name: _____ | Mark

Is the statement true or false?

1) Nicotine can make people feel relaxed temporarily.	T / F
2) Writing in a journal is a healthy stress reliever.	T / F
3) Substances like tobacco help with brain development.	T / F
4) Drinking water improves mental clarity and focus.	T / F

Name: _____ | Mark

Is the statement true or false?

1) Nicotine can make people feel relaxed temporarily.	T / F
2) Writing in a journal is a healthy stress reliever.	T / F
3) Substances like tobacco help with brain development.	T / F
4) Drinking water improves mental clarity and focus.	T / F

PREVIEW

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Newspaper Article: Media Messages About Mental Health

How Media Affects Mental Health

Publish Date: January 28, 2025

Media me[illegible]es come from TV, social media, a[illegible]ents, and websites, and t[illegible]e think about mental [illegible]alth. S[illegible]age[illegible]are helpful, like po[illegible]uragi[illegible] to talk about their fe[illegible] self-care. For example, an [illegible]vin[illegible] family spending time together might promote the importance of emotional well-being.

Dr. Sarah Lee, a media psychologist, says, "Positive messages in the media can reduce stigma and help people understand mental health better. But harmful messages, such as unrealistic body images or pressure to look perfect, can lead to low self-esteem and stress." She emphasizes that children should be taught to think critically about what they see online.

Not all media messages are helpful. Social media often shows only the happiest parts of people's lives, which can make viewers feel like they don't measure up. Advertisements might suggest that buying a product will instantly make you happy, even though this isn't realistic.



By asking questions like, "Who created this message?" or "What are they trying to sell?" students can learn to recognize when media messages are helpful or harmful. Thinking critically about media is an important skill for staying confident and healthy!

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Curriculum Connection
MWB5.2

True or False

Is the statement true or false?

1) Media messages come from TV, ads, and websites.	True	False
2) Social media always shows realistic parts of life.	True	False
3) Positive media messages can reduce mental health stigma.	True	False
4) Social media often shows only the best moments of life.	True	False
5) Asking [illegible]tions about media helps protect mental health.	True	False

Thin[illegible]

[illegible]e positive effects of media messages.

1)	
2)	
3)	

PREVIEW

Visualizing

Draw what you were picturing while you were readin[illegible]ure.

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Curriculum Connection
MWBS 2

Role Play: Refusing Peer Pressure

Objective

What are we learning about?

Students will learn to use assertive communication skills to resist peer pressure, particularly in situations involving unhealthy behaviours. Through role-playing, students will practice saying "No" confidently and understand why standing firm is important for mental health.

PREVIEW

Materials

What will you need for the activity?

- Scenario cards
- A small space for students to perform role plays



Instructions

How will you complete the activity?

1) Begin by explaining what peer pressure is and how it can affect our choices, particularly when it comes to unhealthy behaviours.
2) Explain the importance of standing firm and saying "No" when faced with peer pressure, and introduce assertive communication phrases like "I'm not okay with that" and "I don't want to do that."
3) Divide the class into small groups. Each group will take turns drawing a scenario card from the teacher's set of prepared scenarios.
4) In each scenario, one student will play the role of the person offering peer pressure, and the other will practice using assertive communication to refuse the pressure.
5) After each role play, the class will discuss what went well, what could be improved, and why saying "No" was important for mental health.
6) After all the groups have had a turn, the teacher will ask reflection questions and give students time to complete their reflection worksheets.
7) End the activity with a class discussion about the power of standing up for themselves and supporting others who may face peer pressure.

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MWB5.2

Refusal Tips | Optional - Use the refusal strategies below in your role-play if they apply to your situation.

Strategy	How to Use It
1. Say "No" Clearly	Look the person in the eye and say "No" firmly and confidently.
2. Gi	Explain why you're saying no, like "No, I don't want to get in trouble."
3. Suggest Some Else	better idea, like "Let's play a game
4. Walk Away	If th pres you, just walk away and find thing to d
5. Use Humour	Make a joke to lig mood. ah, I'm good—I don't want to o a l"
6. Repeat Yourself	Keep saying "No" over and over if t on't listen the first time.
7. Get Support	Find a friend or adult who can back you up and help you say no.
8. Ignore and Stay Strong	Pretend you didn't hear them and stay focused on what you know is right.

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Curriculum Connection
MWB5.2

Scripts | Scenarios

Scenario	Description
Trying Harmful Substance	A classmate offers you a cigarette, saying, "It's no big deal, everyone is doing it." You don't want to try it because you know it's harmful and against your values. You need to firmly say "No" and explain why.
Skipping School	friend suggests skipping school to hang aying, "It's just one day, no one will can have fun." You know that ol is not a good choice for nd you feel it's important go to c
Stealing Candy	A friend dar steal from a store, saying, " will 's not a big deal." You nde wrong and can have ser nces, so you must refuse and expla stealing is never okay.
Bullying Another Student	A group of classmates laughs and encourages you to make fun of another student, saying, "It's just a joke, they won't mind." You believe that bullying is hurtful and disrespectful, and you must stand up for kindness and inclusion.

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Scripts | Scenarios

Cheating on a Test	A classmate offers you the answers to a test, saying, "It's just a little help, you'll pass for sure. No one will know." You value honesty and integrity and know that cheating hurts your learning, so you must refuse and stay true to your principles.
Drinking Soda Instead of Water	A friend offers you soda instead of water after gym, saying, "Everyone drinks soda after gym. You'll feel better, trust me." You prefer water because it's better for your health, and you want to stay hydrated and feel good.
Taking Part in a Fight	A group encourages you to join in a fight, saying, "Don't be scared, you have to stand up for yourself or you'll be weak." You know fighting doesn't solve problems and that it's important to walk away from violence, so you need to say no firmly.
Copying Homework	A friend asks you to copy their homework, saying, "Just copy it, no one will know. You'll get a better grade." You understand that copying is cheating and want to do the work yourself to learn and be proud of your efforts.
Harming Yourself for Attention	A group encourages you to hurt yourself for attention, saying, "Everyone will think you're cool if you do it, it's no big deal." You know self-harm is dangerous, and you value your health, so you need to refuse firmly and explain that attention should be positive, not harmful.

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MWB5.2

My Role Draw a picture of your role during the role-play and write a paragraph about what you did.



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MWB5.2

Rubric – Refusing Peer Pressure

Criteria	Needs Improvement (1)	Satisfactory (2)	Good (3)	Excellent (4)
Assertiveness in Refusal	Struggles to refuse or avoids responding.	Attempts to refuse but lacks confidence.	Refuses confidently but may hesitate.	Refuses firmly and confidently with clear language.
Clarity Commu	No clear reason given or nation is r.	Gives a brief reason, but not very clear.	Explains their reason but could be more detailed.	Clearly explains reason for refusal with confidence.
Understanding of Healthy Choices	dine harmf avio	Recognizes harmful aviour but epth.	Understands the behaviour and its impact.	Shows strong understanding and suggests alternatives.
Body Language and Confidence	Body la shows uncertainty or reluctance.	n dent.	Mostly confident but ows slight tion.	Uses confident body language, like eye contact and posture.
Engagement in Discussion	Does not participate or offer relevant insights.	Participat lacks depth discussion.	Pa sights.	Actively participates and rs thoughtful insights.

