Preview - Information

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Google Slides Lessons Preview

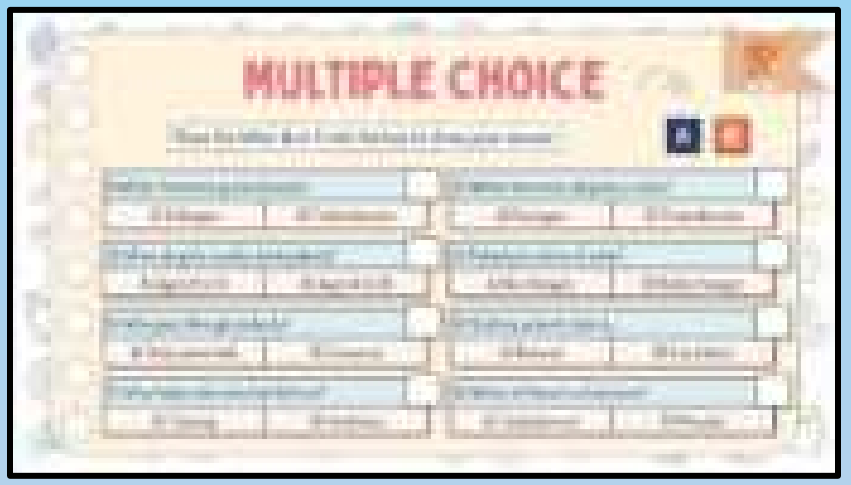
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Saskatchewan Health Curriculum
Puberty– Grade 5

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!

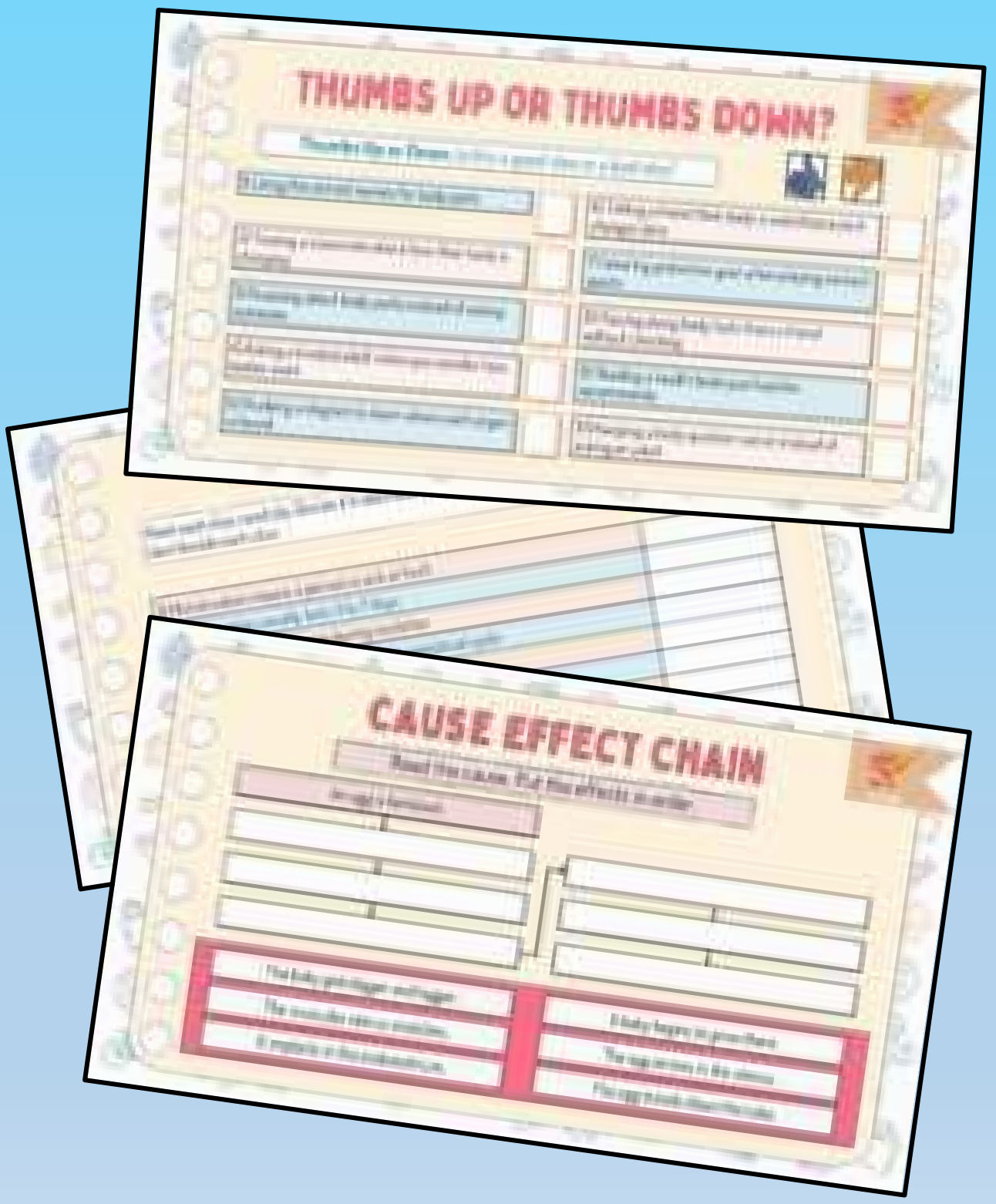
Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



Saskatchewan Health Curriculum
Puberty– Grade 5



Saskatchewan Health Curriculum
Puberty– Grade 5



Workbook Preview

Grade 5 Health Unit
Puberty

	Curriculum Expectations	Pages
USC5.2a	identify local, provincial, and national sources of information about puberty	6–8, 28–30
USC5.2b	Discuss criteria that can be used to decide if a source is reliable.	28–30
USC5.2c	identify and use correct and respectful language and terminology in relation to sexual anatomy and gender identity as it relates to changes of puberty	9–30, 76–78
USC5.2d	Determine that puberty is a natural process that often occurs at different rates.	6–8, 13–20, 70, 74–78
USC5.2e		7–44, 8
USC5.2f		9
USC5.2g		-70
USC5.2h		0–67
USC5.2i	Describe personal responsibilities and determine the increasing importance of balanced health practices associated with physical, social, spiritual, and emotional changes during puberty	31–35, 52–59, 62–67
USC5.2j	Discuss with a significant and trusted adult the expected changes.	60–61, 71–73
APS.1a	identify the elements of effective action plans, including what will be done, who will be involved, where it will take place, when it will take place, and why this action is being taken.	36–40
APS.1b	identify the supports needed to carry out the action plan.	36–40
APS.1c	Carry out, with guidance, the steps identified in the design of the action plan.	36–40
APS.1d	Reflect on if the goal was achieved in order to guide future application.	36–40

Preview of 70 pages from this product that contains 110 pages total.

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PUBERTY



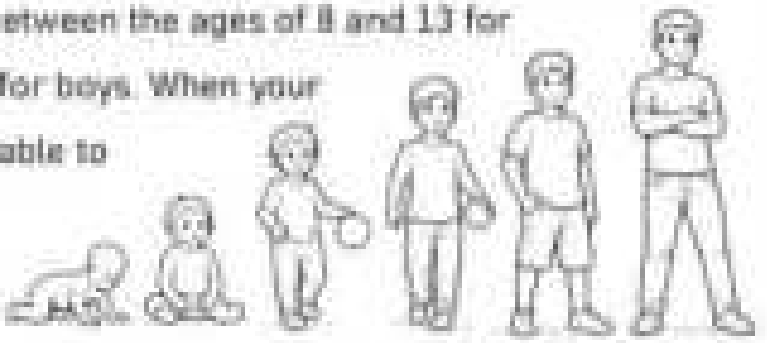
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Name: _____ 6

Puberty

What is Puberty?

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



What

During puberty [illegible] produce hormones that make you grow taller, develop muscles [illegible], and look more like an adult. In girls, the hormone **estrogen** is responsible [illegible] and widening of hips. In boys, the hormone [illegible] is responsible for the growth of facial hair and deepening of [illegible]



Everyone Goes Through Puberty

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

Social Problems Because of Puberty

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

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

PREVIEW

Name: _____ 7

True or False

Is the statement true or false?

1) Puberty always begins at the same age.	True	False
2) Girls and boys experience identical puberty changes.	True	False
3) Starting puberty later means something is wrong.	True	False
4) Estrogen is a hormone that causes puberty in girls.	True	False
5) Testosterone causes a person's hips to get wider.	True	False

Questions

...wer the questions below.

1) W... Puberty?

2) Why might puberty cause social pro...

PREVIEW

Word Search

Find the words in the wordsearch.

Puberty	Hormones
Estrogen	Testosterone
Muscles	Bones
Voice	Hair
Breasts	Hips
Emotions	Insecure

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

Name: _____ 9

Puberty Stages 1 & 2

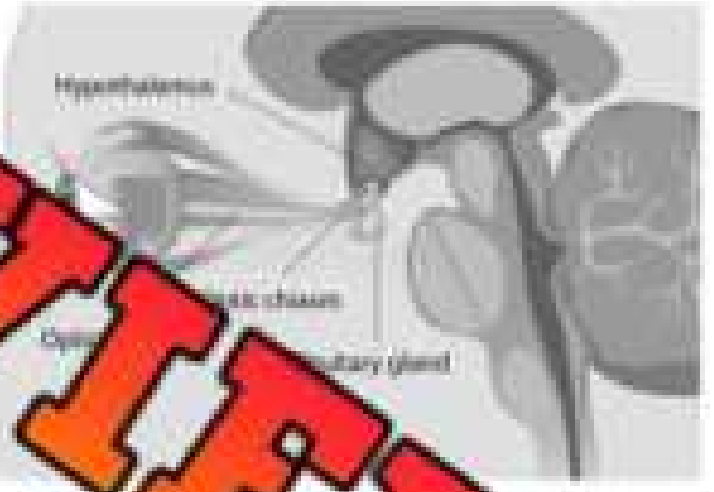
Puberty

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 g[illegible]rt before you can see anything happening on the outside.

The [illegible]

Usually [illegible] after a boy's 9th birthd[illegible] n be[illegible] signals to the body t[illegible]

The hypothalamus, which is [illegible] center for hormones, releases a [illegible] to the pituitary gland which starts to make other hormones.



The Second Stage

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

The first signs for girls are:

- 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.

For boys, development starts around age 11. Changes include:

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

PREVIEW

Name: _____ 10

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 will develop muscles during puberty.	True	False

Questions ...wer the questions below.

1) W... ...us and the pituitary gland located?

2) What role does the hypothalamus pl... ...rty?

Summarize What happens to boys and girls in the first and second sta... ...berty?

PREVIEW

Name: _____ 11

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.

The T

Stage 3 usually s[illegible] after age 12 and for boys after they turn 13. In stage 3 of puberty, teens [illegible] grow[illegible] in height. Hormones are working throughout the body, causing it to [illegible]

PREVIEW

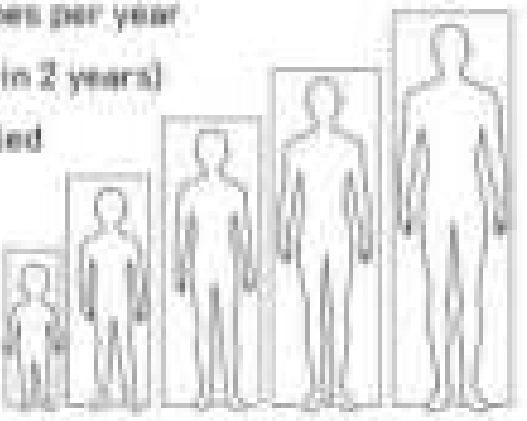
Physical Changes in Girls I[illegible]

- Highest growth spurt begi[illegible]on a[illegible]r year
- First signs of acne may appear o[illegible]face a[illegible]
- 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



Name: _____ L2

Sort Put an X under each gender if the description is a change they will experiance in stage 3 of puberty



Development	Male	Female
1) Breast tissue develops.		
2) First signs of acne		
3) Voice will change.		
4) Highest [illegible] spurt.		
5) Hair u[illegible]		

Questio Ar[illegible]estions below.

1) What starts th[illegible] of p[illegible]

2) What is happening inside the body during pub[illegible]ents for adulthood?

PREVIEW

Questioning Write 2 questions you have about the reading.

1)	
2)	

Name: _____ 13

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 who 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 others going through puberty. Be the friend that you would want to have when you are experiencing stress.

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



Physical Changes in Girls:

- Breasts take on a more adult shape
- Height growth slows to about 3 inches per year
- Pubic hair gets thicker
- Many girls get their first menstrual period 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



PREVIEW

Name: _____ 14

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' and boys' voices change during puberty.	True	False

Questions ...wer the questions below.

1) W... stressful going through puberty?

2) Why might it be helpful to realize th... r control but that everyone will experience it.

PREVIEW

Reflection What can you do if you have a friend who is changing at a dif... time then the rest of your group?

Exit Cards

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

Name: _____ Mark

Write two Stage 4 puberty changes for boys and girls.

Boys	
Girls	

Name: _____ Mark

Write two Stage 4 puberty changes for boys and girls.

Boys	
Girls	

Name: _____ Mark

Write two Stage 4 puberty changes for boys and girls.

Boys	
Girls	

Name: _____ Mark

Write two Stage 4 puberty changes for boys and girls.

Boys	
Girls	

PREVIEW

Name: _____ 18

Fact or Fiction: Hormones and Puberty

Objective — What are we learning about?

Students will use a fact or fiction game to learn how hormones work during puberty, correct common myths, and practise thinking carefully about information related to growth, body changes, and health.

Materials — What you need for the activity?

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



PREVIEW

Instructions — How will you complete the activity?

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

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Name: _____ 19

Fact or Fiction Read the statements to the class.

#	Statement	Answer
1	Hormones are produced only in the brain.	Fiction
2	Testosterone is a hormone found only in boys.	Fiction
3	Hormones can affect your mood and emotions.	Fact
4	Puberty starts at the age of 13.	Fiction
5	[illegible] to bone growth during puberty.	Fact
6	[illegible] the same hormonal changes in puberty.	Fiction
7	Hormones [illegible] messages in the body.	Fact
8	Testosterone [illegible]	Fiction
9	Growth spurts during [illegible]	Fact
10	Hormones have no effect on skin [illegible]	Fiction
11	Estrogen and testosterone are the only [illegible]	Fiction
12	Hormones can influence how tall you will grow.	Fact
13	Hormones are only important during puberty.	[illegible]
14	Hormones help develop muscle mass during puberty.	Fact
15	Boys produce estrogen too, just like girls produce testosterone.	Fact
16	Once puberty ends, hormone production stops.	Fiction
17	Hormones do not influence hair growth on the body.	Fiction
18	Sleeping patterns can be affected by hormonal changes.	Fact
19	Hormones have no role in emotional development.	Fiction
20	Increased sweating during puberty is due to hormonal changes.	Fact

PREVIEW

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Name: _____ 20

Quiz Check-In	This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity. Cut along the lines and give each section to a student.

Name: _____ Mark: ____

Is the statement true or false?

1) Testosterone is a hormone found only in boys.	True	False
2) Estrogen contributes to bone growth during puberty.	True	False
3) Every person experiences the same hormonal changes in puberty.	True	False
4) Estrogen and testosterone are the only hormones involved in puberty.	True	False
5) Once puberty ends, hormone production stops.	True	False
6) Hormones can influence how tall you will grow.	True	False

Name: _____ Mark: ____

Is the statement true or false?

1) Testosterone is a hormone found only in boys.	True	False
2) Estrogen contributes to bone growth during puberty.	True	False
3) Every person experiences the same hormonal changes in puberty.	True	False
4) Estrogen and testosterone are the only hormones involved in puberty.	True	False
5) Once puberty ends, hormone production stops.	True	False
6) Hormones can influence how tall you will grow.	True	False

PREVIEW

Name: _____ 21.

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[illegible]ans lips) – are two pairs of skin flaps that surround the vagina.

Clitoris – [illegible]ory organ located toward the front of the vulva where the folds of the l[illegible]

Vagina – the v[illegible]cul[illegible]w tube that extends from the vaginal opening to the uterus. The vag[illegible]s ex[illegible]ct. It can expand to allow a baby to pass through it.

Fallopian Tubes – two long slend[illegible]ube[illegible] ovaries to the uterus. Eggs pass through the fallopian tubes to the uter[illegible]
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.

PREVIEW

Name: _____ 22

Sort Mark an X under the correct column

Questions	Inside	Outside
1) Is the uterus inside or outside the body?		
2) Is the clitoris inside or outside the body?		
3) Is the endometrium inside or outside the body?		
4) Are the l[illegible] inside or outside the body?		
5) Is the v[illegible]de or outside the body?		
6) Is th[illegible]side the body?		

Questions [illegible] below.

1) Which female re[illegible] pairs?

2) What is the purpose of the fallopian tubes?

PREVIEW

Two Truths and a Lie Read each group. Tick ✓ the two true ones. Mark ✗ the one lie.

	Fallopian tubes connect ovaries to the uterus.
	The cervix is located above the fallopian tubes.
	Ovaries release eggs during a process called ovulation.

	The uterus lining is called the endometrium.
	The vagina connects the uterus to the outside.
	Each ovary is connected to two fallopian tubes.

Name: _____ 23

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 em[illegible]ium is another name for menstruation.	True	False

Label [illegible] Using the Choices Below

Cervix	[illegible]	Vagina	Fallopian Tubes
Endometrium		Ovaries	



PREVIEW

Name: _____ 24

Male Reproductive System

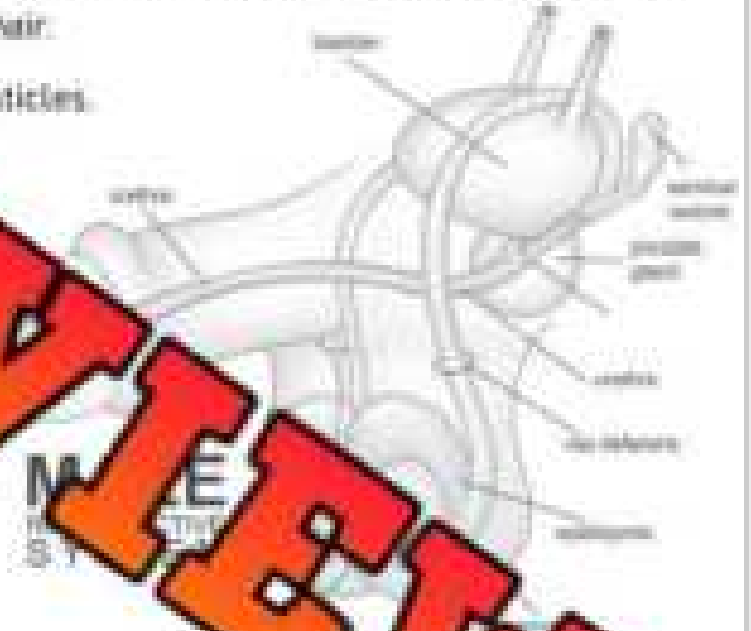
Male Reproductive System

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 - pouch containing the testicles.

Penis - the penis has internal tissue that is divided into the shaft and the glans. The shaft is the main part of the penis. 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 fluid 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.

PREVIEW

Name: _____ 23

Sort Mark an X under the correct column.

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 testicles inside or outside the body?		
5) Are the [illegible] vesicles inside or outside the body?		
6) Is the [illegible] or outside the body?		

Questions Answer the questions below.

1) Which male reproductive organs produce sperm?

2) What is the purpose of the vas deferens?

Inference Do males or females have more testosterone? How do you think testosterone affects male and female genders?

PREVIEW

Name: _____ 26

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[illegible]ductive organs are all outside the body.	True	False

PREVIEW

Label [illegible] Using the Choices Below

Prostate [illegible]	[illegible]icle	Epididymis	Vas Deferens
Penis		Bladder	Testicle



Exit Cards

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

Name: _____ Mark ____

Draw a line from each body part to its correct description.

Testicles ☐	☐ Coiled tube where sperm is stored and matures
Scrotum ☐	☐ Two organs that make sperm and testosterone
Epididymis ☐	☐ Tube that carries urine and semen out of the body
Urethra ☐	☐ Pouch of skin that holds and protects the testicles

Name: _____ Mark ____

Draw a line from each body part to its correct description.

Testicles ☐	☐ Coiled tube where sperm is stored and matures
Scrotum ☐	☐ Two organs that make sperm and testosterone
Epididymis ☐	☐ Tube that carries urine and semen out of the body
Urethra ☐	☐ Pouch of skin that holds and protects the testicles

Name: _____ Mark ____

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Name: _____ Mark ____

Draw a line from each body part to its correct description.

Testicles ☐	☐ Coiled tube where sperm is stored and matures
Scrotum ☐	☐ Two organs that make sperm and testosterone
Epididymis ☐	☐ Tube that carries urine and semen out of the body
Urethra ☐	☐ Pouch of skin that holds and protects the testicles

PREVIEW

Name: _____ 31

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 dirt from your pores. Be sure to wash after exercise, because, sweat can clog pores. Scrubbing often makes them worse, because you are pushing the bacteria deeper. Washing your face too often, however, can dry your skin and cause irritation that is also making it worse.

PREVIEW

Oily Hair

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

Name: _____ 32

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) Deodorants stop sweat.	True	False

Questions ...the questions below.

1) Wh... you d... acne breakouts?

2) What can you do to avoid having bod...?

PREVIEW

Questioning Write 3 questions you have about the reading.

1) _____

2) _____

3) _____

Name: _____ 33

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[illegible]ue will your product help with?

2) What is yo[illegible]cri

3) What is the name of your product?

4) Who is your target audience? (Who are you selling to? Who are y[illegible]r?) 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.

PREVIEW

Name: _____ 34

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 should use all of the information from above.

PREVIEW

Name: _____ 35

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: _____

Name: _____ 36

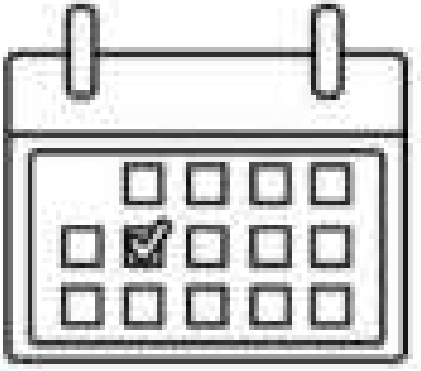
Activity – My Week of Healthy Body Care

Objective What are we learning about?

Students will learn to practise daily personal hygiene during puberty by planning and completing healthy body care routines and reflecting on how these habits support h[illegible] comfort, and confidence.

Materi[illegible] you need for the activity?

- Weekly Bo[illegible]ve-day template)
- Body care [illegible] (sho[illegible]odorant, clean clothes, dental
- Reflection journal or [illegible]



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

1) Introduction: Begin with a class discussi[illegible] ge during puberty and why daily body care becomes mo[illegible] t d[illegible] this time.
2) Plan the Week: Students create a five-day body care plan [illegible] hygiene tasks such as showering, using deodorant, brushing [illegible] wearing clean clothes.
3) Daily Practice: Each day, students follow their plan at home and check off the tasks they completed.
4) Daily Check-In: At the end of each day, students briefly reflect on how they felt after completing their body care routine (comfortable, confident, refreshed).
5) End-of-Week Reflection: At the end of the week, students reflect on their experience by answering questions.

PREVIEW

Name: _____ 37

Reference Body care routines during puberty

Hygiene Area	Girls – Personal Hygiene	Boys – Personal Hygiene
Showering	Shower regularly to remove sweat and body odour.	Shower regularly to remove sweat and body odour.
Deodorant	Apply deodorant daily to control underarm smell.	Apply deodorant daily to control underarm smell.
Hair Wa	Wash hair when it becomes oily or sweaty.	Wash hair when it becomes oily or sweaty.
Fac	ce daily to reduce oil and	Wash face daily to reduce oil and acne.
Clothing	socks, and daily.	Change underwear, socks, and clothes daily.
Menstrual Hygiene	ularly and dis rly.	Not applicable.
Genital Washing	Wash exter water daily.	ash penis and scrotum with r daily.
After Sports Care	Shower and change clothes aft physical activity.	Sho change clothes after ph
Dental Care	Brush teeth twice daily and floss.	th t ly and floss.
Foot Care	Wash feet daily and change socks.	Wash feet cks.
Nail Care	Keep fingernails clean and trimmed.	Keep fingernails and trimmed.
Shaving (if needed)	Some may shave underarms if they choose.	Some may shave facial hair if it starts growing.
Laundry Habits	Put worn clothes in laundry after use.	Put worn clothes in laundry after use.
Sleep Hygiene	Change pyjamas regularly and keep bedding clean.	Change pyjamas regularly and keep bedding clean.
Hand Washing	Wash hands after washroom and before eating.	Wash hands after washroom and before eating.

PREVIEW

Name: _____ 38

Weekly Body Care Planner

Monday		
Morning Body Care	Daytime Body Care	Evening Body Care
❑	❑	❑
❑	❑	❑
❑		❑

Notes: _____

Tuesday		
Morning Body Care	Daytime Body Care	Evening Body Care
❑	❑	❑
❑	❑	❑
❑	❑	❑

Notes: _____

PREVIEW

Name: _____ 39

Weekly Body Care Planner

Wednesday		
Morning Body Care	Daytime Body Care	Evening Body Care
❑	❑	❑
❑	❑	❑
❑		❑

Notes: _____

Thurs		
Morning Body Care	Daytime Body	ody Care
❑	❑	❑
❑	❑	❑
❑	❑	❑

Notes: _____

PREVIEW

Name: _____ 40

Friday		
Morning Body Care	Daytime Body Care	Evening Body Care
❑	❑	❑
❑	❑	❑
❑	❑	❑

Notes: _____

Reflection Answer the questions be

1) Which body care habit was easiest to kee

2) Which habit was hardest?

3) How did daily body care affect how I felt about myself?

PREVIEW

Name: _____ 41

Menstruation and Ovulation

Understanding the Menstrual Cycle

The menstrual cycle is a key part of a woman's reproductive system, preparing her body for pregnancy every month. Let's explore the two main processes in this cycle: menstruation and ovulation.

Menstruation: The Monthly Reset

Menstruation is the first phase of the menstrual cycle. It starts when there is no fertilized egg to support pregnancy. This phase involves the shedding of the uterine lining, which exits the body through the vagina. This usually lasts for about 3 to 7 days.

PREVIEW



Key Points:

- Start of Cycle: It marks the beginning of the menstrual cycle.
- Preparation for New Cycle: The body clears out the old lining, making way for a new one.

Ovulation: Releasing the Egg

About halfway through the cycle, ovulation occurs. This is when an ovary releases an egg. This egg then travels down the fallopian tube, where it might meet sperm and become fertilized.

Key Points:

- Timing: Ovulation usually happens on the 14th day of a 28-day cycle.
- Fertility Window: This is the best time for the egg to be fertilized, making it crucial for pregnancy.

Name: _____ 42

Questions Answer the questions below.

1) What is menstruation?

2) Why is [illegible] of ovulation important for pregnancy?

PREVIEW

Calendar Label the [illegible] menstruation and ovulation period.

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30

Completion Identify the word to make each statement complete.

1) Menstruation lasts for _____ to _____ days.	2 to 5	3 to 7
2) The menstrual cycle prepares for _____.	pregnancy	ovulation
3) During ovulation, _____ releases an egg.	uterus	ovary
4) After releasing an egg, it will travel to the _____.	vagina	fallopian tube
5) Ovulation usually happens on the ___ day of the cycle.	28th	14th

Name: _____ 43

Activity – The Journey of An Egg

Instructions | How will you complete the activity?

1. Review the steps of the menstrual cycle.
2. Using the provided drawing paper, divide it into 6 equal sections.
3. In each section, draw what happens during each step of the cycle:
4. Label each section with the name of the phase.
5. Use colors to differentiate between phases, such as red for menstruation and blue

PREVIEW

Step	Description
1	**Menstruation**: [illegible] with menstruation, which is the shedding of the uterine lining. [illegible] 3 to 7 days.
2	**Follicular Phase**: After menstr[illegible]ds, [illegible] phase begins. The ovaries prepare eggs for release. Hormones sign[illegible] prepare one dominant egg in a process called follicular devel[illegible]
3	**Ovulation**: Around day 14 of a typical 28-day cycle, [illegible] released from the ovary into the fallopian tube. This is known as ovul[illegible]
4	**Journey Through the Fallopian Tube**: The egg travels through the fallopian tube towards the uterus. This journey can take about 24 hours. If sperm are present and fertilization occurs, the egg will combine with a sperm cell to form an embryo.
5	**Luteal Phase**: If the egg is not fertilized, it disintegrates. Meanwhile, the uterus prepares for a potential pregnancy by thickening its lining. If fertilization does not occur, this phase ends with the shedding of the uterine lining, and a new cycle begins.
6	**Restart Cycle**: If no pregnancy occurs, the cycle restarts with menstruation.

Name: _____ 44

1	2
3	4
5	6

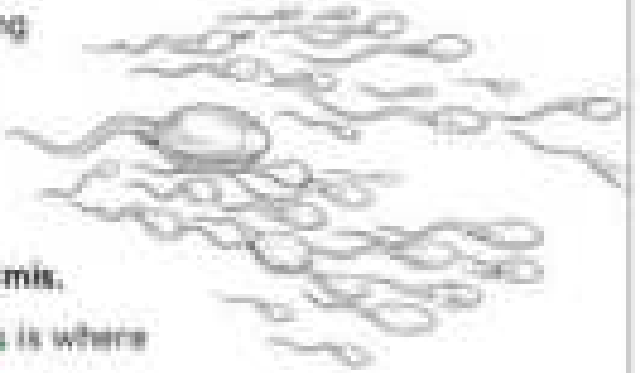


Name: _____ 45

The Journey of Sperm Cells

Where Sperm Are Made

Sperm production begins in the **testes**, which are found inside the **scrotum**. The testes are part of the male reproductive system and also make **testosterone**. This hormone supports changes during puberty, such as deeper voices and increased muscle growth. Inside each testis are tubes where **sperm** cells begin forming after puberty. Sperm continue to be made every day.



How Sperm Develop

After sperm are made, they move into the **epididymis**, a long, coiled tube located behind each testicle. This is where sperm mature and learn to swim. Sperm take about 72 days to fully mature. During this time, they become stronger and better able to move through the body.

The Journey Through the Body

When ejaculation occurs, sperm travel from the epididymis through the **vas deferens**. As they move, fluids are added from the seminal vesicles and the prostate gland. These fluids mix with sperm to form **semen**, which protects sperm and helps them move.

- Seminal vesicles add sugar that gives sperm energy
- The prostate gland adds fluid that helps sperm move
- Semen helps sperm survive outside the body

One ejaculation can release 200–300 million sperm, but many do not survive for long.



Reaching the Egg

The purpose of sperm is **fertilization**. This usually happens in the fallopian tube of the female reproductive system. Even though millions of sperm are released, only **one sperm** can fertilize an egg. Most sperm do not reach this stage.

PREVIEW

Name: _____ 46

Short Answer

Answer the questions below

1) What hormone is made by the testes?	
2) Where do sperm mature after being created?	
3) How long does sperm maturation usually take?	
4) What tube carries sperm during ejaculation?	
5) What fl[illegible] with sperm to form semen?	
6) Wh[illegible] usually happen?	

PREVIEW

Question

D[illegible]rm take after being produced.

Word Scramble

Unscramble the words below

Word Bank	
Sperm	Swim
Scrotum	Fluid
Fertilize	Testes
Epididymis	Egg
Ejaculation	Cell

Scrambled	Unscramble
WISM	
USOMCTR	
GEG	
IFTEZLREI	
UIFDL	

Scrambled	Unscramble
DMMESPIDI	
LECL	
SRMEP	
SESETT	
ATEICOJNUAL	

Exit Cards

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

Name: _____ Mark

Put the journey of sperm cells in the correct order. Number 1-6.

	Sperm travel through the vas deferens
	Sperm are made in the testes
	Sperm mature in the epididymis
	Fluids are added from the seminal vesicles and prostate
	One sperm may reach and fertilize an egg
	Semen leaves the body through the urethra

Name: _____ Mark

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	Fluids are added from the seminal vesicles and prostate
	One sperm may reach and fertilize an egg
	Semen leaves the body through the urethra

PREVIEW

Name: _____ 46

Activity – Sperm Race

Objective What are we learning about?

Students will learn about the journey of sperm through the male and female reproductive systems in a fun and interactive way.

Materials What will you need for the activity?

- Balloons or small lightweight balls (to represent sperm cells)
- Tape to create boundaries and
- Simple obstacles (like chairs or soft toys) to represent different parts of the reproductive system



Instructions How will you complete the activity?

1. Each team will receive a balloon (or ball) at the starting line.
2. On the teacher's signal, the first student from each team will move their "sperm" (balloon/ball) to the first obstacle.
3. Navigate the sperm through the obstacles representing the male and female reproductive systems (e.g., moving around chairs or over pillows).
4. Once the first student completes their section, they pass the sperm to the next team member.
5. Continue until all team members have completed their part of the journey.
6. The first team to cross the finish line with their sperm intact wins.
7. Discuss the various stages and challenges encountered during the race.

PREVIEW

Name: _____ 49

Reflection Answer the questions below

1) How do you think this activity compares to the real journey of a sperm?

2) Why do [illegible] it's important for sperm to move through so many obstacles?

3) What did you find most [illegible] about how sperm move and what challenges they face?

4) Draw the journey of a sperm

PREVIEW

Name: _____ 50

Social and Emotional Changes

Social and Emotional Change During Puberty

Puberty is a time when young people experience lots of changes to their bodies. The hormones that cause the physical changes during puberty also affect your moods and the way you feel.

Often during this time young people want to be more **independent**. As children become teenagers they usually begin spending more time with peers and less time with family. It is natural to want to spend time with peers, it is important to maintain strong relationships with family as they can be an important support.

Young children often spend time together doing activities, as they grow up teens spend more time talking about their thoughts and feelings. Peer groups of teenagers are more often mixed gender. It is natural to have romantic feelings towards one of your peers.

PREVIEW

Social and Emotional Changes

During puberty you may have some of these changes:

- Mood swings
- Stronger feelings about wanting to be liked and fitting in
- Sometimes feeling lonely and confused
- More concerned about your appearance
- Friendships become more important
- Wanting more independence
- Sexual thoughts and feelings
- Interest in dating
- Thinking about the future



Not everyone experiences all these changes. The physical changes during puberty are individual and happen in their own time. The social and emotional changes are also unique to each person.

Name: _____ 51

Sort Mark an X under the correct column.

Questions	Children	Teens
1) Which group spends more time with family?		
2) Which group spends more time talking about feelings?		
3) Which group spends more time with people of their own gender?		
4) Which group wants more independence?		
5) Which g[illegible] more concerned about fitting in with friends?		
6) Which [illegible] likely to think about the future?		

Questi[illegible] Ans[illegible]estions below.

1) What are so[illegible]ocial [illegible]t you may experience in puberty?

2) What are some of the emotional changes you [illegible]perty?

PREVIEW

Summarize What is the main idea of the reading and supporting details?

Name: _____ 52

Interview: Emotions During Puberty

Student: Hi, thanks for talking with me. Why do emotions change during puberty?

Counsellor: During puberty, hormones increase quickly and affect the brain areas that control emotions and decision-making. This can make feelings stronger and harder to control, even when nothing big has happened.

Student: Why do some kids get angry or argue more with adults?

Counsellor: As the brain develops, young people begin thinking more independently. This can lead to questioning rules, pushing limits, or wanting more control, which may cause arguments with parents or teachers.

Student: Why do some kids sometimes rebel or break rules?

Counsellor: Yes, it can happen. This happens because students are learning who they are and testing boundaries. It does not mean they are bad; it means their thinking is changing, but self-control is still developing.

Student: Why do friendships matter so much?



Counsellor: During puberty, the brain becomes more focused on peer approval. Feeling accepted by friends can feel very important, sometimes even more important than adult opinions.

Student: Why do moods change so fast?

Counsellor: Hormones affect how the brain handles stress, so this can cause mood swings, where feelings change quickly from happy to sad.

Student: Can this make someone feel lonely or confused?

Counsellor: Yes. Even with friends, students may feel misunderstood or unsure who they are. These feelings are common during emotional growth.

Student: What happens if emotions are ignored?

Counsellor: Ignoring strong emotions can lead to stress, poor choices, or outbursts. Talking about feelings helps the brain calm down and think more clearly.

Student: What actually helps when emotions feel overwhelming?

Counsellor: Physical activity, sleep, routines, and talking with trusted adults help the brain manage emotions better.

Student: Will these emotional changes last forever?

Counsellor: No. As the brain matures, emotions become easier to manage, and decision-making improves.

Student: Thank you for explaining this.

PREVIEW

© Super Simple Resources

Name: _____ 53

Curriculum Connection: Locking Lock OK Locks

Questions Answer the questions below.

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

1) What ca[illegible] to have stronger feelings during puberty?

PREVIEW

Diagram Draw a pictur[illegible]e to help feel more in control of your emotions.

Questioning Write 2 questions you would ask the counsellor about emotions during puberty.

1)	
2)	

Name: _____ 54

Activity – Stronger Emotions – Identify Emotions

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

1)	You have to give your speech in front of the class that day.	
2)	You r dog.	
3)	nd had a big argument.	
4)	You do ne ome ne?	
5)	Your best friend s meeting new people that they re	
6)	You fell in front of everyone in th d th ed.	
7)	Your parents will not let you go to the la with group of friends.	
8)	Your grandfather is in the hospital and is very sick.	
9)	You were chosen for the lead in the class play.	

PREVIEW

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

1)		
2)		
3)		

Exit Cards

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

Name: _____ | Mark

2 Truths and a Lie – Can you find the one that's not true?

	Hormones affect emotions before logical thinking fully develops.
	Peer approval can outweigh adult advice during puberty.
	Emotional changes during puberty last for life.

Name: _____ | Mark

2 Truths and a Lie – Can you find the one that's not true?

	Hormones affect emotions before logical thinking fully develops.
	Peer approval can outweigh adult advice during puberty.
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Name: _____ | Mark

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Name: _____ | Mark

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Name: _____ | Mark

2 Truths and a Lie – Can you find the one that's not true?

	Hormones affect emotions before logical thinking fully develops.
	Peer approval can outweigh adult advice during puberty.
	Emotional changes during puberty last for life.

PREVIEW

Name: _____ 56

Activity – Exploring Emotions

Objective What are we learning about?

To help students understand different emotions, recognize what triggers these feelings, and explore effective ways to communicate their emotions to others.

Materials What will you need for the activity?

- [illegible] six different emotions (e.g., [illegible], fear, surprise, and disgust)
- Writing pa[illegible]
- Flip chart or [illegible]



Instructions How will [illegible]?

1) Introduction: Start by discussing t[illegible]ng and expressing emotions effectively. Explain each of the six [illegible] covered.

2) Filling Out Templates: Students will work [illegible]. For each emotion listed.

3) Identify Triggers: Students write down what types of [illegible] trigger this emotion. They should consider personal experienc[illegible] situations.

4) Communication Techniques: Students describe how they express this emotion, through words, facial expressions, or body language, and jot down strategies for communicating these feelings positively to others.

5) Group Discussion: After completing the templates, facilitate a class discussion. Encourage students to share their thoughts on different triggers and their methods for expressing and communicating emotions. Highlight the diversity in emotional responses and strategies.

6) Reflection and Empathy Building: Conclude the activity by reflecting on how understanding and communicating about emotions can improve interpersonal relationships. Discuss the importance of being empathetic towards how others feel.

PREVIEW

Name: _____ 97



Happiness – It is a wonderful feeling that everyone experiences from time to time. It's like the warm, sunny feeling you get inside when something really good happens, or when you're doing something you enjoy.

What triggers this emotion in you?

How do I communicate this emotion?



Sadness – It's the feeli[illegible] you might [illegible] something doesn't go the way you [illegible] something important, or when you miss [illegible]

What triggers this emotion in you?

How do I communicate this emotion?

PREVIEW

Name: _____ 98



Surprise - It is an emotion that pops up when something unexpected happens. It can be a sudden and often quick feeling that catches you off guard, whether the surprise is pleasant or not.

What triggers this emotion in you?

How do I communicate this emotion?

PREVIEW



Disgust - An emotion th[illegible] something is unpleasant, unappealin[illegible] this could be in response to something yo[illegible] can think about.

What triggers this emotion in you?

How do I communicate this emotion?

Name: _____ 59



Anger – Anger is a strong feeling that everyone experiences from time to time. It's how you might feel when something unfair happens, when someone breaks a rule, or when something doesn't go your way.

What triggers this emotion?

How do I communicate this emotion?



Fear – It's what you might feel when you're in a situation that seems dangerous or when you're facing the unknown. For example, you're trying something new, like riding a bike for the first time, or when you hear a strange noise.

What triggers this emotion?

How do I communicate this emotion?

PREVIEW

Name: _____ 60

Crushes

What Is A Crush?

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

Who Is Your Crush?

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

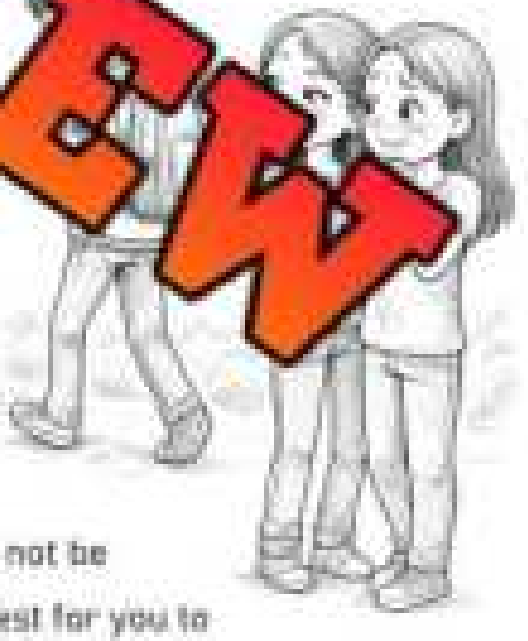
- someone you know or have seen but are not in a romantic relationship with yet.
- someone in your or a different age from you.
- someone who can be a different gender from you or the same gender.
- a crush can grow into love and sometimes a crush becomes a relationship.

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

PREVIEW

Should You Tell Anyone You Have A Crush?

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



Should You Act On A Crush?

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

Name: _____ 6.1

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

1) A crush is a 2-person relationship.	T	F
2) Some crushes last only a short amount of time.	T	F
3) There are no risks in talking openly about your crush.	T	F
4) When you tell someone, you have a crush on them, they will like you back.	T	F
5) A crush is not a relationship.	T	F

Question ...e questions below using evidence from the text.

1) Why ...ld yo... ...bout telling someone about your crush?

2) Why should you be careful about telli... ...our cru... ...eelings?

PREVIEW

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

Name: _____ 62

Role Play – Managing Puberty

Objective — What are we learning about?

Students will explore the social, emotional, spiritual, and physical changes of puberty by acting out real-life situations. They will practise healthy strategies, learn about personal responsibilities, and understand the importance of talking with a trusted adult during this stage of life.

Materials — What will we need for our activity?

- Scenario cards (real-life situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions — How will we complete our activity?

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that presents a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

PREVIEW

Name: _____ 63

Curriculum Connection: Locking Lock on Locks

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show imagination and effort. Make your character believable through actions, expressions, and reactions.
Voice	Speak clearly and at an appropriate volume. Use a voice that matches your character and the situation.
Movement	Use body movements and actions that match what your character is doing in the scene.
Stay	...in character from start to finish, even when the scene feels ...ng or funny.
Teamwork	...ctively with your group. Share ideas, listen to others, and ...ers.

PREVIEW

Scenario Cards

Scenario		
**	**Voice Changes**	Lucas is reading aloud in class when his voice suddenly cracks and jumps in pitch. Ben laughs loudly and repeats the cracked sound, drawing attention from nearby students. Lucas's voice cracks a second time, and his words come out unevenly. Mrs. Patel pauses the lesson and asks Lucas to continue while Ben continues smirking. Lucas lowers his head, speaking more quietly as he finishes the paragraph, aware of every sound his voice makes.
**	**Menstruation**	Sofia feels sharp cramps during math class and realizes she is bleeding through her clothes. Emma notices Sofia freeze and whisper for help. Emma walks with Sofia to the office while Sofia keeps her jacket tied around her waist. The office secretary quietly gives Sofia a pad and directs her to the washroom. Sofia struggles to manage the pad while checking her clothes repeatedly, aware of how exposed and unprepared she feels.

Name: _____ 64

Curriculum Connection: Locking Unit 2A, Unit 2B

Scenario Cards | Cut out the topics below.

Scenario		Description
3	Acne	Hannah notices new acne spreading across her cheeks during morning routine and tries to cover it with her hair. In class, Zoe points it out during group work, speaking louder than needed. Hannah avoids eye contact and turns her face away. Later, Mr. Singh discusses skin changes during [illegible], mentioning oil glands and clogged pores. Hannah listens closely [illegible] her face, becoming more aware of how visible the change feels.
4	Body Odour	A[illegible], M[illegible]ces strong body odour coming from her clothes. Jorda[illegible]s a l[illegible] the smell while changing, causing others to look around [illegible]ns at [illegible] her arms pressed against her sides. Aisha quietly mo[illegible]ar [illegible]gests leaving the change room. For the rest of the afterno[illegible] keep[illegible]ce from classmates, replaying Jordan's comment in her head.
5	Feeling Taller Than Friends	Marcus notices he is taller [illegible] while lining up at recess. Leo jokes that Marcus should play [illegible] because of his height. Marcus slouches slightly, trying not to [illegible] monitor reorganizes teams, placing Marcus near older [illegible]. Marcus hesitates, looking down at his hands and adjusting his stance [illegible] waits for the game to start.
6	Body Hair	Aaliyah notices thick hair growing under her arms while changing for school and immediately pulls on a long-sleeved shirt. At school, Priya asks why Aaliyah never wears short sleeves anymore. Aaliyah shrugs and avoids answering. During art class, Ms. Thompson introduces a project showing how bodies change over time. Aaliyah studies the images closely, pulling her sleeves down further while watching how other students react.

PREVIEW

Name: _____ 65

Curriculum Connection: Locking Lock-In, Lock-In

Scenario Cards | Cut out the topics below.

Scenario		Description
7+	Erections	Ethan realizes he has an erection while sitting in class and stiffens immediately. He pulls his hoodie lower and shifts carefully in his seat. Marcus notices and whispers a joke, smirking. Ethan keeps his eyes fixed on his desk, heart racing. The substitute teacher calls out Marcus for talking and tells the [illegible] focus. Ethan stays tense, carefully keeping his body still until the bell
8+	Breast Development	[illegible] becomes aware of soreness in her chest while reaching for her [illegible]. She [illegible] arms tightly as Nina glances at her and asks why she [illegible] Isabella avoids answering and shifts her posture. During [illegible] explains that bodies grow at different rates during puberty. Isabella [illegible] adjusting her sweater while watching how others sit and [illegible] around.
9+	Crush / Attraction	Leila feels her heart race [illegible] in class. She becomes quiet and stares at her notebook [illegible]. Samira notices and teases her softly, watching Leila's reaction [illegible]. Leila changes seats, keeping space between herself and [illegible] keeps glancing up, then quickly looking away, unsure how to act around someone she feels drawn to.
10	Sweating More Than Before	During science class, Jaden notices sweat soaking through the back of his shirt even though he is sitting still. He shifts in his seat and avoids raising his hand. Chris leans over and asks why Jaden keeps fanning himself. Malik opens a window nearby, and Jaden quickly moves his chair closer, hoping to cool down. As students line up to leave, Jaden stays behind, checking his shirt and adjusting his backpack straps to hide the sweat marks.

PREVIEW

Name: _____ 67

Rubric | How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Very little effort shown	Some effort, limited detail	Creative and thoughtful	Highly creative and engaging
Voice	Difficult to hear or unclear	Sometimes clear	Clear and appropriate	Always clear, expressive, and confident
M	ents did ch	Some matching movements	Movements matched well	Movements were purposeful and effective
Stay in Role	n o	etimes in ter	Mostly stayed in character	Stayed in character throughout
Teamwork	Did not wor well with group	tion	Worked well h group	Excellent cooperation and support

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Name: _____ 66

Who am I?

Where Do We Get Our Self-Concept?

When we are children, we tend to describe ourselves just in terms of what we look like. As we move into puberty, and our teenage years, we can define ourselves by our values, thoughts and opinions.

A person's self-concept, mental health and well-being, can be affected by several internal, a[illegible]nal factors. Together, internal and external factors, shape who you are, and help [illegible] who you are.

Inte[illegible] co[illegible]thin yourself. They include:

- being op[illegible]in[illegible] confidence
- having clea[illegible]ries
- having a sense of [illegible]e
- having high expectation[illegible]su
- having a strong sense of cultural
- having the skills you need to solve problems
- being able to arrive at and sustain a clear [illegible]of v
- feeling that you have the right – and the ability – [illegible]s to [illegible]things better.



External factors affect us from outside of our bodies. They include:

- Media and peer pressure
- having a safe place to live
- having support from friends, family, and caring adults
- being involved in activities that make you feel proud of what you've accomplished

Often people interpret peer pressure as being a negative thing. However, if we choose our friends carefully, it can be the most positive influence in our life. If we choose friends who try to do their best, who are kind, and who try to be helpful, we are more likely to do the same. Friends who have the same interests and have good values, can help us develop into the best version of ourselves. Their positive peer pressure will improve our lives.

PREVIEW

Name: _____ 69

True or False Is the statement true or false?

1) Our self-concept is how other see us.	True	False
2) Our peers are a negative influence on us.	True	False
3) Being optimistic helps our well-being.	True	False
4) Having high expectation of ourselves sets us up for failure.	True	False
5) As we get older our opinions are part of our self-concept.	True	False

Questions ...wer the questions below.

1) W... ...you ...mplish in your life?

2) Describe a time that you were able t... ...things.

PREVIEW

Reflect Write your self-concept statement. Define yourself by explaining ... values, behaviours, and unique characteristics. Ex. I am a good friend. I am athletic...

Name: _____ 7)

Activity | Fill in the blanks below

5 things that make me who I am
1)
2)
3)
4)
5)

Ways I am changing as I grow

gs I like about myself during puberty
1)
2)
3)
4)
5)

Support I have while I am growing

Things I [illegible] to m[illegible]uring puberty

What I like about my body as it grows	What I like about my personality as I grow
1)	1)
2)	2)
3)	3)

PREVIEW

Name: _____ 71

Coming of Age Rituals

Coming of Age Rituals

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

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



PREVIEW

Name: _____ 72

True or False Is the statement true or false?

1) Coming of age rituals celebrate the transition from child to adult.	True	False
2) Quinceañera is when a girl turns 16 in Latin America.	True	False
3) Rumspringa is an American tradition.	True	False
4) The Bar or Bat Mitzvah is a Jewish tradition.	True	False
5) The Inuit tradition focuses on passing down skills to children.	True	False

Questions ...wer the questions below.

1) W... ...uals?

2) What decision do Amish youth have t... ...r ... ...mspringa?

PREVIEW

Visualizing Draw what you were picturing while you were reading. Ex... ...e picture.

Name: _____ 74

Memory Game – Puberty Vocabulary

Objective What are we learning about?

Students will match puberty-related vocabulary words with simple, respectful definitions to build understanding of body changes and practise using correct health language.

Materials ...u need for the activity?

- Set of Me... ...ch group (provided)
- A small table or clear ... fl...



Instructions How will you complete ...vity?

1. Divide the class into groups of 3 or 4. Give ... ...y Game cards. (Provided)
2. Have each group lay all the cards face down in a grid ...
3. The students take turns flipping over two cards at a time, tryin... ...hing 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.

PREVIEW

Name: _____ Y5

Cards | Memory Game Cards

Puberty	A time when the body changes and begins to grow into adulthood.
Growth Spurt	A period when the body grows taller very quickly in a short time.
Acne	...s that appear when ...in ...es more oil ...
Menstruation	Monthly b... ... happens when the body prepares for pregnancy.
Testosterone	A hormone that supports muscle growth, voice change and body hair.

PREVIEW

Name: _____ 7A

Cards | Memory Game Cards

Estrogen	A hormone that supports bone growth and menstrual changes.
Mo[illegible]s	Fast changes in feelings caused by hormones during puberty.
Spermatogenesis	[illegible]ocess where sperm [illegible]s a[illegible]e in the male [illegible]em.
Erections	When the p[illegible] firm due to inc[illegible]sed blood flow.
Ovulation	When an ovary releases an egg as part of the menstrual cycle.

PREVIEW

Name: _____ 77

Cards | Memory Game Cards

Hypothalamus	Part of the brain that starts puberty by signalling hormone production.
Fe[illegible]n	When a sperm joins an egg to begin creating a baby.
Sebaceous glands	S[illegible]nds that produce oil, [illegible] causing acne [illegible]
Nocturnal emissions	Release of [illegible] sleep, sometimes called wet dreams.
Reproductive system	Body organs that allow humans to reproduce and have children.

PREVIEW

Name: _____ ??

Total
/

Unit Test
Puberty

Mark: /

1. Which part of the brain starts the puberty hormone signals?

a) Cerebellum

b) Hypothalamus

c) Brain stem

d) Spinal c[illegible]

2. Which hormone causes breast development in females?

a) Testosterone

b) Progesterone

c) Estrogen

d) Insulin

3. What [illegible] visible puberty chan[illegible]

a) Acne [illegible]ears

b) Growth spu[illegible]

c) Voice deepens

d) Hormone signals start

4. Which stage of puberty often includes the fastest height growth?

a) Stage 1

b) Stage 2

c) Stage 3

d) [illegible]age 5

5. Which structure connects the [illegible]s t[illegible] the vagina?

a) Endometrium

b) Cervix

c) Ovary

d) Fallopian tube

[illegible]nge is common for both males [illegible]d fe[illegible]

a) [illegible]ract[illegible]

b) [illegible]he[illegible]

c) Faci[illegible]th

d) Wet dream[illegible]

7. Ovulation happens when:

a) The ovary releases an egg

b) The fallopian tube releases an egg

c) The egg and sperm cells unite

d) The egg travels down the fallopian tube

8. Fertilization occu[illegible]

a) Uterus

b) Fallopian tube

c) Ovary

d) Vagina

9. Menstruation lasts for:

a) 2-5 days

b) 3-6 days

c) 3-7 days

d) 4-9 days

10. Sperm production begins in:

a) Scrotum

b) Penis

c) Epididymis

d) Testicles

PREVIEW

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True or False Is the statement true or false?

Mark	/

1) Puberty can take up to five years.	True	False
2) Menstruation always begins exactly at age twelve.	True	False
3) Testosterone is responsible for breast development.	True	False
4) The epididymis stores sperm while they mature.	True	False
5) Sweat glands become more active during puberty.	True	False
6) Puberty [illegible] are completely under personal control.	True	False
7) Emot[illegible] unrelated to puberty hormones.	True	False
8) B[illegible] during early puberty.	True	False
9) Boys u[illegible] than girls.	True	False
10) Voice chang[illegible] males.	True	False

Short Answer Answer [illegible]

Mark	/

1) Explain why puberty does not start [illegible] one.

2) Why do many students experience acne during puberty?

3) What happens in the body that makes hygiene more important during puberty?

PREVIEW

Long Answer Answer the questions below

Mark: /

1) List five physical changes for males and five for females during puberty

Males	Females

2) List the main steps in the journey of [illegible] and s[illegible]

Journey of an Egg	Jo[illegible] Sperm Cells

PREVIEW

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Saskatchewan Health Curriculum

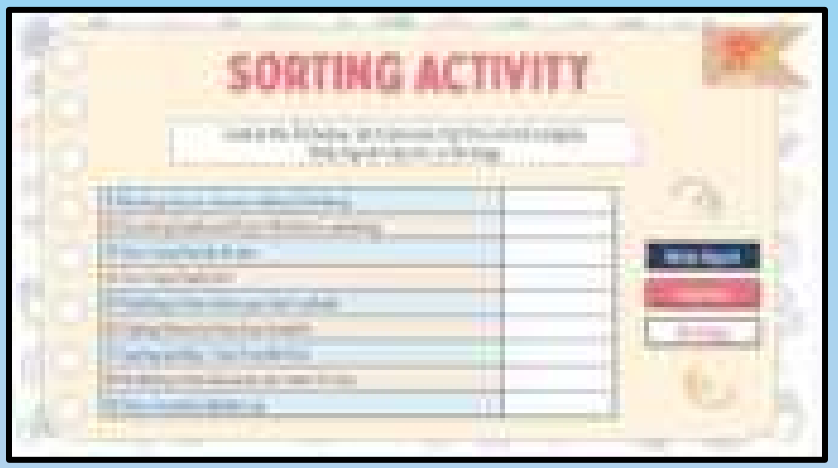
Self- Regulation & Responsibility – Grade 5

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!



Saskatchewan Health Curriculum

Self- Regulation & Responsibility – Grade 5



Saskatchewan Health Curriculum

Self- Regulation & Responsibility – Grade 5



Workbook Preview

Grade 5 Health Unit
Self-Regulation and Responsibility

	Curriculum Expectations	Pages
USC5.7a	Identify strategies for being calm and quiet/silent.	6-10, 17-21, 27-30
USC5.7b	Practise, in a variety of authentic contexts, being calm, quiet/silent, content, and free from extraneous external distractions.	12-14
USC5.7c	Recognize and describe varying levels of intensity of personal feelings.	17-30, 49-51
USC5.7d	Reflect on examples when one did and did not "own" personal thoughts, words, and actions.	6-8, 25-30, 42-51, 67-72
USC5.7e		40-48, 53
USC5.7f		7-21, 34
USC5.7g		5-36, 52-53, 72
USC5.7h	Examine the influences on self-regulation, including that which comes from adults in the environment.	61-63
USC5.7i	Determine that all choices/decisions have consequences.	25-26, 35-53, 67-72
USC5.7j	Analyze the rights that go along with personal responsibilities.	64-66
APS.1a	Identify the elements of effective action plans, including what will be done, who will be involved, where it will take place, when it will take place, and why this action is being taken.	15-16, 54-60
APS.1b	Identify the supports needed to carry out the action plan.	15-16, 54-60
APS.1c	Carry out, with guidance, the steps identified in the design of the action plan.	15-16, 54-60
APS.1d	Reflect on if the goal was achieved in order to guide future application.	15-16, 54-60

Preview of 60 pages from this product that contains 96 pages total.

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SELF-REGULATION AND RESPONSIBILITY



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Name: _____ 6

Self-Regulation

Understanding Self-Regulation

Self-regulation means being able to manage your thoughts, feelings, and actions. It helps students stay focused, calm, and ready to learn at school and at home. This skill does not mean never getting upset. It means noticing what is happening inside your body and choosing how to respond in a helpful way. Students begin learning this skill in early grades and keep improving it as they grow.

How [illegible] Together

Your brain and body work [illegible] time. When you feel strong **emotions**, your heart may beat faster, your [illegible] muscles may tighten. These signals happen quickly and [illegible] thinking part helps slow things down so you can make a good choice instead of acting [illegible]

Managing Feelings and Actions

Self-regulation also helps control **impulses**, which [illegible] act without thinking. For example, blurting out answers or [illegible] when impulses take over. Learning to pause for even five seconds can [illegible] up and guide your actions in a safer and fairer way.

Skills Students Can Practise Daily

Students use **strategies** to help stay in control during school activities and social times. These tools are practised often so they work when needed.

- Take 3–5 slow breaths to calm your body
- Count backward from 10 before speaking
- Use quiet self-talk like "I can handle this"



Self-regulation helps students learn, build friendships, and show responsibility. Students who practise it have fewer conflicts and better focus. Schools teach it to support safe choices, problem-solving, and teamwork.

PREVIEW

Name: _____ 7

Curriculum Connection: LEGEND, SPARK, THE LEGEND

Questions Use information from the text to support your answer.

1) Explain self-regulation in your own words.

2) What happens in your body when you feel strong emotions?

3) Name two [illegible] from the text.

PREVIEW

True or False Circle whether the [illegible] is true.

1) Self-regulation means stopping emotions fr[illegible]	True	False
2) Body reactions can start before thinking begins.	[illegible]	False
3) Impulses are planned actions you think about first.	[illegible]	False
4) Pausing helps the brain guide safer choices.	[illegible]	[illegible]se
5) Fast reactions always lead to better decisions.	[illegible]	False

Making Connections Describe a time you acted on an impulse and regretted it later. What happened? What happened after you calmed down?

Name: _____ 9

Self-Regulation Strategies

Introduction

Being **calm** and **quiet** is a skill you can learn and practise every day. When you use calming strategies, your body slows down and your brain can think more clearly. This helps you make better choices, solve prob[illegible] and take responsibility for your actions. These str[illegible] useful during class work, group disc[illegible]thers, or moments when your feelings [illegible] strong. [illegible]ot just for school; you can also use them [illegible] the[illegible]ity. Each strategy below supports **self-[illegible]**. [illegible] notice how you feel and choose [illegible] reacting quickly.



PREVIEW

Strategy	Description	Example
Deep Breathing	Breathing slowly in through yo[illegible] and [illegible]low breaths out through your mouth helps slow [illegible]ore a test. heart rate and calm your body.	
Imagery	Imagery means picturing a calm place or peaceful moment to help your mind feel steady.	[illegible] quiet [illegible]els overwhelm[illegible]
Relaxing Muscles	Tightening and relaxing muscles helps release tension you may not notice.	You squeeze your fists under the desk, then slowly relax them.
Self-Talk	Self-talk uses short, positive sentences to guide your thoughts and actions.	You quietly say, "I can stay calm and focus."
Smudging	Smudging is a traditional Indigenous practice that uses smoke to support calm, respect, and balance when led properly.	You take part in a guided smudge during a school cultural gathering.
Reflection	Reflection means stopping to think about your feelings, actions, and better choices.	You write about what you could do differently after a disagreement.

Name: _____ 10

Questions Use information from the text to support your answer.

1) How do calming strategies help during conflicts with others?

2) Name f[illegible]ons where calming strategies help most.

PREVIEW

Two Truths and a Lie Read [illegible] true ones. Mark ✗ the one lie.

	Imagery helps the brain feel stead[illegible] not distracted.		[illegible]ion means reacting [illegible]ckly [illegible].
	Self-talk can be silent and still effective.		[illegible]hen eyes stay
	Calming strategies stop all feelings immediately.		Sm[illegible] [illegible]led properly [illegible]

Reflections Which calming strategy would you use most often in your l[illegible] why?

Name: _____ 11

Circle Read each situation. Circle the choice that shows better self-regulation.

#	Scenario Description	A	B
1	You are working in a group, and someone disagrees with your idea.	You raise your voice, argue, and stop listening.	You take a breath, listen, and explain your idea calmly.
2	You are having trouble with a difficult question in class.	You pause, ask for help, or try a different strategy.	You slam your book shut and refuse to keep trying.
3	[illegible]	You stop, check if it was an accident, and use words.	You push back and shout at them.
4	You are [illegible] but someone is speaking.	[illegible]nterrupt because you don't want to forget.	You wait, raise your hand, and speak when called on.
5	You are asked to turn off a video game for dinner.	[illegible] and keep playing.	You feel upset but turn it off and join dinner.
6	You want something, but an adult says no.	You [illegible]n loudly and argue back.	You feel disappointed but stay calm and move on.
7	A friend cancels plans at the last minute.	You feel [illegible]ut respond politely and ask why.	[illegible]d an angry message and blame them.
8	Someone makes a rude comment during an online game.	You insult them back and keep arguing.	You [illegible]port [illegible]y.
9	You are waiting in a long line and someone cuts in front.	You shout and push past them.	You speak calmly or ask an adult for help.
10	A sibling uses your things without asking.	You take a breath and talk about it calmly.	You yell and grab it back.
11	You are bored while waiting for an appointment.	You stay quiet and find something to do.	You complain loudly and interrupt others.
12	You are told to follow a rule you do not like.	You ignore the rule because you disagree.	You follow the rule and talk about it later.

PREVIEW

Name: _____ L2

What Would You Do Quietly?

Read the scenario carefully. Think about how you would **stay calm, quiet/silent, focused, and in control.** Use strategies from the text to answer the questions.

Scenario

You overhear classmates talking about you. They are spreading a rumour that says you did something you did not do. Other students are starting to believe it. You feel angry, embarrass[illegible] and your heart is beating fast. You want to interrupt and defend yourself right awa[illegible] are in class and expected to remain quiet and focused.

Questi[illegible] [illegible]ions below.

1) Which two [illegible] help you most in this moment? Circle two.

Deep breathing	[illegible] muscles	Self-talk	Reflection

2) What is one reaction [illegible] that could make the situation worse?

3) Explain how staying calm and quiet at first could he[illegible]

4) Write one example of self-talk you could use to stay in control.

5) If you react without calming yourself, what consequences might follow?

PREVIEW

Name: _____ L3

Calm Actions Reflection

Read each situation carefully. Each one shows an action you took. Imagine it really happened to you. **Explain how you could handle it better next time.**

Scenario 1: Someone posts an untrue comment about you online. You react by replying angrily, using rude words, and starting an argument.

Scenario 2: [illegible] takes your belongings without asking. You react by yelling, grabbing [illegible] refusing to talk calmly.

Scenario 3: You are blamed at [illegible] didn't make. You react by shouting, slamming a door, and storming away.

Scenario 4: You lose an online game after trying hard. You react by [illegible] quitter and yelling at others.

Scenario 5: A friend cancels plans at the last minute. You react by sending angry messages and ignoring them afterward.

PREVIEW

Name: _____ 1A

Distraction Detective

Read each scene carefully. **Underline the distractions** in each scene. Then answer the question that follows by explaining **how you would stay calm, quiet/silent, and focused.**

Scene 1: You are trying to work quietly when you hear classmates laughing about something you said earlier. Someone repeats your words in a mocking voice, and a few students turn to look at you.
How would you ignore the distractions and stay in control?

Scene 2: You a[illegible]nt task while your phone keeps buzzing with messages. You [illegible] about you in a group chat, and you feel the urge to check your phone.
What would you do to [illegible]

Scene 3: During a test, you hear someone whisper you[illegible] of cheating. Other students begin to watch you, and your thoughts st[illegible]
How would you refocus without reacting?

Scene 4: You are waiting your turn to speak when someone interrupts and tells others not to listen to you. You feel embarrassed and frustrated but are expected to remain calm.
What choice would help you ignore the distraction and stay focused?

PREVIEW

Name: _____ 15

Focus Meter Check-In (5 Days)

Use this page while you work on your **homework over five days**. Each day, think about how **focused** you were, what helped, and what distracted you. Be honest. This is about learning how to manage your focus.

Focus Scale				
1 = Very distracted	2 = Somewhat distracted	3 = Mostly focused	4 = Very focused	5 = Calm, quiet, and fully focused

Day 1	Focus rating (circle one): 1 2 3 4 5
What helped you stay focused?	What distracted you?

Day 2	Focus rating (circle one): 1 2 3 4 5
What helped you stay focused?	What distracted you?

Day 3	Focus rating (circle one): 1 2 3 4 5
What helped you stay focused?	What distracted you?

PREVIEW

Name: _____ 16

Day 4	Focus rating (circle one): 1 2 3 4 5
What helped you stay focused?	What distracted you?

	Focus rating (circle one): 1 2 3 4 5
What h…	What distracted you?

PREVIEW

End-of-Week Reflection Look back at your focus ratings … days.

1) What distraction do you need to manage better during your daily …

2) What strategy or habit helped you pay attention longer this week?

Name: _____ L7

Activity: Self-Regulation Techniques

Objective What are we learning about?

Students will learn different self-regulation techniques to help manage emotions and body reactions, and explain how strategies like music, breathing, and calming activities can help in different situations.

Materials What do you need for the activity?

- Pencils or pens
- Coloured markers or pencils (optional)
- Access to music or a calming sound
- Self-regulation colouring sheets



Instructions How will you complete the activity?

1) As a class, talk about what self-regulation means and why it is important to manage strong emotions like anger, stress, sadness, or worry.

2) Learn about different self-regulation techniques, including music, slow breathing, and calming activities such as colouring or meditation.

3) Think about times when your body or emotions feel out of control and which self-regulation strategy might help in those moments.

4) Complete each activity by following the instructions on the page, using the strategy to help your body feel calmer, more focused, or more relaxed.

5) For each activity, reflect on how the strategy helped you regulate your emotions, thoughts, or behaviour.

6) When finished, share your thoughts with a partner or small group and discuss which self-regulation techniques work best in different situations.

PREVIEW

Name: _____ 18

Mood Music Playlist

Do you know? Do you know music can help you calm your body, focus your mind, and manage strong emotions? Choose a song for each feeling that helps you self-regulate. Write the song title and explain how it helps you manage your emotions.

Emotion	Song Title	Why I Chose This Song?
A... Fr...		
Sad / Disappointed		
Overwhelmed / Stressed		
Distracted / Unfocused		
Nervous / Anxious		

PREVIEW

Name: _____ 19

A Calm Moment With a Dog

Do you know? Do you know when you feel stressed, worried, or upset and want to self-regulate, quiet time with a pet can help you feel calmer. Colour the dog below and tell it what is bothering you to help your body relax.



Name: _____ 20

Breathe and Be Calm

Do you know? Do you know when you feel stressed, worried, or upset and want to self-regulate, slow breathing can help your body feel calmer. Colour the picture below and practise breathing slowly as you colour.

While you colour:
Breathe in through your nose for 4, hold for 4, breathe out through your mouth for 4, and hold for 4. Repeat this slow breathing until your body feels more relaxed.



Name: _____ 21.

Self-Reflection Checklist

Check the box that best fits you.

1) I felt calmer while using a self-regulation strategy (music, breathing, or colouring).			
❑ Yes, a lot	❑ Yes, somewhat	❑ Not much	❑ No

2) The strategy helped my body feel more relaxed.			
❑ Yes, a lot	❑ Yes, somewhat	❑ Not much	❑ No

3) I noti[illegible] change while doing the activity.			
[illegible]	[illegible]es, somewhat	❑ Not much	❑ No

4) I was able t[illegible] aff[illegible] the strategy.			
❑ Yes, totally	[illegible]	❑ Not much	❑ No

5) I would use this self-regula[illegible] at[illegible]			
❑ Yes, a lot	❑ Yes, some[illegible]	[illegible]	❑ No

PREVIEW

Reflection

Answer the questions below.

1) Which self-regulation strategy helped you the most, a[illegible]

2) Do you have another self-regulation strategy that helps you feel calm or focused? Describe what you do and how it helps your body or mind.

Name: _____ 22

Different Levels of Feelings

Understanding Levels of Feelings

Feelings do not all feel the same strength. The same feeling can exist at different levels, from very mild to extremely strong. These levels help explain how your body and brain react in different situations. Learning the levels helps you describe what you feel more clearly.

Low-Intensity Feelings

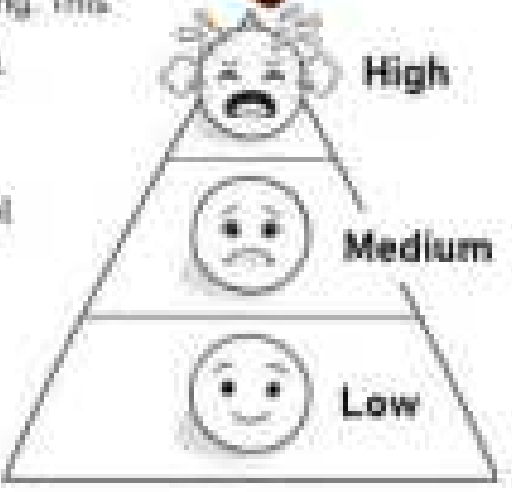
Low-[illegible] light and easy to manage. You can still think clearly and stay focused. These **emotions** happen during small, everyday events. At this level, your body stays calm and [illegible] normal. You can usually ignore the feeling or move on quickly.

Medium-Intensity Feelings

Medium-intensity feelings are stronger [illegible]. Your body starts to react more, and your thoughts may focus on the feeling. You may feel distracted or restless. These feelings need attention but are still manageable with effort. This level often appears during conflicts, mistakes, or pressure.

High-Intensity Feelings

High-intensity feelings feel overwhelming. Your body reacts quickly, and thinking clearly becomes difficult. These feelings can cause fast reactions before thinking. At this level, your brain focuses on protection instead of problem-solving. This is when **self-regulation** becomes most challenging for you.



How the Body Shows Intensity

Your body gives clues about feeling levels through physical signals. These signals change as intensity increases.

- **Low level:** steady breathing, relaxed muscles
- **Medium level:** faster heartbeat, tense shoulders
- **High level:** shaking hands, tight chest, hot face

PREVIEW

Name: _____ 23

Question	Explain each level of feelings (low, medium, and high) in your own words.

Low-intensity feelings:	
Medium-intensity feelings:	
High-intensity feelings:	

PREVIEW

True or False	Circle w[illegible] stat[illegible]ue or false.

1) Medium-intensity feelings are easy t[illegible]	True	False
2) High-intensity feelings affect problem-solving a[illegible]	True	False
3) Physical signals increase as feelings grow st[illegible]	True	False
4) Intensity levels stay the same in every situation.	[illegible]	False
5) Body clues appear before feelings become overwhelmi[illegible]	[illegible]	False

Feeling Level Check	Read each situation carefully. Decide how strong the f[illegible] one level for each situation.

1) You feel slightly annoyed when someone bumps your desk by accident.	Low	Medium	High
2) You feel nervous before presenting but can still think clearly.	Low	Medium	High
3) You feel very angry when blamed for something you did not do and struggle to stay calm.	Low	Medium	High
4) You feel embarrassed when corrected in front of others and keep thinking about it.	Low	Medium	High
5) You feel a little disappointed when plans change, but you move on quickly.	Low	Medium	High

Exit Cards

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

Name: _____ Mark

Circle whether you agree or disagree with each statement.

1) Low-intensity feelings always need attention.	Agree / Disagree
2) Calm breathing can help lower feeling intensity.	Agree / Disagree
3) Medium-intensity feelings can increase if ignored.	Agree / Disagree
4) Body signals show feeling intensity first.	Agree / Disagree
5) Noticing intensity improves self-regulation.	Agree / Disagree

Name: _____ Mark

Circle whether you agree or disagree with each statement.

1) Low-intensity feelings always need attention.	Agree / Disagree
2) Calm breathing can help lower feeling intensity.	Agree / Disagree
3) Medium-intensity feelings can increase if ignored.	Agree / Disagree
4) Body signals show feeling intensity first.	Agree / Disagree
5) Noticing intensity improves self-regulation.	Agree / Disagree

Name: _____ Mark

Circle whether you agree or disagree with each statement.

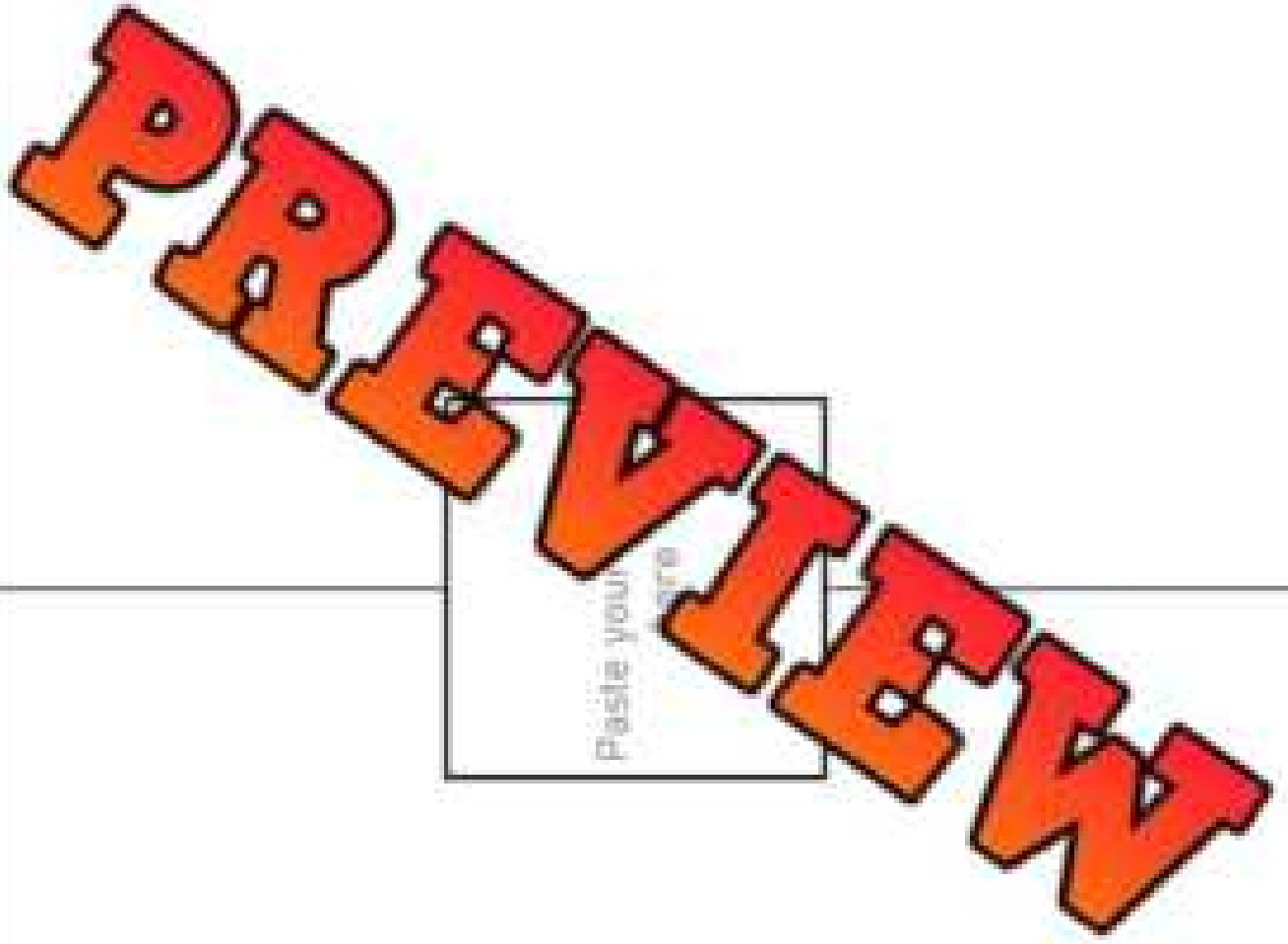
1) Low-intensity feelings always need attention.	Agree / Disagree
2) Calm breathing can help lower feeling intensity.	Agree / Disagree
3) Medium-intensity feelings can increase if ignored.	Agree / Disagree
4) Body signals show feeling intensity first.	Agree / Disagree
5) Noticing intensity improves self-regulation.	Agree / Disagree

PREVIEW

Name: _____ 23

Self Reflection	How do you manage your actions and emotions? Show your strengths and weaknesses by writing or drawing below.

STRENGTH



WEAKNESS

Name: _____ 26

Positivity	Use the weaknesses you identified on the previous self-reflection page. Think about how each weakness could be turned into a strength through better choices.

My Self-Regulation Weakness	How I Can Turn This into a Strength
I get angry quickly during group work.	I can pause, take a deep breath, and speak calmly before responding.

PREVIEW

Name: _____ 27

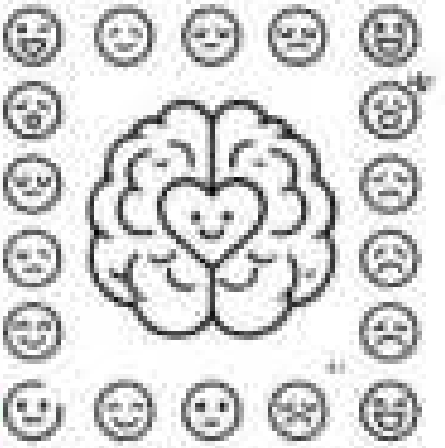
Activity – Testing Your Emotional Intelligence

Objective What are we learning about?

To help students understand and evaluate their emotional intelligence through self-reflection and scenario-based questions.

Materials t will you need for the activity?

- [illegible] otional Intelligence Test
- Pencils a[illegible]
- Space for grou[illegible]



Instructions How will you [illegible]

1) Explain to students that emotional intelligence is the ability to understand and manage their own emotions and recognize and [illegible] emotions of others.
2) Hand out the printed copies of the Emotional Intelligence Test to each student.
3) Allow students time to complete the test individually, making sure they answer each question honestly.
4) Once everyone has finished, divide the class into small groups (3-5 students).
5) In their groups, have students discuss their answers and what they learned about their emotional intelligence.
6) After the group discussions, bring the class back together for a group reflection. Ask volunteers to share their insights and discuss the importance of understanding and managing emotions.
7) Conclude the activity by having each student write a short reflection on what they discovered about their EQ and how they can use this knowledge to improve their communication, relationships, and decision-making.

PREVIEW

Name: _____ 28

EQ Test Choose the answer that best describes how you feel or what you would do in each situation.

Section 1: Self-Awareness	A	B	C
1. When you feel upset, can you usually identify why?	Always	Sometimes	Rarely
2. How often do you recognize your own feelings as they happen?	Often	Sometimes	Hardly ever
3. When [illegible] you do you know what caused it?	Always	Sometimes	Rarely
4. When you are feeling [illegible] can you usually identify the feeling?	Always	Sometimes	Rarely
5. How well do you understand why you react the way you do in certain situations?	Very well	Somewhat well	Not very well

Section 2: Self-Regulation	A	B	C
6. When you are angry, how do you usually react?	I stay calm and think before I act.	[illegible]	I often lose my temper and don't think before I act.
7. How do you handle stress or pressure?	I stay calm and handle it well.	I get stressed but try to manage it.	I get overwhelmed and struggle to cope.
8. When you make a mistake, how do you react?	I accept it and learn from it.	I feel bad but try to move on.	I get very upset and can't stop thinking about it.
9. How well can you control your emotions in difficult situations?	Very well.	Sometimes well.	Not very well.
10. When you are disappointed, how do you usually react?	I stay positive and try to move on.	I feel sad but try to get over it.	I get very upset and dwell on it.

PREVIEW

Section 3: Empathy	A	B	C
11. How well do you understand how others are feeling?	Very well	Somewhat well	Not very well
12. When a friend is sad, how do you respond?	I try to comfort them and understand their feelings.	I feel bad for them but don't know what to do.	I don't really notice or know how to help.
13. How o[illegible] you put yourself [illegible] else's shoes to und[illegible]nective?	Often	Sometimes	Rarely
14. When som[illegible] about their pr[illegible] do you react?	[illegible]isten carefully [illegible]y to help.	I listen but don't always know what to say.	I find it hard to pay attention or care.
15. How good are you at [illegible] when someone is upset, even if they don't say anything?	[illegible]	Sometimes good	Not very good

PREVIEW

Section 4: Social Skills	A	B	C
16. How do you usually get along with others in group activities?	Very well, I work well with everyone.	[illegible] I have [illegible]	[illegible] often have [illegible] ects.
17. When you have a disagreement with someone, how do you handle it?	I listen to their side and try to find a compromise.	I sometimes argue but try to solve it.	[illegible]gue [illegible]nd it hard [illegible] solve the problem.
18. How do you feel about meeting new people and making friends?	I enjoy it and find it easy.	I find it okay but sometimes difficult.	I find it hard and uncomfortable.
19. How often do you work well in a team or group?	Often	Sometimes	Rarely
20. When you need help, how comfortable are you asking for it?	Very comfortable	Somewhat comfortable	Not very comfortable

Name: _____ 30

Scoring Add up your points for each section and overall to see your EQ score.

Scoring	Section	Score
A = 3 points B = 2 points C = 1 po	Self-awareness	
	Self-Regulation	
	Empathy	
	Social Skills	
	Total Score	

Interpretation

- **45-60 points**: [illegible] - You are very aware of your emotions and manage them w[illegible] and empathize with others effectively.
- **30-44 points**: Moderate [illegible] Im[illegible] you have a good understanding of your emotions and manage [illegible] fa[illegible] empathize with others but have room for improvement.
- **20-29 points**: Developing Emotional Intelligence - You may struggle with understanding and managing your emotions [illegible] t from learning more about empathy and social skills.