PREVIEW

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

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Curriculum Connection
MWB5.3

How to Talk About Puberty

What Is Puberty?



Puberty is the time when your body changes from being a child to becoming an adult. These changes happen because your body starts producing special chemicals called hor[illegible]s. For most kids, puberty begins between the ages [illegible]4. Everyone experiences it differently, and t[illegible]

Why It's Impor[illegible]ou[illegible]berty

Puberty can feel [illegible]g, an[illegible]o have questions. Talking to trusted adults like parents, teachers, or [illegible]lp you understand what's happening to your body and emotions. Tr[illegible]lts [illegible]advice and support during this time.

Examples of Questions You Can Ask

Here are some common questions kids ask about [illegible]ty:

- What causes growth spurts, and why am I ge[illegible]talle[illegible]
- Why am I feeling more emotional than before?
- Is it normal to get pimples during puberty?
- What should I do if I feel embarrassed about these changes?
- Why is my voice getting deeper or cracking?

How to Start the Conversation

If you're nervous about asking questions, start by choosing a trusted adult you feel comfortable talking to. It could be a parent, a relative, or a teacher. You might say something like, "I've been noticing changes in my body and have some questions." Trusted adults want to help and will be happy you came to them.

Remember, everyone goes through puberty, and talking about it helps you feel prepared and confident about the changes happening to your body and emotions.

PREVIEW

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Curriculum Connection
MWBS.3

True or False

Is the statement true or false?

1) Puberty is when your body changes into adulthood.	True	False
2) Puberty always starts at the same age for everyone.	True	False
3) Growth spurts are a normal part of puberty.	True	False
4) Everyone experiences puberty the same way.	True	False
5) Pimples are related to puberty changes.	True	False

Questions

Answer the questions below.

1) What is puberty?

2) What causes the changes in your body during puberty?

3) Why do you think it is hard to talk about puberty? How could you start to?

PREVIEW

Questioning

Write 2 questions you could ask about puberty.

1)	
2)	

Name: _____ 66

Curriculum Connection
MWB5.3

Spelling Bee: Puberty-Related Vocabulary

Objective

What are we learning about?

Students will learn and reinforce key puberty-related vocabulary by participating in a spelling bee. The activity will improve their spelling skills, enhance their understanding of puberty-related terms, and build confidence in discussing this topic.

Materials

What you need for the activity?

- Pre-prepared list of spelling words (Provided)
- Bell or buzzer for incorrect spellings
- Timer (optional)



Instructions

How will you complete the activity?

1) Comprehensive list of spelling words related to Puberty (Provided).
2) Divide participants into teams or have them compete individually, depending on class size and dynamics.
3) Clarify the rules, including turn-taking, scoring, and handling of incorrect spellings.
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.
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.

PREVIEW

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Curriculum Connection
MWB5.3

Spelling Terms | List of words for the Spelling Bee

Easy	Moderate	Hard	Very Hard
Growth	Confidence	Adolescence	Hormones
Mood	Emotions	Development	Testosterone
B	Hygiene	Individuality	Estrogen
R	Changes	Responsibility	Endocrine
ne	Family	Communication	Reproductive
Hair	S	Relationships	Menstruation
Skin		Decision	Fertilization
Sleep	e	hysical	Ovulation
Fun	Stress	N al	Chromosomes
Walk	Friends	bert	Hypothalamus
Talk	Voice	Inte n	uitary
Run	Strength	Expressio	s
Play	Exercise	Socialization	G opins
Eat	Growth	Maturation	Neurotransmitters
Fit	Energy	Identity	Secondary
Love	Support	Awareness	Fertility
Care	Focus	Transition	Prolactin
Smile	Embrace	Exploration	Androgens
Listen	Respect	Motivation	Progesterone

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Curriculum Connection
MWB5.3

Human Growth and Development

Understanding Growth and Development

Growth and development are fascinating parts of being human. They involve changes in the body and mind as people move from being infants to adults. Growth refers to the physical changes in the body, such as getting taller and heavier. Development includes mental, emotional, and social changes, like learning to talk, think, and [illegible]t with others.

Stages [illegible] Adolescence

1. Infan[illegible](Birth



- Phy[illegible]s gro[illegible]ly, tripling their birth weight and increasing [illegible]ir h[illegible]50%.
- Developmenta[illegible]rn t[illegible]walk, and speak basic words.

2. Early Childhood (2 to 6 years)

- Physical: Growth slows dow[illegible]t mot[illegible]lop quickly, allowing children to run, jump, and handle [illegible]
- Developmental: Children start to think[illegible] and play pretend games.



3. Middle Childhood (6 to 12 years)

- Physical: Children continue to grow steadily, improving the[illegible]rdination and strength.
- Developmental: This stage focuses on learning complex skills like reading, writing, and understanding others' feelings.



4. Adolescence (12 to 18 years)

- Physical: Teenagers experience a growth spurt and physical maturation, including changes associated with puberty.
- Developmental: They develop deeper thinking skills and begin to form their own identity.

PREVIEW

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Curriculum Connection
MWB5.3

True or False Is the statement true or false?

1) Motor skills decline in early childhood.	True	False
2) Babies crawl before they walk.	True	False
3) Middle childhood focuses solely on physical development.	True	False
4) Infants begin speaking complex sentences.	True	False
5) Physical growth is most rapid in adolescence.	True	False

Question Write two developments you have experienced at your age.

1)	
2)	

PREVIEW

Identify On what stage do these ch occu

a) Infancy	b) Early Childhood	c) Middle d	ence

1)	Children start to play pretend games.
2)	Children continue to improve their coordination and strength.
3)	This stage focuses on learning complex skills like reading, and writing.
4)	Teenagers experience a growth spurt and physical maturation.
5)	They learn at this stage to crawl, walk, and speak basic words.
6)	They develop deeper thinking skills and begin to form their own identity.
7)	Growth slows down, but motor skills develop quickly, allowing children to run, jump, and handle objects.

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Curriculum Connection
MWB5.3

Newspaper Article: The Science of Maturation

Growth Spurts: How Our Bodies Change

Publish Date: April 30, 2024

As childr[illegible]w up, their bodies go through [illegible]es, called mat[illegible] guided by our genes, whi[illegible]ny instructions ins[illegible]cells hormones, which are [illegible] that tell our body how to c[illegible]

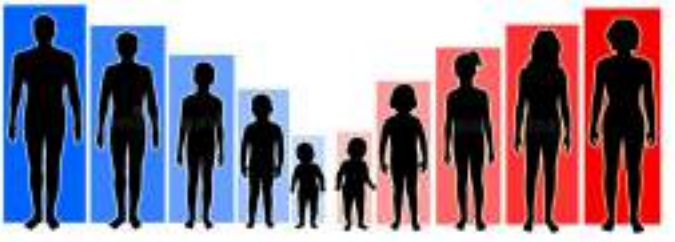
Dr. Emily Chen, a pediatric endocrinologist, explains, "From the age of about 10, children enter a phase known as puberty, which can last until they are 16 or older. During this time, hormones like testosterone in boys and estrogen in girls become very active and lead to rapid physical growth, among other changes."

These hormones are responsible for the growth of bones and muscles, changes in body shape, and even affect our emotions. Every child experiences these changes at their own pace, which is why some classmates might look older than others.

"Genes play a crucial role in determining how tall someone will grow and how quickly they will reach puberty," Dr. Chen adds. Studies show that about 60% to 80% of the difference in height between individuals is due to [illegible]etic factors.

[illegible]ackie [illegible]mpson, now 14, shares her exp[illegible]ce: [illegible]ted noticing changes [illegible]ttin[illegible] [illegible]aving mood swings [illegible]o my 12[illegible]nday. It was strange at f[illegible]ut [illegible]nd it's all part of grow[illegible]

By learning about maturation, children can understand that these changes are normal and happen to everyone, just at different times.



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Question Why is it important to learn about maturation?

Visuali …lf now and yourself in the future considering how you might … the future.

	Future

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True or False Is the statement true or false?

1) Puberty starts at age 10 for everyone.	True	False
2) Testosterone is only found in boys.	True	False
3) Hormones affect emotional changes.	True	False
4) Puberty ends exactly at age 16.	True	False
5) Everyone experiences mood changes during puberty.	True	False

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Activity – Growth Timeline

Objective

What are we learning about?

To help students visualize and understand their personal growth and key developmental milestones from birth to their current age.

Materials

What will you need for the activity?

- templates (one per student).
- , cray oured pencils.
- Stickers o na significant events (optional).



Instructions

How wil plet ity?

1) **Introduction**: Start with a discuss t wh and development entail and why they differ for each individual. Expla e pu f the timeline to map out personal growth milestones.
2) **Distribute Templates**: Hand out the pre-desig to each student along with markers, crayons, or coloure
3) **Review Milestones**: Assist students in recalling or ide g k tal milestones they might have experienced, such as their first s first day at school, learning to ride a bike, etc. Provide examples to hel eir memory.
4) **Fill in the Timeline**: Instruct students to mark these milestones on the timeline using the provided markers or pencils. They should place each event at the approximate age it occurred. Encourage the use of drawings, symbols, or brief notes to represent each milestone.
5) **Personal Reflection**: After completing the timelines, ask students to reflect on their growth journey. Discuss what they found interesting about seeing their development visually represented.
6) **Share and Discuss**: Allow students who wish to share their timelines with the class to do so. Discuss the variety of growth patterns and milestones, emphasizing the uniqueness of each individual's development.

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Handout Reference sheet on the developmental milestones across the stages.

Infancy (Birth to 2 Years)	Early Childhood (2 to 5 Years)
▪ First smile ▪ First words ▪ Crawl ▪ First ▪	▪ Speaking in full sentences ▪ Potty training completion ▪ Riding a tricycle ▪ Playing pretend games ▪ Starting preschool

Middle C (6 to 8	Late Childhood (9 to 11 Years)
▪ Learning to read ▪ First lost tooth ▪ Learning to ride a bicycle ▪ Making a best friend ▪ Starting elementary school	▪ Joining a sports team or club ▪ arning to swim ▪ De ng hobbies (e.g., collecting, ing) ▪ ticip l plays or co ▪ Completi mp independently

Early Adolescence (12 Years and up)
▪ First day at middle school ▪ Growth spurts ▪ Beginning to show interest in teenage activities ▪ Developing a deeper understanding of personal identity ▪ First overnight trip or camp

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My Growth Timeline



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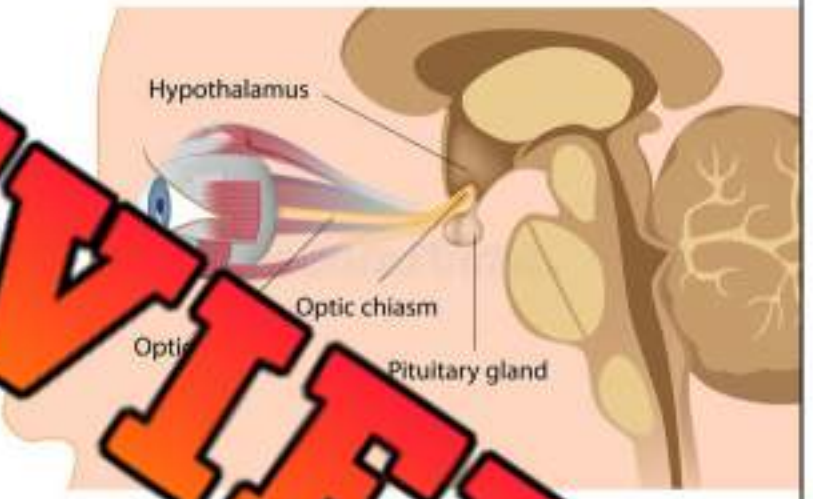
Puberty Stages 1 & 2

Puberty

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

The Fi[illegible]

Usually [illegible] a girl [illegible]ay and after a boy's 9[illegible] [illegible]e br[illegible] begins to send sign[illegible] the [illegible] get ready for change. The [illegible]amus, which is the command center [illegible] hormones, releases a hormone to the pituitary gland which starts to make other hormones.



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The Second Stage

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

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

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

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

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

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True or False

Is the statement true or false?

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

Summ[illegible]

[illegible]to boys and girls in the first and second stage of puberty?

Questions

Answer the questions below using evid[illegible]fro[illegible]

1) Where are the hypothalamus and the pituitary gland located?

2) What role does the hypothalamus play in puberty?

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Puberty Stage 3

Puberty is a Long Process

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

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The T

Stage 3 usually starts after age 12 and for boys after they turn 13. In stage 3 of puberty, teens experience a growth spurt in height. Hormones are working throughout the body, causing it to change d

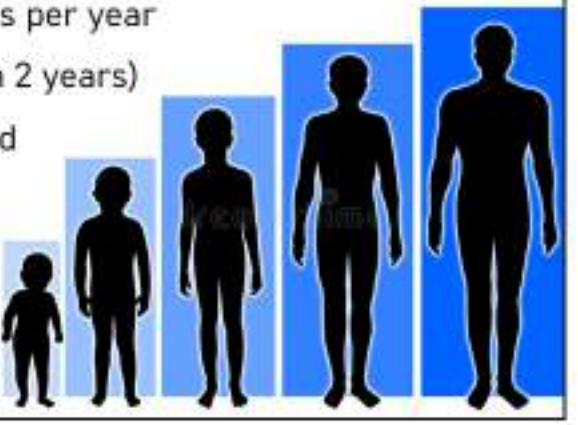
Physical Changes in Girls Include:

- Highest growth spurt begins, on average increasing per year
- First signs of acne may appear on the face and
- Voice change less noticeable than males
- Hips and thighs start to build up fat
- Breast development
- Pubic hair growth
- Hair under arms



Physical Changes in Boys Include:

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



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

Development	Male	Female
1) Breast tissue develops.		
2) First signs of acne		
3) Voice ch nge.		
4) High t.		