PREVIEW

Reflection What did you learn about your ability to understand and m[illegible] emotions? How can this knowledge help you improve yo[illegible] relationships, and decision-making in the future?

Name: _____ 31

Matching Game – Automatic Body Reactions

Objective What are we learning about?

To assess understanding of automatic body responses that happen without conscious choice and to recognize how the body reacts to danger, stress, or physical needs before thinking b

Materials need for the activity?

- One set of for each group:
  - ✓ Situa (aut rs)
  - ✓ Body respo
    regulation respo
- A small table or clear area on the f



Instructions How will you complete the activity

1) Divide the class into groups of 3 or 4 and give each ive cards.
2) Have each group place all cards face down on a table or the fl
3) Students take turns flipping over two cards at a time.
4) If a situation card matches the correct automatic body response, the student keeps the pair.
5) If the cards do not match, they are flipped back face down.
6) Students continue until all cards have been correctly matched.
7) Review each match together as a class.
8) Discuss how these reactions happen automatically, often without noticing.

PREVIEW

Name: _____ 32

Cards | Matching Game Cards

You see something moving quickly toward your face.	Your eyes blink and hands rise to protect your face.
You may [illegible] today.	Energy drops and stomach signals hunger.
A fire alarm sounds without warning.	[illegible]ifts instantly [illegible]mode.
You trip and begin to fall.	Arms exten[illegible] regain balance.
You feel nervous before speaking to a large group.	Heartbeat speeds up and palms may sweat.

PREVIEW

Name: _____ 33

Cards | Matching Game Cards

You feel tired late at night.	Body signals need for rest and recovery.
sud calm after p	Your heartbeat slows and muscles relax.
You feel unsafe walking alone in the dark.	becomes alert react.
You touch something very hot by accident.	You pull your away right away.
You smell your favourite food cooking nearby.	Your mouth waters and stomach tightens slightly.

PREVIEW

Story: Consequences of Actions

The Echoes of Our Choices

In the small coastal community of Harbourview, two students—Jenna and Tyler—discovered how significant their actions could be, each in a different way.

Jenna, an enthusiastic member of the school's environmental club, witnessed several people throwing plastic bottles into the sea and remembering that more than 8 [illegible] of plastic are dumped into oceans each year, affecting [illegible] ecosystems, Jenna decided to take action. She organized a beach cleanup drive, educating her peers about the impact of plastic pollution. Her efforts not only cleared the litter but also raised awareness about sustainable practices.



Tyler, a keen soccer player, faced a moment of truth during a crucial match. When the referee missed a foul he committed, Tyler had the choice to stay silent or admit his mistake. Choosing honesty, Tyler confessed, which cost his team a penalty but earned him immense respect from both teams and spectators. His choice highlighted the value of sportsmanship and integrity, proving that winning isn't everything.



Through their experiences, Jenna and Tyler learned that their actions create echoes, impacting their environment and relationships. They saw that making positive choices can lead to meaningful changes, encouraging others to act thoughtfully as well.

PREVIEW

Name: _____ 36

True or False Based on the story, is the statement true or false?

1) Jenna organized a beach cleanup drive.	True	False
2) Tyler chose to stay silent about his foul.	True	False
3) Jenna's efforts raised awareness about sustainable practices.	True	False
4) Tyler's honesty cost his team the match.	True	False
5) Jenna's actions had no impact on her peers.	True	False

List Making ...action, write down one positive and one negative consequence.

...n	...sitive Consequence	Negative Consequence
1) Helping a fri... with homework		
2) Studying hard for a test		
3) Playing video games all night		
4) Volunteering at a community event		
5) Sharing your lunch with a friend		
6) Exercising regularly		
7) Skipping breakfast		
8) Staying up late to watch TV		

PREVIEW

Name: _____ 37

Newspaper Article: Decisions & Their Consequences

Young Hockey Player Suspended After Serious On-Ice Incident

Publish Date: March 14, 2025

A serious [illegible] incident in Quebec has become [illegible] across Canada. A 16-y[illegible] hockey league [illegible] after he kicked [illegible] player with his skate during [illegible] November. The victim was [illegible] helmet, but the force still dama[illegible] and raised major safety concerns. The game took place in Deux-Montagnes, Quebec, and the act shocked fans and officials.

League officials first gave the young player a suspension, then added more games when they found he also shoved a referee during the same play. This brought the total to eight games missed. Hockey Quebec said they have a rule book that sets out how many games a player must miss for dangerous play. The organization said it must follow these rules, even in major incidents.

"Hockey must be safe for everyone," said Alexandre Dubois, a Hockey Quebec safety expert.

> "*Players have to learn to control themselves. When a choice goes outside the rules, there are real consequences.*"

Dubois was also clear that learning good choices helps young players stay in the sport longer.



[illegible]ended, the same player [illegible]d of [illegible]another opponent a[illegible]d off the ice. At that time, [illegible] removed his helmet. This [illegible]ment has led some coaches to speak out again about discipline.

Coaches from the victim's team paid a $200 fee to ask Hockey Quebec for a full ban, but that request was denied. Now parents, coaches, and players across many minor hockey leagues are talking about what choices look like in sport and how behaviour affects teams and safety.

PREVIEW

Name: _____ 38

Questions Use information from the text to support your answer.

1) Explain how one poor choice in the game led to ongoing consequences.

2) How did the player's choices affect others besides himself?

3) Why is self-[illegible] emotional moments?

PREVIEW

True or False Circle whether the statement is [illegible]

1) The decision changed how others viewed the play[illegible]		
2) The player lost opportunities because of his actions.		
3) The consequences were planned before the decision.	True	False
4) Later actions increased the impact of consequences.	True	False
5) The article shows actions always have outcomes.	True	False



Think If you were the player in that heated moment, how would you handle it differently?

Exit Cards

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

Name: _____ Mark

2 Truths and a Lie – Can you find the one that's not true?

	Honest choices sometimes lead to short-term loss.
	Responsible choices can build trust over time.
	Consequences only affect the person making choices.

Name: _____ Mark

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2 Truths and a Lie – Can you find the one that's not true?

	Honest choices sometimes lead to short-term loss.
	Responsible choices can build trust over time.
	Consequences only affect the person making choices.

PREVIEW

Name: _____ 40

Advice Column – Self-Regulation & Responsibility

Instruction Write advice on how to handle these situations safely and responsibly.

Situation: Your friend dares you to blame another student for a mess you helped make in the classroom. You know the teacher did not see what really happened, and you might avoid trouble if you stay quiet.

Situation: During a soccer game, you get angry after another player makes a rude comment. You want to push back, but you know the referee is watching and your team needs you.

Situation: You forgot to finish an important assignment at home. Before class starts, your friend quietly offers to let you copy their work so you will not get into trouble with the teacher.

PREVIEW

Name: _____ 41

Emotion Match-Up Activity – Self-Regulation

Instruction Draw a face that shows the emotion you would feel, then write an explanation for each decision.

Emotion	Explanation	Decision
		Taking deep breaths instead of yelling when you feel very angry.
		Staying quiet and focused when others around you are distracting.
		Walking away from a conflict instead of acting right away
		upset.
		Choosing to follow rules even when no one is watching.
		Stopping to think about consequences before making a quick decision.

PREVIEW

Name: _____ 42

Storytime: The Weight of the Truth

Draw Draw pictures to illustrate the story.

Ethan stared at the cracked classroom window as rain tapped softly outside. His stomach felt tight. Earlier that day, a soccer ball had slipped [illegible]s foot and smashed the glass.



When the teacher asked what happened, Ethan stayed quiet. His friend Lucas whispered, "Just don't say anything." Ethan nodded, even though his heart thumped hard and his cheeks burned with worry.

At recess, Ethan heard students guessing who broke the window. "Whoever did it is in big trouble," someone said. Ethan kicked the gravel and thought, If I stay quiet, this will disappear.



That night at home, Ethan barely touched his supper. His mom noticed. "Something's wrong," she said gently. Ethan shrugged. "Just tired." The lie felt heavy, like a stone in his chest.

The next morning, the principal spoke to the class. "Accidents happen," she said. "But owning your actions matters." Ethan's hands shook. Lucas whispered, "Still don't say anything."



Later, Lucas was called to the office by mistake. He looked scared. Ethan felt worse. This isn't fair, he thought. His chest felt tight, and his head buzzed with regret.

Name: _____ 45

After lunch, Ethan stood up slowly. His voice cracked. "I broke the window," he said. The room went silent. "I was scared, so I didn't tell the truth."



The teacher walked over and placed a hand on his shoulder. "Thank you for being honest," she said. "That takes courage." Lucas let out a long breath and smiled.

In the office, Ethan explained everything. He expected anger, but the principal nodded. "You owned your mistake," she said. "That's how we fix problems."



That afternoon, Ethan helped clean the classroom. The rain had stopped, and sunlight filled the room. Ethan felt lighter. Telling the truth hadn't erased the mistake, but it had helped him grow.

Name: _____ 52

Activity: Good Choice, Better Choice

Instructions Read each scenario. Write a good choice and a better choice, thinking about self-control, responsibility, and emotional outcomes.

Scenario:	You are dared to record a risky or inappropriate video to post online for attention.
Good Choice	Say no and step back.
Better Choice	Say no and redirect the group to a safe alternative (sports trick, funny challenge) and refuse to film or share anything—leave if they

Scenario:	weed at a hangout, saying it is "not a big deal."
Good Choice	
Better Choice	

Scenario:	You are upset about a rule you d to break it because no one is watching.
Good Choice	
Better Choice	

Scenario:	You made a mistake that affected someone else, and you want to hide it to avoid trouble.
Good Choice	
Better Choice	

PREVIEW

Name: _____ 53

Scenario:	A friend asks you to lie for them after they break a school rule.
Good Choice	
Better Choice	

Scenario:	You see classmates planning to exclude someone from a group activity on [illegible]
Good Choice	
Better Choice	

Scenario:	You feel pressured to [illegible] because you did not study enough.
Good Choice	
Better Choice	

Scenario:	You are dared to steal a small item because "it doesn't matter."
Good Choice	
Better Choice	

Scenario:	You are tired and hungry, and you feel close to snapping at people around you.
Good Choice	
Better Choice	

PREVIEW

Name: _____ 5A

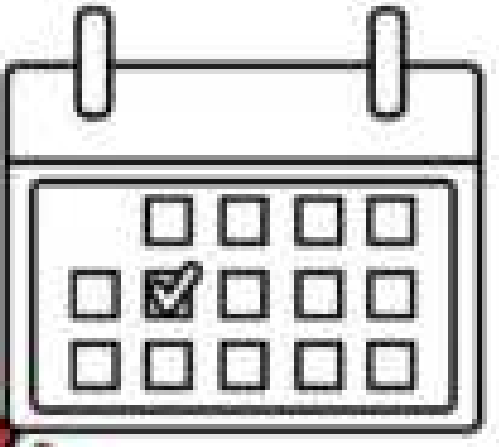
Self-Regulation Tracker: 5-Day Classroom Choices

Objective What are we learning about?

To help students practise self-regulation by tracking daily choices, noticing strong feelings, and reflecting on how their actions affect learning, fairness, and the well-being of themselves and others.

Materials What do you need for the activity?

- Self-regulation tracker sheet
- Pencil
- Quiet thinking time at the end of each day



Instructions How will you complete the activity?

1) At the start of each day, remind yourself to notice when your feelings become strong, such as anger, frustration, or excitement.
2) During the day, pay attention to situations where you must stop, slow down, or make a choice about how to act.
3) Choose one situation each day where self-regulation was needed, even if you think you did not handle it well.
4) At the end of the day, write a short description of what happened and name the feeling you experienced.
5) Record the choice you made and decide whether your action showed self-regulation or not. Be honest—this is for learning, not marks.
6) Explain what happened because of your choice, including how it affected your learning, other people, or the classroom environment.
7) After completing all five days, reflect on your answers and identify one self-regulation skill you want to improve next week.

PREVIEW

Name: _____ 55

Self-Regulation Awareness Tracker: Monday

Focus Area	My Response
Strong feelings I noticed today *(What did I feel? When did it happen?)*	
Body signs I noticed *(Heart ra… muscles, fast b…*	
What triggered my reaction *(Wha… before I felt tha…*	
How I responded at first *(What did I say or do right away?)*	
A self-regulation strategy I used *(Breathing, pausing, self-talk, walking away, asking for help)*	
Did my response help or make it worse? *(Explain why)*	
Who or what supported me *(Adult, friend, routine, reminder, space)*	

Monday Reflection: Did noticing your feelings and reactions today help you make better choices? What would you try again or change next time?

PREVIEW

Name: _____ 98

Self-Regulation Awareness Tracker: Thursday

Focus Area	My Response
Strong feelings I noticed today *(What did I feel? When did it happen?)*	
Body sign[illegible]iced *(Heart ra[illegible]uscles, fast b[illegible]*	
What trig[illegible]red [illegible] reaction *(Wha[illegible] before I felt tha[illegible]*	
How I responded at first *(What did I say or do right away?)*	
A self-regulation strategy I used *(Breathing, pausing, self-talk, walking away, asking for help)*	
Did my response help or make it worse? *(Explain why)*	
Who or what supported me *(Adult, friend, routine, reminder, space)*	

Thursday Reflection: Did noticing your feelings and reactions today help you make better choices? What would you try again or change next time?

PREVIEW

Name: _____ 59

Self-Regulation Awareness Tracker: Friday

Focus Area	My Response
Strong feelings I noticed today *(What did I feel? When did it happen?)*	
Body sign[illegible]iced *(Heart ra[illegible]uscles, fast b[illegible]*	
What trig[illegible]red [illegible] reaction *(Wha[illegible] before I felt tha[illegible]*	
How I responded at first *(What did I say or do right away?)*	
A self-regulation strategy I used *(Breathing, pausing, self-talk, walking away, asking for help)*	
Did my response help or make it worse? *(Explain why)*	
Who or what supported me *(Adult, friend, routine, reminder, space)*	

Friday Reflection: Did noticing your feelings and reactions today help you make better choices? What would you try again or change next time?

PREVIEW

Name: _____ 60

Self-Assessment Checklist | Answer the questions below.

1) Did I notice my emotions during challenging situations this week?	Yes	No
2) Did I recognize when my emotions became stronger?	Yes	No
3) Did I pause before reacting when I felt upset or frustrated?	Yes	No
4) Did I use a strategy to calm myself when needed?	Yes	No
5) Did I ta[illegible]sibility for my actions, even when it was difficult?	Yes	No
6) Di[illegible] choices affected others?	Yes	No
7) Did I try to [illegible] avoiding it?	Yes	No

8) Which situation[illegible]-regulate this week? Explain why.

9) What self-regulation strategy helped me the most? Explain how i[illegible]

10) Overall, how well did I manage my thoughts, feelings, and actions this week?

Not very well	Sometimes	Mostly	Very well	Consistently

PREVIEW

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Name: _____ 61

Talk With My Dad: How Adults Affect My Choices

Daughter: Dad, why do teachers always say, "Watch how adults act"? That sounds kind of weird.

Dad: It does sound funny—but it's true. Kids notice adults more than adults notice kids.

Daughter: I [illegible] all the time?

Dad (laug[illegible] if I get mad in traffic and yell, wh[illegible]

Dau[illegible] when you're frustrat[illegible]

Dad: Exactly. [illegible] "Okay, calm down," wha[illegible]

Daughter: That you don't [illegible] because you're annoyed.

Dad: That's self-regulation. Adults mod[illegible] day.

Daughter: So, when my teacher stays calm even[illegible] when kids are loud, that's on purpose?

Dad: Very much on purpose. She's showing how to m[illegible]ons i[illegible] reacting.

Daughter: What about rules?

Dad: Big one. If adults follow rules—like waiting their turn or admitt[illegible] learn rules matter.

Daughter: So when you said sorry to my coach last week...

Dad: ...I showed that owning mistakes is part of being responsible.

Daughter: What about phones? You're always telling me to put mine away.

Dad (smiling): And if I check mine during conversations?

Daughter: Then it looks like listening isn't important.

Dad: Exactly. Adults influence self-regulation through tone, choices, body language, and habits.

Daughter: So, adults don't just tell kids how to act—they show them.

Dad: That's the most powerful part.



PREVIEW

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Name: _____ 62

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

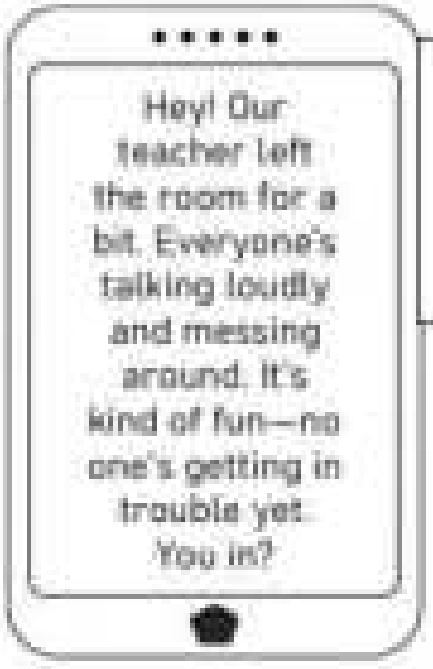
1) Adults' calm reactions can shape children's self-control.	True	False
2) Kids only learn self-regulation when corrected directly.	True	False
3) Children notice adult actions more than words.	True	False
4) Apologizing shows weakness instead of responsibility.	True	False
5) Tone of voice can influence others' emotions.	True	False

Questions information from the text to support your answer.

1) A laughs. What is most likely learned?

2) Why do adults act

Think Before You Reply Consider how adults' actions and your d each message and write how you would respo





PREVIEW

Name: _____ 64

Right or Responsibility?

Objective What are we learning about?

To help students understand the difference between rights and responsibilities, and to analyze how responsibilities help protect everyone's rights in the classroom and school.

Materials What will you need for the activity?

- Printed statement cards
- A "Rights" and "Responsibilities" sign
- Designated areas in the classroom to place the signs
- Space for students to move around



Instructions How will you complete the activity?

1) Your teacher will read one statement aloud. Listen carefully and think about what the statement is describing.
2) Take a moment to decide whether the statement describes a right you should have, or a responsibility that students should follow.
3) If you believe the statement describes a right, walk quietly to the Rights side of the room.
4) If you believe the statement describes a responsibility, move quietly to the Responsibilities side of the room.
5) Stay in your chosen area and be ready to explain your thinking if asked. Listen respectfully as the teacher and classmates discuss the correct answer.
6) When the teacher gives the signal, return calmly to your seat and get ready for the next statement.
7) Continue the activity until all statements have been shared. Have fun moving, thinking, and learning together!

PREVIEW

Name: _____ 65

Right or Responsibility | Read the statements to the class.

#	Statement	Answer
1	Being protected from physical harm at school	Right
2	Following safety rules during class and recess	Responsibility
3	Having access to learning time without disruption	Right
4	Managing your behaviour so others can learn	Responsibility
5	Bein[illegible] with dignity by staff and students	Right
6	S[illegible] without insulting or threatening them	Responsibility
7	[illegible]ent free from bullying	Right
8	Reporti[illegible]ing in	Responsibility
9	Having your [illegible] b[illegible]ected	Right
10	Respecting proper[illegible] not [illegible] you	Responsibility
11	Being allowed to ask qu[illegible] ab[illegible]	Right
12	Asking questions at appropriate t[illegible]	Responsibility
13	Feeling safe to express concerns to an ad[illegible]	Right
14	Telling the truth when explaining your actio[illegible]	Responsibility
15	Having access to shared school resources	[illegible]ght
16	Using shared resources carefully and fairly	[illegible]ty
17	Being included in school activities	[illegible]ght
18	Including others even when it is inconvenient	[illegible]sponsibility
19	Learning without fear of humiliation	Right
20	Thinking before reacting when emotions are strong	Responsibility
21	Being heard when there is a problem	Right
22	Taking ownership of choices you make	Responsibility
23	Having rules applied consistently	Right
24	Following rules even when no one is watching	Responsibility
25	Having mistakes addressed fairly	Right

PREVIEW

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Name: _____ 67

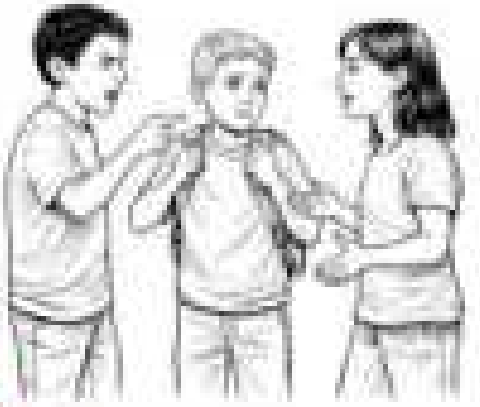
Role Play – Self-Regulation & Responsible Choices

Objective What are we learning about?

Participants will explore how self-regulation and personal responsibility affect choices, feelings, and outcomes. They will act out real-life situations to practise calming strategies, owning actions, understanding consequences, and respecting others' rights.

Materials What do we need for our activity?

- Scenario cards (or situations) provided
- Props or costumes for role-play
- Timer or stopwatch



Instructions How will we complete our activity?

1) Divide the class into small groups of 3 to 4 students.
2) Provide each group with a scenario card that presents a situation related to the topic being studied.
3) Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4) If available, distribute props or costumes that may help students embody their roles more effectively.
5) Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6) Allow each group to present their role-play to the class.
7) After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8) Distribute reflection sheets for students to express what they learned and felt during the activity.

PREVIEW

Name: _____ 66

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show imagination and effort. Make your character believable through actions, expressions, and reactions.
Voice	Speak clearly and at an appropriate volume. Use a voice that matches your character and the situation.
Movement	Use body movements and actions that match what your character is doing in the scene.
Stay in	…in character from start to finish, even when the scene feels …g or funny.
Teamwork	…atively with your group. Share ideas, listen to others, and …bers.

Scenario Cards

Scenario		
#1	The Group Project That Fell Apart	A group of four students … project that counts as a big part of their grade. On the … day, … to share the work fairly. By the third day, one student has … of … ch, another keeps forgetting their part, and one stu… …around instead of helping. Tension grows when the … …ces get louder. One student feels angry but stays … …ames everyone else. A teacher checks in briefly and … …e, then leaves. After that, the group has to decide how to … problem, how to handle frustration, and what to do … …work. The choices they make affect trust, stress levels, and whether … group finishes on time.
#2	The Lunchroom Line Incident	During a busy lunch period, the cafeteria is loud and crowded. A student who is very hungry notices another student cutting in line. Someone makes a comment under their breath, and soon a few students start reacting with eye rolls, whispers, and sharp words. One student feels their heart racing and fists tightening, while another tries to laugh it off. A lunch supervisor nearby is calmly redirecting other students but has not noticed the situation yet. The moment grows uncomfortable as more people watch. What happens next depends on how students handle strong feelings, whether someone speaks up respectfully, and how the situation changes once an adult becomes aware of the tension.

PREVIEW

Name: _____ 69

Scenario Cards Cut out the scenarios below.

Scenario		Description
5	The Rumour That Spread Online	After school, a message about a classmate is shared in a group chat. At first, it seems like a joke, but soon the message is forwarded, screens are shown to others, and feelings are hurt. One student feels uncomfortable but does not want to be left out. Another student adds to the rumour to get attention. The next day at school, the student involved looks upset and withdrawn. A teacher notices a change in behaviour and asks questions. Students begin to realize something meant to be "just online" has real effects at school. The [illegible] brings up guilt, fear of consequences, and decisions about honesty, [illegible] and repairing harm.
4	The Missed Practice Excuse	A student misses an important team practice and later tells the coach a story that [illegible]. At first, the excuse works, and the student feels relieved. Later, a teammate mentions seeing them somewhere else during practice. The student may feel nervous and distracted during the next practice. The [illegible] accepted responsibility without naming anyone. The student now has to [illegible] quiet or admitting what really happened. Friends may [illegible] the pressure builds. The outcome affects team trust, personal [illegible], and how mistakes are handled when honesty feels uncomfortable.
3	The Test That Didn't Go Well	After receiving a low test mark, a student feels upset and frustrated. At home, they snap at a sibling and slam a door. The next day at school, they complain loudly about the test being unfair. Some classmates laugh it down, while another agrees and adds fuel to the anger. The teacher reminds the class that students can review mistakes and ask questions. The scenario can provide how to manage disappointment, whether to take responsibility for studying habits, and how to speak respectfully when emotions are strong. Peer reactions influence friendships, learning, and how adults respond to them.
6	The Substitute Teacher Day	When a substitute teacher arrives, the class mood changes quickly. Some students start testing limits, talking over instructions, and laughing when reminders are given. One student feels uncomfortable but unsure whether to speak up. Another student enjoys the attention and keeps pushing boundaries. The substitute stays calm and uses a quiet voice, even when the room gets louder. Over time, students notice how the tone of the room shifts depending on behaviour. The class period becomes a clear example of how self-control, peer influence, and adult responses shape the learning environment for everyone.

PREVIEW

Name: _____ 7D

Scenario Cards Cut out the scenarios below.

Scenario		Description
7	The Game That Turned Competitive	During a class game, teams start out friendly, but competition grows intense. A few students argue over rules, accuse others of cheating, and raise their voices. One student feels overwhelmed and wants to quit, while another feels powerful and refuses to back down. A teacher pauses the game and gives everyone time to breathe. When play resumes, students must decide whether to change their behaviour or continue arguing. The way students handle [illegible]ent, frustration, and fairness affects whether the activity stays fun or [illegible]essful for the whole class.
8	The Hallway Bump	[illegible] accidentally bumps into another student in a cro[illegible]way. The student assumes it was on purpose and respon[illegible] Friends nearby react with laughter or shock. The studen[illegible] feels embarrassed and defensive. A teacher is walki[illegible] has not arrived yet. In a short moment, the situa[illegible]t or be resolved calmly. The choices made in these seco[illegible] emotions rise and how responsibility, apology, and [illegible]ome.
9	The Forgotten Responsibility	A student is responsible for setting up [illegible] but forgets. When the class cannot start on [illegible] The student makes excuses and blames confusion in the sc[illegible] speaks up, pointing out the responsibility that was agreed on e[illegible] listens quietly and asks what can be done now. The stud[illegible] impact of their choice on others, decide how to respond, and [illegible] about how trust is built or damaged through actions and words.
10	The Calm Adult Moment	During a stressful school event, such as an assembly running late, students become restless and loud. An adult nearby remains calm, speaks slowly, and uses simple directions. Some students notice and settle down, while others continue reacting loudly. One student compares this to a time when an adult lost their temper in a similar situation. The contrast helps students see how adult behaviour influences their own reactions. The moment becomes an example of how calm choices, body language, and tone can guide others and reduce stress in shared spaces.

PREVIEW

Name: _____ /3

Total
/

Unit Test

Self-Regulation and Responsibility

Mark	/

1. Which body signal most strongly shows high-intensity feelings? a) Steady breathing b) Relaxed shoulders c) Tight chest and shaking hands d) Calm th	2. Which situation shows a reaction, not a regulated response? a) Pausing before speaking b) Noticing a fast heartbeat c) Using self-talk quietly d) Shouting while feeling embarrassed
3. High-i[illegible]s often lead to: a) Ca[illegible] b) Fast [illegible]ions c) Quiet behav[illegible] d) Planning	4. Automatic body signals can include: a) Hot face b) Faster heartbeat c) Tight muscles d) All of the above
5. Low-intensity emotions [illegible] during: a) Everyday events b) Emergencies c) Arguments d) Accidents	[illegible]ch action shows assertiveness [illegible]ggression? a) Ra[illegible]r voice b) [illegible] no [illegible]d calmly c) [illegible]ing d) La[illegible]
7. Which outcome best shows successful self-regulation? a) No emotions felt b) Controlled actions despite strong feelings c) Conflict avoided d) Immediate results	8. "I didn't e[illegible]os[illegible]" What idea from the t[illegible] a) Emotions are learned b) Body signals are automa[illegible] c) Strategies control feelings d) Rules shape behaviour
9. After danger passes which reaction might you feel? a) Slowed breathing b) Relaxed muscles c) Steady hands d) All of the above	10. Which of the following is NOT a benefit of self-regulation? a) Never making mistakes b) Fewer conflicts c) Building friendships d) Better focus

PREVIEW

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Yes or No Does this behaviour show self-regulation and responsibility?

	Mark	/
1) Alex feels his heart racing, takes three slow breaths, then speaks calmly.	Yes	No
2) Jordan feels embarrassed, pauses for five seconds, and stays quiet.	Yes	No
3) Liam feels angry, reacts immediately, and later says it "just happened."	Yes	No
4) Sofia uses quiet self-talk to stay focused during a disagreement.	Yes	No
5) Noah feels his face get hot and pushes past others in line.	Yes	No
6) Ava [illegible] explains what happened, and accepts the consequence.	Yes	No
7) Chloe notices [illegible] slows her breathing, and waits to respond.	Yes	No
8) Riley knows they [illegible] while another student is blamed.	Yes	No
9) Amir feels frustrated, asks [illegible] is ready to work.	Yes	No
10) Naomi feels excited and talks over others even [illegible] class signal.	Yes	No

PREVIEW

Define What do the terms below mean?

		/
Impulses		
Self-Regulation		
Responsibility		

Long Answer | Answer the questions below

Mark /

1) Explain how body signals warn about strong emotions. Describe three body signals, their type, and why noticing them early helps control behaviour.

2) List and explain five self-regulation strategies. For each, explain how the strategy helps control body reactions, thoughts, or actions during strong

PREVIEW

Google Slides Lessons Preview

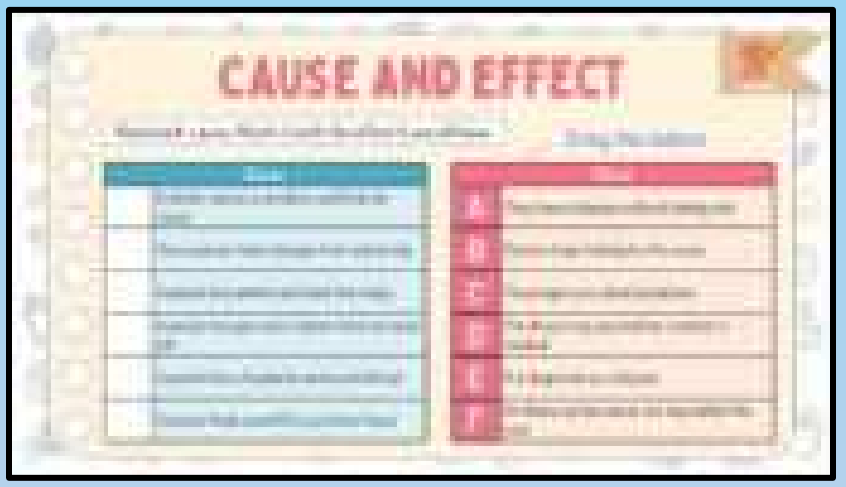
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Saskatchewan Health Curriculum
Diseases– Grade 5

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!

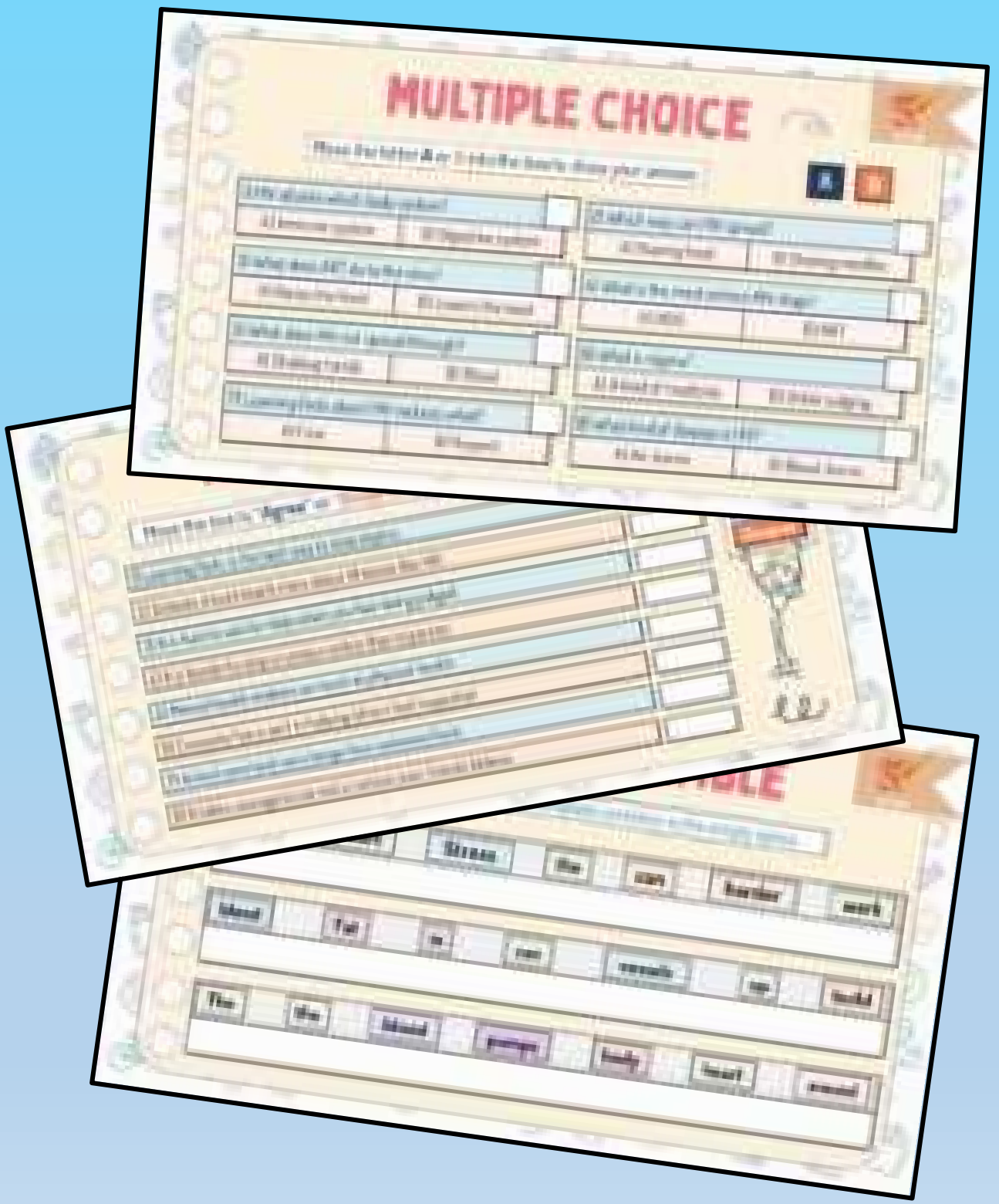
Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



Saskatchewan Health Curriculum
Diseases– Grade 5



Saskatchewan Health Curriculum
Diseases– Grade 5



Workbook Preview

Grade 5 Health Unit
Diseases

	Curriculum Expectations	Pages
USC5.3a	Identify examples of local, provincial, and national health sources regarding illness/disease.	6, 67-69
USC5.3b	Discuss criteria that can be used to identify if a health source is reliable.	13-20
USC5.3c	Investigate various sources of information about illness and disease.	7-22, 35-43
USC5.3d	Distinguish between infectious and non-infectious, and illness and disease.	6-22, 35-37
USC5.3e	Demonstrate an understanding of ways in which the body protects itself from illness and disease.	44-48, 70-72
USC5.3f		7-48, 2
USC5.3g	can be cured? • Why are some diseases more common in adults than in children and vice versa? • Can a person have a disease and still be healthy?	9
USC5.3h	Describe the challenges of illness and disease to attaining or maintaining holistic well-being.	29-34, 38-43, 47-48, 56-62, 70-72
APS.1a	Identify the elements of effective action plans, including what will be done, who will be involved, where it will take place, when it will take place, and why this action is being taken.	49-55
APS.1b	Identify the supports needed to carry out the action plan.	49-55
APS.1c	Carry out, with guidance, the steps identified in the design of the action plan.	49-55
APS.1d	Reflect on if the goal was achieved in order to guide future application.	49-55

Preview of 70 pages from this product that contains 105 pages total.

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DISEASES



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Name: _____ 6

Illness vs. Disease

Illness and **disease** are related, but they are not the same.

An **illness** is about how a person feels. Someone may feel tired, sick, sore, or unwell, even if a doctor has not found a clear problem yet. Illness can change from day to day and is often based on symptoms, like headaches or nausea.

A **disease** is a medical condition that has been diagnosed by a doctor. It has a known cause, such as diabetes, asthma, or the flu. A disease can sometimes cause illness, but a person can have a disease without feeling sick all the time.

PREVIEW

Sorting

Read each item and decide whether it describes an illness or a disease.

1) Feeling tired and dizzy		Disease
2) Feeling sick without a diagnosis		Disease
3) Having diabetes	Illness	
4) Feeling a sore throat		
5) Being diagnosed with asthma	Illness	
6) Having heart disease	Illness	
7) Feeling unwell for one day	Illness	Disease
8) Feeling pain but no clear cause	Illness	Disease
9) Being told by a doctor you have the flu	Illness	Disease
10) Having cancer	Illness	Disease



Questions

Can someone feel ill without having a disease? Explain.

Name: _____ 7

Infectious Diseases

How Infectious Diseases Spread

Infectious diseases are illnesses that can spread from one person to another. They are caused by tiny living things called **germs**, such as bacteria and viruses. When these germs enter the body, they can make a person sick. Common infectious diseases include the common cold and the flu, which many children catch at school each year. Other infectious diseases, such as HIV and Hepatitis C, spread in different ways and are less common in daily life.

Ways Germs Move From Person to Person

Germs spread in different ways. **Transmission** means how germs move from one person to another. Some germs spread through the air when a person coughs or sneezes. Others spread through touch, such as when people touch shared surfaces like doorknobs. Some infectious diseases spread through blood or body fluids.

For example, HIV and Hepatitis C can spread through sharing needles or contact with infected blood. The flu can spread through hugging or sharing food.



What Happens Inside the Body

Once germs enter the body, the **immune system** works to fight them. White blood cells help attack germs and protect the body. If the immune system cannot fight the germs right away, a person may feel tired, get a fever, or develop other symptoms. Rest, fluids, and medicine can help the body recover from many infectious diseases.

Staying Healthy and Safe

Prevention helps stop infectious diseases from spreading. Washing hands with soap for at least 20 seconds removes germs. Covering coughs, staying home when sick, and not sharing personal items also reduce the spread of germs.

PREVIEW

Name: _____ 8

Questions Use information from the text to support your answer.

1) What is an infectious disease in your own words?

2) How do [illegible] diseases spread between people?

PREVIEW

True or False Circle whether [illegible] true or false.

1) Germs always cause sickness immed[illegible] after [illegible]	True	False
2) HIV can spread through shared food at scho[illegible]	True	False
3) Touching surfaces can sometimes spread infectio[illegible]		False
4) All infectious diseases spread through the air.		False
5) Prevention focuses on stopping germs before spreading.		False

Questioning Write 3 questions you have about the reading.

1)

2)

3)

Name: _____ 9

Non-Infectious Diseases

Understanding Non-Infectious Diseases

Non-infectious diseases are illnesses that do not spread from one person to another. A person cannot catch these diseases by coughing, touching, or sharing food. These diseases often develop slowly and can last a long time. Many non-infectious diseases affect how the body works every day and may need ongoing care. Learning about them helps students understand that not all diseases spread through germs.

PREVIEW

Common Examples Students Should Know

Some well-known non-infectious diseases include **cancer**, **diabetes**, **heart disease**, and **depression**. Cancer happens when cells grow in an unusual way. Diabetes affects the body's use of sugar for energy. Heart disease affects how well the heart works. Depression is a disease that affects mood, thoughts, and feelings. These diseases are common in Canada and affect many families.



Why These Diseases Happen

Non-infectious diseases can be linked to **genetics**, which are traits passed down from family members. They can also be connected to habits such as food choices, exercise, sleep, and stress. The **environment** also matters. For example, air pollution can affect heart and lung health. Mental health diseases like depression can be linked to stress, family history, or major life changes.

Managing Health Over Time

Many non-infectious diseases cannot be cured, but they can often be managed. Healthy eating, regular activity, medical care, and emotional support can help people live full lives. Understanding these diseases helps students compare them to infectious diseases and make healthier choices.

Name: _____ 10

Questions Use information from the text to support your answer.

1) What is a non-infectious disease in your own words?
2) Why can't non-infectious diseases spread between people?
3) Name four non-infectious diseases.

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

1) Non-infectious diseases can spread through coughing.	True	False
2) Genetics can influence some non-infectious diseases.	True	False
3) Lifestyle choices never affect long-term health.		False
4) Non-infectious diseases always have a cure.		False
5) Cancer always develops quickly in the body.		False

Making Connections What does this remind you of in your life?

PREVIEW

Name: _____ L1

Sorting Read each disease name carefully. Decide whether it is infectious or non-infectious.

Common cold	HIV	Cancer	Heart disease
Flu	Depression	Diabetes	Hepatitis C
Asthma	Chickenpox	COVID-19	Type 1 diabetes

Infectious Diseases	Non-Infectious Diseases

PREVIEW

Questions Use information [illegible] answer.

1) Choose one disease from each column and [illegible] of your choice.

2) Which group is more likely linked to genetics or lifestyle?

3) Pick one infectious disease and name two ways it spreads.

4) Pick one non-infectious disease and name one possible cause.

Name: _____ L2

Instructions Cut out each picture and paste it into the correct box.

Infectious Diseases	Non-Infectious Diseases

PREVIEW









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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

Sort the diseases below into the correct groups.

Disease	Infectious Diseases	Non-Infectious Diseases
Asthma		
Flu		
Diabetes		
Depression		
Cancer		
COVID-19		
HIV		

Name: _____ | Mark

Sort the diseases below into the correct groups.

Disease	Infectious Diseases	Non-Infectious Diseases
Asthma		
Flu		
Diabetes		
Depression		
Cancer		
COVID-19		
HIV		

Name: _____ | Mark

Sort the diseases below into the correct groups.

Disease	Infectious Diseases	Non-Infectious Diseases
Asthma		
Flu		
Diabetes		
Depression		
Cancer		
COVID-19		
HIV		

PREVIEW

Name: _____ 14

Memory Game – Diseases and Descriptions

Objective What are we learning about?

Students will match infectious and non-infectious diseases with clear, accurate descriptions to understand how illnesses affect the body and impact physical, mental, emotional, and spiritual well-being.