Questioning tw estions you have after reading the text.

1)	
2)	

Questions Answer the questions below using fro ext

1) What starts the process of puberty?

2) What is happening inside the body during puberty that prepares adolescents for adulthood?

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Puberty Stage 4

The Fourth Stage

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

Puberty is a process everyone goes through. It will happen for everyone. You will have friends start to change before you do, and you will have friends who start to change after you. It can feel awkward and embarrassing to be the first one in your group of friends to experience changes that happen with puberty. Remember to be kind and thoughtful to everyone during this time. Be the friend that you would want to have when you are experiencing stress.

When we are growing we want to look and be like our friends. It can be embarrassing and stressful to be the first through puberty, but it can also be hard to be the last in the group. Remember that changes are not in your control.

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Physical Changes in Girls Include:

- Breasts take on a fuller shape
- Height growth slows down to 2 to 3 inches per year
- Pubic hair gets thicker
- Many girls get their first menstruation cycle somewhere between 12 and 14, but it can happen earlier and later.
- Voice change, but less noticeable than males.



Physical Changes in Males

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

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True or False

Is the statement true or false?

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

PREVIEW

Refl[illegible]

[illegible]u do if you have a friend who is changing at a different tim[illegible] rest of your group?

Questions

Answer the questions below using [illegible] fro[illegible]ext.

1) Why do you think it can be stressful going through puberty?

2) Why might it be helpful to realize that puberty is not in your control but that everyone will experience it.

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Puberty Stage 5

The Fifth Stage

Stage five is the last stage of puberty. In stage 5, teens reach full maturity, and they grow to their final adult height. Stage five usually happens for boys and girls, around the age of 15.

Physical Changes for Females



- Female reach adult height 1 to 2 years after their first period
- Period becomes regular after 6 months to 2 years.
- Reproductive organs are fully developed
- Hips, thighs and buttocks fill out
- Pubic hair fills out to inner thighs
- Breasts reach approximate adult size and shape, though some can continue to change until

Physical Changes for Males



- Facial Hair will start coming in and some males will need to begin shaving
- Growth in height will slow down, but muscles may still be growing.
- Pubic hair has filled in and spread to inner thighs.
- Reproductive organs are fully developed.
- By age 18 most males are full grown.

Puberty Stages Summary

Puberty is a years long process involving lots of physical and hormonal changes. These changes can be uncomfortable to go through, but they are a natural part of growing up that everyone will experience.

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True or False

Is the statement true or false?

1) Stage 5 of puberty happens around the same time for males and females	True	False
2) Males may need to shave facial hair at around 15 years of age.	True	False
3) Females continue to grow in height until they are 18.	True	False
4) Reproductive organs are fully developed during stage 5.	True	False
5) Puberty is a process that takes a year to complete.	True	False

Summarize

the main idea of the reading and supporting details.

Questions

Answer the questions below using evidence from the text.

1) What changes can males expect until they are 18?

2) Why is it helpful to know what to expect in each stage of puberty?

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Female Reproductive System

Female Reproductive System – Main Parts

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

Labia (wh…ans lips) – are two pairs of skin flaps that surround the vagina.

Clitoris …ory organ located toward the front of the vulva where the folds of the l… …n.

Vagina – the v… …scul… …w tube that extends from the vaginal opening to the uterus. The vagi… …ex… …act. It can expand to allow a baby to pass through it.

Fallopian Tubes – two long slende… tube… …ovaries to the uterus. Eggs pass through the fallopian tubes to the uterus. There is one ovary and one fallopian tube on each side of the uterus.



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

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

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

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

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True or False

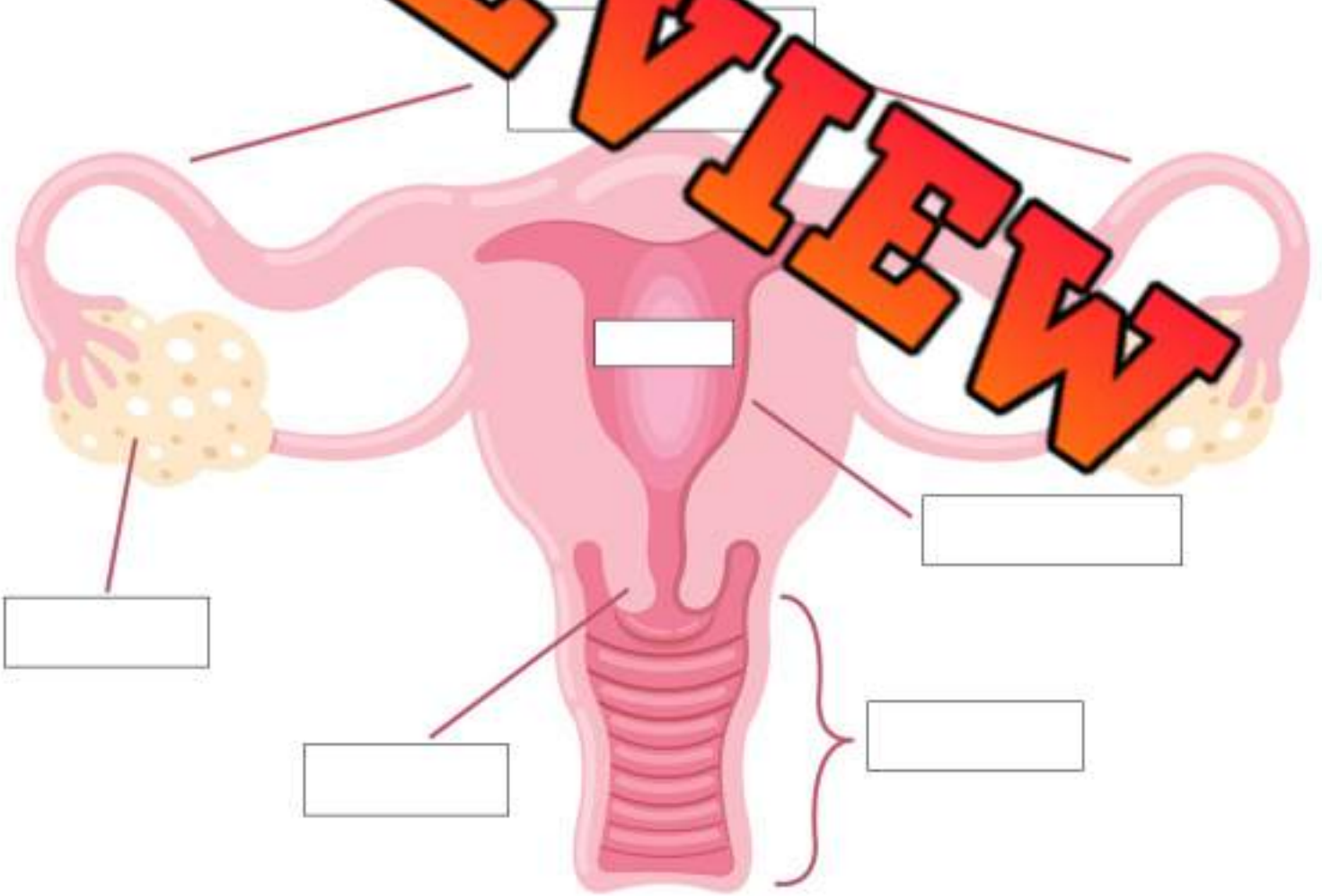
Is the statement true or false?