Materials What do you need for the activity?

- Set of Memory Game cards for each group (provided)
- A small table or clear floor 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 formation.
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.

PREVIEW

Name: _____ 15

Cards | Memory Game Cards

Influenza (Flu)	A contagious illness that starts suddenly with high fever, strong body aches, chills, and extreme tiredness for several days.
Co...ld	A contagious illness causing runny nose, sneezing, and sore throat, usually mild enough to still attend school.
COVID-19	...tagious disease from the ...demic that spreads thro... may cause ... of taste.
HIV	An infectious ... through blood th... ly weakens the immune system, making it harder to fight infections.
Hepatitis C	An infectious disease spread through blood contact that damages the liver and may cause tiredness and yellow skin.

PREVIEW

Name: _____ 16

Cards | Memory Game Cards

Chickenpox	A contagious childhood illness causing itchy red blisters all over the body and requiring staying home from school.
	A non-infectious disease where the body cannot control blood sugar properly, requiring careful food choices and monitoring.
Asthma	...fectious condition where ... causing wheezing ... sh... breath during ...
Cancer	A non-infectio... abnormal cells grow u... olably, sometimes requiring surgery, medicine, or radiation treatment.
Heart Disease	A non-infectious disease affecting blood flow to the heart, increasing risk of chest pain or heart attacks.

PREVIEW

Name: _____ L7

Cards | Memory Game Cards

Depression	A non-infectious mental illness causing long-lasting sadness, low energy, and loss of interest in daily activities.
High Blood Pressure	A non-infectious condition where [illegible] too hard against [illegible] increasing risk of [illegible]
Epilepsy	A non-infectious [illegible] condition causing repeated seizures that affect movement, awareness, or behaviour.
Lyme Disease	An infectious disease spread by tick bites, often marked by a bullseye rash and joint pain.

PREVIEW

Name: _____ 19

Cancer

How Cancer Begins in the Body

Cancer is a disease that starts when some cells in the body grow out of control. Normal cells grow, divide, and then stop when they are no longer needed. Cancer cells do not follow these rules. They keep dividing and can form a lump called a **tumour**. Some cancers affect the blood instead of forming a lump. Cancer can begin in many parts of the body, such as the lungs, skin, blood, or bones.



What Causes Cells to Change

Cells change when their instructions become damaged. This damage can happen on its own or because of things like tobacco smoke, too much sun, some chemicals, or family history. Cancer is not something you can catch from another person. Many children and adults with cancer did nothing to cause it.

Ways Doctors Treat Cancer

Doctors choose treatment based on the type of cancer and where it is in the body. Treatment plans are made by health-care teams. Some treatments remove cancer cells, while others stop them from growing.



- In Canada, about 1 in 2 people will develop cancer in their lifetime.
- Childhood cancers make up less than 1% of all cancer cases.
- Over 80% of children with cancer now survive because of modern treatments.

How Cancer Affects Well-Being

Cancer can affect the **body** by causing pain, tiredness, or hair loss during treatment. It can also affect feelings. People may feel scared, sad, or worried. Talking to family, friends, or counsellors can help support **mental health** during this time.

Living With Cancer Support

People with cancer often use hospitals, medicines, and emotional supports. Many communities in Canada also offer support groups and programs to help families cope. Learning about cancer helps reduce fear and builds understanding.

PREVIEW

Name: _____ 20

True or False

Circle whether the statement is true or false.

1) All cancers form visible lumps inside the body.	True	False
2) Cancer can begin in blood, not just organs.	True	False
3) Sun exposure can increase cancer risk over time.	True	False
4) Cancer can be caught through close physical contact.	True	False
5) Childhood cancer survival rates remain very low today.	True	False

Questions

...formation from the text to support your answer.

1) W... ...does it form?

2) Explain how treatment can help sto... cells ...ing.

PREVIEW

Word Search

Find the words in the wordsearch.

Cancer	Cells
Tumour	Disease
Treatment	Tobacco
Emotions	Survivors
Growth	Skin

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

Name: _____ 21

Case Study: Breast Cancer

What Is Breast Cancer?

Breast cancer is a disease in which cells in the breast grow in an unusual and harmful way. These cells can form a solid lump called a tumour. Breast cancer is a **non-infectious disease**, which means it cannot spread from one person to another through touch, air, or food. The disease develops inside the body and often grows slowly over time.

Who Is Affected

In Canada, breast cancer is one of the most common types of cancer. About **1 in 8 women** in Canada will develop breast cancer during their lifetime. Men can also develop breast cancer, but this is much less common. Breast cancer usually appears in adults and is more common as people get older. People do not feel pain when breast cancer first begins.

Causes and Risk Factors

Breast cancer can be linked to **genetics**, lifestyle, and age. Some people have a higher risk because breast cancer runs in their family. Risk factors include:

- Having a close family member with breast cancer
- Low physical activity over many years
- Older age, especially over 50

Signs and Detection

Signs of breast cancer can include a new lump, changes in breast shape, or changes in the skin. Doctors check for breast cancer using physical exams and medical tests such as mammograms. Detecting breast cancer early often allows doctors to begin treatment sooner.

Treatment and Care

Treatment depends on how early breast cancer is found. Common treatments include surgery, medicine, and other medical care. Many people receive treatment over several months while being supported by health care professionals.

PREVIEW



Name: _____ 22

Yes or No

Circle Yes or No for each question.

1) Can breast cancer spread from person to person?	Yes	No
2) Does breast cancer always cause pain at first?	Yes	No
3) Can men develop breast cancer?	Yes	No
4) Can family history increase breast cancer risk?	Yes	No
5) Do mammograms help doctors find breast cancer?	Yes	No

Questions

...formation from the text to support your answer.

1) W... ...ur own words?

2) What is one cause, one sign, and one ...ent o... ...cer?

PREVIEW

Word Scramble

Unscramble the words from the word bank.

Word Bank				
Breast	Cancer	Tumour	Disease	Genetics
Medicine	Mammogram	Treatment	Surgery	Diagnosis

IAIDSNSGO		UOMTRU	
AMAMROMMG		BETRSA	
ECNCRA		IMNECEID	

Name: _____ 23

Storytime: When Our Family Changed

Draw Draw pictures to illustrate the story

When Maya was nine, her family was busy and loud. Dad cooked pancakes on Saturdays, Mum walked the dog every evening, and her older b[illegible]osh complained about homework. Everything felt nor[illegible]

PREVIEW

One cold November morning, Mum sat everyone down at the kitchen table. Her voice was soft but shaky. "I'm sick," she said. "The doctors found cancer, and I need treatment." The room went quiet.

Life changed quickly after that. Mum was tired and pale. Dad learned how to cook dinners and pack lunches. Josh picked up groceries after school. Maya folded laundry, even when her hands felt small.



The hardest part was seeing Mum in bed all day. One afternoon, Maya whispered, "Are you scared?" Mum smiled gently. "Sometimes," she said, squeezing Maya's hand. "But I'm not alone, and that helps."

Name: _____ 23

Stress filled the house like heavy air. Bills piled up on the counter. Dad worked extra hours, and sometimes his eyes looked worried. Schedules changed. Hockey practice stopped. Family movie nights became quiet rest times.



Still, the family found ways to support each other. Josh told silly jokes at dinner. Dad left notes on the fridge that said, We've got this. Maya drew pictures and taped them beside Mum's bed.

One night, Mum couldn't sleep. Maya climbed in beside her. "I miss how things were," Maya said. Mum nodded. "Me too. But families change—and that doesn't mean they break."



Months later, Mum finished her treatments. She was still healing, but her laugh slowly came back. The house felt lighter. One spring morning, Mum stood outside, breathing fresh air.

That weekend, Dad made pancakes again. They weren't perfect, but everyone laughed. Maya looked around the table and realized something important: their family was different now—but stronger, closer, and full of hope.



By summer, Mum was healthy again and back to her old self. Our family felt relief in our bodies, peace in our minds, and happiness in our hearts. We learned how caring for each other, asking for help, and staying hopeful helped us get through hard times. Our neighbours and friends reminded us that we were supported, and that made us feel thankful and strong. The illness changed us, but it also showed how families and communities grow closer when they care for each other.

Name: _____ 28

Ordering Number the events from 1 (first) to 6 (last) to show what happened in the story.

	Maya notices family routines change, and everyone helps more.
	Mum tells the family she has cancer and needs treatment.
	The family supports Mum with jokes, notes, and drawings.
	Life feels normal and safe before Mum becomes sick.
	Mum finishes her treatments and slowly regains her strength.
	Stress increases as bills, work hours, and schedules change.



Questions Answer the questions below.

1) How did Mum's cancer affect the family?

2) How did neighbours and friends help the family?

Making Connections What does this remind you of in your life?

PREVIEW

Name: _____ 29

Role Play – Illness and Holistic Health

Objective What are we learning about?

Students will explore how illness and disease can challenge physical, mental, emotional, and spiritual well-being. They will act out real-life situations showing how illness affects individuals, families, and communities. Students will practise empathy, problem-solving, and healthy ways to respond to challenges caused by illness.

Materials What will we need for our activity?

- Scenario cards (real-life situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions How will we complete this activity?

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that describes a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

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Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show imagination and effort. Make your character believable through actions, expressions, and reactions.
Voice	Speak clearly and at an appropriate volume. Use a voice that matches your character and the situation.
Movement	Use body movements and actions that match what your character is doing in the scene.
Stay	...in character from start to finish, even when the scene feels ...ng or funny.
Teamwork	...ly with your group. Share ideas, listen to others, and ...ers.

PREVIEW

Scenario Cards

Scenario		
1	**Living With Type 1 Diabetes at Home**	Lucas is 11 years old and ... Type ... every morning before school, he checks his blood su... a ... prick. His younger sister watches nervous... ... counts carbs at breakfast. At school, Lucas feels sh... class ... to eat a snack, but a classmate whispers that he ... ...ent. After school, Lucas wants to play road hock... but ... must sit down. At dinner, the family discusses me... missed activities. Lucas feels frustrated and tired, ...ily feels worried and protective.
2	**Asthma During Recess and Gym Class**	Maya has asthma, which makes it hard for her to breathe when running. During gym class, she uses an inhaler before warm-up, while others stare. When the class runs laps, Maya slows down and begins coughing. The teacher stops the activity, and some students roll their eyes. At recess, Maya sits on the bench instead of playing tag. She feels embarrassed and left out. At home, her parent reminds her to avoid triggers like cold air. The illness affects Maya's confidence, friendships, and daily choices, not just her lungs.

Name: _____ 31

Scenario Cards | Cut out the topics below.

Scenario	Description
3. Depression Inside a Busy Family	Ethan has depression, even though his body looks healthy. He struggles to get out of bed and feels heavy inside. At breakfast, his parent reminds him to hurry, not realizing how tired he feels. At school, Ethan avoids group work and stares at his desk. Friends think he is rude, not sad. At night, Ethan cannot sleep and worries about being a disappointment. His family argues quietly about how to help him. The disease affects Ethan's feelings, thinking, and family relationships, even though no one sees it.
4. HIV Misunderstood at School	Nadia has HIV and lives with her family. When classmates find out, they spread rumors that Nadia might be contagious. Some students avoid her, and Nadia feels angry and ashamed, even though HIV cannot spread by sharing food. At home, her uncle takes daily medicine, and his treatment keeps him healthy. Nadia listens but still fears what others think. The illness affects Nadia's emotional safety, while also showing how misinformation harms families and people.
5. Chickenpox in a Classroom	When chickenpox spreads through [illegible], students stay home. Oliver returns after a week with [illegible] on his arms. Friends ask uncomfortable questions and move away from him. Oliver feels lonely and scratched skin burns in the cold air. His parent reminds him not to itch and checks his temperature. The illness affects Oliver's comfort, confidence, and routine, while the classroom reacts with fear, absence, and changing rules about sharing supplies and personal space.
6. Arthritis Affecting a Grandparent	Sarah's grandmother has arthritis, which causes daily joint pain. In the morning, her grandmother moves slowly and uses a cane. Sarah helps open jars and carry laundry. At the park, her grandmother cannot push the swing, which makes Sarah feel sad. At dinner, plans change because her grandmother is too tired to go out. Sarah feels confused about why pain never fully goes away. The disease affects the grandmother's body, Sarah's emotions, and how the family plans time together.

PREVIEW

Name: _____ 32

Scenario Cards | Cut out the topics below.

Scenario		Description
7	Heart Disease Changing Family Habits	Jonah's father has heart disease and must avoid salty foods. Grocery shopping takes longer as labels are carefully read. At dinner, Jonah complains about bland meals. His father takes medication and rests after work instead of playing basketball. Jonah feels worried but also annoyed by the changes. At night, the family talks about exercise and [illegible]. The disease affects physical strength, family routines, emotions, and planning, not just the heart itself.
8	Anxiety Before Medical Appointments	[illegible] disorder that becomes worse before doctor visits. Days before [illegible] she feels sick to her stomach and cannot focus at school. She asks repeated questions and snaps at her sibling. At the clinic, [illegible] eye contact. Her parent speaks softly, reminding her to breathe. After the appointment, Chloe feels drained and embarrassed. The disease affects Chloe's thoughts, emotions, and energy, even though no [illegible] disease is present.
9	Hepatitis C and Community Fear	A man in the community centre has [illegible] hear about it, programs are cancelled and people [illegible]. Some believe it spreads through casual contact. [illegible] through blood, not hugging or sharing tables. Families [illegible] whether to return. The illness affects trust, fear levels, and community connection, showing how misunderstanding causes emotional harm beyond the disease itself.
10	Recovering From Pneumonia	After pneumonia, Ryan returns to school but becomes tired quickly. Climbing stairs leaves him breathless. Friends expect him to play soccer again, but he cannot keep up. Teachers assume he is fully better. At home, Ryan naps often and feels frustrated. His family encourages patience. The illness affects Ryan's stamina, mood, confidence, and daily routines, showing recovery does not end when symptoms disappear.

PREVIEW

Name: _____ 33

My Role | Draw a picture of what your character did during the role-play.



Name: _____ 35

Heart Disease

What Is Heart Disease?

Heart disease is a **non-infectious disease** that affects how the heart works. The heart is a strong muscle that pumps blood around the body. Heart disease happens when the heart or blood vessels become damaged or blocked. This can make it harder for blood and oxygen to reach the body. Heart disease does not spread from person to person.

Causes

Heart disease is often linked to **lifestyle choices**, **age**, and **family history**. Over time, unhealthy habits can cause **cholesterol** to build up in blood vessels. This makes the heart work harder and can raise blood pressure, which puts extra strain on the heart.

Common causes include:

- Eating too much food high in saturated fat or salt
- Low physical activity over many years
- Long-term stress and poor sleep



Long-Term Effects

Heart disease often develops slowly and may not cause pain at first. Over time, it can lead to serious problems such as chest pain, shortness of breath, or heart attacks. In Canada, heart disease is one of the leading causes of death in adults. Many people with heart disease need regular medical care for the rest of their lives.

Prevention and Care

Heart disease can often be prevented or delayed through healthy choices. Regular exercise helps keep the heart strong. Eating fruits, vegetables, and whole foods supports heart health. Managing stress and getting enough sleep also reduce strain on the heart. Doctors may use medicine or other treatments to help control heart disease once it develops.

PREVIEW

Name: _____ 36

True or False

Circle whether the statement is true or false.

1) Heart disease affects how the heart pumps blood.	True	False
2) Heart disease is an infectious illness caused by germs.	True	False
3) Heart disease can develop slowly over many years.	True	False
4) Stress can increase strain on the heart.	True	False
5) Blocked blood vessels can affect oxygen flow.	True	False

Questions

...rmation from the text to support your answer.

1) Wh... art d... ...r own words?

2) Explain why heart disease is more c... in ad...

PREVIEW

Multiple Choice

Circle the correct answer.

1) Heart disease affects the body's _____ system.	Circulatory	Digestive
2) Heart disease is best described as...	Infectious	Non-infectious
3) Heart disease usually develops...	Slowly	Quickly
4) Cholesterol is linked to problems inside...	Vessels	Muscles
5) The heart must work harder when vessels are...	Widened	Narrowed
6) Heart disease risk rises when physical activity is...	Low	High

Name: _____ 38

Cardiovascular Health Through Nutrition

Understanding Heart Health Through Food

Cardiovascular health is all about keeping your heart and blood vessels in good shape. The food you eat plays a big part in this. Let's explore how different fats in our diet affect our heart health.



Good Fats vs. Bad Fats

Good Fats:

- Unsaturated Fats: These are found in foods like fish, nuts, and olive oil. These fats helps to lower bad cholesterol levels and reduce inflammation.
- Omega-3 Fatty Acids: Found in fatty fish like salmon and trout, they help prevent clots in the blood and protect arteries from damage.

Bad Fats:

- Saturated Fats: Common in butter, cheese, and red meat. These can raise your bad cholesterol and risk of heart disease.
- Trans Fats: Often found in processed foods and baked goods. These are the worst type of fats for your heart because they increase bad cholesterol and lower good cholesterol.

PREVIEW

How to Eat for a Healthy Heart

Here are some tips to help keep your heart healthy:

- Choose Lean Proteins: Opt for fish and poultry over red meat.
- Pick Whole Grains: Swap white bread and pasta for whole-grain versions.
- Snack on Nuts and Seeds: They are good sources of healthy fats.
- Load Up on Fruits and Vegetables: They're full of vitamins, minerals, and antioxidants that are good for your heart.

Name: _____ 39

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

1) Unsaturated fats are found in fish and nuts.	True	False
2) Omega-3 fatty acids increase blood clots.	True	False
3) Trans fats improve heart health.	True	False
4) Saturated fats are mainly in plant-based foods.	True	False
5) Snacking on nuts can benefit your heart.	True	False

Questions formation from the text to support your answer.

1) D t – good types and bad types.

2) What foods can we eat for a healthy

PREVIEW

Making Connections Which heart-healthy foods from the text are already part r meals or snacks?

Name: _____ 40

Cardiovascular Health Quiz Bee

Objective What are we learning about?

Students will deepen their understanding of how diet affects cardiovascular health, focusing on the impact of different types of fats and other heart-healthy foods through an engaging quiz format.

Materials What will you need for the activity?

- A [illegible] quiz [illegible] and answers
- Buzzer or [illegible] (e.g., [illegible] signal)
- Scoreboard [illegible] points
- Prizes for the winning [illegible]



Instructions How will you complete the activity?

1. Divide the class into small teams.
2. Prepare a list of questions that address how [illegible] can affect heart health, including the roles of omega-3 [illegible] cholesterol.
3. Conduct the quiz in a round-robin format, allowing each [illegible] answer.
4. Teams buzz in to answer. If a team answers incorrectly, the [illegible] to the next team. Each correct answer earns points.
5. Types of Questions:
   - Multiple choice questions, e.g., "Which of the following is considered a heart-healthy fat? A) Trans fats B) Saturated fats C) Omega-3 fatty acids"
   - True or false questions, e.g., "True or False: Eating high amounts of trans fats can reduce the risk of heart disease."
   - Short answer questions, e.g., "List two foods high in omega-3 fatty acids."
6. Allocate points for each type of question. More complex questions might be worth more points. Keep track of points on a scoreboard visible to all teams.
7. Announce the winning team based on who has the most points at the end of the quiz bee.
8. Discuss the correct answers and provide further details to ensure all students understand the concepts behind each question.

PREVIEW

Name: _____ 41

Multiple Choice Identify the correct answer.

Question	Choices
1) What type of fat is beneficial for heart health?	A) Saturated Fats **B) Unsaturated fats** C) Trans fats
2) Which food is rich in omega-3 fatty acids?	**A) Salmon** B) Coconut Oil C) Bacon
3) Eating [illegible] and cheese can increase the risk of [illegible]	A) Better Eyesight B) Lower Cholesterol **C) Heart Disease**
4) Which grain is better for heart health?	A) White Bread **B) Whole Grain Bread** C) Sweet Bread
5) What should you add to your diet to improve heart health?	A) [illegible] Sugar **B) Nuts and Seeds** C) [illegible] drinks
6) Which fruit is known to be good for the heart?	A) [illegible] B) [illegible] C) [illegible]
7) Which type of fat should you eat less of to keep your heart healthy?	A) Monounsaturated fats B) Polyunsaturated fats **C) Trans fats**
8) What happens if you eat too many trans fats?	A) Increases HDL cholesterol B) Decreases bad cholesterol **C) Increases bad cholesterol**
9) Which of these is a heart-healthy snack?	A) Candy bar B) Fried chips **C) Walnuts**
10) How do fruits and vegetables help your heart?	A) They are high in unhealthy fats **B) They are full of vitamins and antioxidants** C) They increase bad cholesterol

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Name: _____ 42

True or False | Is the statement true or false?

1)	Omega-6 fatty acids are primarily found in processed snack foods and can be harmful to heart health.	**True**	False
2)	Eating white bread is just as beneficial for heart health as eating whole grain bread.	True	**False**
3)	[illegible] is a better option for heart health than [illegible]	True	**False**
4)	Saturated [illegible] mainly found in animal products and can increase the risk [illegible]	**True**	False
5)	Plant-based oils like [illegible] help lower bad cholesterol levels.	**True**	False
6)	Regular consumption of red meat has a [illegible] cardiovascular health.	False	**False**
7)	Switching from full-fat dairy products to low-fat versions can benefit heart health.	[illegible]	[illegible]
8)	High fiber foods like vegetables and fruits can help reduce blood cholesterol levels.	**True**	False
9)	Processed foods high in sodium are a healthy choice for maintaining a good heart condition.	True	**False**
10)	Eating a diet high in trans fats has no significant effect on heart health.	True	**False**

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Name: _____ 43

Short Answer Questions | Answer the questions that follow

1)	What is one main benefit of eating unsaturated fats?
Possible Answers	• **Lower cholesterol levels** • Increase energy • Improve taste of food
2)	How can trans fats affect your heart health?
Possible Answers	• **Increase bad cholesterol** • Increase appetite • Boost immune system
3)	Why is it ... whole grains for heart health?
Possible Answers	• **... fiber** • ... • Enhance ...
4)	What are the ben... fat intake?
Possible Answers	• **Lower risk of heart d...** • Increase energy levels • Enhance muscle growth
5)	What role do vegetables play in maintai... healthy he...
Possible Answers	• **Provide vitamins and antioxidants** • Provide high amounts of fats • Increase unhealthy cholesterol
6)	Why is it recommended to switch to low-fat dairy products for better heart health?
Possible Answers	• **Lower saturated fat content** • Higher calorie intake • More addictive flavour
7)	What effect does high sodium intake have on cardiovascular health?
Possible Answers	• **Raises blood pressure** • Decreases cholesterol • Improves heart rate

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Name: _____ 44

Immune System

What is the Immune System?

The **immune system** is the body's defence system. It protects the body from harmful **germs** such as bacteria and viruses. Germs can enter the body through the nose, mouth, eyes, or cuts in the skin. The immune system works all the time to find and destroy germs before they cause disease.

Main Parts of the Immune System

The immune system is made up of several parts that work together. The **skin** is the first line of defence. It acts as a barrier. Inside the body, **white blood cells** move through the blood to find and attack germs. Other important parts include the **lymph nodes**, **spleen**, and **bone marrow**, which help produce and store white blood cells.

- Skin, which blocks germs and
- White blood cells, which destroy
- Lymph nodes, which filter harmful substances



How the Immune System Fights Germs

When germs enter the body, white blood cells respond quickly. Some cells surround and break down the germs. A **fever** may occur, which helps slow germ growth. After an infection, the body can remember certain germs, helping the body respond faster if the germ returns.

Keeping the Immune System Strong

Healthy habits support the immune system. Enough sleep helps the body repair itself. Nutritious food gives immune cells energy. Regular activity improves blood flow. Long-term stress can weaken the immune system.

When the Immune System is Weak

A weak immune system may cause frequent illness or slow healing. Poor nutrition, lack of sleep, and illness can reduce immune strength. Medical care is sometimes needed to help the body recover and regain balance.

PREVIEW

Name: _____ 45

True or False

Circle whether the statement is true or false.

1) The immune system works only when sick.	True	False
2) Skin is the body's first defence barrier.	True	False
3) Fever helps germs grow faster.	True	False
4) Lymph nodes help filter harmful substances.	True	False
5) The immune system forgets germs after infection.	True	False
6) Bone m[illegible]stores and makes immune cells.	True	False
7) Poor s[illegible]aken immune strength.	True	False
8) Ge[illegible] eyes and skin cuts.	True	False

Questions

[illegible] the text to support your answer.

1) What is the immu[illegible]

2) Explain how white blood cells fight germs.

Visualization

What were you picturing while you were reading? Describe your picture.

PREVIEW

Exit Cards

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

Name: _____ Mark

Circle the correct answer.

1) What system protects the body from germs?	Immune / Digestive
2) What tiny living things cause disease?	Nodes / Germs
3) Which body part blocks germs first?	Lungs / Skin
4) What organ helps store immune cells?	Stomach / Spleen
5) What can slow germ growth during illness?	Cold air / Fever

Name: _____ Mark

Circle the correct answer.

1) What system protects the body from germs?	Immune / Digestive
2) What tiny living things cause disease?	Nodes / Germs
3) Which body part blocks germs first?	Lungs / Skin
4) What organ helps store immune cells?	Stomach / Spleen
5) What can slow germ growth during illness?	Cold air / Fever

Name: _____ Mark

Circle the correct answer.

1) What system protects the body from germs?	Immune / Digestive
2) What tiny living things cause disease?	Nodes / Germs
3) Which body part blocks germs first?	Lungs / Skin
4) What organ helps store immune cells?	Stomach / Spleen
5) What can slow germ growth during illness?	Cold air / Fever

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Importance of Immunization

The Role of Immunization in Keeping You Healthy

Immunization helps the body protect itself from infectious diseases caused by germs such as bacteria and viruses. **Vaccines** work by supporting the immune system, helping it recognize harmful germs before they cause serious illness. When the **immune system** learns how to respond to a disease, it can react faster and more effectively in the future. This reduces the risk of infection and helps prevent the spread of disease in the community.

Common Vaccines for Teenagers

In Canada, several vaccines are recommended during adolescence to protect against **infectious diseases**.

- **Tdap (Tetanus, Diphtheria, Pertussis)**: Protects against three serious diseases. Tetanus causes muscle stiffness, diphtheria can affect the throat and the heart, and pertussis causes strong coughing.
- **HPV (Human Papillomavirus)**: Protects against viruses that cause cancers, including cervical and throat cancer. It works best when given before exposure to the virus.
- **Meningococcal Vaccine**: Protects against meningitis, a serious infection of the brain and spinal cord, and some blood infections.

Benefits of Staying Up-to-Date

Keeping immunizations up-to-date helps protect both individuals and communities:

- **Personal Health**: Vaccines lower the risk of serious illness and long-term health problems.
- **Community Protection**: High vaccination rates help protect people with weaker immune systems.
- **Preventing Outbreaks**: Vaccines reduce the spread of diseases in schools and communities.



PREVIEW

Name: _____ 48

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

1) Vaccines help your immune system fight infections.	True	False
2) The HPV vaccine is given before virus exposure.	True	False
3) Staying up-to-date on vaccines prevents outbreaks.	True	False
4) Vaccines are only for personal health, not community.	True	False
5) Adolescents need no vaccines if vaccinated as children.	True	False

Questions ...rmation from the text to support your answer.

1) Wh... immuni...

2) What role does vaccination play in p... ...g di... ...s?

PREVIEW

Draw Draw how vaccines protect your body from diseases.

Name: _____ 49

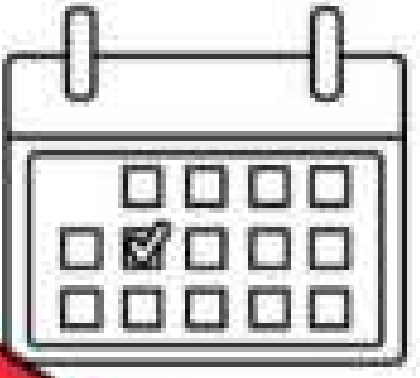
Activity – My Five-Day Health Monitoring Plan

Objective What are we learning about?

Students will monitor and record daily health indicators over five days to better understand how the body protects itself from illness and how daily habits affect physical, mental, emotional, and spiritual well-being. Students will analyze patterns in their data and reflect on how self-regulation and prevention support overall h

Mat you need for the activity?

- Daily Hea (sl iene, food, activity, str
- Heart rate record ow t eats safely)
- Reflection journal or lined paper



Instructions How will you complete the

1) Begin with a class discussion about how daily h he ct the body from illness and support overall well-being.
2) Explain how to safely monitor simple health indicators su and energy levels, and resting heart rate.
3) Give each student a Five-Day Health Monitoring Chart to use at and school.
4) Each day, students record their health information, including sleep, hygiene habits, food choices, physical activity, mood, and stress level.
5) Students also note any signs of illness and actions they took to protect their body, such as handwashing or resting.
6) At the end of each day, students write a short reflection about how they felt and what helped or challenged their health.
7) After five days, students review their completed charts and look for patterns or changes in their health data.
8) Students complete a final reflection analyzing what habits supported their health and what they would change next time.

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Name: _____ 50

Daily Health Check – Monday			
#	Health Area	What to Record	Response
1	Sleep	Time I went to bed	
2	Sleep	Time I woke up	
3	Sleep	Total hours of sleep	
4	Body	Resting heart rate (beats in 30 seconds × 2)	
5		Energy level (Low / Medium /)	
6		today (calm, happy, tired, frustrated)	
7	Emotion	ed stress	
8	Prevention	today	
9	Body Care	I brushed today (Yes / No)	
10	Body Care	I showered or cleaned my body today (Yes / No)	
11	Body Care	I wore clean clothes today (Yes / No)	
12	Prevention	One action I took to protect my body from illness	
13	Nutrition	Number of meals eaten today	
14	Nutrition	Number of snacks eaten today	
15	Hydration	Cups of water I drank today	

Reflect: What did you notice today about how your habits affected your body or feelings?

PREVIEW

Name: _____ 51

Daily Health Check – Tuesday			
#	Health Area	What to Record	Response
1	Sleep	Time I went to bed	
2	Sleep	Time I woke up	
3	Sleep	Total hours of sleep	
4	Body	Resting heart rate (beats in 30 seconds × 2)	
5		Energy level (Low / Medium /)	
6		today (calm, happy, tired, frustrated)	
7	Emotion	ed stress	
8	Prevention	today	
9	Body Care	I brushed my teeth today (Yes / No)	
10	Body Care	I showered or cleaned my body today (Yes / No)	
11	Body Care	I wore clean clothes today (Yes / No)	
12	Prevention	One action I took to protect my body from illness	
13	Nutrition	Number of meals eaten today	
14	Nutrition	Number of snacks eaten today	
15	Hydration	Cups of water I drank today	

Reflect: What did you notice today about how your habits affected your body or feelings?

PREVIEW

Name: _____ 52

Daily Health Check – Wednesday			
#	Health Area	What to Record	Response
1	Sleep	Time I went to bed	
2	Sleep	Time I woke up	
3	Sleep	Total hours of sleep	
4	Body	Resting heart rate (beats in 30 seconds × 2)	
5		Energy level (Low / Medium /)	
6		today (calm, happy, tired, frustrated)	
7	Emotion	ed stress	
8	Prevention	today	
9	Body Care	I brushed my teeth today (Yes / No)	
10	Body Care	I showered or cleaned my body today (Yes / No)	
11	Body Care	I wore clean clothes today (Yes / No)	
12	Prevention	One action I took to protect my body from illness	
13	Nutrition	Number of meals eaten today	
14	Nutrition	Number of snacks eaten today	
15	Hydration	Cups of water I drank today	

Reflect: What did you notice today about how your habits affected your body or feelings?

PREVIEW

Name: _____ 53

Daily Health Check – Thursday			
#	Health Area	What to Record	Response
1	Sleep	Time I went to bed	
2	Sleep	Time I woke up	
3	Sleep	Total hours of sleep	
4	Body	Resting heart rate (beats in 30 seconds × 2)	
5		Energy level (Low / Medium /)	
6		today (calm, happy, , tired, frustrated)	
7	Emotion	ng ged stress	
8	Prevention	today	
9	Body Care	I brushed my teeth today (Yes / No)	
10	Body Care	I showered or cleaned my body today (Yes / No)	
11	Body Care	I wore clean clothes today (Yes / No)	
12	Prevention	One action I took to protect my body from illness	
13	Nutrition	Number of meals eaten today	
14	Nutrition	Number of snacks eaten today	
15	Hydration	Cups of water I drank today	

Reflect: What did you notice today about how your habits affected your body or feelings?

PREVIEW

Name: _____ 54

Daily Health Check – Friday			
#	Health Area	What to Record	Response
1	Sleep	Time I went to bed	
2	Sleep	Time I woke up	
3	Sleep	Total hours of sleep	
4	Body	Resting heart rate (beats in 30 seconds × 2)	
5		Energy level (Low / Medium /)	
6		today (calm, happy, tired, frustrated)	
7	Emotion	ed stress	
8	Prevention	today	
9	Body Care	I brushed my teeth today (Yes / No)	
10	Body Care	I showered or cleaned my body today (Yes / No)	
11	Body Care	I wore clean clothes today (Yes / No)	
12	Prevention	One action I took to protect my body from illness	
13	Nutrition	Number of meals eaten today	
14	Nutrition	Number of snacks eaten today	
15	Hydration	Cups of water I drank today	

Reflect: What did you notice today about how your habits affected your body or feelings?

PREVIEW

Name: _____ 55

Reflection | Answer the questions below

1) What health habit stayed the same for you all five days?

2) Which habit changed the most during the week? Why?

3) How did your sleep affect your energy or mood during the day?

4) Did your heart rate change on days you were more active? Explain.

5) What connection did you notice between stress and how you felt physically?

6) Which body protection habits were easiest to do? Which were hardest?

7) Did you notice any signs of illness? What helped you recover?

8) How did your food and water choices affect how you felt?

9) What surprised you most about your health data this week?

10) Would you continue tracking your health for more weeks?

PREVIEW

Name: _____ 56

Fact Sheet: Understanding HIV

What Is HIV?

HIV stands for Human Immunodeficiency Virus. It is a **blood-borne infectious disease**, which means it spreads through certain body fluids. HIV attacks the immune system, the part of the body that fights germs. If HIV is not treated, it can weaken the body's ability to stay healthy.

How HIV Spreads

HIV spr[illegible]ugh blood, semen, vaginal fluid[illegible]d breast milk. It can spre[illegible]rom parent to baby d[illegible]rth or [illegible]ng, or through unprotecte[illegible]t **does not spread** through [illegible]shaking [illegible]sharing food, coughing, [illegible]g, or [illegible]e.



PREVIEW

HIV in the Past

In the 1980s and 1990s, HIV was not [illegible]understood. Many people became very sick because there were no strong medicines. In Canada, thousands of people died from AIDS, which is the most serious stage of HIV. Fear and misinformation caused strong stigma, and people with HIV were often treated unfairly.

HIV Today

Today, HIV can be treated with daily medicine called **antiretroviral therapy (ART)**. ART helps lower the amount of virus in the body. People who take their medicine properly can live long, healthy lives. When the virus level is very low, HIV cannot be passed to others. In Canada, about **62,000 people** are living with HIV.

Myths and [illegible]cts

A common myth is that HIV spreads through touch or sharing food. This is false. Another myth is that people with HIV are always very sick. With treatment, many people feel healthy and active.

Stigma and Respect

Stigma happens when people judge others because of illness. Stigma can stop people from getting tested or treated. Learning facts helps reduce fear and supports kindness and respect.

Name: _____ 97

Matching Match each word to the correct meaning

HIV ◯	◯ Judging or treating people unfairly because of illness
ART ◯	◯ Daily medicine that lowers the amount of HIV in the body
Stigma ◯	◯ Liquids in the body like blood or breast milk
AIDS ◯	◯ A virus that weakens the body's defence system
Body fluids ◯	◯ The most serious stage of HIV

Questions ...rmation from the text to support your answer.

1) Wh... HIV ... mune system?

2) How has understanding HIV ... ed ...

3) How can stigma hurt both individuals and communities?

PREVIEW

Fact or Myth Circle whether each statement is a fact or a myth

1) HIV spreads through sharing food with others.	Fact	Myth
2) HIV can be passed through hugging or shaking hands.	Fact	Myth
3) HIV can spread through certain body fluids.	Fact	Myth
4) People with HIV are always very sick.	Fact	Myth
5) HIV spreads through breast milk.	Fact	Myth

Name: _____ 98

Fact Sheet: Understanding Hepatitis C

What Is Hepatitis C?

Hepatitis C is a virus that attacks the liver. It is a **blood-borne infectious disease**, which means it spreads through contact with infected blood. Hepatitis C can damage the liver over time and make it harder for the body to stay healthy. Some people do not feel sick at first, even though the virus is in their body.

How Hepatitis C Spreads

Hepatitis C spreads through **contact with infected blood**, such as sharing needles or other drug equipment, or from mother to baby during birth. It can also spread through contact with blood during unsafe medical or personal procedures. Hepatitis C **does not spread** through hugging, shaking hands, sharing food, coughing, sneezing, or using the same toilet.



Hepatitis C in the Past

In the past, Hepatitis C was not well understood. Many people became infected through blood transfusions or medical procedures before blood screening was common. There were limited treatment options, and many people developed serious liver problems over time. Fear and misinformation caused stigma, and people with Hepatitis C were often judged unfairly.

Hepatitis C Today

Today, Hepatitis C can often be **treated and cured** with modern medicine. Treatment helps remove the virus from the body and protects the liver from damage. Many people who receive treatment can live healthy lives. In Canada, about 250,000 people are living with Hepatitis C, and many do not know they have it.

Myths and Facts

A common myth is that Hepatitis C spreads through casual contact like touching or sharing food. This is false. Another myth is that people with Hepatitis C always feel very sick. Many people feel healthy for years, especially if they receive proper medical care.

Stigma and Respect

People with Hepatitis C may be treated unfairly because others misunderstand the disease. It does not spread through everyday contact. Learning the facts helps people show respect and support those affected.

PREVIEW

Name: _____ 59

True or False Is the statement true or false?

1) Hepatitis C spreads through everyday contact like hugging.	True	False
2) Hepatitis C is a blood-borne infectious disease.	True	False
3) Sharing needles can spread Hepatitis C.	True	False
4) Hepatitis C always causes symptoms right away.	True	False
5) People with Hepatitis C can live healthy lives with treatment.	True	False

Questions ...formation from the text to support your answer.

1) W...

2) How is Hepatitis C treated...

3) Why is testing important for Hepatitis C?

PREVIEW

Think If you were in charge of public health, what two things would you do to reduce the spread of Hepatitis C?

1) _____

2) _____

Name: _____ 60

Social Media Post – Disease Stigma

@EcoExplorer4 CA

Why do people still judge others for illnesses like HIV or mental health conditions? How does fear and wrong information shape how people treat each other?

11:30 AM · 11/17/2025 · 1,929 SHARES 4,721 LIKES

@Re[illegible]n – Honestly, some diseases just sound scary. I'd be nervous if someone [illegible] don't want to get sick.

@[illegible]FirstMom – I get being scared, but HIV doesn't spread that way. You can't catch it from s[illegible]ring food.

@RealTalkRyan – [illegible] die from it a lot. That's why people freak out.

@FactCheckKid – That was before [illegible] people with HIV can live long lives and not spread it if treated.

@MindMattersON – Mental illness gets tr[illegible] "just be happy" like it's that simple. That really hurts.

@SkepticalSam – But isn't mental illness sometimes [illegible] trying hard enough?

@MindMattersON – Doctors say it's a real health condition. You wou[illegible] say that to someone with cancer or asthma.

@CareFirstMom – Stigma makes things worse. People stop asking for help because they don't want to be judged.

@RealTalkRyan – I didn't know you couldn't get HIV from touching or sharing stuff. They never really explained that before.

@HealthTalkON_CA – That's why learning matters. When people know facts instead of rumours, fear goes down and respect grows.

PREVIEW

Name: _____ 61

True or False Is the statement true or false?

1) Fear can increase stigma when facts are missing.	True	False
2) HIV can spread through sharing food.	True	False
3) Stigma can stop people from asking for help.	True	False
4) Rumours can be stronger than medical facts.	True	False
5) Stigma helps communities stay healthier.	True	False

Questions ...the questions below.

1) Wh... ...ens ... ...are judged for illness?

2) What misunderstanding did Ryan lea... ...t HIV?

PREVIEW

Opinion Write a comment that you would add to this conversation.

Username: _____ Date: _____

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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

What is disease stigma, and how does it affect people?

Name: _____ Mark

What is disease stigma, and how does it affect people?

Name: _____ Mark

What is disease stigma, and how does it affect people?

Name: _____ Mark

What is disease stigma, and how does it affect people?

PREVIEW

Name: _____ 63

Interview: Where Do New Diseases Come From?

Student: Hi, thanks for talking with me. What do you do as a public health scientist?

Expert (Public Health Scientist): I study how diseases start, spread, and affect communities. I help track outbreaks and find ways to protect people's health.

Student: Where do new diseases usually come from?

Expert: New diseases can come from viruses changing, spreading from animals to humans, or moving between countries through travel and trade.

Student: [illegible] change?

Expert: [illegible] which means they change a little over time. Some mutations make [illegible] spread [illegible] affect people differently.

Student: Can [illegible] make people sick?

Expert: **Yes.** Many [illegible] are [illegible], meaning they spread [illegible]. About 60% of new infectious [illegible] come from animals.

Student: Can you give an example [illegible] might know?

Expert: COVID-19 is one example. Scientists believe it started in animals before spreading between people around the world.

Student: How does global travel affect diseases?



Expert: Planes allow people to travel across the world in hours. A disease can spread to many countries before symptoms even appear.

Student: Why don't all diseases spread the same way?

Expert: Some spread through the air, others through touch, food, or water. How fast they spread depends on the virus and people's behaviour.

Student: How do scientists find new diseases?

Expert: We use **disease surveillance**, which means watching patterns of illness and testing samples to spot problems early.

Student: Why is learning about new diseases important?

Expert: Understanding where diseases come from helps prevent outbreaks and keeps communities healthier and safer.

PREVIEW

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Name: _____ 64

Questions Answer the questions below.

1) What does it mean when a virus mutates?