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

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the Diagram Using the Choices Below

Cervix	Uterus	Vagina	Fallopian Tubes
Endometrium	Ovaries		



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Multiple Choice Mark an X under the correct answer.

Questions	Inside	Outside
1) Is the uterus inside or outside the body?		
2) Is the clitoris inside or outside the body?		
3) Is the e[illegible]etrium inside or outside the body?		
4) Are th[illegible]or outside the body?		

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Questioning [illegible]e tw[illegible]stions you have after reading the text.

1)	
2)	

Questions Answer the questions below using evide[illegible] fro[illegible]

1) Which female reproductive organs come in pairs?

2) What is the purpose of the fallopian tubes?

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Male Reproductive System

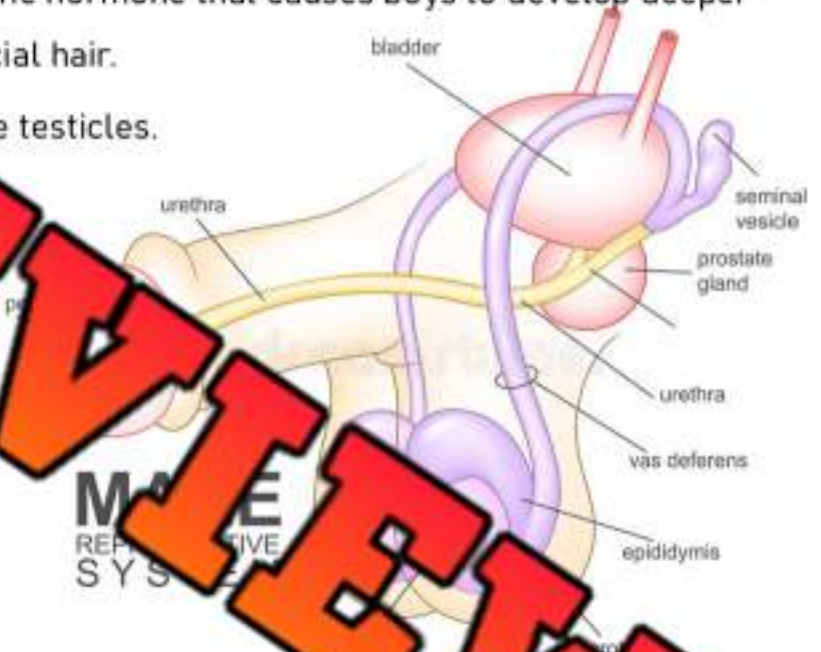
Male Reproductive System

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

Testicles - two oval organs that produce sperm. The testicles are enclosed in the scrotum behind the penis. The testicles are part of the endocrine system because they make the hormone testosterone. Testosterone is the hormone that causes boys to develop deeper voices, body and facial hair.

Scrotum - a pouch containing the testicles.

Penis - the penis consists of two parts, the shaft and the glans. The shaft is the main part of the penis, and the glans is the tip or head. The end of the glans has a small slit which is the opening end of the urethra. This is where urine and semen exit the body.



Prostate Gland - is located below the bladder. It produces the fluid that nourishes and transports sperm.

Seminal Vesicles - the two seminal vesicles are glands that produce fluids that will turn into semen. They may also be called seminal glands.

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

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

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

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Multiple Choice Mark an X under the correct answer.

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

Infer[illegible] [illegible] females have more testosterone? How do you think testo[illegible]ffects male and female genders?

Questions Answer the questions below using evi[illegible]fro[illegible]

1) Which male reproductive organs come in pairs?

2) What is the purpose of the vas deferens?

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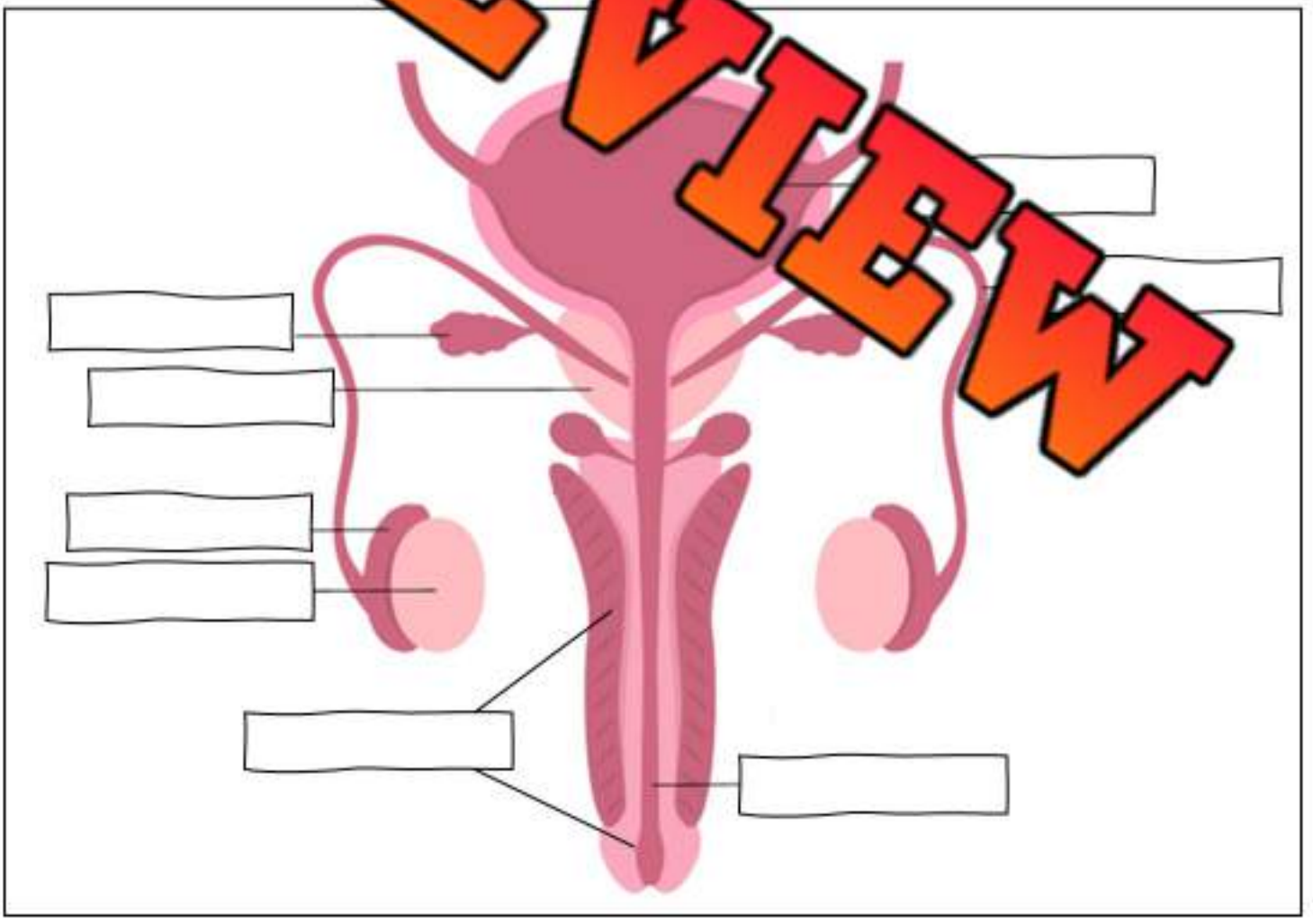
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True or False | Is the statement true or false?