2) What is a zoonotic disease?

3) Why don't [illegible] same way?

PREVIEW

Two Truths and a Lie Read each group. Tick [illegible] Mark ✗ the one lie.

	Viruses can change over time through mutation.
	Most new infectious diseases come from animals.
	Zoonotic diseases spread only between animals.

	[illegible] before [illegible]
	COVID-[illegible] animal origins.
	Disease surveillance [illegible] watching patterns of illness.

Questioning Write 2 questions you would ask the public health scientist about where new diseases come from.

1)	
2)	

Name: _____ 65

Blog Post: Why People Get Sick Differently

Top 5 Reasons Diseases Affect People Differently

Date: January 08, 2026 *Author: Ms. Taylor Hayes* *5-minute read*

Have you ever wondered why two people can get the same disease, but one feels very sick while the other feels only a little unwell? Diseases do not affect everyone in the same way. Doctors and scientists have learned that many factors play a role in how sick someone becomes and how fast they recover. Here are five important reasons why diseases affect people differently.

1) **Age:** Age matters when it comes to illness. Young children and older adults can get sicker because their bodies are still growing or becoming weaker. Adults usually have stronger bodies that can fight germs more easily.

2) **Immune System Strength:** The immune system is the body's defence system. People with strong immune systems can fight infections better. If someone is already sick, stressed, or eating poorly, their immune system may be weaker.

3) **Early Treatment:** Getting help early can make a big difference. People who see a doctor quickly often recover faster because treatment can stop the disease from getting worse.

4) **Access to Health Care:** Not everyone has the same access to doctors, medicine, or hospitals. People with better access to health care can get faster treatment and better support while they are sick.

5) **Overall Health and Lifestyle:** Healthy habits like eating well, exercising, and getting enough sleep help the body heal. Someone with other health problems may take longer to recover.

PREVIEW

Comments:



Alex – January 08, 2026

My cousin and I had the same flu, but he was way sicker than me. I didn't know immune systems mattered so much.

Like Reply 1d ago



Jordan – January 09, 2026

This helps me understand why health care access is about fairness too. Getting help early really matters.

Like Reply 30m ago

Name: _____ 66

Yes or No Answer the following questions with either "Yes" or "No"

1) Can the same disease cause mild or severe illness?	Yes	No
2) Do people with strong immunity always avoid disease?	Yes	No
3) Does early treatment lower risk of serious complications?	Yes	No
4) Does access to health care affect survival rates?	Yes	No
5) Can untreated illness worsen even after symptoms fade?	Yes	No

Questions Answer the questions below

1) How ... sick someone gets?

2) How can lifestyle choices ...

3) Explain why a strong immune system helps fight di...

PREVIEW

Comment What comment would you post to the blog post?

Like Reply Just now

© Super Simple Worksheets

Name: _____ 67

Case Study: Chickenpox and Age

What Is Chickenpox?

Chickenpox is a contagious disease caused by the **varicella virus**. It spreads easily through coughing, sneezing, or close contact. Chickenpox is most common in children, especially those under age 10. In Canada, before the chickenpox vaccine was widely used, about 90% of people caught chickenpox during childhood.

A Child's Experience With Chickenpox

Liam [illegible] who developed itchy red spots, a fever, and felt very tired. His doctor explained that Liam's immune system was still learning how to fight new viruses. Children get chickenpox because they have not been exposed to the virus before, so their bodies do not [illegible]. Once Liam recovered, his immune system remembered the virus, making it very unlikely he would get chickenpox again.

Why Adults Usually Don't Get Chickenpox

Most adults do not get chickenpox because they either had it as children or received the vaccine. Adults' immune systems have more experience fighting infections. However, if adults do get chickenpox, it can be more serious because their bodies react more strongly, sometimes leading to **pneumonia** or other complications.

How Age Affects Disease Risk

Age plays a big role in which diseases people get:

- Children's immune systems are still developing and learning.
- Adults' bodies change over time due to lifestyle and aging.
- Long-term habits can increase disease risk later in life.



Comparing Chickenpox and Adult Diseases

Chickenpox is common in children because it spreads easily in schools and daycares. Heart disease, on the other hand, is more common in adults because it is linked to years of lifestyle choices, such as diet, physical activity, and stress. This shows how body changes and daily habits affect disease risk at different ages.

PREVIEW

Name: _____ 66

Directions Circle "Right" or "Wrong" for each statement. Then explain your reason.

1) Chickenpox is more common in adults than children.	Right	Wrong
2) Recovering from chickenpox gives long-term immunity.	Right	Wrong
3) Chi[illegible]sease affect the same age groups.	Right	Wrong

PREVIEW

Visualization What [illegible]u were reading? Describe your picture.

Summarize Write the important details from the reading passage.

Exit Cards

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

Name: _____ | Mark

Underline the correct answer for each question.

1	Chickenpox is caused by a **(virus / bacteria)**.
2	Chickenpox spreads easily through **(dirty water/ close contact)**.
3	Chickenpox is most common in **(children / elderly adults)**.
4	Adult chickenpox can be more **(serious / mild)**
5	After recovery, the immune system **(forgets / remembers)**

Name: _____ | Mark

Underline the correct answer for each question.

1	Chickenpox is caused by a **(virus / bacteria)**.
2	Chickenpox spreads easily through **(dirty water/ close contact)**.
3	Chickenpox is most common in **(children / elderly adults)**.
4	Adult chickenpox can be more **(serious / mild)**
5	After recovery, the immune system **(forgets / remembers)**

Name: _____ | Mark

Underline the correct answer for each question.

1	Chickenpox is caused by a **(virus / bacteria)**.
2	Chickenpox spreads easily through **(dirty water/ close contact)**.
3	Chickenpox is most common in **(children / elderly adults)**.
4	Adult chickenpox can be more **(serious / mild)**
5	After recovery, the immune system **(forgets / remembers)**

Name: _____ | Mark

Underline the correct answer for each question.

1	Chickenpox is caused by a **(virus / bacteria)**.
2	Chickenpox spreads easily through **(dirty water/ close contact)**.
3	Chickenpox is most common in **(children / elderly adults)**.
4	Adult chickenpox can be more **(serious / mild)**
5	After recovery, the immune system **(forgets / remembers)**

PREVIEW

Name: _____ 70

Fact or Fiction: Holistic Well-Being

Objective — What are we learning about?

Students will use a Fact or Fiction game to demonstrate understanding of how the body protects itself from disease, how illness affects holistic well-being, and why diseases affect people differently.

Materials — What you need for the activity?

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

PREVIEW

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Name: _____ 71

Fact or Fiction Read the statements to the class.

#	Statement	
1	Healthy skin usually protects the body but cannot stop all germs.	Fact
2	A disease can affect emotions even when the body feels fine.	Fact
3	Touching a sick person always means you will get their disease.	Fiction
4	Some illnesses change how families live, not just individuals.	Fact
5	The body works even when you do not feel sick.	Fact
6	A person can carry germs before showing any symptoms.	Fact
7	Feeling sick can sometimes happen without physical injury.	Fact
8	If medicine exists, the symptoms do not need to work.	Fiction
9	Children and adults can experience illness very differently.	Fact
10	Fear and misinformation can cause more harm than the illness itself.	Fact
11	Looking healthy always means the body is free from illness.	Fiction
12	Germs entering the body do not always cause illness.	Fact
13	Mental health challenges can affect physical healing speed.	Fact
14	Washing hands prevents all diseases from spreading.	Fiction
15	Some illnesses affect spiritual or emotional well-being more than physical.	Fact
16	A strong immune system guarantees a person will never get sick.	Fiction
17	Illness can affect school, friendships, and daily routines.	Fact
18	Adults get certain diseases because of years of body changes.	Fact
19	All diseases can be cured if treated early enough.	Fiction
20	A person may carry germs without ever feeling unwell.	Fact

PREVIEW

Name: _____ 72

Quiz Check-In	This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity. Cut along the lines and give each section to a student.

Name: _____ Mark: ____

Is the statement true or false?

1) The immune system works even when you do not feel sick.	True	False
2) A person can be contagious before showing any symptoms.	True	False
3) Feeling stressed can slow healing, even without physical injury.	True	False
4) Children and adults can experience the same disease very differently.	True	False
5) All diseases can be cured if treated early enough.	True	False
6) Fear and misinformation can cause more harm than disease itself.	True	False

Name: _____ Mark: ____

Is the statement true or false?

1) The immune system works even when you do not feel sick.	True	False
2) A person can be contagious before showing any symptoms.	True	False
3) Feeling stressed can slow healing, even without physical injury.	True	False
4) Children and adults can experience the same disease very differently.	True	False
5) All diseases can be cured if treated early enough.	True	False
6) Fear and misinformation can cause more harm than disease itself.	True	False

Name: _____ Mark: ____

Is the statement true or false?

1) The immune system works even when you do not feel sick.	True	False
2) A person can be contagious before showing any symptoms.	True	False
3) Feeling stressed can slow healing, even without physical injury.	True	False
4) Children and adults can experience the same disease very differently.	True	False
5) All diseases can be cured if treated early enough.	True	False
6) Fear and misinformation can cause more harm than disease itself.	True	False

PREVIEW

Name: _____ T3

Total
/

Unit Test
Diseases

Mark	/

1. What makes a disease infectious?

a) It lasts a long time

b) It can spread to others

c) It affects emotions

d) It is genetic

2. How does HIV not spread?

a) Sharing needles

b) From parent to baby during birth

c) Unprotected sexual contact

d) Hugging or handshakes

3. Which d[illegible]es not spread person to person?

a) Fl[illegible]

b) Chick[illegible]ox

c) HIV

d) Diabetes

4. Which example shows an infectious disease?

a) Influenza

b) Depression

c) Heart disease

d) Cancer

5. What causes cancer to [illegible] the body?

a) A virus

b) A weak immune system

c) Uncontrolled cell growth

d) Poor hygiene

[illegible]t term means how a person feels [illegible]?

b) [illegible]

c) [illegible]on

d) Diag[illegible]

7. What is a lump formed by cancer cells called?

a) Tumour

b) Infection

c) Virus

d) Node

8. What term [illegible] learned through [illegible]

a) Infection

b) Immunization

c) Illness

d) Transmission

9. Which body system protects the body from germs?

a) Digestive system

b) Nervous system

c) Immune system

d) Skeletal system

10. Which immune cells attack germs directly?

a) Red blood cells

b) Platelets

c) Nerve cells

d) White blood cells

PREVIEW

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Define What do the terms below mean?

Mark: /

Disease	
Lymph no	
Str	

Short Answer Answer [illegible]

Mark: /

1) Explain the ways diseases begin

2) Explain why some diseases affect adults more than children

3) Give three ways a person can help stop the spread of infectious diseases

PREVIEW

Long Answer Answer the questions below

Mark /

1) Explain the difference between infectious and non-infectious diseases. In your answer, describe how each type affects the body and list five examples of each.

2) Explain what the immune system is, how it fi[illegible]ms, [illegible]ease that attacks it, and explain how vaccines help it work better.

PREVIEW

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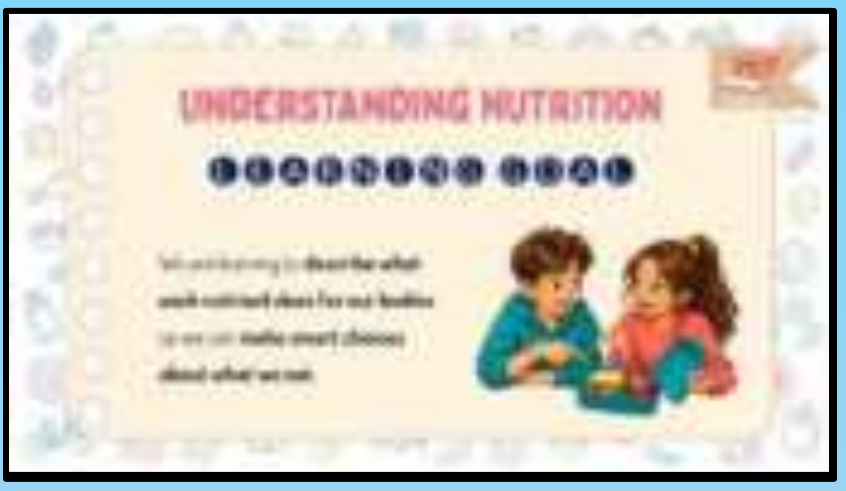
Google Slides Lessons Preview

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Saskatchewan Health Curriculum
Personal Eating Practices– Grade 5

3-Part Lesson Format

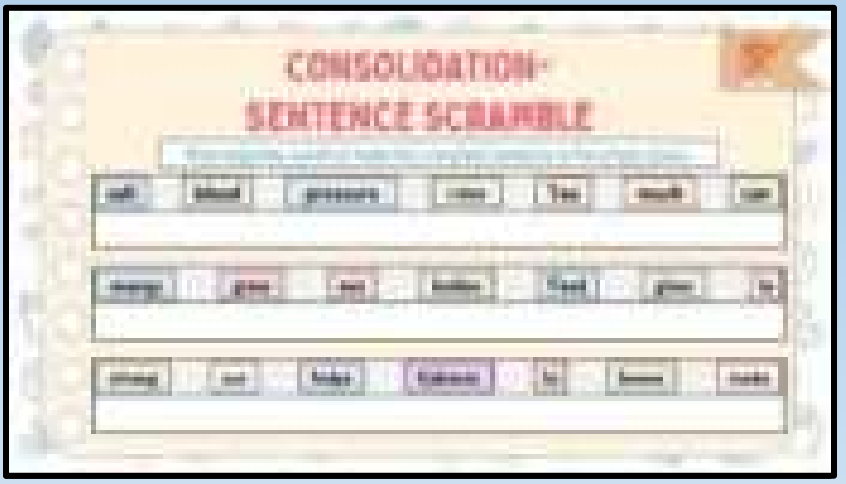
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!



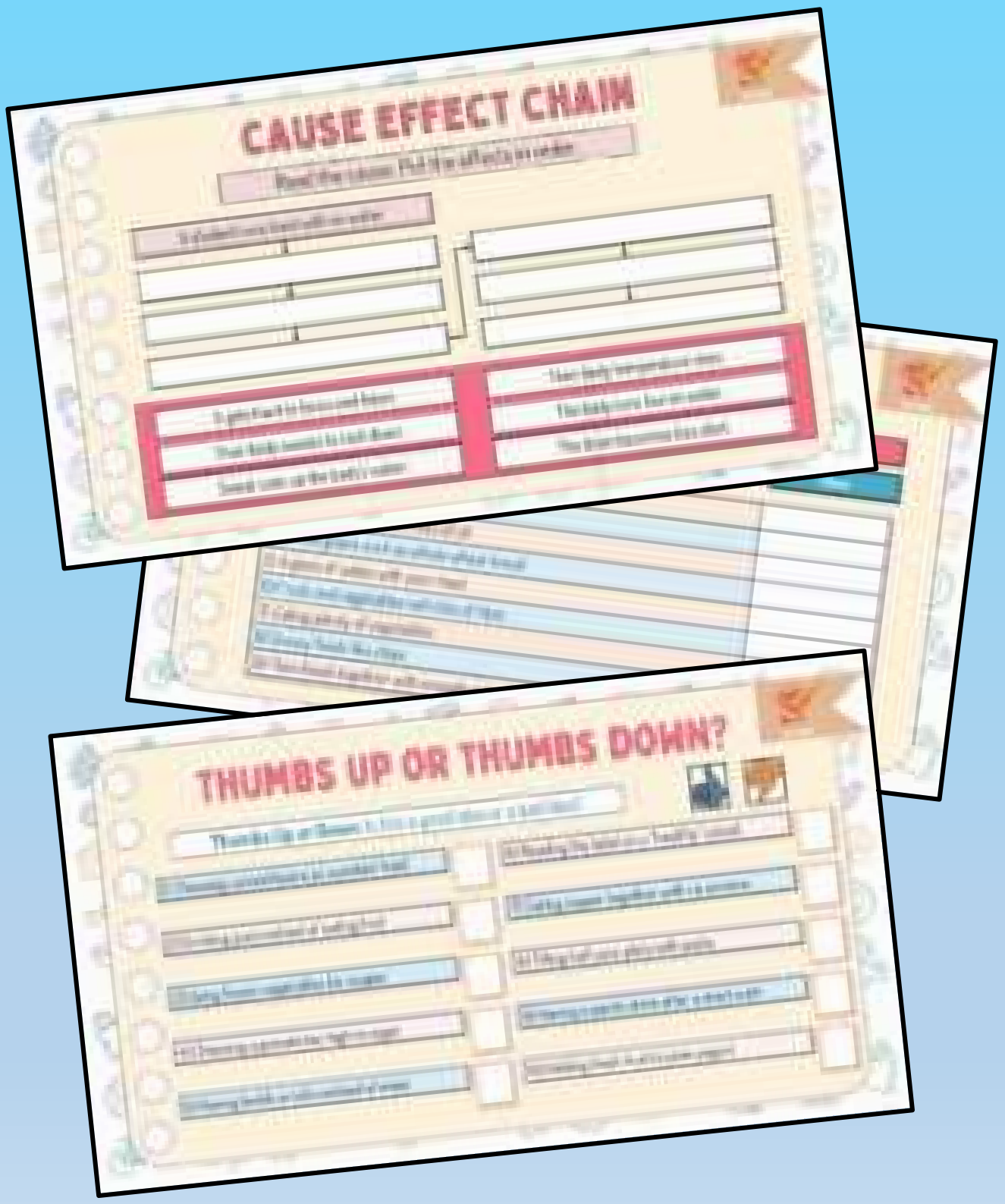


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

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



Saskatchewan Health Curriculum
Personal Eating Practices– Grade 5



Saskatchewan Health Curriculum
Personal Eating Practices– Grade 5



Workbook Preview

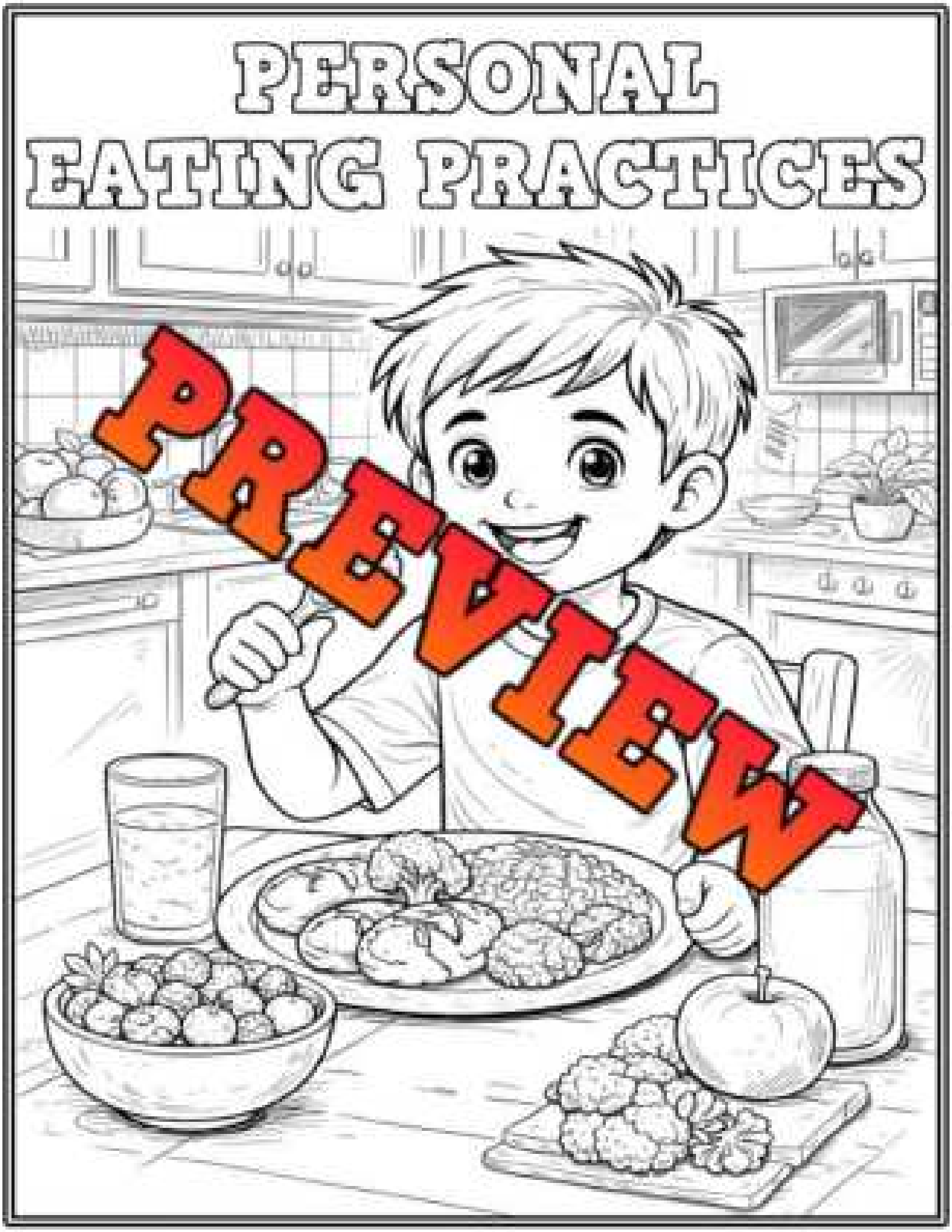
Grade 5 Health Unit
Personal Eating Practices

	Curriculum Expectations	Pages
USC5.1a	Investigate a variety of information about foods and beverages.	6-13, 18-20, 24-31, 36-39, 50-54, 79-81
USC5.1b	Examine information and promotions created to influence eating practices.	24-25, 32-35, 48-53
USC5.1c	Explain the importance of reading and understanding food labels including serving size, calories, and nutritional values for making healthy food choices.	24-25, 32-35, 48-49, 54, 58-62
USC5.1d	Investigate a variety of information about healthy eating practices.	6-13, 18-20, 29-31, 58-65,
USC5.1		7-78,
USC5.1		4, 66
USC5.1		5-67,
USC5.1h	Examine own and others' experiences with processed and non-processed foods.	26-28, 36-46, 55-57,
USC5.1i	Investigate and compare the health benefits of consuming processed versus non-processed foods.	26-28, 36-39, 55-62
USC5.1j	Examine how eating practices have changed.	82-84, 87-89
USC5.1k	Explain how changes in our bodies sometimes affect our eating habits.	9-11, 29-31, 63-67
APS.1a	Identify the elements of effective action plans, including what will be done, who will be involved, where it will take place, when it will take place, and why this action is being taken.	21-23
APS.1b	Identify the supports needed to carry out the action plan.	21-23
APS.1c	Carry out, with guidance, the steps identified in the design of the action plan.	14-17, 21-23, 74-78
APS.1d	Reflect on if the goal was achieved in order to guide future application.	14-17, 21-23, 74-78

Preview of 75 pages from this product that contains 119 pages total.

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PERSONAL EATING PRACTICES



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Name: _____ 6

Understanding Nutrition

What is Nutrition?

Nutrition is the science that explains how the food we eat affects our bodies and our health. It's important because it helps us grow, repair our bodies, and stay active and healthy. Every food item contains different nutrients that our b[illegible]eed to function properly.



Key [illegible]ples

Our bo[illegible] need [illegible]ients, each playing a uni[illegible]ep[illegible]lthy:

- Carbohydrates: [illegible] learn, and do daily ac[illegible]
- Proteins: Help build and re[illegible]
- Fats: Provide a long-lasting energ[illegible]ce an[illegible]r cells healthy.
- Vitamins: Support our immune system an[illegible]r b[illegible]er nutrients effectively.
- Minerals: Important for building strong bones and [illegible] muscles work properly.

Making Healthy Choices

Eating a balanced diet is crucial for good health. Here are some tips for making healthy eating choices:

- Eat various foods: Include fruits, vegetables, grains, proteins, and dairy in your meals.
- Limit sugar and salt: Too much can lead to health problems like heart disease and high blood pressure.
- Stay hydrated: Drinking water is essential for your body to function well.

PREVIEW

Name: _____ 7

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

1) Vitamins help our body use other nutrients.	T	F
2) Water is optional for body function.	T	F
3) Proteins are primarily energy sources.	T	F
4) Fats are only found in unhealthy foods.	T	F
5) Too mu[illegible] can raise blood pressure.	T	F



Instructi[illegible] [illegible]oods high in these nutrients.

Vitamins	
Minerals	
Proteins	
Fats	
Carbohydrates	

Draw Draw and label a healthy snack that includes at least three [illegible]ents.

PREVIEW

Name: _____ 9

Nutrient Match-Up Activity

Objective What are we learning about?

Students will deepen their understanding of the importance of nutrients like calcium, vitamin D, protein, magnesium, and phosphorus, and their sources, through an engaging matching game.

Materials What will you need for the activity?

- Index cards or printed cards with names of nutrients
- Index cards or printed cards with food sources
- Markers or pens



Instructions How will you complete the activity?

1) Organize students into pairs or small groups to facilitate collaboration and discussion.
2) Give each group a mixed set of nutrient cards and food source cards.
3) Instruct students to work together to match each nutrient card with the correct food source card. Encourage them to discuss why each food is a good source of the nutrient.
4) After all groups have completed the matching, bring the class together. Each group presents their matches and explains the benefits of each nutrient and why the chosen food source is appropriate.
5) Correct any misunderstandings and provide additional information as needed.
6) Reinforce the key points about the importance of each nutrient and the best food sources for obtaining them.

PREVIEW

Name: _____ 10

Food Source	Cut the food sources and paste them to their nutrients.

Milk	Mackerel	Kale	Salmon	Tofu
Eggs	Fortified Milk	Lentils	Turkey	Nuts
Fis	Chicken	Pumpkin Seeds	Dark Chocolate	Yogurt
Fo	hole s	Cheese	Beans	Avocado
Spinach	oc	Chicken Breast	Bananas	Orange Juice
Fish	Br		Black Beans	Milk
Beans	Eggs	s	Yolks	Dairy Products
Almonds	Greek Yogurt	Tuna	s	Fortified Cereal

PREVIEW

Hints for Foods as Sources of Nutrie

1) Calcium
Hint: Often found in dairy products and some leafy greens.

2) Vitamin D
Hint: Known as the "sunshine vitamin," found in certain fish and fortified foods.

3) Protein
Hint: Essential for muscle building, found in both animal and plant sources.

4) Magnesium
Hint: Present in leafy greens, nuts, seeds, and whole grains.

5) Phosphorus
Hint: Important for bones and teeth, found in various protein-rich foods.

Name: _____ L1

Match-Up Paste the cutout foods to the correct nutrient source.

Nutrients				
Calcium	Vitamin D	Protein	Magnesium	Phosphorus

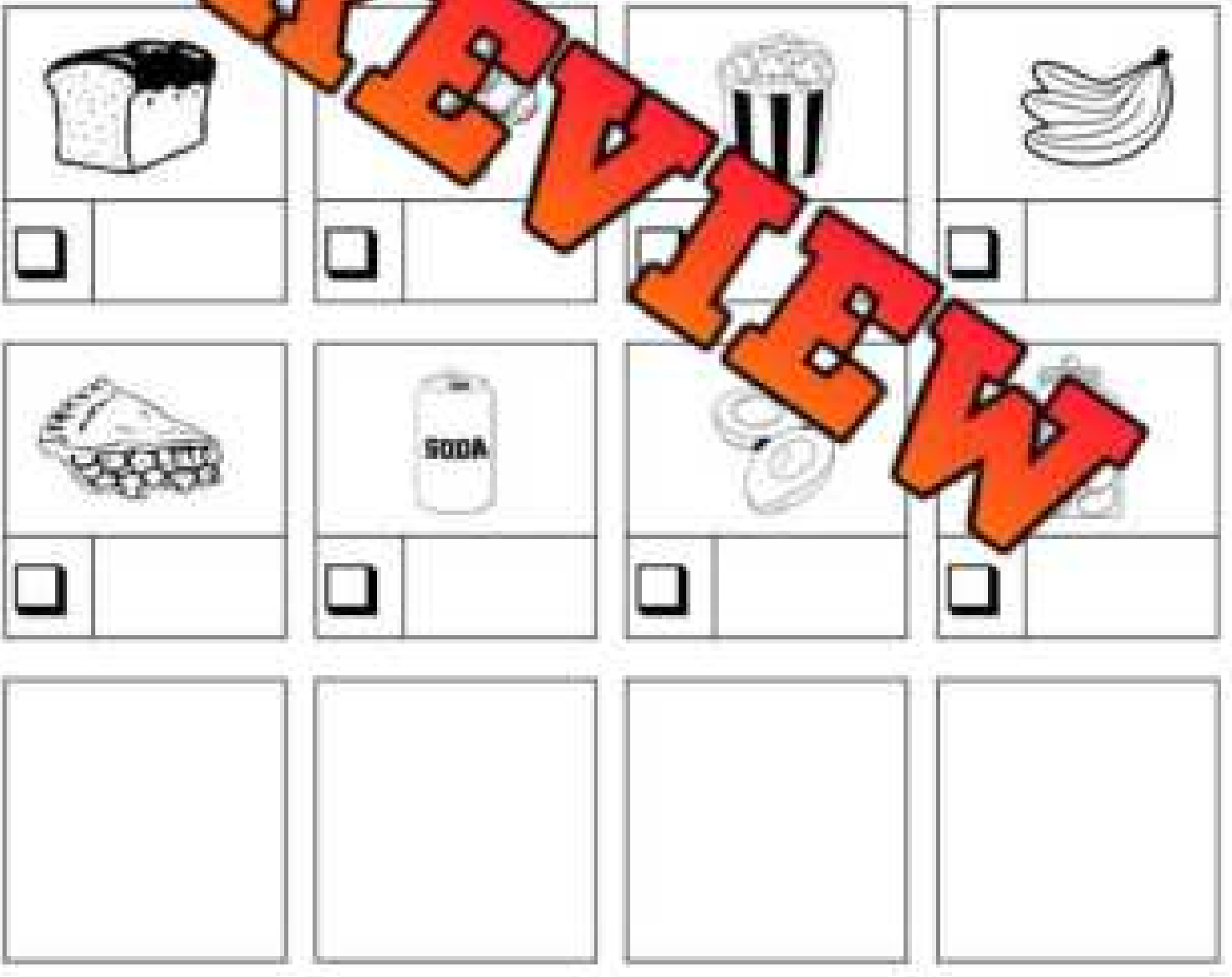
PREVIEW

Name: _____ L2

Healthy Foods Help Our Brains Learn

What you eat can help your brain learn better. Foods like fish, fruits, vegetables, and nuts give your brain energy and help with focus, memory, and thinking. **Omega-3** fats in fish and **antioxidants** in fruits protect your brain and help it work faster. Eating balanced meals and healthy snacks can improve learning at school, but it is also important to remember that not everyone can easily get these foods.

Identify listed brain-boosting snacks, then draw four additional brain-e cks.



Name: _____ L3

Word Fit Puzzle Fill in the crossword below with the words from the word bank.

Word Bank: Brain Foods				
Salmon	Blueberries	Nuts	Avocado	Grains
Beans	Eggs	Yogurt	Broccoli	Tomatoes
Pumpkin	Oranges	Beets	Spinach	Apple



Name: _____ 1A

Activity – Healthy Meal Planning

Objective

What are we learning about?

Students will learn how to apply their knowledge of food groups, balanced diets, and portion sizes by planning a week's menu. This activity encourages thoughtful consideration of nutritional needs and food variety.

Materials

What will you need for the activity?

- [illegible] portion size charts
- Bl[illegible]eekly [illegible]
- Pens and [illegible]
- Access to [illegible]ines, [illegible]ers, and nutritional [illegible]



Instructions

How will you [illegible]

1) Start with a review of the different food groups (e.g., grains, fruits, vegetables, dairy) and the importance of portion control. Discuss how each food group contributes to overall health.
2) Teach students how to measure portion sizes using [illegible]mparisons (e.g., a serving of meat is the size of a deck of cards).
3) Allow students time to research various foods and recipes that [illegible] group using provided materials. Encourage them to think about [illegible]e both nutritious and appealing.
4) Using the blank weekly menu templates, students plan out meals for each day, including breakfast, lunch, dinner, and two snacks. Each meal should include items from at least three different food groups to ensure balance.
5) Remind students to consider portion sizes while planning to ensure that meals are well-balanced.
6) Have students present their weekly menus to the class. They should explain why they chose each meal and how it fits into the balanced diet model.
7) Discuss the variety in the menus, and how different foods can be combined to meet nutritional needs.

PREVIEW

Name: _____ 15

Food Group Guidelines

Food Category	Examples	Servings/Day	One Serving
Grains (Preferably Whole Grains)	Bread, pasta, rice, oatmeal, quinoa	6–8 servings	1 slice of bread, 1/2 cup cooked rice or pasta, 1 cup ready-to-eat cereal flakes
Protein	Lean meats, poultry, fish, beans, peas, eggs, nuts, seeds	5–6 servings	1 ounce of meat/fish/poultry, 1 egg, 1/4 cup cooked beans, 1 tablespoon peanut butter, a handful of nuts or seeds
Dairy	[illegible]	3–4 servings	1 cup milk or yogurt, 1.5 ounces of cheese
Fruits	[illegible] fruit	[illegible] servings	1 medium apple, banana, or orange, 1/2 cup of chopped fruit, 3/4 cup of fruit juice
Vegetables	Fresh, frozen, or canned vegetables	3–5 [illegible]	1 cup raw leafy vegetables, [illegible] cup of cut-up raw or [illegible] vegetables, 1/2 cup [illegible] juice
Fats and Oils (Use sparingly)	Butter, margarine, salad dressing, cooking oil	2–3 servings	[illegible] butter, 1 [illegible] dressing

PREVIEW

Portion Size Chart

- A fist or cupped hand = 1 cup of salad or cereal
- A palm (no fingers) = 3 ounces of meat, fish, or poultry
- A thumb = 1 ounce of cheese
- A handful = 1–2 ounces of snack foods (like nuts or pretzels)
- A tip of your thumb = 1 teaspoon of butter or oil

Tips for Use

- Teach students to use their hand as a tool for measuring portion sizes, which can be particularly handy when they don't have measuring cups or spoons available.
- Encourage mixing of food groups within meals to ensure nutritional balance (e.g., adding vegetables to a pasta dish, having fruit with breakfast cereal).
- Discuss the importance of variety in the diet to get all necessary nutrients.

Name: _____ 16

Weekly Menu

Instructions for Use:

- Fill in each meal: Write down what you plan to eat for each meal and snack. Try to include a variety of foods from different food groups.
- Consider Portion Sizes: Remember to consider the portion sizes discussed in the food group guidelines.
- Balance Your Meals: Ensure each meal contains elements from different food group[illegible] maintain a balanced diet.

PREVIEW

[illegible]	Lunch	Dinner	Snack 1	Snack 2
Monday				
Tuesday				
Wednesday				
Thursday				

Name: _____ 17

Day	Breakfast	Lunch	Dinner	Snack 1	Snack 2
Friday					
Saturday					
Sunday					

PREVIEW

Serving Check if Kyle follows the pr… ving… each food guide.

What Kyle Eats – Nu… Se…					
Day	Grains	Protein	Dairy	…Veg	Fats
1	❑ 7	❑ 1	❑ 7	❑	1
2	❑ 5	❑ 5	❑ 4	❑ 2	❑ 2
3	❑ 2	❑ 8	❑ 5	❑ 3	❑ 3
4	❑ 8	❑ 9	❑ 3	❑ 5	❑ 5
5	❑ 6	❑ 6	❑ 2	❑ 8	❑ 4
6	❑ 9	❑ 5	❑ 8	❑ 9	❑ 2
7	❑ 4	❑ 3	❑ 1	❑ 4	❑ 1

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Name: _____ 18

Blog Post: Staying Hydrated

5 Benefits of Drinking Enough Water

Date: December 30, 2025 *Author: Ms. Taylor Nguyen* *5-minute read*

Drinking water every day is very important for your body and brain. Water helps your body work properly and keeps you feeling your best. When you do not drink enough water, you may feel t[illegible] have headaches, or find it hard to focus. Below are five important benefits of stayin[illegible]

1) **B[illegible]:** Drinking enough water helps your brain stay alert. Students wh[illegible] wat[illegible] listen better, think clearly, and concentrate longer in class.
2) **More ener[illegible]** helps m[illegible]ients through your body. When you are hydrated, you have more [illegible] to [illegible] like part in sports.
3) **Helps digestion:** Wate[illegible] bo[illegible]wn food so it can use it for energy. It also helps prevent stomach [illegible] ar[illegible]
4) **Keeps your body cool:** Water helps [illegible] your b[illegible]erature. This is especially important during hot weather or when you are [illegible]acti[illegible]
5) **Helps your body grow and stay healthy:** Wate[illegible]s [illegible] your body. It helps your muscles move, your joints work smooth[illegible] bod[illegible] itself.

Doctors say children should drink water throughout t[illegible], n[illegible] feel thirsty. Bringing a water bottle to school is an easy way to stay hyd[illegible]

PREVIEW

Comments:



Sarah – December 30, 2025

I did not know water helped with focus. I will try to drink more water at school, but I am not sure how much water a Grade 5 student should drink each day.

Like Reply 1h ago



Nathan – December 30, 2025

My teacher said most Grade 5 students should drink about 6 to 8 cups of water a day. I bring a water bottle to school and refill it at lunch.

Like Reply 20m ago

Name: _____ 19

Yes or No Circle Yes or No for each question

1) Can dehydration affect focus without causing hunger?	Yes	No
2) Does drinking water replace the need for food?	Yes	No
3) Is digestion slowed when the body lacks water?	Yes	No
4) Should water intake stay the same in every situation?	Yes	No
5) Does w[illegible]elp control body temperature?	Yes	No

Question [illegible] questions below.

1) Explain [illegible] change based on activity.

2) What are three benefits [illegible]

3) Write three signs that might show someone is not [illegible]

PREVIEW

Comment What comment would you post to the blog post?

Like Reply Just now

Name: _____ 21.

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.

Materials What will you need for the activity?

- P[illegible]ing chart for each student
- Colo[illegible]
- Water bottle[illegible]



Instructions How will [illegible]?

1) Start with a discussion on why [illegible] vita[illegible]es, focusing on its benefits for brain function, energy level[illegible]

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

3) Students will use their charts to record every glass of wa[illegible] 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.

PREVIEW

Name: _____ 22

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	Glasses	Notes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

PREVIEW

Name: _____ 23

Reflective Journal	Write a journal about your Water Tracker Challenge experience.

Instruction

After completing the Water Tracker Challenge, take some time to think about your water-drinking habits and what you learned about hydration. Write your answers to the questions below in your journal.

- How much water did you plan to drink each day?
- Did you meet your daily water goal? Why or why not?
- How did drinking more or less water affect your energy or focus?
- What times of day was it hardest to remember to drink water?
- Did your water intake change on days you were more active?
- What did your body show when you needed more water?
- How will you change your water-drinking habits in the future?

PREVIEW

Name: _____ 24

Interview: Talking With a Nutritionist About Digestion

Student: Thank you for talking with me today. What does the digestive system do?

Nutritionist: The digestive system breaks down the food you eat into nutrients. These nutrients give your body energy, help you grow, and keep your organs working properly.

Student: Why does food choice matter for digestion?

Nutritionist: Different foods affect digestion in different ways. Healthy foods help digestion work smoothly. Eating too much junk food can slow digestion and cause stomach aches.

Student: Which foods help digestion the most?

Nutritionist: Foods with fibre are very helpful. Fruits, vegetables, and whole grains help food move through the digestive system and prevent constipation.

Student: What happens when you eat too much sugar or fatty food?

Nutritionist: Sugary foods can cause quick energy rises and crashes. Fatty foods slow digestion and can make you feel sluggish or tired.

Student: How does drinking water help digestion?

Nutritionist: Water helps break down food and move it through your digestive system. It also helps fibre do its job properly.



Student: Can changing your diet really make a difference?

Nutritionist: Yes, very much. Eating more vegetables and less junk food can help reduce bloating, improve energy, and keep your stomach feeling comfortable.

Student: What advice would you give students?

Nutritionist: Eat a balanced diet with foods from all food groups, drink enough water, and pay attention to how foods make your body feel.

Student: Thank you for sharing this information.

Nutritionist: You're welcome. Learning how food affects digestion helps you make healthy choices for life.

PREVIEW

Name: _____ 23

Draw Draw foods that slow digestion and foods that promote smooth digestion.

SLOW DIGESTION	SMOOTH DIGESTION

PREVIEW

Two Truths and a Lie Read each group. Tick ✓ two ... Mark ✗ the one lie.

	Fibre helps food move through intestines smoothly.
	Sugary foods cause steady energy all day.
	Fatty foods can slow the digestive process.

	... foods ... digestion and energy ...
	Water helps ... through intestines.
	Fibre works best with ... drinking water.

Questioning Write 2 questions you have about the reading.

1)	_____
2)	_____

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Name: _____ 26

Activity – Food and Digestion Experiment

Objective

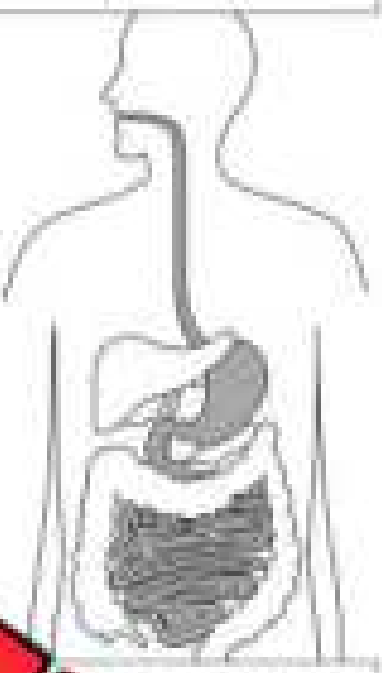
What are we learning about?

Students will conduct experiments to observe how different types of food react with a liquid that simulates stomach acid, helping them understand the digestive process and how various foods break down differently.

Material

What will you need for the activity?

- [illegible] jars
- [illegible] stomach acid)
- Variety of [illegible] meat, raw vegetables, cooked [illegible] and cheese)
- Timer or stop[illegible]
- Safety goggles
- Spoons for stirring
- Notebooks and pens for [illegible]



PREVIEW

Instructions

How will you co[illegible] the [illegible]

1. **Introduction**: Begin with a brief explanation [illegible] to break down food. Discuss the purpose of acids in the digesti[illegible] and intr[illegible] vinegar as a safe simulation of stomach acid.
2. **Safety**: Ensure all students wear safety goggles during [illegible]
3. **Setting Up**
   - Label each cup or jar with the type of food being tested.
   - Place a small, equal portion of each type of food into separate [illegible]
   - Pour enough vinegar into each cup to completely cover the food items.
4. **Observation**
   - Start the timer once all cups have vinegar. Observe and record the initial reaction of vinegar with the food.
   - Continue observing for 30 minutes, noting any changes. Students should look for signs of food breaking down, such as softening, disintegrating, or other physical changes.
5. Students should record their observations in their notebooks, detailing the reaction at each time interval. Encourage them to note differences in how quickly or slowly each food type breaks down and relate the findings to the digestive process in the human body.

Name: _____ 27

Food and Digestion Experiment Recording Worksheet

Instructions for Use:

- Initial Reaction: Note the immediate reaction of the food to the vinegar.
- Observations: At each time interval (5, 10, 20, 30 minutes), observe and record any changes in the food's appearance, texture, and any other notable reactions.
- Final Observation: Summarize the condition of the food at the end of the experiment.

	Reaction	5 Minutes	10 minutes	20 minutes	30 minutes
Bread					
Cooked Meat					
Raw Vegetable					

PREVIEW

Name: _____ 28

Food and Digestion Experiment Recording Worksheet

	Initial Reaction	5 Minutes	10 minutes	20 minutes	30 minutes
Cooked Vegetable					
Fruit					
Cheese					

PREVIEW

Reflection Which foods broke down the fastest? Which ones resisted acid the most?

_____

_____

_____

_____

Name: _____ 29

Musculoskeletal Health and Nutrition

How Bones and Muscles Grow

Bones and **muscles** help your body move, stand, and stay strong. During childhood, these parts of your body grow quickly. To grow properly, they need the right nutrients from food. Exercise helps too, but food gives your body the building materials it needs every day.

Calcium and Bone Strength

Calcium is one of the most important nutrients for bones and teeth. Almost all the calcium in your body is stored in your bones. If you do not get enough calcium, bones can become weak over time. Kids need more calcium than adults because their bones are still growing and getting stronger and

Vitamin D and Absorbing

Vitamin D helps your body use calcium. Without enough vitamin D, calcium cannot be absorbed well. In Ca[illegible] can be hard to get vitamin D from the sun in winter, so food sources are impo[illegible] kids.



Muscles and Protein Power

Muscles help you move, lift, and stay active. **Protein** is [illegible] repair muscle tissue. After physical activity, muscles use pro[illegible] tears and become stronger. This is especially important for active s[illegible]

Other Minerals That Help

Magnesium and **phosphorus** also support strong bones and muscles. These minerals help bones stay firm and help muscles contract and relax. They work together with calcium and protein to support growth.

Key Facts Students Should Know

- Children ages 9–13 need about 1,300 mg of calcium each day
- Protein helps muscles recover after activity
- **Fortified foods** can add vitamin D and calcium when natural sources are limited

PREVIEW

Name: _____ 30

Food Comparison	Compare the nutritional value of Meal 1 and Meal 2 based on their calcium, vitamin D, protein, magnesium, and phosphorus content.

Meal 1 Breakfast	Scrambled eggs with spinach, whole grain toast, and a glass of fortified orange juice.
Meal 2 Lunch	Grilled salmon, quinoa salad with nuts and vegetables, and a cup of yogurt.

Nutritional Comparison		
Nutri	Meal 1	Meal 2
C	ange juice, whole grain toast	Yogurt, quinoa salad with nuts
Vitamin D	egg yolks	Grilled salmon, yogurt
Protein		Grilled salmon, quinoa, yogurt
Magnesium	Spin	Quinoa, nuts, vegetables
Phosphorus	Eggs, wh	Grilled salmon, yogurt, nuts

1) Which meal provides more calcium-rich foods?

2) How do both meals ensure a good intake of vitamin D?

3) Compare the protein sources in both meals. Which one seems more protein-rich?

4) Which meal has a higher variety of foods that contain phosphorus?

5) Identify the sources of magnesium in both meals.

PREVIEW

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) Bones need nutrients more than exercise to grow.	T / F
2) Most calcium in the body is stored in muscles.	T / F
3) Vitamin D helps calcium enter the body properly.	T / F
4) Canadian winters can reduce vitamin D from sunlight.	T / F
5) Children need less calcium than adults do.	T / F

Name: _____ Mark: _____

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

1) Bones need nutrients more than exercise to grow.	T / F
2) Most calcium in the body is stored in muscles.	T / F
3) Vitamin D helps calcium enter the body properly.	T / F
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5) Children need less calcium than adults do.	T / F

Name: _____ Mark: _____

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Name: _____ Mark: _____

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

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2) Most calcium in the body is stored in muscles.	T / F
3) Vitamin D helps calcium enter the body properly.	T / F
4) Canadian winters can reduce vitamin D from sunlight.	T / F
5) Children need less calcium than adults do.	T / F

PREVIEW

Name: _____ 32

Reading Nutrition Labels

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



What's on the Label?

Every food label has important information. Here's what to l

1. **Serving Size**: This number tells us how much is just right
2. **Calories**: This shows the energy for our body. Not too many, just
to keep us playing and
3. **Nutrients to Get More Of**: These ar
our body needs. Look for Vitamin D, Calcium
4. **Nutrients to Get Less Of**: We should have les
Saturated Fat, Trans Fat, Sodium (that's another w

PREVIEW

Why It Matters

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

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

Food labels are easier to understand when you look at just a few key parts, like serving size, sugar, and fibre.

Name: _____ 33

Food Comparisons

Lowfat Vanilla Yogurt

Nutrition Facts

Serving Size (150g)
Servings Per Container 1

Amount Per Serving

Calories [illegible] Calories from Fat 20

	% Daily Value*
Total F	3%
[illegible]	8%
Cho [illegible]	3%
Sodium [illegible]	[illegible]%
Total Carbo	[illegible]%
Dietary Fiber [illegible]	[illegible]%
Sugars 22g	
Protein 7g	[illegible]%

*Percent Daily Values are based on a [illegible] diet.

Whole Milk Vanilla Yogurt

Nutrition Facts

Serving Size (150g)
Servings Per Container 1

Amount Per Serving

Calories 140 Calories from Fat 40

	% Daily Value*
Total Fat 4.5g	7%
Saturated Fat 3g	15%
Trans Fat 0g	
Cholesterol 15mg	5%
Sodium 70mg	3%
Total Carbohydrate 20g	7%
Dietary Fiber 0g	0%
Sugars 15g	
Protein 5g	10%

*Percent Daily Values are based on a 2,000 calorie diet.

PREVIEW

1) Describe the pros and cons of both foods below.

Food	Pros	Cons
Low-fat Yogurt		
Whole Milk Yogurt		

2) Which would you choose? Why?

_____

_____

_____

_____

Name: _____ 34

Nutrition Label Scavenger Hunt

Search Work in pairs or small groups to find the answers to the following questions. Use the food labels on the next page as a reference.

Question	Answer
1) Which food has the highest sodium level?	
2) What is s[illegible] level of Honey Nut Cheerios?	
3) Ho[illegible] a serving of Maol[illegible] Milk?	
4) Which food [illegible] fibre?	
5) What is the prote[illegible]	
6) How much sugar is in a [illegible] Frosted Flakes?	
7) What is the serving size for Maola W[illegible] Milk?	
8) Which food has the highest amount of total fat?	
9) What is the cholesterol level in Honey Nut Cheerios?	
10) How much calcium is in a serving of Maola Whole Milk?	
11) What is the amount of vitamin A in Ruffles?	
12) Which food has the highest calorie count per serving?	
13) How much potassium is in Honey Nut Cheerios?	
14) What is the total carbohydrate level in Ruffles?	
15) How much vitamin D is in Maola Whole Milk?	

PREVIEW

Name: _____ 35

Honey Nut Cheerios

Nutrition Facts

Serving Size 1 cup (28g)
Servings Per Container about 12

Amount Per Serving	Cheerios	with 1/2 cup fat free milk
Calories	110	150
Calories from Fat	15	15
	% Daily Value*	
Total Fat 1.5g	2%	2%
Saturated Fat 0g	0%	0%
Trans Fat 0g		
Polyunsaturated Fat 0.5g		
Monounsaturated Fat 0.5g		
Cholesterol 0mg	0%	0%
Sodium 190mg	8%	8%
Potassium 105mg	3%	3%
Total Carbohydrate 22g	7%	7%
Dietary Fiber 2g	8%	8%
Soluble Fiber less than 1g		
Sugars 1g		
Other Carbohydrate 19g		
Protein 3g		

Ingredients: Whole Grain Oats (Includes Pre-cut Oats), Sugar, Modified Corn Starch, Honey, Brown Sugar Syrup, Salt, Tripotassium Phosphate, Canola and/or Rice Bran Oil, Natural Almond Flavor, Vitamin E (mixed tocopherols) added to Preserve Freshness.

Vitamins and Minerals: Calcium Carbonate, Zinc and Iron (mineral nutrients), Vitamin C (sodium ascorbate), A B Vitamin (niacinamide), Vitamin B6 (pyridoxine hydrochloride), Vitamin B2 (riboflavin), Vitamin B1 (thiamin mononitrate), Vitamin A (palmitate), A B Vitamin (folic acid), Vitamin B12, Vitamin D3. CONTAINS ALMOND. MAY CONTAIN TRACE OF PEANUT INGREDIENTS.



Maola Whole Milk

Nutrition Facts

Serving Size 1 cup (240mL)

Amounts per serving

Calories 150

	% Daily Value*
Total Fat 8g	10%
Saturated Fat 5g	25%
Trans Fat 0g	
Cholesterol 35mg	12%
Sodium 110mg	5%
Total Carbohydrate 12g	4%
Dietary Fiber 0g	0%
Total Sugars 12g	
Includes 0g Added Sugars	0%
Protein 8g	16%
Vitamin D 2.5mcg 15% • Calcium 300mg 25%	
Iron 0mg 0% • Potassium 380mg 8%	
Vitamin A 499mcg 55%	

PREVIEW

Ruffles

Nutrition Facts

Serving Size 1 oz (28g/About 11 chips)

Amount Per Serving

Calories 160 Calories from Fat 90

	% Daily Value*
Total Fat 10g	15%
Saturated Fat 1.5g	8%
Trans Fat 0g	
Polyunsaturated Fat 2.5g	
Monounsaturated Fat 5g	
Cholesterol 0mg	0%
Sodium 180mg	8%
Potassium 330mg	9%
Total Carbohydrate 15g	5%
Dietary Fiber 1g	5%
Sugars 1g	
Protein 2g	

Vitamin A 2%	•	Vitamin C 10%	
Calcium 0%	•	Iron 2%	
Niacin 4%	•	Vitamin B6 4%	
Phosphorus 2%	•	Magnesium 4%	

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4



Nutrition Facts

1 serving per container

Serving size 1 Container (28g)

Calories per serving 220

Total Fat 14g			18%
Saturated Fat 3g	15%		
Trans Fat 0g			
Cholesterol 0mg	0%		
Sodium 200mg	13%		
		Total Sugars 1g	
		Includes 0g Added Sugars	0%
		Protein 2g	

Vitamin D 0mcg 0% • Calcium 0mg 0% • Iron 1mg 6% • Potas. 60mg 2%
Thiam. 20% • Riboflav. 15% • Niacin 20% • Vitamin B6 2%
Folate 80mcg DFE 40% • Vitamin B12 0mcg 0% • Vitamin A 0mcg 0%

Ingredients: Milled corn, sugar, malt flavor, contains 2% or less of salt.
Vitamins and Minerals: iron (ferric phosphate), niacinamide, vitamin B6 (pyridoxine hydrochloride), vitamin B2 (riboflavin), vitamin B1 (thiamin hydrochloride), folic acid, vitamin D3, vitamin B12.

Name: _____ 36

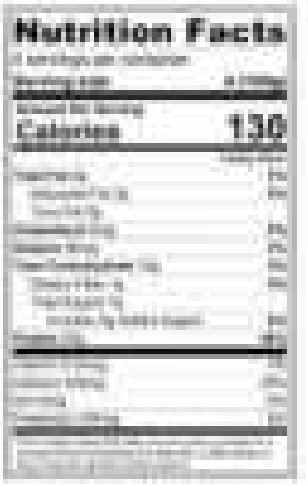
Activity – Nutrition Comparison Chart

Objective What are we learning about?

Students will compare the nutritional value of a provided traditional ceremonial food with a modern processed food of their choice and reflect on the differences.

Materials What will you need for the activity?

- [illegible]
- Markers
- Provided [illegible] information for traditional food
- Access to research [illegible] (internet, articles)
- Notebooks and pens



Instructions How will you complete the activity?

1. Explain the importance of nutrition and how [illegible] play a vital role in maintaining a healthy diet. Discuss how modern processed foods differ in terms of nutritional value and health benefits.
2. Provide the students with the nutritional content of a traditional food.
3. Each student chooses two modern processed foods to compare with the provided traditional food. Examples might include fast food items, packaged snacks, sugary cereals, or soft drinks.
4. Have students present their charts to the class, explaining their findings and reflections.
5. Facilitate a class discussion on the importance of traditional foods and how they can contribute to a healthier diet compared to modern processed foods.
6. Summarize the key points discussed and encourage students to think about how they can incorporate healthier food choices into their own lives, taking into account both nutrition and cultural significance.

PREVIEW

Name: _____ 37

Handout Read and study this table to understand the nutrition in traditional foods

Nutritional Content of Potlatch Feast		
	Salmon	**Herring Roe**
Serving Size	100 g	100 g
C	208	143
P	20 g	18 g
Fat	13 g	7 g
• **Saturated Fat**		1.4 g
• **Omega-3 Fatty Acids**	2.3 g	1.1 g
Carbohydrates	0	
Vitamin/Mineral		
• **Vitamin B12**	3.2µg	20µg
• **Vitamin D**	526 IU	93 IU
• **Selenium**	36.5µg	65.5µg
• **Vitamin B3**	8.2mg	1.3mg
• **Phosphorus**	256mg	402mg
• **Iron**	-	1.1 mg

PREVIEW

Name: _____ 38

Record Use Nutrition Fact labels to fill in this chart for two modern processed foods.

Modern Processed Food		
Processed Food Name		
Serving Size		
Calories		
Protein		
Fat		
•		
•		
Carbohydrates		
Sugar		
Fibre		
Sodium		
Vitamins/Minerals		
•		
•		
•		
•		
•		
•		

PREVIEW

Name: _____ 40

Activity – Food Labels – Ingredients List

Did you know that the first ingredient in an ingredient list is always the most used ingredient? In fact, the company that makes the food has to order the ingredients in the ingredient list from most used to least used. This helps consumers understand what the product is made of.

If this rule wasn't applied, a company could include a tiny pinch of healthy and expensive ingredients and then load their product up with cheap and unhealthy ingredients. The consumer wouldn't know how much of each ingredient was being used. Therefore, they could be tricked!



Interpr ingredient lists below and made observations. Is he right? Explain.

PREVIEW

Ingredients: Enri[ched flour], niacin, reduce[d iron], thia[mine mononitrate], ribo[flavin], folic [acid], vegetable oil (contai[ning one or more of] the following: palm oil, c[anola oil], soybean oil), sugar, high fruc[tose corn] syrup, salt, leavening (baking so[da], so[dium aluminum phosphate]), soy lecithin.

These crackers are healthy because they have enriched flour and vegetable oil.

Ingredients: Fruit purée (grape, peach, orange, strawberry and raspberry), corn syrup, sugar, modified corn starch, gelatin, concord grape juice from concentrate, citric acid, lactic acid, natural and artificial flavours, ascorbic acid (vitamin C), alpha-tocopherol acetate (vitamin E), palmitate, sodium citrate, coconut oil, carnauba wax, annatto (colour), turmeric (colour), blue 1.

[This] snack is healthy because they [have] vitamins.

Ingredients: Water, sugar, apple juice concentrate, citric acid, natural flavours, vitamin C (ascorbic acid), calcium lactate, vitamin D3.

This apple juice is healthy because it has apple juice concentrate and vitamin C.

Ingredients: Water, sugar, corn syrup, milk protein concentrate, hydrogenated coconut oil, cocoa processed with alkali, stabilizers (carrageenan, guar gum), artificial flavour.

This chocolate drink is healthy because it has milk protein concentrate and cocoa.

Name: _____ 41

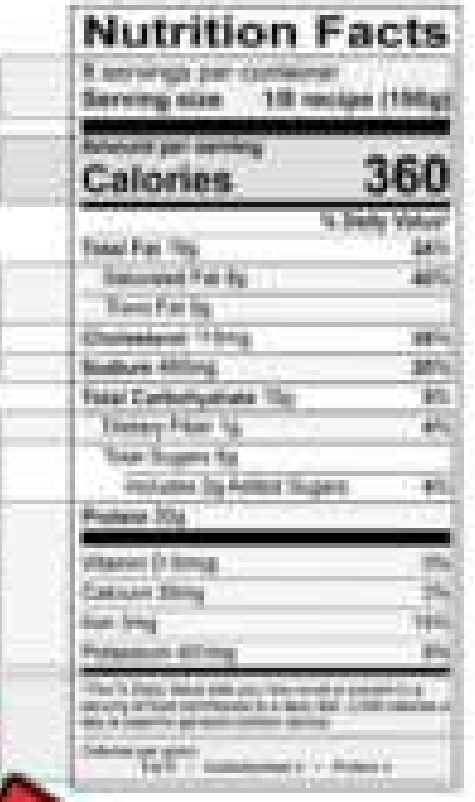
Activity – Nutrition Label Reading

Objective — What are we learning about?

Students will learn how to read and understand nutrition labels on food packages. They will analyze and compare the nutritional content of various foods to make informed food choices.

Materials — What will you need for the activity?

- Various food packages with nutrition labels (e.g., cereal box[illegible] canned goods, etc.)
- Worksheets for recording nutrition information
- Calculators (optional)



PREVIEW

Instructions — How will you complete the activity?

1) Begin the activity by explaining the importance of understanding nutrition labels and how they can help you make healthier food choices.
2) Distribute the food packages to the students, ensuring each group has a variety of items to examine.
3) Provide each student with a worksheet to record the nutrition information from the labels. The worksheet should include columns for serving size, calories, total fat, saturated fat, trans fat, cholesterol, sodium, total carbohydrates, dietary fiber, sugars, and protein.
4) Demonstrate how to read a nutrition label, highlighting key components such as serving size, calories, and the daily value percentages.
5) Instruct students to fill out the worksheet with the nutrition information from each food package. Encourage them to double-check their entries for accuracy.
6) Once the worksheets are complete, have the students compare the nutritional content of the different food items. Discuss which items are healthier based on their nutrition labels and why.
7) Facilitate a class discussion on the findings, emphasizing the importance of making informed food choices and how to use nutrition labels to guide these choices.

Name: _____ 42

Instruction Analyze the nutrition labels of the products then answer the questions.



Yogu

N Facts

Serving 1 cor

Amount Per Serving

Calories 150

Total Fat 2g	3%
Saturated Fat 1.5g	7%
Trans Fat 0g	8%
Cholesterol 15mg	5%
Sodium 90mg	4%
Total Carbohydrates 22g	7%
Dietary Fiber 0g	2%
Sugars 19g	
Protein 9g	18%

Vitamin A 0% • Vitamin C 0%

Calcium 25% • Iron 0%

*Percent Daily Values are based on a 2000 calorie diet

PREVIEW

1) How does the nutritional information influence your decision to choose this food?

2) How often do you think it would be healthy to consume this product?

the potential health benefits of od in your diet?

4) Are there any nutritional concerns that might make you reconsider eating this product regularly?

5) Would you recommend this food item to a friend? Why or why not?

Name: _____ 43

Breakfast Cereal

Nutrition Facts

Serving Size ¾ cup (27g)
Servings Per Container about 17

Amount Per Serving	Locky Charms	with ½ cup skim milk
Calories	110	150
Calories from Fat	10	10
		% Daily Value*
Total Fat	**2%**	**2%**
Saturated	**0%**	**0%**
Trans		
Polyunsaturated		
Monounsaturated		
Cholesterol		
Sodium 110mg		
Potassium 55mg		1%
Total Carbohydrate 22g		
Dietary Fiber 3g		
Sugars 10g		
Other Carbohydrate 10g		
Protein 2g		
Vitamin A	10%	15%
Vitamin C	10%	10%
Calcium	10%	25%
Iron	25%	25%
Vitamin D	10%	25%
Thiamin	25%	30%
Riboflavin	25%	35%
Niacin	25%	25%
Vitamin B_6	25%	25%
Folic Acid	50%	50%
Vitamin B_{12}	25%	35%
Phosphorus	4%	15%
Magnesium	4%	6%
Zinc	25%	30%

* Amount in cereal. A serving of cereal plus skim milk provides 1g total fat, less than 5mg cholesterol, 240mg sodium, 350mg potassium, 36g total carbohydrate (14g sugars), and 4g protein.

** Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

1) How does the nutritional information influence your decision to choose this food?

2) How often do you think it would be healthy to consume this product?

3) What are the potential health benefits of including this food in your diet?

4) Are there any potential concerns that might arise from consuming this product regularly?

5) Would you recommend this food item to a friend? Why or why not?

PREVIEW

Name: _____ 44



Chicken Noodle

Nutrition Facts

About 2.5 servings per container

Serving size 1/2 cup (120mL) condensed soup

Calories per serving 60

Amount/Serving	% Daily Value*	Amount/Serving	% Daily Value*
Total Fat 2g	3%	**Sodium** 860mg	38%
Saturated Fat 0.5g	3%	**Total Carbohydrate** 9g	3%
Trans Fat 0g		Dietary Fiber <1g	4%
Polyunsaturated Fat 0g		Total Sugars 3g	
Monounsaturated Fat 0.5g		Includes 0g Added Sugars	0%
Cholesterol 15mg	5%	**Protein** 3g	
Vitamin D 0mcg	0%	Calcium 10mg	0%
Iron 0.6mg	4%	Potassium 60mg	0%

PREVIEW

1) How [illegible] information influence your decision to choose this food?

2) How often do you think [illegible] consume this product?

3) What are the potential health benefits of includ[illegible]

4) Are there any nutritional concerns that might make you reconsider eating this product regularly?

5) Would you recommend this food item to a friend? Why or why not?

Name: _____ 45



Granola Bar

Nutrition Facts

Serving ...
Serv...

Amount Per Se...

Calories 140 ... from ...

Total Fat 4g	
Saturated Fat 2g	9%
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 90mg	**4%**
Total Carbohydrate 23g	**10%**
Dietary Fiber 9g	**35%**
Sugars 10g	
Protein 2g	

Calcium 10% • Iron 6%

... significant source of ... A and ... C.

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

PREVIEW

1) How does the nutritional information influence your decision to choose this food?

2) How often do you think it would be healthy to consume this product?

3) What are the potential health benefits of including this food in your diet?

4) Are ... ...erns that might make you ... ...ating ... ...duct regularly?

5) Would you recommend this food item to a friend? Why or why not?

Name: _____ 47

Story: Impact of Marketing on Food Choices

The Power of Food Ads

One Saturday morning, Mia was watching her favourite cartoon show. During the commercials, she saw an ad for a new candy that looked really fun and colourful. The commercial showed kids playing and laughing, making the candy seem like the best thing ever. Mia felt like she had to try it.



That night, Mia asked her mom to buy the candy. Her mom decided to teach Mia something important. She said, "Do you know that companies spend billions of dollars every year on advertisements to make products look exciting?" she asked. "Most of them are not healthy," she said.

Her mom continued, "Yes, especially for foods that are not healthy. Studies show that kids who watch a lot of TV ads for sugary foods are more likely to want those unhealthy foods." She explained that these foods often have too much sugar, salt, and fat, which can lead to health problems like obesity. In fact, about 30% of Canadian children are overweight or obese.

Mia's mom shared some tips on making smart food choices. "First, always read the nutrition labels to know what's really in your food. Second, don't be fooled by ads. Just because something looks fun in a commercial doesn't mean it's good for you. And third, try to eat more fruits, vegetables, and whole grains."

Mia thought about the candy ad and realized she didn't need it. She decided to choose an apple instead. It was tasty and made her feel good. From then on, Mia became smarter about her food choices, not letting ads decide for her.

PREVIEW

Name: _____ 48

True or False

Is the statement true or false?

1) Advertisements can make unhealthy foods look appealing.	True	False
2) TV commercials can influence children's eating habits.	True	False
3) Marketing never leads to poor eating habits.	True	False
4) Advertisements are designed to make products look exciting.	True	False
5) Understanding ads can help you make better food choices.	True	False

Visualizing

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

PREVIEW

Questions

Answer the questions below usi

1) Think of a post on social media you've seen that helpe choice.

2) Name an ad where a celebrity endorses a food or drink. Are you more likely to want the product because of who is telling you to eat or drink it?

Exit Cards

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

Name: _____ | Mark

Circle Yes or No for each question.

1) Can unhealthy foods appear healthy in advertisements?	Yes / No
2) Do food ads always show full nutrition information?	Yes / No
3) Does colourful packaging guarantee healthy food inside?	Yes / No
4) Are sugary snacks often targeted toward children?	Yes / No
5) Are healthier foods advertised more than unhealthy foods?	Yes / No

Name: _____ | Mark

Circle Yes or No for each question.

1) Can unhealthy foods appear healthy in advertisements?	Yes / No
2) Do food ads always show full nutrition information?	Yes / No
3) Does colourful packaging guarantee healthy food inside?	Yes / No
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5) Are healthier foods advertised more than unhealthy foods?	Yes / No

Name: _____ | Mark

Circle Yes or No for each question.

1) Can unhealthy foods appear healthy in advertisements?	Yes / No
2) Do food ads always show full nutrition information?	Yes / No
3) Does colourful packaging guarantee healthy food inside?	Yes / No
4) Are sugary snacks often targeted toward children?	Yes / No
5) Are healthier foods advertised more than unhealthy foods?	Yes / No

Name: _____ | Mark

Circle Yes or No for each question.

1) Can unhealthy foods appear healthy in advertisements?	Yes / No
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3) Does colourful packaging guarantee healthy food inside?	Yes / No
4) Are sugary snacks often targeted toward children?	Yes / No
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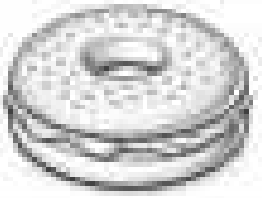
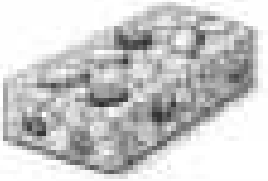
PREVIEW

Name: _____ 54

Choosing a Healthy Snack

Question How do we know what the healthiest choice is?

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

N… much …eed … day			
	…muf…	Whole wheat bagel …th peanut butter	Granola bar
Fibre 15 – 20 g	… g	… g	3 g
Fat 66 g	15 g	…	5 g
Carbohydrates 130 g	50 g	45 …	35 g
Sugar 30g	39g	…	12g
Calories 2000	400	…	250
Sodium 1800 mg	350 mg	500 …	…
Protein 34 g	5 g	10 g	…
Calcium 1300 mg	30 mg	40 mg	… mg
Iron 8 mg	3 mg	5 mg	2 mg

A typical serving of peanut butter on a bagel is 2 tbsp.
** Everyone is different. These values are averages. It depends on your size and activity level.

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

_____

_____

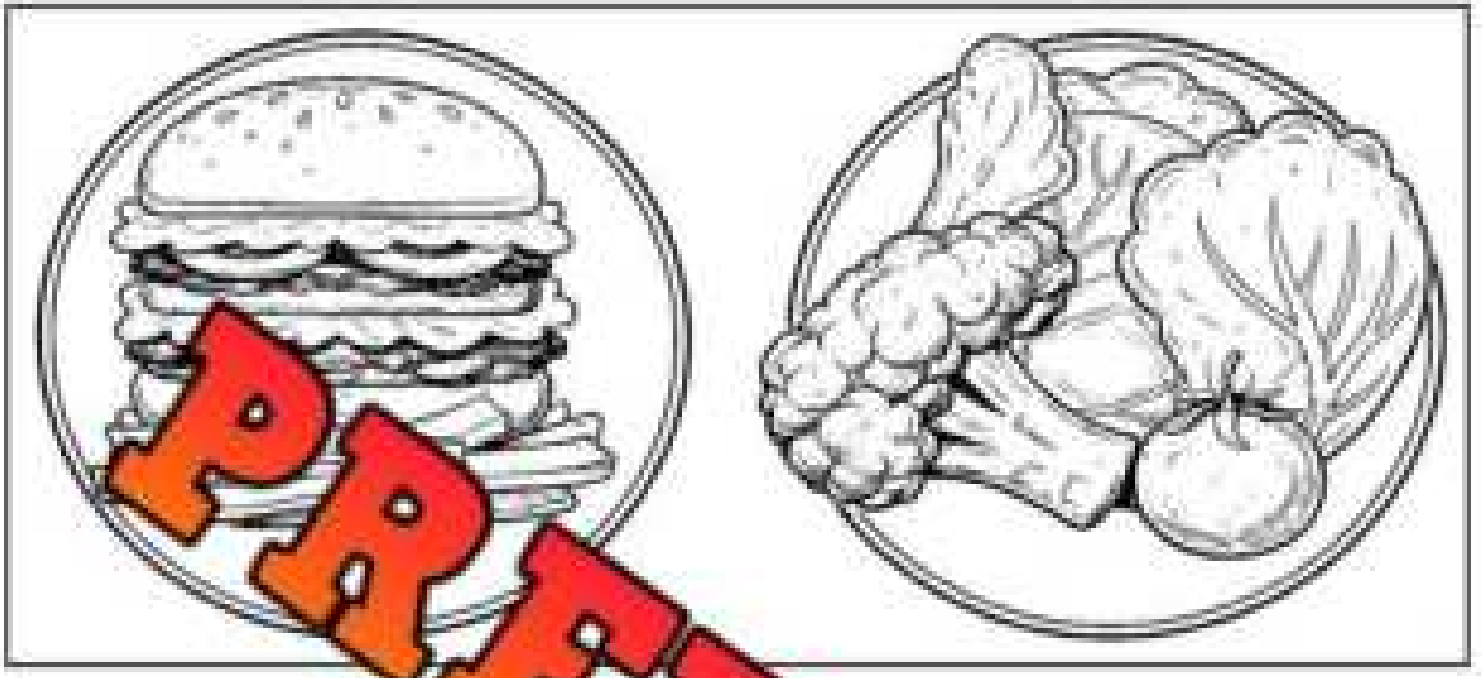
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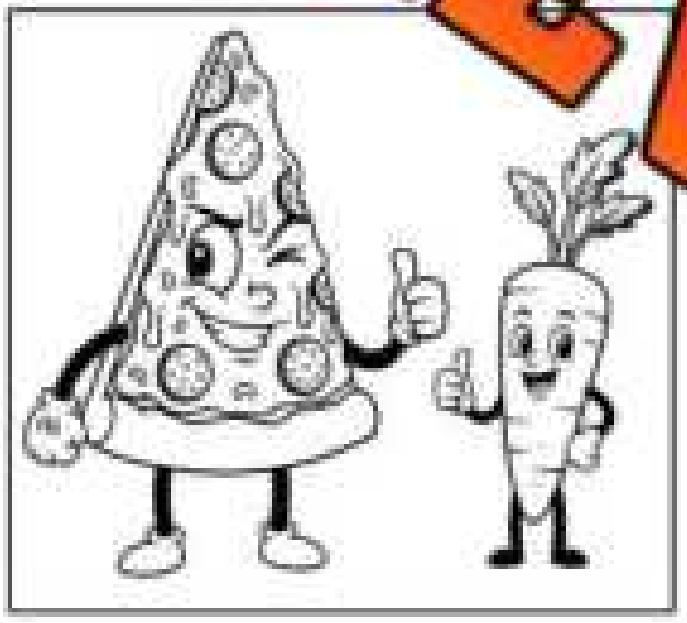
_____

PREVIEW

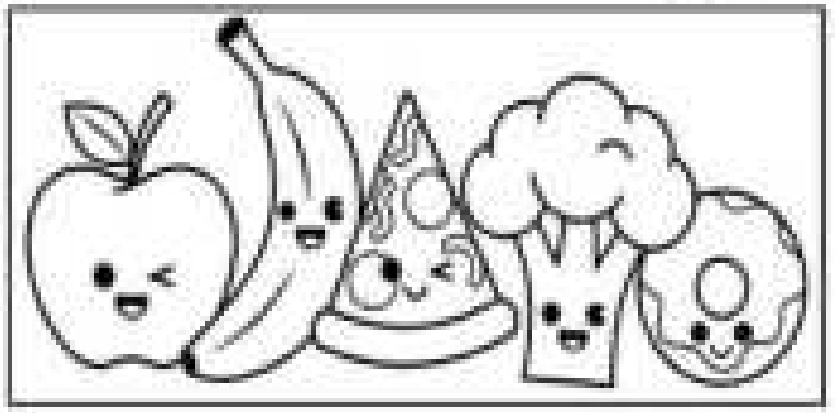
Name: _____ 55

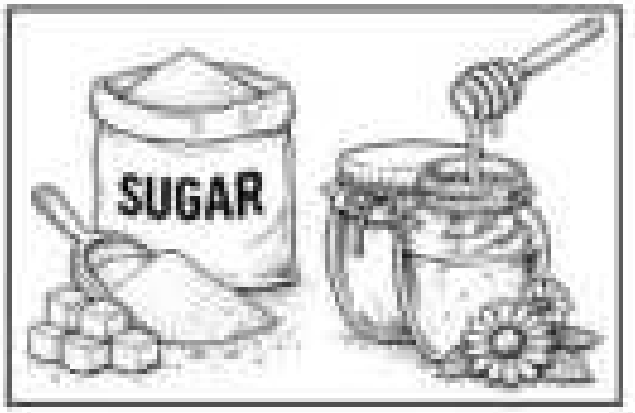
Colour Colour the healthier food alternatives for each group











PREVIEW

Name: _____ 56

Instruction Draw a healthier alternative for the following fast food items.







PREVIEW

Name: _____ 97

Reflection | Answer the questions below

1) How do the ingredients in your healthy alternative compare to those in the original fast food item?

2) How [illegible] benefits can impact your overall health and well-being?

3) How has this activity changed [illegible] food and healthier eating options?

4) Can you think of other popular fast food items that you could make [illegible] How would you do it? Draw it.

PREVIEW

Name: _____ 98

Activity: Meal Plan Analysis

Objective What are we learning about?

Students will analyze sample meal plans to understand the importance of balanced meals and the nutritional value of different foods.

Materials What will you need for the activity?

- 5 sample meal plans (provided by the teacher)
- Food group checklist (one per student)



Instructions How will you complete the activity?

1) Begin with a brief discussion on the importance of a balanced meal. Use the whiteboard to list the main food groups: fruits, vegetables, grains, protein, and dairy.
2) Put students into small groups.
3) Hand out a sample meal plan to each group and a food group checklist to each student.
4) Students should check off the food groups included in each meal and note any missing groups.
5) After students have completed their analysis, bring the class together for a discussion. Have each group present their meal plan and the missing components of their plan.
6) Have students suggest ways to improve any unbalanced meals. For example, if a meal lacks a vegetable, ask what kind of vegetable could be added.
7) Summarize the key points about balanced meals and the importance of including all food groups.

PREVIEW

Name: _____ 59

Analysis Analyze the provided meal plans.

Balanced meals include carbohydrates, proteins, and healthy fats in the right amounts. A healthy plate should be about half fruits and vegetables, one-quarter whole grains, and one-quarter protein. Carbohydrates give the body energy, proteins help build and repair muscles, and fruits and vegetables provide important vitamins and minerals. Planning meals helps people make healthier food choices and can increase how often they eat fruits and vegetables. Meal planning also helps people apply healthy eating habits in everyday life.

Meal Plan #1

Meal	Main Item	Ingredients	Side	Drink	Dessert
Breakfast	Cr…	…ilagel, cream …ese		Apple juice	
Lunch	… Cheese Sandwich	…		Soda	
Dinner	Meatloaf	… breadcrumbs, ketchup	pot…	Lemonade	Chocolate Bar

Meal Pl…

Meal	Main Item	Ingredients	Side	Drink	Dessert
Breakfast	Toast	White bread, butter		…ge	
Lunch	Cheese Pizza	Pizza dough, cheese, tomato sauce		Soda	
Dinner	Pasta	White pasta, marinara sauce		Lemonade	Ice cream

Meal Plan #3

Meal	Main Item	Ingredients	Side	Drink	Dessert
Breakfast	Cereal	Sugary cereal, milk		Chocolate milk	
Lunch	Hot Dog	Hot dog bun, wiener, ketchup		Sports drink	
Dinner	Chicken Nuggets	Chicken nuggets	French fries	Cola	Apple Pie

PREVIEW

Name: _____ 60

Analysis | Analyze the provided meal plans

Meal Plan #4					
Meal	**Main Item**	**Ingredients**	**Side**	**Drink**	**Dessert**
Breakfast	Pancakes	Pancake mix, syrup		Fruit punch	
Lunch	Mac and Cheese	Macaroni, cheese sauce		Iced tea	
Dinner	[illegible]er	Burger bun, beef patty, cheese, ketchup, mustard	Potato chips	Milkshake	Brownie

Meal Plan #5					
Meal	**Main**	**[illegible]**	**Side**	**Drink**	**Dessert**
Breakfast	Donut	[illegible]		Sweetened coffee	
Lunch	Fried Chicken	Chicken, flour, oil	[illegible]	[illegible]ea	
Dinner	Tacos	Taco shell, ground beef, cheese, lettuce, tomatoes		[illegible]	[illegible]e Cake

Meal Plan #6					
Meal	**Main Item**	**Ingredients**	**Side**	**Drink**	**Dessert**
Breakfast	Muffin	Flour, sugar, eggs, butter		Flavoured milk	
Lunch	PB&J Sandwich	White bread, peanut butter, jelly		Fruit juice	
Dinner	Fish Sticks	Fish sticks	Fries	Root beer	Yogurt and Strawberries

PREVIEW

Name: _____ 61

Checklist Complete this checklist for the meal plan you are analyzing. Check off the food groups included in each meal and note any missing groups.

Meal Plan #	

Meal	Fruits	Vegetables	Grains	Protein	Dairy
Breakfast					
Lunch					
Dinner					

Brea	
Is it balanced?	
Suggestions:	

Lunch:	
Is it balanced?	
Suggestions:	

Dinner:	
Is it balanced?	
Suggestions:	

PREVIEW

Name: _____ 62

Reflection Think about the meal plans you analyzed. Answer in short sentences.

1) Which meal was the most balanced? Why?

2) Which meal was the least balanced? What was missing?

3) Which food group was missing from the plan?

Fruits	[illegible]	Protein	Dairy

4) Which food group was [illegible] Why?

5) Which drink choices were the healthiest?

6) How can planning meals help people eat healthier?

7) What is one balanced food you would like to eat more often?

PREVIEW

Name: _____ 63

Changing Nutritional Needs

Growing Up Means Changing Up

As we grow from kids to teenagers, our bodies go through big changes. This means our **nutritional needs** change too. When kids hit growth spurts, usually between ages 10 to 15, they need more of everything—calories, protein, and vitamins.



Key Changes in Nutritional Needs:

1) Calories: Kids may need about 1,600 calories, but a teenager might need up to 2,[illegible] during a growth spurt.
2) Protein: Important for growing muscles and bones. While a 10-year-old might need 34 grams of protein daily, a teenager might need 52 grams.
3) Calcium and Vitamin D: Critical for bone health, especially during the teenage years when bones are growing quickly.

PREVIEW



Why Does This Happen?

These changes are mostly because of **metabolism** and how active our bodies are. Metabolism is like a fire inside us that burns food for energy. Kids and teens have fast metabolisms because their bodies are busy building muscles and bones and doing a lot of growing!

What Can We Do?

Eating right means listening to our bodies. As we grow, we might feel hungrier—that's our body's way of telling us it needs more fuel. Choosing healthy snacks and balanced meals helps keep our "body engine" running smoothly and supports all the growth our bodies are doing!

Name: _____ 64

True or False

Is the statement true or false?

1) Kids' nutritional needs change as they grow older.	True	False
2) Teenagers need fewer calories than young kids.	True	False
3) Growth spurts usually happen between ages 10 to 15.	True	False
4) A 10-year-old needs more protein than a 15-year-old.	True	False
5) Metabolism is like a fire inside us that burns food.	True	False

Questions

Answer the questions below.

1) W[illegible] changes needed during growth spurts?

2) Why is protein important for kids and [illegible]s?

PREVIEW

Word Search

Find the words in the wordsearch.

Changes	Vitamin
Growth	Metabolism
Teenager	Active
Nutrition	Energy
Calories	Muscle
Protein	Bones
Calcium	Healthy

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

Exit Cards

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

Name: _____ Mark

2 Truths and a Lie – Can you find the one that's not true?

	Nutritional needs change during growth spurts.
	Teenagers usually need fewer calories than children.
	Metabolism affects how much energy bodies need.

Name: _____ Mark

2 Truths and a Lie – Can you find the one that's not true?

	Nutritional needs change during growth spurts.
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Name: _____ Mark

2 Truths and a Lie – Can you find the one that's not true?

	Nutritional needs change during growth spurts.
	Teenagers usually need fewer calories than children.
	Metabolism affects how much energy bodies need.

PREVIEW

Name: _____ 66

Activity - Tracking Your Tummy

1) Track when you feel hungry, the time, and the food you eat for one day.
2) Write down how hungry you feel using a scale from 1 (not hungry) to 5 (very hungry).
3) Write how full you feel using a scale from 1 (not full) to 5 (very full).

Time	How Hungry?	Food Eaten	How Full?

PREVIEW

Name: _____ 67

Self-Reflection Checklist

Check the box that best fits you.