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

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he Diagram Using the Choices Below		
Prostate G mi icle	Epididymis	Vas Deferens
Penis	Bladder	Testicle



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Activity - Puberty Questions Jar

Objective — What are we learning about?

To create an open and safe space where students can anonymously ask questions about puberty, promoting understanding and normalizing discussions about physical, emotional, and social changes.

Materials — What will you need for the activity?

- A [illegible]er
- S[illegible]lips of [illegible]
- Pens or p[illegible]
- A piece of [illegible]n inst[illegible]
- A comfortable [illegible]t sp[illegible] discussion



Instructions — How will y[illegible]let[illegible]?

1) Begin by explaining to the class [illegible]puber[illegible]d [illegible]at it involves physical, emotional, and social changes. Make sure [illegible]eate[illegible]ironment where students feel comfortable discussing th[illegible]pics.

2) Pass out small slips of paper to each student a[illegible]em t[illegible]e any questions they may have about puberty. Remind th[illegible]at t[illegible]an be about anything they are curious about, and they do not names on the paper.

3) After everyone has written down their questions, collect all the slips of paper in the jar.

4) Pull one question out at a time and read it aloud to the class. Make sure to answer each question using age-appropriate and respectful language.

5) Encourage students to ask follow-up questions if they are unsure about the answers.

6) Reassure the class that it's okay to have questions about puberty and remind them that everyone experiences these changes in different ways.

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Instructions | List of Instructions

Step	Instruction
Be Honest	Write down the questions that you are curious about. No question is too big or too small, and we will answer them in a way that's respectful and helpful.
No Nam	You don't need to write your name on the paper. This is a completely anonymous way for you to anything you're wondering about.
Be Respectful	you ns in a way that is respectful to rse Keep in mind that we are all learni ther at it's okay to have differe questio
Write Clearly	Please write your q s cle as possible so that we can read and wer
Have Fun Learning	This is a chance for us all to learn m e and feel more comfortable about growing up. If you're unsure about something, it's okay to ask for more information or clarification.
Reminder	Puberty is a natural part of growing up, and it's important to talk about it openly. Feel free to ask any question you have!

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Hygiene During Puberty

Acne During Puberty

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



How to Prevent Breakouts

There is no way to prevent acne, but, keeping your skin very clean will help. Wash your face with soap and warm water, to remove excess oil and clogging dirt from your pores. Be sure to wash after exercise, because, sweat can clog pores. Squeezing pimples often makes them worse, because you are pushing the bacteria deeper into your skin. Washing your face too often, however, can dry your skin and cause irritation to your skin that is already there making it worse.

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Oily Hair

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



Body Odour In Puberty

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

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

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True or False Is the statement true or false?

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

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

1)	
2)	
3)	

Questions Answer the questions below using [illegible] fro[illegible]ext.

1) What can you do to reduce acne breakouts?

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

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Assignment - Hygiene Product Advertisement

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

Outline Answer the questions to plan your advertisement.

1) What hy issue will your product help?

2) What our pr ribe it.

3) What is the name of your product?

4) Who is your target audience? (Who are you selling t you this ad for?) Think – age, hobbies or interests, gender

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

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

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Outline | Answer the questions to plan your advertisement.

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

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

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

8) Write the advertisement copy below in paragraph form. You could use this form.

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Outline Answer the questions to plan your advertisement.

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

Name of Company: _____



Shop Now

Check it out at www._____.com

Headline: _____

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Body Image

What is Body Image?

Body image is how a person feels about their physical body. The following factors affect a person's body image:

- What a person believes about their appearance
- How th feel about their body, height, weight, and shape
- How t and experience their body

No bo er, the media as well as friends and even family often talk about the pe body. T with this is that beauty is subjective, meaning there is no one best body

Positive Body Image

Having a positive body ima

- ☑ You accept and appreciate yo bod
- ☑ You have a broad view of beauty th not fi ic look
- ☑ You are taking steps to care for your body a earan in ways that feel healthy and fulfilling

Having a negative body image means:

- ☒ You compare yourself with others and feel inadequate when doing so
- ☒ You feel like you need to monitor your body by measuring, weighing, or looking in the mirror constantly
- ☒ You feel ashamed or embarrassed
- ☒ You feel uncomfortable or awkward in your body
- ☒ You see parts of your body in a distorted way that isn't how others see you



In some cases, having a negative body image can contribute to the development of mental health conditions, like depression. It can also lead to eating disorders, like anorexia or bulimia.

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True or False | Is the statement true or false?

1) Body image is how a person feels about their intelligence.	True	False
2) Body image is how a person feels about their body.	True	False
3) Our body image is affected by the media, friends, and family.	True	False
4) There is one type of body we should all try to have.	True	False
5) Making [illegible]y changes to our routines in order to change our body [illegible]ample – eating healthier.	True	False

Ma[illegible] Connections | [illegible]is [illegible]ur body image? Is it positive or negative? Explain.

_____

_____

_____

_____

_____

Compare | Explain how someone feels with a posit[illegible]d n[illegible]mage.

Positive Body Image	Negative Body [illegible]

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Tips For Improving Your Body Image

Having a Negative Body Image

If you have a negative body image, don't worry, you're not alone! In fact, 66% of people under the age of 18 have negative thoughts about their body. In addition, 78% of young people want to learn about body image in school, but only 23% are learning about it.

If you feel bad about your body or a body part, understand that this is normal. Almost 80% of all [illegible]ns feel unhappy with how their body looks at times.