1) I noticed patterns in when I felt hungry.			
❑ Yes, a lot	❑ Yes, somewhat	❑ Not much	❑ No

2) My hunger levels changed at different times of day.			
❑ Yes, a lot	❑ Yes, somewhat	❑ Not much	❑ No

3) The fo[illegible] affected how full I felt later.			
❑ [illegible]	❑ Yes, somewhat	❑ Not much	❑ No

4) I can expla[illegible] hunger.			
❑ Yes, totally	❑ [illegible]	❑ Not much	❑ No

5) I noticed how activity or [illegible] at [illegible] hunger.			
❑ Yes, a lot	❑ Yes, [illegible]	❑ [illegible]	❑ No

PREVIEW

Reflection

Answer the questions below.

1) How did your hunger levels change throughout the [illegible]

2) How can tracking your hunger and fullness help you make better food choices?

Name: _____ 74

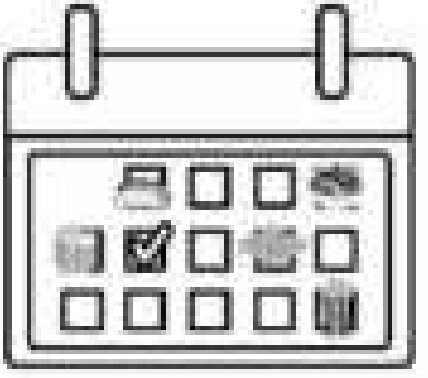
Activity: Tracking Five Small Meals a Day

Objective What are we learning about?

Understand healthy eating practices by tracking five small meals each day for one week and reflecting on how regular, balanced eating supports energy, focus, and overall he

Mater you need for the activity?

- Food diar e student)
- Pens or pen



Instructions How will

1) Explain the objective of the activ how food diary. Students should record every meal and snack the one the time and type of food eaten.
2) Explain that healthy eating can include five smaller throughout the day, rather than only a few large meals.
3) Distribute the food diary templates and ensure each student has pencil (or digital device).
4) Students will keep their food diaries for one week, starting from a designated day. They should be honest and detailed in their entries.
5) At the end of the week, collect the food diaries and have a class discussion about meal timing, balanced choices, and energy levels throughout the day.
6) Ask students to complete the reflection questions, focusing on how eating smaller, balanced meals affected how they felt during the day.

PREVIEW

Name: _____ Y5

Instruction	Keep a detailed record of everything you eat for one week, including the time and where you got the food

Day 1	Time	What did you eat?	Where did you get your food?
Meal – 1			
Meal – 2			
Meal – 3			
Meal – 4			
Meal – 5			

Day 2	Time	What did you eat?	Where did you get your food?
Meal – 1			
Meal – 2			
Meal – 3			
Meal – 4			
Meal – 5			

PREVIEW

Name: _____ 7A

Day 3	Time	What did you eat?	Where did you get your food?
Meal – 1			
Meal – 2			
Meal – 3			
Meal – 4			
Meal – 5			

Day 4	Time	What did you eat?	did you get your food?
Meal – 1			
Meal – 2			
Meal – 3			
Meal – 4			
Meal – 5			

PREVIEW

Name: _____ 77

Day 5	Time	What did you eat?	Where did you get your food?
Meal – 1			
Meal – 2			
Meal – 3			
Meal – 4			
Meal – 5			

PREVIEW

Day 6	Time	What did you eat?	did you get your food?
Meal – 1			
Meal – 2			
Meal – 3			
Meal – 4			
Meal – 5			

Name: _____ 78

Day ?	Time	What did you eat?	Where did you get your food?
Meal – 1			
Meal – 2			
Meal – 3			
Meal – 4			
Meal – 5			

PREVIEW

Reflection Answer the questions b

1) How did eating five small meals affect your e

2) How do you think living in a food desert could impact a person's diet a ealth?

3) Would you continue eating five small meals a day? Why or why not?

Name: _____ 99

Nutritional Traditions Tied to the Land

Traditional Foods and Health

First Nations, Métis, and Inuit communities have diets deeply connected to the land, which provide unique nutritional benefits. These traditional foods are not only part of cultural practices but also contribute significantly to health. For example, **caribou**, a common food in many Inuit communities, is rich in protein and low in fat compared to store-bought meats. Similarly, fish like **salmon**, often eaten by many First Nations communities, are high in **omega-3 fatty acids**, which are essential for brain and heart development.

PREVIEW



List of Traditional Foods and Their Benefits

- Caribou - High in protein and vitamin B12.
- Salmon - Rich in omega-3 fatty acids and vitamin D.
- Berries - High in antioxidants, which help the body fight off diseases.
- Wild Rice - Provides magnesium, phosphorus, and other nutrients.

Harvesting and Sustainability

Traditional harvesting practices are not only about gathering food but also about respecting and preserving the land. These practices include seasonal hunting and fishing, gathering wild plants and berries, and farming crops like corn and squash. These methods ensure that the land remains fruitful for future generations.

Connecting to the Land

Understanding the connection between traditional diets and the land helps us appreciate the importance of sustainable food sources. By eating foods that are locally sourced, we support the environment and gain nutritional benefits.

Name: _____ /10

Multiple Choice Circle the correct answer based on the article.

1) Which food is rich in protein and low in fat?		
A) Caribou	B) Salmon	C) Berries
2) What is high in omega-3 fatty acids?		
A) Berries	B) Salmon	C) Wild Rice
3) Which food helps the body fight off diseases?		
A) Caribou	B) Salmon	C) Berries
4) What provides magnesium, phosphorus, and B vitamins?		
A) Berries	B) Wild Rice	C) Salmon
5) What practice helps ensure land remains fruitful?		
A) Gathering	B) Seasonal Hunting	C) Farming Crops

Questions Answer in complete sentences.

1) Why is it important to preserve traditional foods?

2) In what ways do traditional food practices connect people to the land?

Two Truths and a Lie Read each group. Tick ✓ the two true ones. Mark ✗ the one lie.

	Caribou meat is lower fat than store meats.
	Salmon provides omega-3 fats for brain health.
	Wild rice supplies only energy, not minerals.

	Berries mainly help bones grow stronger.
	Omega-3 fatty acids support heart health.
	Seasonal hunting helps protect future food sources.

PREVIEW

Exit Cards

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

Name: _____ Mark ____

Write the correct letter (A, B, C, or D) beside each traditional food.

____	Caribou
____	Salmon
____	Berries
____	Wild Rice

A) High in protein and vitamins B12 and B2
B) High in antioxidants that help fight disease
C) Provides magnesium, phosphorus, and B vitamins
D) Rich in omega-3 fatty acids and vitamin D

Name: _____ Mark ____

Write the correct letter (A, B, C, or D) beside each traditional food.

____	Caribou
____	Salmon
____	Berries
____	Wild Rice

A) High in protein and vitamins B12 and B2
B) High in antioxidants that help fight disease
C) Provides magnesium, phosphorus, and B vitamins
D) Rich in omega-3 fatty acids and vitamin D

Name: _____ Mark ____

Write the correct letter (A, B, C, or D) beside each traditional food.

____	Caribou
____	Salmon
____	Berries
____	Wild Rice

A) High in protein and vitamins B12 and B2
B) High in antioxidants that help fight disease
C) Provides magnesium, phosphorus, and B vitamins
D) Rich in omega-3 fatty acids and vitamin D

PREVIEW

Name: _____ 82

Activity – Food Map of Canada

Objective What are we learning about?

Students will explore the regional diversity of traditional foods in Canada and understand their cultural and nutritional significance.

Materials What will you need for the activity?

- [illegible] map
- Markers
- Blank sticker [illegible] paper
- Glue or tape
- Pens or pencils



Instructions How will you complete the act[illegible]

1. Draw traditional foods on the map or on blan[illegible] paper [illegible] them in the correct regions: Caribou: Northern regions (e.g. [illegible]av[illegible]
2. Write brief notes on index cards explaining the significance of [illegible]d. Include Nutritional benefits and/or Cultural importance.
3. Attach the notes to the map near the corresponding foods using glue or tape.
   - Caribou (Nunavut): "Rich in protein and vitamins B12 and B2. Traditional food for Inuit."
   - Salmon (British Columbia): "High in omega-3 fatty acids and vitamin D, important for heart health."
4. Share and discuss the significance of the foods and their regional locations.

PREVIEW

Name: _____ 83

Curriculum Connection: Unit 3.2, Unit 3.3, Unit 3.4

Handout Reference sheet on the nutritional traditions tied to the land

Province/ Territory	Traditional Food	Nutrients	Cultural Importance
Nunavut	Caribou	High in protein and vitamins B12 and B2.	Traditionally hunted by Inuit; important for survival and cultural heritage.
British Columbia	Salmon	High in omega-3 fatty acids and vitamin D.	Fished by many First Nations; integral to cultural ceremonies and diets.
[illegible] Region	[illegible]	High in antioxidants.	Gathered by many Indigenous communities; used in traditional medicines and foods.
Ontario/ Manitoba	[illegible]	[illegible] magnesium, [illegible] and B [illegible] vitamins.	Hand-harvested by First Nations; significant for ceremonies and sustenance.
Yukon	Moose	High in [illegible] iron.	[illegible] hunted by First Nations; vital for [illegible] traditional diets and cultural [illegible]
Alberta	Bison	High in protein and low in fat.	[illegible] hunted by Plains First [illegible] meat and [illegible] practices.
Quebec	Maple Syrup	Contains natural sugars and minerals.	Traditional [illegible] peoples; used [illegible] and as a sweetener.
Newfoundland Labrador	Seal	High in protein and omega-3 fatty acids.	Hunted by Inuit and other Indigenous groups; critical for survival and traditions.
Saskatchewan	Saskatoon Berries	High in fiber and antioxidants.	Harvested by First Nations; used in traditional dishes and medicines.
Nova Scotia	Lobster	High in protein and essential minerals.	Fished by Mi'kmaq people; important for diet and economy.
Northwest Territories	Arctic Char	High in protein and omega-3 fatty acids.	Fished by Inuit; important for diet and cultural heritage.

PREVIEW

Name: _____ 84



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Name: _____ 85

Story: Nutrition in Indigenous Culture

Healing Foods of the North

In the vast landscapes of Northern Canada, where the First Nations, Métis, and Inuit communities thrive, food is not just for sustenance but is deeply woven into their healing practices. Young Kai, a curious Métis boy, was on a journey to learn more from his grand[illegible] about how their meals helped keep them healthy.

"[illegible]portant foods we eat is fish, especially salmon," explained Gran[illegible] they [illegible] dinner together. "It's rich in omega-3 fatty acids which are good for our [illegible] [illegible]ds stay sharp. Did you know, Kai, that salmon [illegible]uce [illegible]nd help in healing?"



Kai was amazed. "[illegible] ber[illegible]" he asked, remembering the bl[illegible]rie[illegible] picked last summer.

"Ah, berries are powerful medicine," Grandma smiled. "They are full of antioxidants. These help fight diseases and even boost our mood. For instance, blueberries can[illegible] function and improve emotional health."

Kai thought about how these foods not only tasted good but also made them feel good. "And what makes these foods even more special, Kai, is how we respect the land and waters they come from, which teaches us to be grateful and live in harmony with nature," Grandma added.

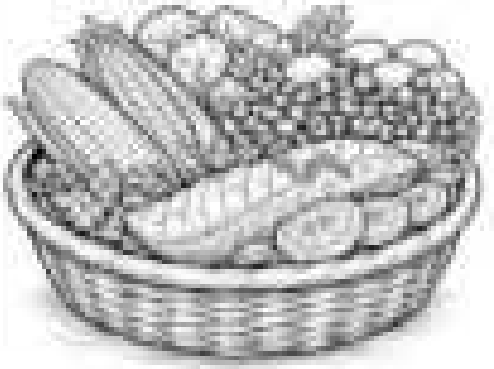
As they sat down to eat, Kai felt a deeper connection to his culture and the natural wisdom passed down through generations. Every meal was a step towards physical and emotional well-being, a true lesson in holistic living.

PREVIEW

Name: _____ 86

True or False Is the statement true or false?

1) Fish is a staple in Kai's diet.	True	False
2) Salmon is low in omega-3 fatty acids.	True	False
3) Berries can enhance memory function.	True	False
4) Respecting the land is important to Kai.	True	False
5) Meals have no cultural significance.	True	False



Draw ...al you would share with your family, like Kai's foods.

PREVIEW

Questions Answer the questions below.

1) Why are the foods special, according to Kai's Grandma?

2) Describe how meals contribute to holistic living in Kai's culture.

Name: _____ 87

Fact or Fiction: Cultural Influences on Eating Habits

Objective — What are we learning about?

To help students develop critical thinking skills by examining how culture influences eating habits and by deciding whether statements about cultural food practices are facts or fiction.

Materials — What you need for the activity?

- Fact or 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



PREVIEW

Instructions — How will you complete the activity?

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

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Name: _____ 88

Fact or Fiction Read the statements to the class.

#	Statement	Answer
1	Bannock is a traditional bread commonly made by Métis and First Nations communities.	Fact
2	The Inuit diet traditionally includes lots of fresh fruits and vegetables.	Fiction
3	The Métis often incorporate wild game such as bison and deer into their diets.	Fact
4	Seal[illegible]n important part of the traditional Inuit diet.	Fact
5	[illegible] traditionally eat a lot of pasta and pizza.	Fiction
6	[illegible] First N[illegible]munities harvest and use wild rice in their tradition[illegible]	Fact
7	The Inuit t[illegible]y eat[illegible]ad called frybread.	Fiction
8	Métis cuisine of[illegible]th wild berries.	Fact
9	Caribou is a significan[illegible] p[illegible]ditional Inuit diet.	Fact
10	First Nations people in coastal re[illegible] rel[illegible]seafood such as salmon and shellfish.	Fact
11	The traditional diet of the Métis includes t[illegible]frut[illegible]es and pineapples.	Fiction
12	The Inuit practice ice fishing to catch fish such as[illegible]	Fact
13	First Nations diets do not include any plant-based foo[illegible]	tion
14	Moose and elk are commonly hunted and consumed by many[illegible] communities.	Fact
15	The Métis have a traditional dish called pemmican, made from dried meat and fat.	Fact
16	The Inuit diet traditionally excludes any kind of meat.	Fiction
17	Many First Nations communities gather and use maple syrup in their cooking.	Fact
18	The Métis traditionally rely on rice as their primary staple food.	Fiction
19	Whale blubber, known as muktuk, is eaten by the Inuit for its high nutrient content.	Fact
20	First Nations people traditionally avoid eating fish and seafood.	Fiction

PREVIEW

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Name: _____ 90

Total
/

Unit Test

Personal Eating Practices

Mark	/

1. Which nutrient mainly supports long-lasting energy? a) Protein b) Vitamins c) Fats d) Minerals	2. Why do teenagers need more calories during growth spurts? a) They sleep less b) Their metabolism increases c) Food digests slower d) Muscles stop growing
3. Which [illegible] calcium work proper[illegible] a) Pro[illegible] b) Iron c) Vitamin D d) Fibre	4. Which food label detail shows how much food is recommended? a) Calories b) Ingredients c) Daily value d) Serving size
5. Why is the first ingredient [illegible] important? a) It is used the most b) It is the healthiest c) It costs the most d) It has the most vitamins	[illegible] nutrient repairs muscles after a [illegible]y? a) C[illegible] b) [illegible]n c) Fa[illegible] d) Fibre
7. Why are omega-3 fatty acids important? a) They add sweetness b) They help digestion c) They reduce hunger d) They support brain and heart health	8. Which food is high[illegible] a) Caribou b) Salmon c) Berries d) Wild rice
9. Why do food ads often use bright colours? a) To show ingredients b) To increase cost c) To explain nutrition d) To attract attention	10. Which choice best shows smart response to food advertising? a) Reading nutrition information b) Buying what looks fun c) Ignoring all labels d) Choosing the biggest package

PREVIEW

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Mark	/

Meal Plan Using what you learned about healthy eating, plan five small healthy meals for one day, including snacks between meals.

Short Answer

Mark	/

1) Why are five small meals [illegible] Explain.

2) What is vegetarianism, and why do some people choose it?

3) Why are traditional foods often more nutritious than processed foods?

PREVIEW

Long Answer List and describe 5 benefits of drinking plenty of water.

Mark /

PREVIEW

Instruction Use the Nutrition Facts to answer each question.

Mark /

Nutrition Facts

Serving Size 1 Bar (65g)
Servings Per Container 4

Amount Per Serving

Calories 170 Calories from Fat 90

	% Daily Value*
Total Fat 9g	9%
Saturated Fat 4g	19%
Trans Fat 0g	
Polyunsaturated Fat 0.5g	
Monounsaturated Fat 1g	
Cholesterol 15mg	4%
Sodium 80mg	3%
Total Carbohydrate 30g	11%
Dietary Fiber 4g	16%
Sugar 25g	
Protein 3g	

Vitamin A 10% • Vitamin C 2%
Calcium 10% • Iron 3%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

1) What is the serving size listed on the label?

2) How many calories are in one serving of this food?

3) How many calories are in one whole container?

4) How many grams of protein does one serving provide?

5) How many servings are in the whole container?

6) Which is higher: sugar or fibre?

7) Is this food a good source of vitamins?

8) Is this food a healthy everyday snack? Explain using two facts.

Google Slides Lessons Preview

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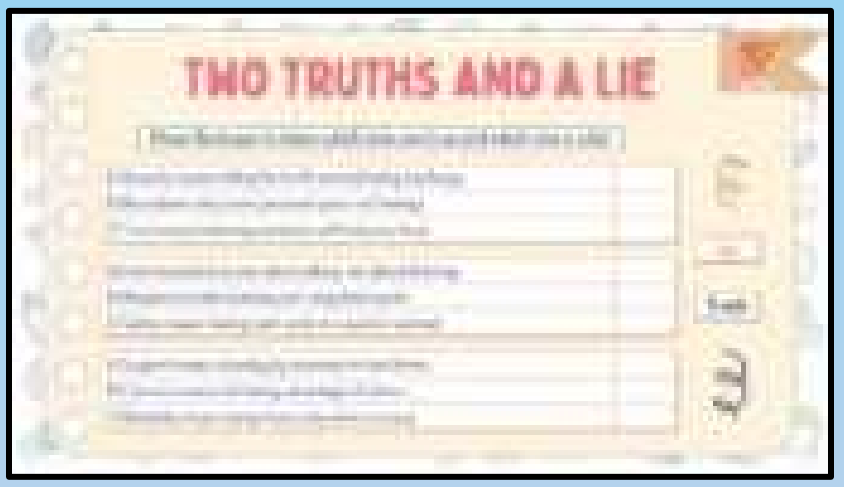
Violence & Abuse in Relationships– Grade 5

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!



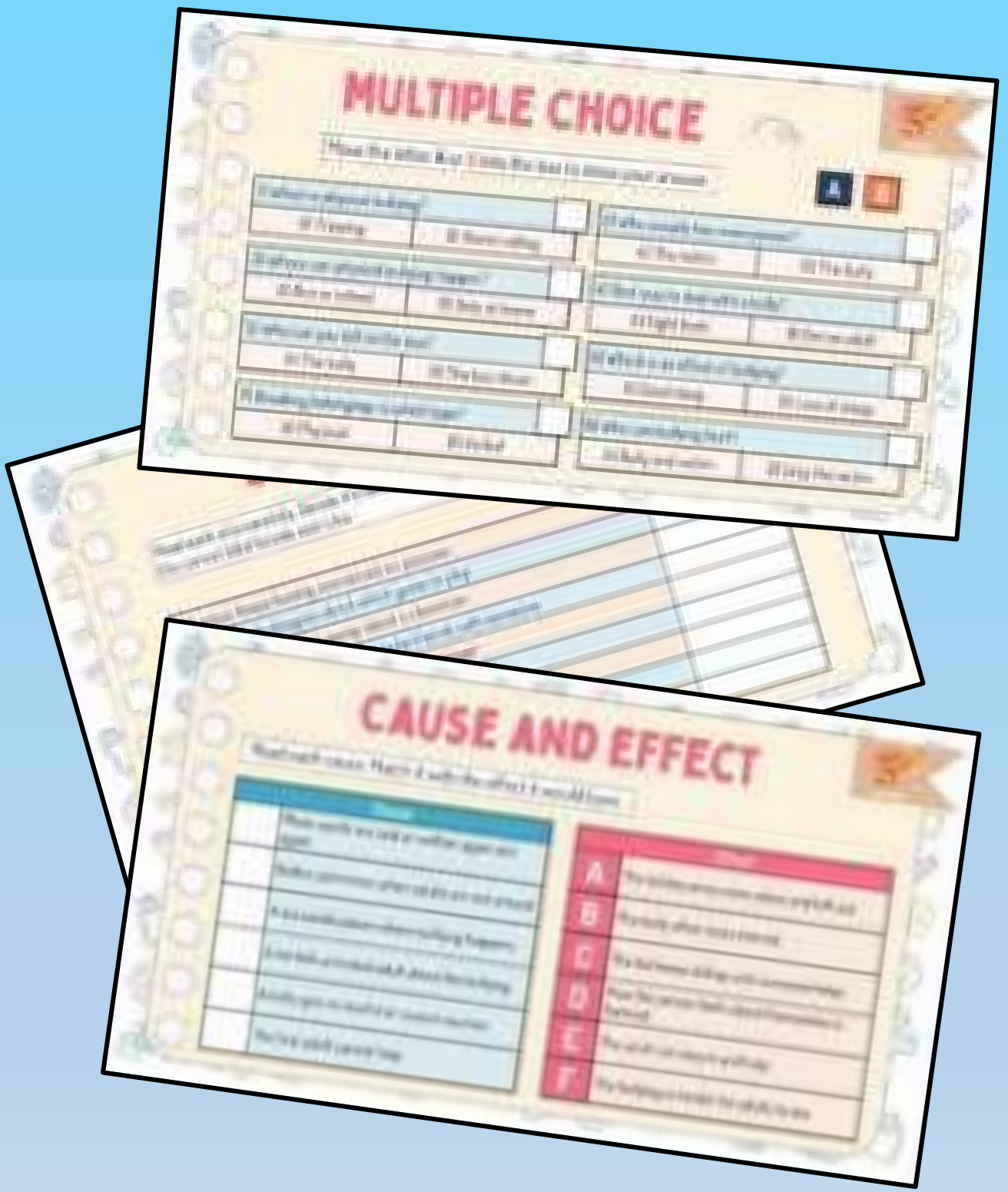
Saskatchewan Health Curriculum

Violence & Abuse in Relationships– Grade 5



Saskatchewan Health Curriculum

Violence & Abuse in Relationships– Grade 5



Workbook Preview

Grade 5 Health Unit
Violence and Abuse in Relationships

	Curriculum Expectations	Pages
USC5.5a	Review qualities of healthy relationships.	6–7
USC5.5b	Determine that abuse is used to gain or maintain power and control over another person(s).	10–13, 67–72
USC5.5c	Investigate the different types of abuse.	10–18
USC5.5d	Ask questions and seek answers for deeper understanding.	21–28
USC5.5e	Recognize warning signals of unhealthy/abusive relationships.	8–9, 14–20, 29–43, 45–47, 49, 67–72
USC5.5		42–43, 47
USC5.5		18, 44, 49
USC5.5		48
USC5.5i	Explain how to access local violence and abuse prevention services and supports.	21–28, 57–66
USC5.5j	Discuss possible challenges and solutions to accessing local supports and services.	57–66
USC5.5k	Examine the possible short and long-term consequences of violence and/or abuse on self and others.	21–28, 40–41, 44, 48, 57–72
APS.1a	Identify the elements of effective action plans, including what will be done, who will be involved, where it will take place, when it will take place, and why this action is being taken.	50–56
APS.1b	Identify the supports needed to carry out the action plan.	50–56
APS.1c	Carry out, with guidance, the steps identified in the design of the action plan.	50–56
APS.1d	Reflect on if the goal was achieved in order to guide future application.	50–56

Preview of 60 pages from this product that contains 105 pages total.

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VIOLENCE AND ABUSE IN RELATIONSHIPS



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Name: _____ 6

Qualities of Healthy Relationships

Instruction Think about your relationships at school and at home. Answer in full sentences.

1) What do you think a healthy relationship is?

2) How should people treat each other in a healthy relationship?

3) How do you know if you are in a healthy relationship?

4) Name one thing that should never happen in a healthy relationship.

PREVIEW

Guided Vocabulary Qualities of Healthy Relationships

Respect	Listening, using kind words, and caring about others
Honesty	Telling the truth and not lying or hiding important things
Reliability	Keeping promises and being there when someone needs you
Kindness	Helping others, encouraging them, and not hurting them
Safety	Feeling calm, protected, and not scared or worried
Trust	Believing someone will treat you fairly and do the right thing
Support	Helping others succeed and standing by them in hard times
Fairness	Treating people equally and not taking advantage of others
Communication	Talking and listening in a clear and respectful way
Boundaries	Respecting personal space, feelings, and limits

Name: _____ 7

Matching Read each scenario and match it to the healthy relationship quality it shows.

Respect ○
Honesty ○
Reliability ○
K ○
T ○
Support ○
Fairness ○
Communication ○
Boundaries ○

○ A student invites someone sitting alone to join their game at recess.
○ Two people calmly explain their feelings and listen without interrupting.
○ You share a personal secret because you believe the person will not tell others.
○ A classmate admits they broke your pencil instead of lying about it.
○ Everyone in the group follows the same rules and takes turns equally.
○ You feel calm and relaxed around someone because they never threaten or scare you.
○ A friend asks before borrowing your phone and accepts "no" without arguing.
○ [illegible] waits for you to finish speaking and [illegible] fun of your opinion.
○ A [illegible] you on and helps you [illegible] presentation.
○ A [illegible] shows up every day and [illegible] their [illegible] work.

PREVIEW

Questions Answer the questions below.

1) How many of the healthy relationship qualities do you notice in your fr[illegible]

☐ 0–2	☐ 3–5	☐ 6–8	☐ 9–10

2) Which two qualities do you notice most often in your friendships?

3) How many of the healthy relationship qualities do you notice in your family?

☐ 0–2	☐ 3–5	☐ 6–8	

4) Which two qualities do you notice most often in your family relationships?

Name: _____ 8

Traits of Unhealthy Relationships

Instruction Think about your relationships at school and at home. Answer in full sentences.

1) What do you think an unhealthy relationship is?

2) How do people treat each other in an unhealthy relationship?

3) How do people feel in an unhealthy relationship?

4) Name one warning sign of an unhealthy relationship.

PREVIEW

Guided Vocabulary Traits of Unhealthy Relationships

Bullying	Repeated teasing, name-calling, or hurting on purpose
Controlling Behaviour	Telling someone what to do, who to talk to, how to act
Threatening Behaviour	Using words or actions to scare someone into obeying
Emotional Abuse	Insults, humiliation, or making someone feel worthless
Manipulation	Guilt-tripping or twisting the truth to get your way
Blaming	Making others feel responsible for your own harmful behaviour
Forced Isolation	Pressuring someone to stay away from friends or family
Intimidation	Using anger, size, or fear to control others
Boundary Violations	Ignoring "no" or pushing past personal limits
Disrespect	Mocking feelings, laughing at concerns, or ignoring needs

Name: _____ 9

Matching Read each scenario and match it to the unhealthy relationship trait.

Bullying ○
Controlling Behaviour ○
Threatening Behaviour ○
Emotional ○
Blam
Forced Isolation ○
Intimidation ○
Boundary Violations ○
Disrespect ○

○ A classmate says, "If you don't do this, it proves you don't care about me."
○ A person tells you that you are worthless and never good enough.
○ A student tells others not to talk to a classmate so people will think that student is not cool.
○ A person keeps borrowing your belongings even after you clearly say no each time.
○ A student repeatedly calls another student mean names every day at recess.
○ Someone stands very close and blocks your way to scare you into staying silent.
nd says you must dress a certain way and t if you choose differently.
heir eyes and laughs when you mportant to you.
omeon you if you tell anyo eep
○ After s says it is your fault fo om

PREVIEW

Questions Answer the questions below.

1) How many of the unhealthy relationship traits do you notice in conflict friends?			
☐ 0–2	☐ 3–5	☐ 6–8	☐ 9–10
2) Which two unhealthy traits do you notice most often in friendships at school?			
3) How many of the unhealthy relationship traits do you notice in family relationships?			
☐ 0–2	☐ 3–5	☐ 6–8	
4) Which two unhealthy traits do you notice most often in family relationships?			

Name: _____ /10

Fact Sheet: Types of Abuse

Abuse, Power, and Control

Abuse happens when one person uses **power and control** to hurt or control another person. The goal of abuse is not an accident or a loss of temper. It is a choice made to gain control over someone else's actions, feelings, or decisions. Abuse can happen between adults, between young people, or toward children.

Physical Abuse

Physical abuse means using force to hurt someone's body. This can include hitting, kicking, pushing, or shaking. Emergency rooms report tens of thousands of physical assault cases each year. Physical abuse often causes bruises, injuries, and pain, but it can also cause fear. Many people who experience physical abuse are hurt by someone they live with.



PREVIEW

Emotional and Mental Abuse

Emotional and mental abuse use words or actions to control feelings and thoughts. This can include name-calling, threats, insults, or constant blaming. This type of abuse is very common and can happen daily. Emotional abuse can lower self-esteem and make people feel scared, confused, or worthless, even when there are no visible injuries.

Sexual Abuse

Sexual abuse happens when someone is forced, pressured, or tricked into sexual actions. This includes unwanted touching or sharing sexual images. In Canada, many sexual abuse cases involve children and teens, and most victims know the person who harmed them. Sexual abuse is always the fault of the abuser, never the victim.

Spiritual Abuse

Spiritual abuse uses beliefs or traditions to control someone. This may include saying someone will be punished for not obeying or stopping them from practising their beliefs. This type of abuse can make people feel trapped or guilty.

Economic Abuse

Economic abuse means controlling money or belongings. This can include taking money, stopping someone from working, or controlling how money is spent. Economic abuse is used to make someone depend on the abuser and feel unable to leave or get help.

Name: _____ L1

Define Explain each type of abuse below in your own words and give one example.

Physical Abuse	
Sexual Abuse	
Emotional Abuse	

PREVIEW

Agree or Disagree Read the statements. Write Agree or Disagree.

1) Abuse always involves physical force.	
2) Power and control are reasons abuse continues.	
3) Emotional abuse must include shouting.	
4) Spiritual beliefs can be used to control others.	
5) Abuse is a choice, not an accident.	
6) Fear can exist without physical harm.	
7) Abuse only happens to adults.	

Questioning Write 2 questions you have about the reading.

1)	
2)	

Name: _____ L2

Instruction Write the abuse type beside each scenario.

1	A student says, "You are stupid and worthless," every day to make another student feel bad about themselves.	
2	A person says, "God will punish you if you do not follow my rules," to control someone's actions.	
3	Someone says, "Send pictures of your private body parts or I will tell everyone your secrets."	
4	A pe[illegible]os all the money and says, "You are not allo[illegible] food or school supplies."	
5	[illegible] person hits and pushes someone [illegible] they want.	
6	A person [illegible] for making me angry," after hurt[illegible], so[illegible]uilty.	
7	A person stops [illegible] their beliefs and says they are [illegible] bo[illegible]ently.	
8	A person raises their fis[illegible] someone if they do not obey.	
9	Someone takes another person's allowance a[illegible] how every dollar is spent.	
10	A person touches another child's private body [illegible] tells them not to tell anyone.	

PREVIEW

Questions Answer the questions below.

1) Which abuse type do you think is hardest to notice? Why?

2) How might abuse affect learning at school?

Exit Cards

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

Name: _____ Mark: ____

Write the correct letter (A, B, C or D) beside each abuse type.

	Physical	A) Using beliefs or traditions to control behaviour
	Economic	B) Using words or actions to control feelings and thoughts
	Emotional/Mental	C) Using force to hurt someone's body
	Spiritual	D) Controlling money or belongings to limit independence

Name: _____ Mark: ____

Write the correct letter (A, B, C or D) beside each abuse type.

	Physical	A) Using beliefs or traditions to control behaviour
	Economic	B) Using words or actions to control feelings and thoughts
	Emotional/Mental	C) Using force to hurt someone's body
	Spiritual	D) Controlling money or belongings to limit independence

Name: _____ Mark: ____

Write the correct letter (A, B, C or D) beside each abuse type.

	Physical	A) Using beliefs or traditions to control behaviour
	Economic	B) Using words or actions to control feelings and thoughts
	Emotional/Mental	C) Using force to hurt someone's body
	Spiritual	D) Controlling money or belongings to limit independence

PREVIEW

Name: _____ 1A

Matching Game – Types of Abuse

Objective What are we learning about?

To assess students' understanding of different types of abuse and help them recognize which types are most commonly noticed in school or everyday situations, including how these beh[illegible]s affect safety, feelings, and relationships.

Materi[illegible] [illegible]u need for the activity?

- Set of ma[illegible]r [illegible]up (scenario cards and type[illegible] (pr[illegible]
- A small table or clear [illegible] fl[illegible]



Instructions How will you complete [illegible]ivity?

1) Divide the class into groups of 3 or 4 and gi[illegible] of matching cards.
2) Have each group lay all the cards face up on a table or the flo[illegible]
3) Students work together to match each scenario card with the corre[illegible] of abuse card.
4) When a group agrees on a match, they place the cards together as a pair.
5) Students continue matching until all scenario cards have been paired.
6) Once finished, review the matches together as a class.
7) Discuss why each scenario matches the chosen type of abuse.
8) Discuss which types of abuse are noticed most often and why.

PREVIEW

Name: _____ 15

Cards | Matching Game Cards

Physical Abuse	Jordan slams Alex against furniture during arguments to force him to agree.
Emotional Abuse	Maya tells Leena daily she is worthless and threatens public embarrassment.
Sexual Abuse	[illegible] pressures Ava to show [illegible] private body [illegible] refuses.
Spiritual Abuse	Noah says [illegible] cursed if she questions his religious rules.
Economic Abuse	Emma takes Liam's pay cheque and refuses to let him buy food alone.

PREVIEW

Name: _____ 16

Cards | Matching Game Cards

Physical Abuse	Ryan blocks the exit and throws objects so Taylor cannot leave safely.
Emotional Abuse	Sofia spreads lies about Daniel to make others avoid and mock him.
Sexual Abuse	[illegible] pressuring Lucas [illegible] and be physical [illegible] repeatedly.
Spiritual Abuse	Hannah forbids [illegible] from praying and mocks him for believing differently.
Economic Abuse	Marcus hides Chloe's bank card so she must ask before buying necessities.

PREVIEW

Name: _____ 17

Cards | Matching Game Cards

Physical Abuse	Owen grabs Leo violently and drags him away during disagreements.
Emotional Abuse	Natalie blames Jordan for everything and says nobody else would want him.
Sexual Abuse	Er[illegible]ssures Maya to stay [illegible]e [illegible]im and tries [illegible]ys no.
Spiritual Abuse	Zoe says Fai[illegible]and punished for not [illegible]llowing religious traditions.
Economic Abuse	Chris stops Sam from working so Sam depends completely on him financially.

PREVIEW

Name: _____ 19

Warning Signals of Unhealthy/Abusive Relationships

Warning Signal	Description	Example
Name Calling	Using hurtful words to insult or put someone down. This is meant to make the person feel small or worthless.	A student says, "You're stupid and useless," every day during group work.
Blam	Refusing to take responsibility and saying problems are always someone fault. This can make a person or confused.	Someone says, "I yelled because you made me mad," instead of taking responsibility.
Swearing or Yelling	ge, swearing, or control. the person	A person shouts, "Shut up or I'll make you sorry," during an argument.
Jealous Behaviour	Getting upse others or has friend control and isolation	A person says, "If you talk to m again, we're done," out of
Possessive Behaviour	Acting like they own the other p and must control their choices, tim or actions.	ou're not them at
Destroying Possessions	Damaging or breaking belongings to scare, punish, or show power over someone.	A person rips book and says, "This is w happens when you don't listen."
Lying	Telling lies to hide hurtful behaviour or avoid taking responsibility. This can break trust over time.	Someone says, "I never said that" even though others heard them say it.
Humiliating	Embarrassing someone on purpose, especially in front of others, to feel powerful.	A student laughs and says, "Everyone knows you're bad at everything," in class.

PREVIEW

Name: _____ 20

Define Explain the warning signs of abuse shown below using your own words.

Blaming	
Possessive Behaviour	
Humiliation	
[illegible] Calling	

Yes or No Is this [illegible] circle Yes or No and think about why.

1) A friend says, "You made me [illegible] you.	Yes	No
2) A friend says, "Do what I say or else [illegible]	Yes	No
3) A friend listens when you explain how you feel.	Yes	No
4) A person gets upset when you talk to other [illegible]	Yes	No
5) A friend encourages you instead of putting you down.	Yes	No
6) A friend checks your messages and says they need to know [illegible]	Yes	No
7) Someone admits they were wrong and takes responsibility.	Yes	No

Making Connections Have you ever noticed any of these warning signs in a relationship you know? Explain.

PREVIEW

Name: _____ 29

Bullying

Bullying

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

What is the Difference Between Bullying and Having a Disagreement?

There are times when we all have disagreements with our friends. We may say something mean or feel sad because we are upset. In the heat of the moment, we might even push or hit. Is this bullying?

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

1) It must be repeated or decided to be bullying.
2) A bully has more power than the person they are bullying. They are bigger, stronger, more popular or have more influence for some reason.
3) The bully must want to cause harm to the person they are bullying.



Types of Bullying

There are four types of bullying:

- Verbal Bullying
- Physical Bullying
- Social Bullying
- Cyberbullying

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

PREVIEW

Name: _____ 30

True or False Is the statement true or false?

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

Visualizing ...ut you were picturing while you were reading. Explain the picture.

Questions Answer the questions below.

1) What is bullying? Give an example.

2) What are 3 characteristics of bullying?

PREVIEW

Name: _____ 31

Is it Bullying?



Yes or No	Is it bullying – yes or no?	
1) Two students argue over a project answer but resolve it by class end.	Yes	No
2) Mike laughs once when Tom trips over a chair but doesn't repeat or mention it a	Yes	No
3) Jenny i te Chloe to her birthday party but invites the rest of the cl	Yes	No
4) Al Sam's sports equipment, causing Sam to search r it a	Yes	No
5) Grace forget Emm en after being reminded several times.	Yes	No
6) Ben teases his sister Lily art h laugh about it.	Yes	No
7) Nick and Emma argue every time the wor r on a school project.	Yes	No
8) Paul calls John names during a heated argu ap later.	Yes	No
9) During recess, a group of students exclude Zoe from because they need even numbers to play.		No
10) Tom repeatedly criticizes Jerry's project ideas in front of the cla making Jerry feel embarrassed.		No
11) Sarah always picks Kate last for team activities, but it's random and not intentional.	Yes	No
12) Chris receives an upsetting text from a classmate but it's a one-time incident.	Yes	No
13) A group starts a board game without noticing a student wanting to join.	Yes	No
14) A student mistakenly uses an unliked nickname but promptly apologizes.	Yes	No
15) Students, deep in a book discussion, fail to notice a new student trying to join in.	Yes	No

PREVIEW

Exit Cards

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

Name: _____ | Mark

Is it bullying – yes or no?

1) A student rolls their eyes once during a disagreement.	Yes / No
2) A group repeatedly ignores one student during group work.	Yes / No
3) Someone sends one rude message, then stops.	Yes / No
4) Two friends argue loudly but make up afterward.	Yes / No
5) A student keeps mocking another's accent in class.	Yes / No

Name: _____ | Mark

Is it bullying – yes or no?

1) A student rolls their eyes once during a disagreement.	Yes / No
2) A group repeatedly ignores one student during group work.	Yes / No
3) Someone sends one rude message, then stops.	Yes / No
4) Two friends argue loudly but make up afterward.	Yes / No
5) A student keeps mocking another's accent in class.	Yes / No

Name: _____ | Mark

Is it bullying – yes or no?

1) A student rolls their eyes once during a disagreement.	Yes / No
2) A group repeatedly ignores one student during group work.	Yes / No
3) Someone sends one rude message, then stops.	Yes / No
4) Two friends argue loudly but make up afterward.	Yes / No
5) A student keeps mocking another's accent in class.	Yes / No

PREVIEW

Name: _____ 33

Physical Bullying

Physical Bullying

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

- Hitting, kicking, punching and pinching
- [illegible] tripping, spitting
- [illegible] breaking something that belongs to you
- [illegible]ean gestures



Where and Wh[illegible]ng Happen?

Physical bullying [illegible] the bus, or on the way to school. [illegible] whenever a bully is near the [illegible]

Physical bullying is easy to see [illegible] bully hitting the victim. Physical bullying usually happens when [illegible]

Effects of Bullying

There are many negative effects of bullying including:

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

What Can You Do?

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

PREVIEW

Name: _____ 34

True or False Is the statement true or false?

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

Questions ...wer the questions below.

1) W...

2) Where and when does physical bully...n?

Draw Draw an example of physical bullying you have seen. How did it ...ou feel?

PREVIEW

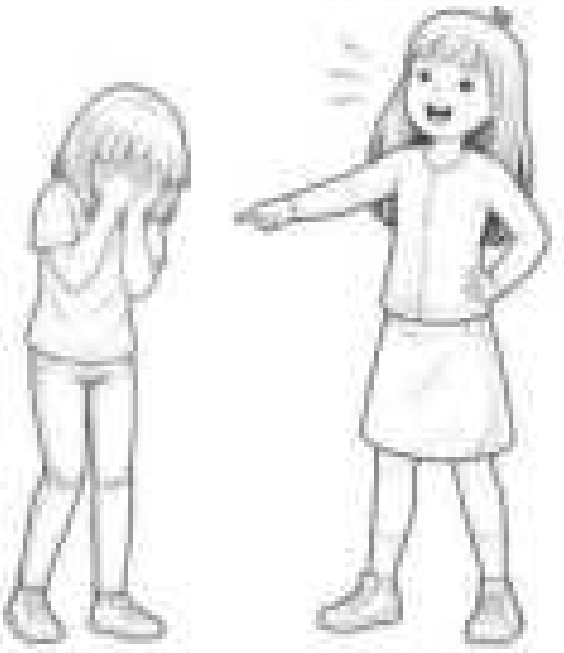
Name: _____ 35

Verbal Bullying

What is Verbal Bullying?

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

- Teasing or name-calling
- Threatening to hurt you
- Inappropriate sexual comments



Hidden Bullying

Verbal bullying is [illegible] physical bullying. It is most often [illegible] adults are present.