Tips F[illegible]ody Image

Below [illegible]ome ti[illegible] help a person feel more positive about their body:

- Spend tim[illegible] wh[illegible] a positive body image outlook
- Practice positi[illegible]-talk [illegible]ive into a positive by saying, "I have strong legs" instead of, "My [illegible]o big"
- Remember that beauty is [illegible] ab[illegible] It also includes inner beauty!
- Appreciate the positives about your
- When you see a message in the media that ma[illegible]u fe[illegible]ou need to change, be critical of it. Understand that they likely just [illegible]you [illegible]auty" product.
- Make a list of 10 things you like about yourself tha[illegible]lated t[illegible]appearance.
- See yourself as a whole person, not one imperfect body
- Do something nice for your body, like getting a haircut.
- Instead of spending time thinking about your body, start a hobby, bec[illegible]volunteer, or do something else that makes you feel good about yourself.

PREVIEW

Social Media and Body Image



Sometimes, scrolling through social media can create negative feelings about our body. Remember that social media is the highlight reel of people's lives. We tend to post photos of us looking our best. When we compare ourselves to these photos, it is easy to feel badly about our body. We should unfollow people who make us feel badly about our body.

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True or False | Is the statement true or false?

1) Most people never feel badly about their body.	True	False
2) Most kids have negative feelings about their body at some point.	True	False
3) It is healthy to follow people who always look perfect and make us feel bad about our body.	True	False
4) 80% of Canadians feel bad about their body at times.	True	False
5) Spendi[illegible] with people who have a negative body image is healthy.	True	False

Activity | Practice [illegible]elf-talk by turning the negative statement into a positive.

Negative Statement	Positive Spin
My nose is too big	
I am too tall	
I am too short	
I hate my curly hair	
My ears are too big	
I have too many freckles	
I hate my dimples	

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Question | Is it normal to feel badly sometimes about our body? What could you do if you felt this way?

_____

_____

_____

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Responding To Social / Emotional Stress

Dealing with Social/Emotional Stress Related to Puberty

As kids go through puberty, it is common for them to feel stressed or worried about fitting in with their peers.



Check out the strategies you could use to deal with these stresses below:

- ☑ Mindfulness – focus on what is happening now, not worrying about what might happen in the future.
- ☑ Yoga combines a lot of deep breathing and stretching has proven to reduce stress, improve self-esteem, and even boost grades. It only takes 8-10 minutes a day to see benefits.
- ☑ Physical activity – research has found a link between physical activity and lower levels of stress. Go for a walk today if you're worrying about fitting in with your peers!
- ☑ Journaling – write down your feelings and why you are feeling that way in a journal. Journaling helps improve your mood because it allows negative thoughts and feelings to escape your body. When we write down our thoughts and things, we are forced to pause and focus on the details that we might miss.



- ☑ Peer sharing – find a friend you can share your feelings with. Keep in mind that you should be a good listener when your friend wants to share with you.
- ☑ Focus on things you can change – sometimes there are things about us that we don't like. This is normal, but luckily, we can control what we focus on. Remember that the things out of our control, are out of our control and worrying about them will not help. Try remembering the things you like about yourself and focus on those things.
- ☑ Ask for help – remember, if you have been feeling down for a long time and it feels out of control, you can ask for help. Talk to a trusted adult, like a parent, teacher or coach.

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MWB5.3

Activity Which strategy could you use to help the negative feelings/stress?

Negative Feeling/Stress	Strategy You Would Choose And How It Would Help
Your friends are hanging out and didn't invite you	
You feel m u have bi wher py minut sad th	
You are worried pimple on your nose is all you can think about.	
You want to walk home but your parents won't let you.	
You have a crush on a classmate but are too nervous to talk to them.	
You are worried about which middle school you will go to.	
Your friends all have a boyfriend or girlfriend but you don't.	

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MWB5.3

Stress Relief Strategy - Journaling

When you write in your journal, there is no need to worry about the format, organization, or spelling of your writing. Instead, use your journal to record any thoughts that come to mind.

If your mind draws a blank, you could think of some of the questions below to help you get started. Practice journaling by using this page. Next time, try journaling in a book without the prompts given below. Just remember these prompts if you get stuck.

Journaling

...wer the questions below to get your feelings down on paper.

1) Ar... ...d ...do you feel?

2) What is making you feel this way?

3) What can you do to either improve your mood ...ep it...

4) If you are stressed, what can't you control? If you are not stressed, what things out of your control often give you stress?

PREVIEW

Mantras			
	Stay in the moment	Don't think about the past	Don't think about the future
	I am not perfect	Everyone makes mistakes	I can't please everyone

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Four Corners : What's the Most Challenging Part of Growing Up?

Objective

What are we learning about?

Students will reflect on and discuss the challenges they may face during puberty, such as physical, emotional, and social changes. The activity will promote understanding and empathy among classmates as they explore different perspecti[illegible]nd learn how to manage these changes.

PREVIEW

Mater[illegible] you need for the activity?



- A list of q[illegible]
- Labels for each [illegible] C, D)

Instructions

How will you [illegible]

1) Prepare the classroom by labelling each [illegible]er wi[illegible] A, B, C, and D.
2) Explain to the students that you will read out q[illegible]relat[illegible]growing up and each question will have four options.
3) When you read a question, students will move to the corner tha[illegible]esponds to the answer they think is correct. Some of these will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
4) Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
5) Repeat with different questions to reinforce their understanding.

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Question	A)	B)	C)	D)
Which change is hardest to deal with?	Body changes	Mood swings	Fitting in	I don't know
How can you cope with body changes?	Talk to someone	Be patient	Read about it	Ignore it
Who would you talk to if you're feeling emotional?	Parents	Friends	Teacher	No one
How do y… dle feeling awkward … owing up?	Talk about it	Wait for it to pass	Avoid thinking about it	Ask questions
How … goin… ugh cha…	Listen	Be kind	Give advice	Ignore it
What is a goo… … stress about g…	… a break	Talk it out	Exercise	Ignore it
If you don't understa… change, what should you…	… ad…	Research it	Wait until it makes sense	Hide your feelings
How would you deal with moo… swings?	Take … br…	… so…	Take time alone	Keep it inside
What's the best way to feel confident during puberty?	Be yourself	… ers	…ctive	Ask questions
What would you do if a friend seems upset about puberty changes?	Talk with them	Give … space	…tract	Tell them to …elax
How do you feel about your changing body?	Excited	Nervous	Cu…	…nsure
What's the best way to deal with peer pressure?	Stay true to yourself	Find new friends	Agree with everyone	Ignore the pressure
What should you do if you're confused about your feelings?	Talk to a trusted adult	Keep it to yourself	Think about it quietly	Ask friends
How can you support someone who's struggling with their emotions?	Listen without judging	Make them laugh	Tell them to cheer up	Leave them alone
How can you stay calm when you're feeling overwhelmed?	Take deep breaths	Go for a walk	Talk to someone	Ignore your feelings

PREVIEW

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Curriculum Connection
MWB5.4

Story - How Friends Shape Who You Are

Jenna had always been a quiet girl who loved reading and drawing. She spent most of her time alone, and she was okay with that. But when she moved to a new school, everything changed. On her first day, she met Mia and Chloe, two girls who were friendly, outgoing, and shared her love for art. They quickly became friends, and Jenna noticed something surprising—her interests started to change.



Mia loved playing soccer, and Chloe was always talking about fashion trends. Jenna had never been interested in sports before, but over time, she started to give it a try. Mia invited her to soccer practice, and Chloe helped her pick out some fun clothes. Soon, Jenna realized she enjoyed both soccer and fashion, things she never would have tried on her own.

As Jenna spent more time with Mia and Chloe, she also noticed how their kindness and respect made her feel more confident. They supported her when she made mistakes and always encouraged her to be herself. Research shows that friendships like these can help shape our self-identity. A study from the University of California found that friends influence how we view ourselves, our values, and even the things we enjoy doing.

Jenna learned the importance of choosing friends who respect her, who support her growth, and who make her feel good about herself. Good friends, like Mia and Chloe, help us become the best version of ourselves.

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MWB5.4

True or False

Is the statement true or false?

1) Jenna was always outgoing and loved meeting new people.	True	False
2) Mia and Chloe shared Jenna's love for reading and drawing.	True	False
3) Mia invited Jenna to join soccer practice.	True	False
4) Jenna didn't like trying new activities.	True	False
5) Jenna f[illegible]ore confident due to her friends' support.	True	False

Quest[illegible]

A[illegible] the questions below.

1) What was [illegible]sona[illegible] before meeting Mia and Chloe?

2) How did Chloe help Jenna with he[illegible]hion in[illegible]?

PREVIEW

Cloze Test

Fill in the blanks with the correct words from the [illegible]bank.

Jenna had always been a quiet girl who loved reading and _____.
When she moved to a new school, she met Mia and Chloe, who shared her love for art. Mia liked soccer, and Chloe was into _____.
Jenna tried both, and she enjoyed _____. Their friendship helped Jenna feel more _____.

- Fashion
- Drawing
- Confident
- Soccer
- Change

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Curriculum Connection
MWBS.4

Blog Post: How Social Media Impacts Self-Identity

By Emma Green **January 26, 2025** **5-minute read**

In today's world, social media plays a huge role in shaping how students see themselves and others. Platforms like Instagram, TikTok, and Snapchat are filled with images and videos of people's lives. While it can be fun to share moments with friends, social media can also impact how we think about ourselves.

One major [illegible] is comparison. When students scroll through their feeds, they might see friends or [illegible]ers posting about their achievements, travels, or even how they look. It's easy [illegible]ing yourself to them, but this can affect your self-esteem. Studies show [illegible] feel worse about their body image after spending time on social [illegible]. Instead [illegible]ing on our unique qualities, we sometimes focus too much on how we measu[illegible]s.

Social media can [illegible]eate a [illegible] of perfection. Many posts are edited or staged, so what we see onlin[illegible] al[illegible] portant to remember that everyone has their own strengths, and [illegible]e is p[illegible]en if it looks that way online.

To build a healthy self-identity, [illegible]ngths and what makes you special. Think about your hobbies, skills [illegible]u love about yourself. By doing this, you can avoid negative comp[illegible]ns and [illegible]nce in who you are, inside and out.

Written by: By Emma Green

Comments:



Sarah_23 – January 26, 2025

I disagree with this post. Social media actually helps m[illegible] people who share my interests, and I get inspiration from others. It's [illegible]tant to stay positive and focus on the good stuff, like learning new skills or supporting each other online.

Like Reply 8hr ago



John_12 – January 26, 2025

I understand Sarah's point, but research shows that social media can harm mental health, especially for teens. According to the American Psychological Association, heavy social media use increases feelings of loneliness and anxiety. I think it's better to limit social media and focus on real-life connections.

Like Reply 4h ago

PREVIEW

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Curriculum Connection
MWBS A

True or False

Is the statement true or false?

1) Social media always shows people's real lives.	True	False
2) Comparing yourself to others can affect self-esteem.	True	False
3) Social media can help people connect with others.	True	False
4) 60% of teens feel worse after social media use.	True	False
5) Focusing on strengths can help build confidence.	True	False

Questions

Answer the questions below.

1) How can social media affect self-esteem?

2) Why is it important not to compare yourself to others online?

PREVIEW

Questions

Circle the correct answer for each question.

1) What can happen when you compare yourself to others?

A) Confidence boost	B) Affects self-esteem	C) Increases creativity

2) What percent of teens feel worse after social media use?

A) 10%	B) 60%	C) 85%

3) What is a negative effect of social media?

A) Loneliness	B) Better body image	C) Improved skills

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Unit Test – Mental Well-Being

Total	Mark
/ 35	/ 10

Multiple Choice /10

1) What does mindfulness help lower? a) Cortisol b) Sugar c) Salt d) Protein	2) What is one way to improve body image? a) Compare yourself b) Skip meals c) Watch social media d) Practice positive self-talk
3) What is … during exercise that improve… a) Vit… b) Endorphins c) Minerals d) Perspiration	4) What grows during a girl's growth spurt? a) Height b) Nails c) Teeth d) Ears
5) What does practicing grat… as… your brain? a) Carbon b) Oxygen c) Dopamine d) Adrenalin	…y can journaling help with stress? a) In… …ss b… …ess fe… c) …e r… d) Skip …
7) What part of the brain releases hormone signals? a) Scalp b) Lungs c) Heart d) Hypothalamus	8) What horm… cau… …ges during puberty? a) Testosterone b) Cortisol c) Vitamin D d) Fiber
9) What is a positive body image characteristic? a) Accepting your body b) Hating your body c) Ignoring your body d) Comparing your body	10) How long does puberty usually last? a) 1 year b) 2 years c) 5 years d) 10 years

PREVIEW

True or False | Is the statement true or false?

Mark
/ 5

1) Mental well-being helps you handle life's challenges.	True	False
2) Gratitude releases chemicals that make you feel stressed.	True	False
3) Journaling is not a helpful tool for managing stress.	True	False
4) Poor m[illegible]ll-being can make you feel tired or upset.	True	False
5) Kids [illegible]uld ge[illegible]s of sleep every night.	True	False

PREVIEW

Matching | [illegible] word[illegible]s correct description.

Mark
/ 5

Gratitude	❑ Wri[illegible]elings to understand [illegible]anag[illegible]ns
Mindfulness	❑ A feelin[illegible]g th[illegible] for good things
Endorphins	❑ A hormone released d[illegible]g exercise that improves mood
Stress	❑ Paying attention to the present moment
Journaling	❑ A feeling of pressure or being overwhelmed

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Define What do the terms below mean?

Mark
/ 6

Term	Definition – What does it mean?
Anxiety	
Puberty	
Hor	

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

Mark
/ 9

1) What does mental we[illegible] help [illegible]?

2) What is one way to practice gratitude?

3) What is a stress management toolkit?

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