Effects of Verbal Bullying

Verbal bullying is very harmful because [illegible] the person being bullied feels about themselves. Verbal bullying can [illegible] anxiety and depression for the person being bullied. Often when someone is being bullied, they avoid the [illegible] things where bullying occurs which leads to them being more socially [illegible]



Strategies if You Or Someone You Know is Being Bullied

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

PREVIEW

Name: _____ 36

True or False Is the statement true or false?

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

Questions ...er the questions below.

1) W...

2) Why do so many people say nothing ...y s... else being bullied?

PREVIEW

Making Connections There is a rhyme, "Sticks and stones may break my bones, ...mes will never hurt me." Do you think this is true? Why or why not?

Name: _____ 37

Cyberbullying

Cyberbullying

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

- Sending mean or threatening messages to someone.
- Posting hurtful comments or pictures online.
- Spreading rumors or lies about someone online.
- Excluding someone from online groups or activities.
- Pretending to be someone else online in order to trick or hurt them.



PREVIEW

How Is Cyberbullying Different?

Cyberbullying can be very upsetting and can make someone feel embarrassed, scared or sad. Cyberbullying is different because even if there is no in-person contact for a few days,

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

What Can You Do?

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

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

Name: _____ 38

True or False Is the statement true or false?

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

Think [illegible] will do.

1)	
2)	
3)	
4)	
5)	

Questions Answer the questions below.

1) Why is cyberbullying so harmful?

2) What is a strategy for dealing with cyberbullying?

PREVIEW

Name: _____ 40

Newspaper Article: Cyberbullying Tragedy

Vermont Teen's Death Raises Alarm About Cyberbullying

Publish Date: October 7, 2003

A quiet Vermont community is in shock today after the death of 13-year-old Ryan Halligan, a middle school student from Essex Junction. He died Monday after months of being bullied online, according to his family. Police say no one will face criminal charges, but his death has raised serious concerns about cyberbullying and student safety.

Ryan was bullied through instant messages and online chats. His parents say other students sent him hurtful messages and spread rumours using the internet. Cyberbullying happens when someone uses technology, such as computers or phones, to be cruel to others. Unlike playground bullying, it can follow a child home and happen at any time of day.



Ryan's father, John Halligan, said his son tried to hide how much he was hurting. "Ryan was kind and trusting," he shared.

> "He believed people were his friends, even when they were being cruel."

Ryan's parents say they spoke with the school before, but the online bullying was hard to see and stop.

Experts say this type of bullying is becoming more common as more children use the internet. Dr. Michele [illegible], a safety researcher, explained, "Online bullying can feel nonstop. Kids [illegible] the messages [illegible] at home." Studies show [illegible] 11 to 14 now use instant [illegible] day, making them more vulnerable to online harm.

School officials say they are reviewing their policies and talking with students about respectful behaviour. Ryan's death has started conversations across Vermont about the need for clearer rules, stronger school support, and better education for families about online safety.

PREVIEW

Name: _____ 41

True or False Is the statement true or false?

1) Cyberbullying followed Ryan even when he was home.	True	False
2) Police reported Ryan's death as a crime.	True	False
3) Ryan told many adults about the bullying.	True	False
4) Ryan believed the messages came from real friends.	True	False
5) Ryan's story continues to inspire efforts to make schools safer.	True	False

Questions wer the questions below.

1) W fficult for adults to notice?

2) Why is empathy considered crucial i g?

PREVIEW

Instruction Identify two effects of bullying and describe things you can revent it.

Name: _____ 42

Social Bullying

Social Bullying

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

- Le[illegible] someone out on purpose
- Sp[illegible]mours about someone
- [illegible]e in public
- [illegible] friends with someone





PREVIEW

Bystanders

Most bullying happens in [illegible]. That means there are bystanders [illegible] the bullying to happen. If you see some[illegible] you can [illegible]:

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

Be Able to Name Bullying

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

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

Name: _____ 43

True or False Is the statement true or false?

1) Spreading rumours about someone is called verbal bullying.	True	False
2) If someone excludes you from their game once, it is social bullying.	True	False
3) If you see someone being bullied you should mind your own business.	True	False
4) People who disagree with us are bullies.	True	False
5) When you report someone who is a bully you are a tattletale.	True	False

Questions Answer the questions below.

1) W

2) What can you do if you see someone [illegible]

PREVIEW

Making Connections Have you ever been a bystander when someone was being [illegible]? What did it feel like? What did you do? What would you do now that you know more?

Name: _____ 44

Bystanders

Reflect How does it feel to be a Bullying Bystander?

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

2) List 3 reasons why you [illegible]

1	
2	
3	

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

4) Write an anti-bullying slogan.

PREVIEW

Name: _____ 45

Identity-Based Bullying

Identity-Based Bullying

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



Identity-based bullying is wrong and hurtful because it targets [illegible] that they cannot control, like the colour of their skin or where they were born.

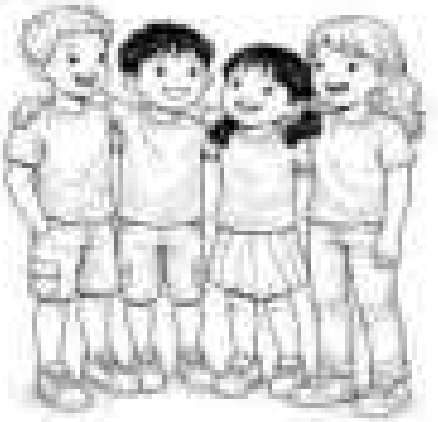
What Can You Do About Identity-Based Bullying?

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

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

What Can You Do If You Are Being Bullied?

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



PREVIEW

Name: _____ 46

True or False

Is the statement true or false?

1) Identity-based bullying is when you are bullied because of something about yourself that you cannot change.	True	False
2) Identity-based bullies do not respect diversity.	True	False
3) We should all try to be more alike so there would be no identity-based bullies.	True	False
4) Our differences make us each special.	True	False
5) If some[illegible] is being bullied you should mind your own business.	True	False

Questions

Answer the questions below.

1) What [illegible]

2) What can you do about identity-based bullying?

PREVIEW

Word Scramble

Unscramble the words from the word bank.

Word Bank

Identity	Diversity	Gender	Appearance	Ability
Religion	Ally	Culture	Respect	Race

CTSRPEE		LLAY	
RLUETCU		DITYTNEI	
EYVDTSIRI		AAEAEPCNRP	

Name: _____ 47

Exit Cards

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

Name: _____ Mark

Multiple Choice: Circle the correct answer

1. Identity-based bullying happens when someone is targeted because of...
   a) A disagreement they caused
   b) Something that makes them different
   c) A mistake they made once
   d) A game they lost

2. Which is an example of identity-based bullying?
   a) Two friends arguing during a game
   b) Teasing someone about their clothing brand
   c) Making fun of someone's race or religion
   d) Forgetting to invite someone one time

3. Identity-based bullying is especially harmful because...
   a) It happens only at school
   b) It is usually accidental
   c) It stops on its own
   d) It targets things people cannot control

4. Being an ally means...
   a) Ignoring bullying to avoid trouble
   b) Supporting the bully's opinion
   c) Supporting the person being bullied
   d) Walking away every time

Name: _____ Mark

Multiple Choice: Circle the correct answer

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4. Being an ally means...
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   b) Supporting the bully's opinion
   c) Supporting the person being bullied
   d) Walking away every time

PREVIEW

Name: _____ 48

Types of Bullying

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

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

PREVIEW

Your Turn Write an example of each type of bullying.

Verbal	
Physical	
Social	
Cyber	

Name: _____ 49

Scenarios Check if the scenario shows verbal, physical, or cyberbullying.

#	Scenario Description	Verbal	Physical	Cyber
1	Name-calling in the hallway.			
2	Shoving someone into a locker.			
3	Spreading rumours online.			
4	Maki[illegible] someone's clothes.			
5	[illegible] the cafeteria.			
6	Cr[illegible] a classmate.			
7	Laughing [illegible]'s [illegible].			
8	Taking and hiding [illegible]			
9	Sending hurtful texts to [illegible]			
10	Whispering about someone during [illegible]			
11	Hitting someone during gym class.			
12	Posting someone's personal details without [illegible]			
13	Mocking someone's accent.			
14	Kicking someone under the table.			
15	Stalking a classmate's social media.			
16	Telling a joke about someone's family.			
17	Blocking someone's way on purpose.			
18	Sharing an embarrassing video of a classmate.			
19	Criticizing someone's academic performance loudly.			
20	Snatching a hat off someone's head and running.			

PREVIEW

Name: _____ 50

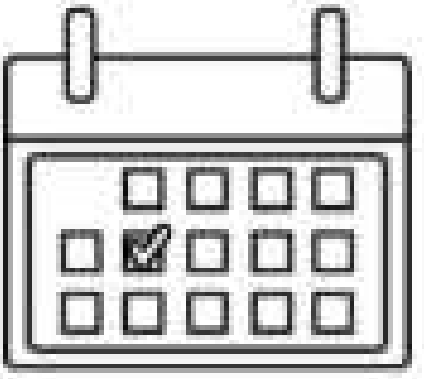
Activity – Recognizing Abusive Behaviours

Objective What are we learning about?

Students will learn to recognize warning signs of abusive behaviour by noticing behaviours in themselves or in their surroundings, understanding how abuse involves power and control, and reflecting on how this awareness supports personal safety and healthy relationships.

Material What will you need for the activity?

- Abusive Behaviour Tracking Sheet (five-day template)
- Daily reflection journal or notebook



Instructions How will you get started?

1) Introduction: Begin with a class discussion about what abusive behaviour is and how it differs from healthy behaviour. Review that abuse involves **power and control**. Explain that students will be noticing behaviours they observe **in themselves or in their surroundings**.

2) Plan the Week: Students review the tracking questions and discuss examples of behaviours to notice, such as name-calling, blaming, controlling behaviour, humiliation, or exclusion.

3) Daily Observation: Each day, students notice **one behaviour they observe in themselves or in their surroundings** (school, online, home, community, or media). Students must **not name people or share private details**.

4) Daily Tracking: Students complete the tracking questions:

- What behaviour did I notice today?
- Was this behaviour healthy or unhealthy?
- How did it show power or control, if at all?
- Why could this behaviour be harmful?
- What could stop or improve this behaviour?

5) End-of-Week Reflection: At the end of the week, students reflect on how noticing behaviours in themselves, or their surroundings changed how they think about relationships, safety, and asking for help.

PREVIEW

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Recognizing Abusive Behaviours – Monday

Focus Area	My Response
Abusive behaviour I noticed (What happened?)	
How [illegible] control (Who has control and how?)	
Why this behaviour is unhealthy or harmful	
What could stop or challenge this behaviour (Safe actions or supports)	

Monday Reflection: Did recognizing abusive behaviour today change how you think about relationships or safety? Why or why not?

PREVIEW

Name: _____ 54

Recognizing Abusive Behaviours – Thursday

Focus Area	My Response
Abusive behaviour I noticed (What happened?)	
How [illegible] control (Who had control and how?)	
Why this behaviour is unhealthy or harmful	
What could stop or challenge this behaviour (Safe actions or supports)	

Thursday Reflection: Did recognizing abusive behaviour today change how you think about relationships or safety? Why or why not?

PREVIEW

Name: _____ 55

Recognizing Abusive Behaviours – Friday

Focus Area	My Response
Abusive behaviour I noticed (What happened?)	
How … control (Who has control … how?)	
Why this behaviour is unhealthy or harmful	
What could stop or challenge this behaviour (Safe actions or supports)	

Friday Reflection: Did recognizing abusive behaviour today change how you think about relationships or safety? Why or why not?

PREVIEW

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Self-Assessment Checklist | Recognizing Abusive Behaviours

1) Did I recognize different abusive behaviours during the week?	Yes	No
2) Did I understand how abuse involves power or control?	Yes	No
3) Did I explain why these behaviours were harmful?	Yes	No
4) Did I identify safe ways to stop or challenge abuse?	Yes	No
5) Did I re[illegible]hen a behaviour crossed a boundary?	Yes	No
6) Di[illegible] behaviour around me this week?	Yes	No
7) Did my [illegible] the start of the week?	Yes	No

8) Which abusive [illegible]ur d[illegible]t is the most dangerous? Explain why.

9) Most importantly, did I notice that I am not the abuser? Explain h[illegible]

10) Are my surroundings abusive this week?

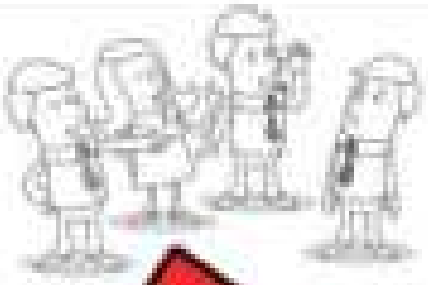
Never	Rarely	Sometimes	Often	Always

PREVIEW

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Name: _____ 97

Bullying and Its Impact



Understanding Bullying's Impact

Bullying is when someone keeps being mean to someone else on purpose. It can make school a scary place and can hurt people for a long time.

PREVIEW

Effects on [illegible]ls

Bullyi[illegible] in many ways:

1. [illegible] Kids who are bullied often feel alone and unhappy. They might [illegible] or play outside.
2. Harder to [illegible] When [illegible]ied about bullying, it can be hard for them [illegible] [illegible]sons.
3. Long-Term Challenges: [illegible] sadness and fear can last a long [illegible] even when they grow up.



Effects on Our Community

- Less Safe: When there is bullying, it makes our schools and parks feel less safe for everyone.
- Loss of Trust: People might be less likely to help each other or work together if there is a lot of bullying.

Building a Supportive Community

Having people around who care can make a big difference. Here are ways communities help stop bullying:

- Teachers and Parents Listening: Adults need to listen and help when a child says they are being bullied.
- Programs in Schools: Many schools have programs to teach about bullying and how to stand up to it.



Name: _____ 98

Completion Choose the word that best completes each sentence.

1) Bullying makes school a _____ place.	fun	scary
2) Feeling alone is an effect of _____.	bullying	friendship
3) Sadness from bullying can be _____.	attention seeking	long-term
4) Adults should _____ bullying claims.	ignore	address
5) Bullying _____ community trust.	increases	decreases

Mind Ma ad map of the effects of bullying.



PREVIEW

Name: _____ 59

Strategies to Address Bullying

How to Deal with Bullying

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

If You're Being Bullied:

1. Speak Up: Tell the bully to stop in a calm and clear voice, or you can walk away
2. Tell an Adult: Tell a teacher, school counsellor, or a parent and explain what happened. Don't keep it a secret. Bullying so it can be stopped.
3. Stay with Friends: Bullies are more likely to pick on someone in a group. Staying close to friends can keep you safe.

PREVIEW

If You See Bullying:

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



If You Have Been a Bully:

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

Name: _____ 60

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



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

Questions information from the text to support your answer.

1) W… are being bullied?

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

Diagram Draw and name three people you can tell about bullying.

PREVIEW

Exit Cards

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

Name: _____ | Mark

Check the strategies that help address bullying.

	Reporting bullying behaviour
	Laughing at the bullying
	Walking away without help
	Speaking up respectfully
	Laughing along
	Joining the bully
	Staying near friends
	Helping someone feel included
	Blaming the victim

Name: _____ | Mark

Check the strategies that help address bullying.

	Reporting bullying behaviour
	Laughing at the bullying
	Walking away without help
	Speaking up respectfully
	Laughing along
	Joining the bully
	Staying near friends
	Helping someone feel included
	Blaming the victim

Name: _____ | Mark

Check the strategies that help address bullying.

	Reporting bullying behaviour
	Laughing at the bullying
	Walking away without help
	Speaking up respectfully
	Laughing along
	Joining the bully
	Staying near friends
	Helping someone feel included
	Blaming the victim

PREVIEW

Name: _____ 62

Dealing with a Bully

When dealing with a bully, you have some options.

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

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

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

4) If you can, ignore the bully because they will often stop if they do not get a response from you.

5) Tell an adult – If you are being bullied, you should always tell an adult. Tell an adult you trust, as they can help. No one deserves to be bullied! Adults understand this and will help you deal with them. This is not tattling as bullying is not a small problem!

Scenarios Role Play How would you deal with the following scenarios? Remember you should not bully back! Write your answers below. If you can, try your answers with a group.

1) A bully keeps kicking, tripping, punching and [illegible] you when the teacher is not looking.

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

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

PREVIEW

Name: _____ 63

Activity – Standing Up to Bullying

Scenario Starter:
In the schoolyard, Jamie notices that a few classmates are laughing at Alex's new glasses. Wanting to help, Jamie decides to step in.

Instructions
1) Write [illegible] Jamie might say to stop the teasing and support Alex.
2) Write [illegible]ex could tell the classmates that their words are hurtful.
3) Thi[illegible] everyone can get along after the incident.
4) [illegible] can help each other when someone is being unkind.

Jamie	He[illegible] to [illegible]r of someone for something they need. Let's be kind [illegible]
Alex	I feel really [illegible] me; my glasses help me see better.

PREVIEW

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Activity - Bullying Prevention Pledge

Objective What are we learning about?

To help students make a shared promise to prevent bullying and support safe, respectful behaviour at school.

Materials What will you need for the activity?

- Bullying prevention pledge templates (provided)
- Pens or pencils
- Poster board or wall space for displaying pledges



Instructions How will you complete the activity?

1) Divide the class into pairs and give each student a bullying prevention pledge template and writing tools.
2) Review what bullying is and why it is harmful to students and the community.
3) In pairs, students discuss actions that help prevent bullying and keep others safe.
4) Students write clear and specific bullying-prevention promises on their pledge template.
5) Each pair shares one pledge statement with the class.
6) Display the completed bullying pledges in the classroom or hallway as a reminder.
7) Encourage students to review the pledges regularly and follow their promises.

PREVIEW

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Bullying Prevention Pledge

Introduction:
As a student, I promise to help prevent bullying and help make my school a safe and respectful place for everyone.

1) Respectful Words and Actions

I pro... treat others with respect and not use hurtful words, teasing, or name calling.

W... ...r pl...

_____

_____

_____

2) Standing Up Against Bullying

I promise to speak up, get help, or support ... ...s if ... ...llying happening.

Write your pledge here:

_____

_____

_____

3. Supporting Others

I promise to help classmates who feel left out, hurt, or unsafe, and to include others whenever I can.

Write your pledge here:

_____

_____

_____

PREVIEW

Name: _____ 66

4) Getting Help When Bullying Happens

I promise to tell a trusted adult if bullying happens to me or someone else, even if it feels uncomfortable or scary.

Write your pledge here:

_____

_____

_____

_____

5) Taking Responsibility for Actions

I promise to apologize if I hurt someone, and work to [illegible] in the future.

Write your pledge here:

_____

_____

_____

_____

PREVIEW

Signature:

I understand that bullying can hurt others and make school feel unsafe. I promise to make choices that help stop bullying and keep others safe.

Sign here: _____ Date: _____

Partner's Signature: _____

Name: _____ 67

Role Play – Violence and Abuse in Relationships

Objective — What are we learning about?

Participants will explore what violence and abuse in relationships look like and how they affect safety, feelings, and personal choices. They will act out real-life situations that show power, control, bullying, and harmful behaviour. Participants will practise recognizing warning signs, responding in safe ways, supporting others, and knowing when and how to get help.

Materials — What do we need for our activity?

- Scenario cards (real-life situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions — How will we complete our activity?

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that presents a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

PREVIEW

Name: _____ 66

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show imagination and effort. Make your character believable through actions, expressions, and reactions.
Voice	Speak clearly and at an appropriate volume. Use a voice that matches your character and the situation.
Movement	Use body movements and actions that match what your character is doing in the scene.
Stay in	...in character from start to finish, even when the scene feels ...g or funny.
Teamwork	...atively with your group. Share ideas, listen to others, and ...ters.

PREVIEW

Scenario Cards

Scenario		
#1	The Friendship That Slowly Changed	Maya and Leena have been ... friends since they were little, and they usually do everything together. Recently, Leena has started acting like she owns the friendship. She tells Maya ... "best friend" and gets upset if Maya talks to anyone else for ... Maya's older sister, notices Maya has stopped smiling and seems nervous ... Leena begins checking Maya's messages and gets angry ... right away. When Maya finally says "no" to a demand, ... the friendship and tell others embarrassing stories. ... to think about safety, boundaries, and getting help.
#2	Power Through Threats	Sam is in a group that meets regularly to work on shared projects and activities. Jordan is in the same group and has a strong influence because people often follow Jordan's lead. Jordan begins using threats to control Sam, such as warning Sam that they will be embarrassed in front of others if they do not do what Jordan wants. Sam's close friend, Riley, notices Sam has become tense and keeps checking who is watching before speaking. Jordan starts giving Sam unfair tasks and then insults Sam for doing them "wrong." Riley tries to support Sam quietly, but Jordan notices and tries to separate them. The conflict grows until Sam must decide whether to keep obeying or seek support.

Name: _____ 69

Curriculum Connections: [illegible]

Scenario Cards Cut out the scenarios below.

Scenario	Description
When Online Messages Turn Harmful	Ava, Ben, and Lucas are part of a friend group that chats online almost every day. Ben and Ava used to joke around, but Ben begins posting personal details about Ava that were shared in private. Lucas is Ben's friend and often supports Ben, but he also cares about Ava and feels uncomfortable. Ben starts sending messages late at night, demanding that Ava respond right away, then mocking her when she does not. Ava becomes anxious and begins avoiding the chat. Lucas notices that the group's tone has changed and that the harm is repeating. The situation reaches a breaking point when Ben threatens to post something more personal.
Being Left Out on Purpose	Eli, Marcus, and Talia are in the same friend circle and often spend time together. Eli becomes angry after a small disagreement and decides to punish Marcus. Marcus quietly tells Talia not to invite Eli, claiming Eli is "overreacting" and "ruining everything." Talia is Marcus's close friend and wants to stay on good terms with him, so she goes along with it at first. Eli hears about plans after the fact and begins feeling embarrassed and unwanted. Marcus starts spreading comments to avoid Eli too. Talia begins to feel guilty as the exclusion becomes intentional, and she must decide what kind of friend she wants to be.
Anger Used as Control	Alex and Priya are cousins who see each other at family events, and they sometimes work together on shared responsibilities. Alex has a habit of exploding in anger during disagreements, and Priya tries to keep the peace" by giving Alex what he wants. Priya starts noticing patterns. She notices Priya becoming quieter and agreeing too quickly. Alex dominates conversations, shouting over others and making threats like "I'll never help again if you disagree." Priya starts changing her choices to avoid setting Alex off. Daniel finally challenges the pattern and points out that fear is not respect. The group must deal with whether Alex's behaviour will be excused or addressed.
"Jokes" That Are Not Jokes	Jamie and Chris are in the same social circle, and Chris often performs for attention by making people laugh. Chris starts making comments about Jamie's looks and skills, calling them "jokes," but the comments happen again and again. Morgan is Jamie's friend and is usually supportive, but Morgan laughs at first because everyone else does. Jamie becomes quieter, stops joining conversations, and tries to avoid being noticed. Chris increases the "jokes" when Jamie shows discomfort, acting like Jamie is "too sensitive." Morgan begins realizing the harm is not accidental and that the pattern is repeating. The tension grows until Morgan must choose whether to stay silent, join in, or support Jamie openly.

PREVIEW

Name: _____ 10

Curriculum Connections
ACPCS-10, ACPCS-14, ACPCS-16

Scenario Cards Cut out the scenarios below.

Scenario		Description
7	Control Through Guilt	Casey and Taylor are close friends who talk daily and spend a lot of time together. Taylor often says things that make Casey feel responsible for Taylor's happiness, such as "If you cared about me, you would do this," and "After all I've done for you, you owe me." Casey's neighbour and friend, Jordan, notices Casey is always stressed and seems afraid to say no. Taylor begins keeping score of favours and uses guilt to pressure Casey into doing things Casey is not comfortable with. When Casey tries to set a boundary, Taylor accuses Casey of being selfish and threatens to stop being friends. Jordan encourages Casey to notice the pattern of guilt and control and think about safer choices.
8	Watching Abuse Happen	[illegible] are in the same community group that meets regularly, and Owen [illegible] to control Nina's choices and embarrass her in front of others. Owen [illegible] interrupts her, and speaks to her in a disrespectful way [illegible] when others are listening. Farah is Nina's friend and notices [illegible] before speaking. Leo is Owen's friend and believes [illegible] he says nothing. Owen's behaviour repeats and [illegible] Nina tries to stand up for herself. Farah and Leo discuss [illegible] witnessing and what responsibility they have. Nina's safety and [illegible] as tension rises as the bystanders' choices shape what happens next.
9	Identity-Based Harm	Amir recently joined a mixed group [illegible] people's [illegible] and stories about themselves. Zoe begins making [illegible] about Amir's identity and background, using stereotypes and [illegible]. Hannah is Amir's friend from the same neighbourhood [illegible] Amir becomes quieter and avoids speaking. Zoe encourages others [illegible] excludes Amir from group plans. Amir tries to ignore it [illegible] behaviour keeps happening and starts affecting his [illegible] decides to learn more about why identity-based bullying is harmful and [illegible] to speak up. The conflict builds when Zoe dismisses concerns and [illegible] to blame Amir for being "too sensitive."
10	Asking for Help Is Not Easy	Liam and Sofia are close friends who usually tell each other everything. Lately, Liam has been acting differently—he avoids certain people, seems tense when his phone rings, and makes excuses to leave early. Sofia asks what is wrong, but Liam says everything is fine because he fears the situation will get worse if anyone knows. Liam's older cousin, Marcus, notices Liam is losing confidence and becoming withdrawn. Liam admits that someone has been repeatedly pressuring and humiliating him, and he feels stuck because the person has more social power. Sofia wants to help, but Liam worries he will not be believed. The story moves toward a moment where Liam must decide whether to stay silent or reach out for support.

PREVIEW

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Name: _____ 72

Rubric | How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Very little effort shown	Some effort, limited detail	Creative and thoughtful	Highly creative and engaging
Voice	Difficult to hear or unclear	Sometimes clear	Clear and appropriate	Always clear, expressive, and confident
M	ents did ch	Some matching movements	Movements matched well	Movements were purposeful and effective
Stay in Role	n o	etimes in ter	Mostly stayed in character	Stayed in character throughout
Teamwork	Did not wor well with group	tion	Worked well h group	Excellent cooperation and support

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Name: _____ T3

Total
/

Unit Test

Violence and Abuse in Relationships

Mark	/

1. Abuse happens when one person uses power to gain _____ over another person.

a) Anger

b) Control

c) Mistakes

d) Accident

2. When someone uses force like hitting or pushing to hurt another person, this is ...

a) Emotional abuse

b) Physical abuse

c) Social abuse

d) Economic abuse

3. Using [illegible] threats, or insults to hurt [illegible] called...

a) Emotional abuse

b) Physical abuse

c) Social abuse

d) Economic abuse

4. Bullying that happens using phones or the internet is called _____ bullying.

a) Verbal

b) Social

c) Physical

d) Cyber

5. A person who sees bullying [illegible] does nothing is called a _____.

a) Victim

b) Bully

c) Bystander

d) Ally

[illegible] actions can cause emotional harm

a) [illegible]

b) [illegible]

c) [illegible]

d) All of the [illegible]

7. Which example is identity-based bullying?

a) Teasing about a bad test

b) Ignoring someone once

c) Making fun of someone's religion

d) Disagreeing about a rule

8. Asking for help is a [illegible]

a) Weakness

b) Strength

c) Failure

d) Trouble

9. "You're useless. You never do anything right." This quote is an example of:

a) Emotional abuse

b) Physical abuse

c) Economic abuse

d) Spiritual abuse

10. Which quote is NOT an example of control?

a) "You're not allowed to go."

b) "Do what I say."

c) "I choose for you."

d) "What do you think?"

PREVIEW

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Sorting – Roles in Bullying

Read the scenarios below. Write each character's name next to the correct role.

Mark: /

1) During recess, **Sam** repeatedly makes fun of **Alex** and pushes him. **Jordan** sees this happen but walks away. **Taylor** steps in, supports Alex, and tells a teacher.

Bystander:		**Victim:**	
Bully:		**Ally:**	

2) After school, **Ava** checks on **Noah**. Earlier, **Emma** saw hurtful messages but stayed silent. Those messages were posted by **Liam**, and **Noah** felt upset and embarrassed.

Bystander:		**Victim:**	
		Ally:	

PREVIEW

Sort

Read each [illegible] and write the correct type of abuse beside each.

Physical · [illegible] · Spiritual · Sexual

Mark: /

1) Hitting someone during an argument and saying, "You deserve this."	
2) Insulting someone often and saying, "You are useless."	
3) Controlling shared money and saying, "I decide how all our money is spent."	
4) Using beliefs to control someone and saying, "You will be punished."	
5) Yelling to control feelings and saying, "No one else likes you."	
6) Stopping someone from practising beliefs and saying, "You're not allowed."	
7) Forcing unwanted touching and saying, "Don't tell anyone."	
8) Pushing someone to scare them and saying, "I'll hurt you again."	
9) Pressuring someone to share private pictures and saying, "You have to."	
10) Stopping a partner from using money and saying, "You're not allowed to buy anything."	

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Long Answer Answer the questions below.

Mark /

1) Describe the effects of abuse on a person's feelings, learning, and safety, and explain how abuse can also affect families, schools, or the community over time.

2) Explain five safe and helpful ways a person c[illegible] with[illegible]hy each one is important.

PREVIEW

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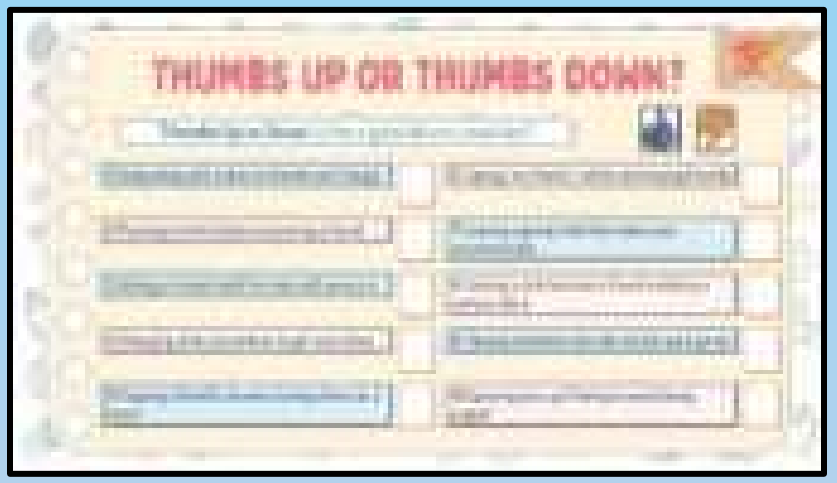
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Saskatchewan Health Curriculum
Peer Pressure – Grade 5

3-Part Lesson Format

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



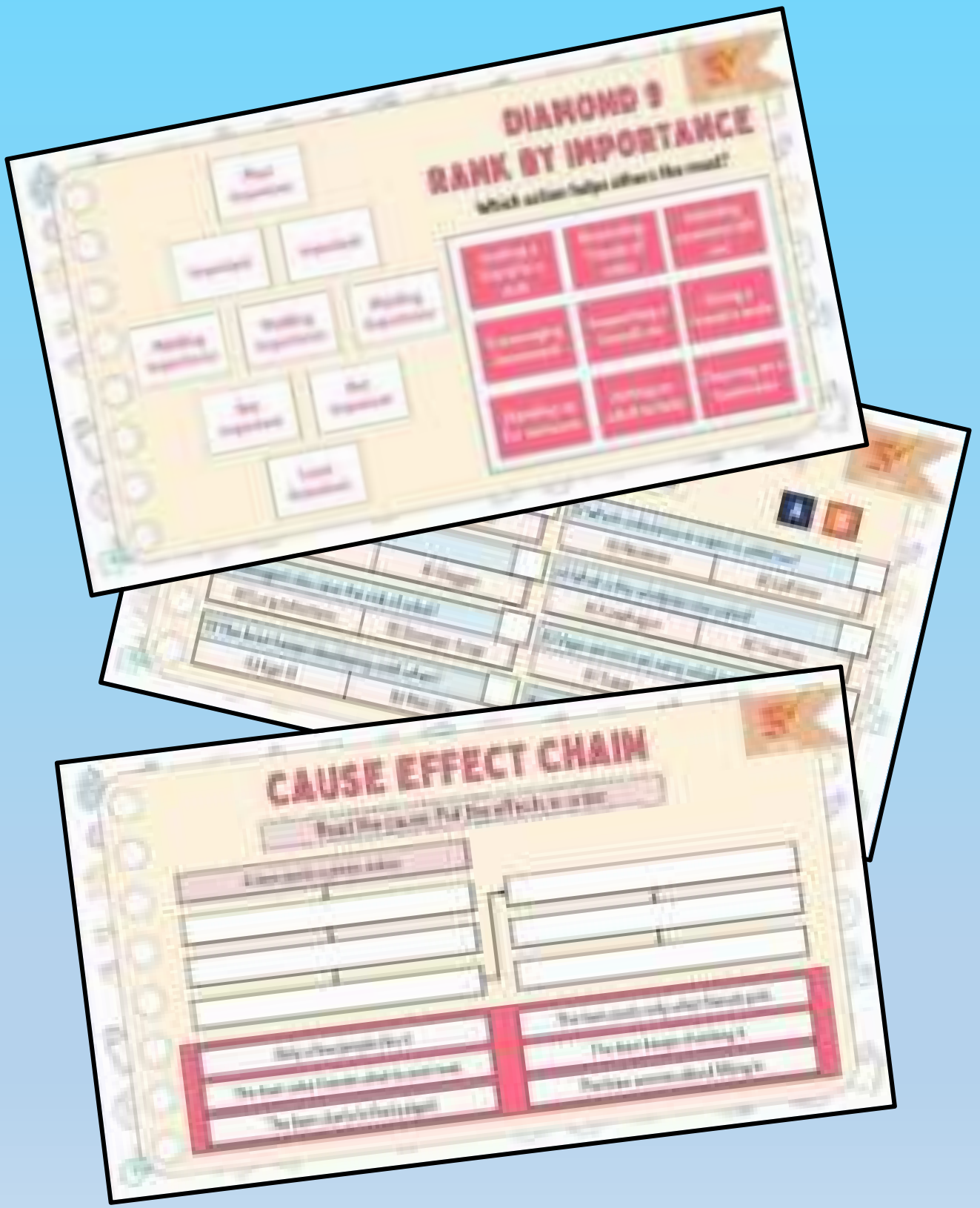


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

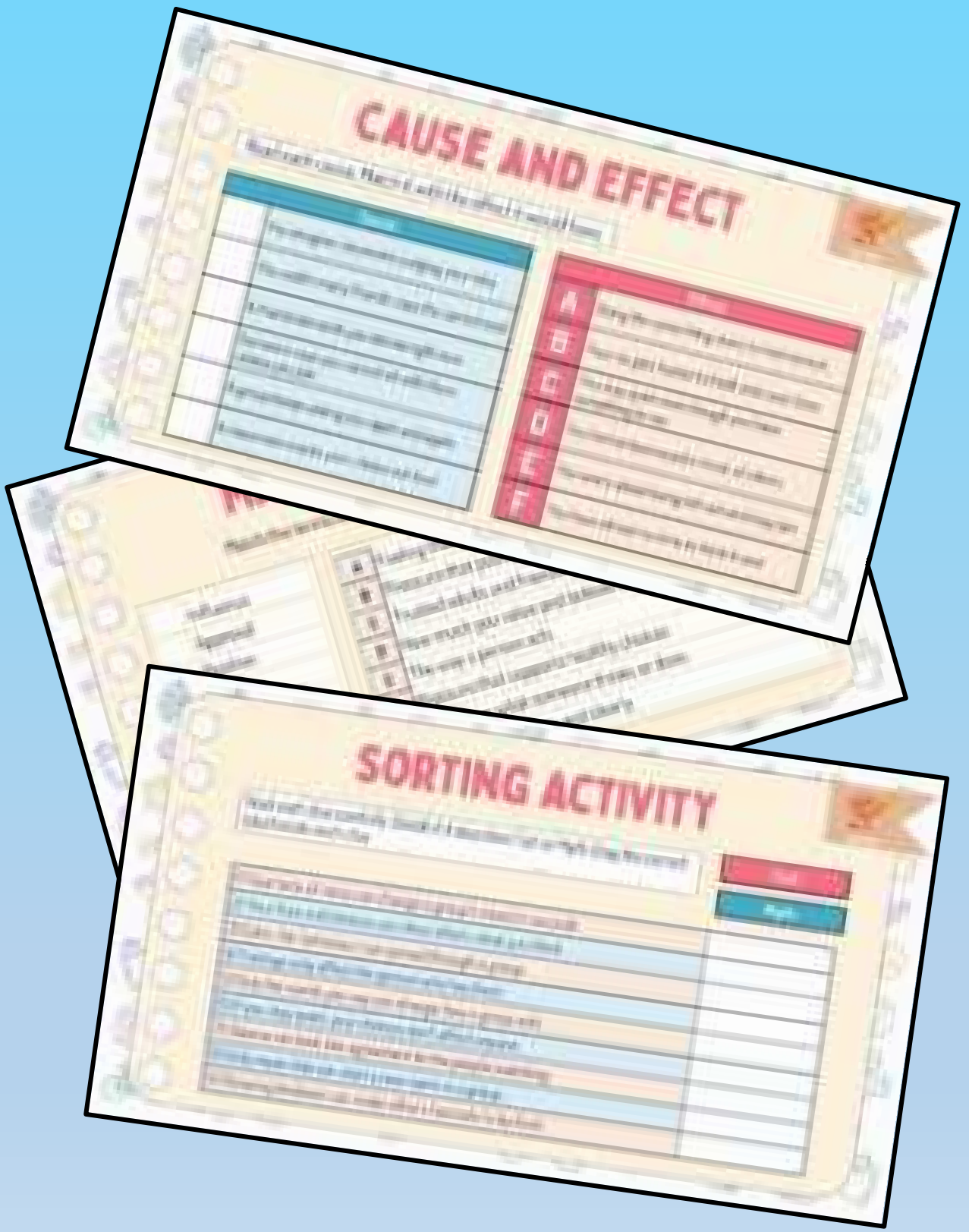
Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



Saskatchewan Health Curriculum
Peer Pressure – Grade 5



Saskatchewan Health Curriculum
Peer Pressure – Grade 5



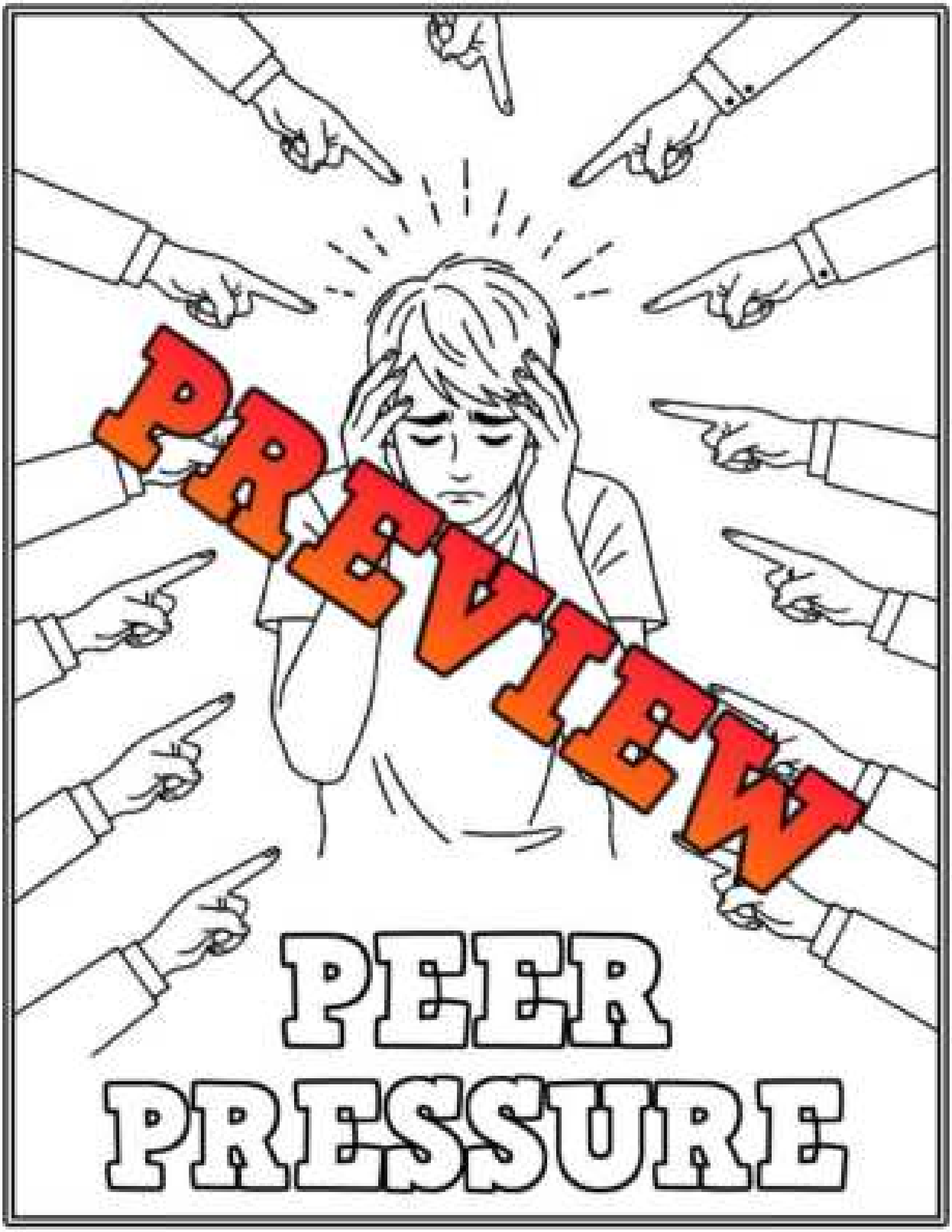
Workbook Preview

Grade 5 Health Unit
Peer Pressure

	Curriculum Expectations	Pages
USC5.6a	Discuss why peers pressure each other.	6-10, 35-37
USC5.6b	Ask questions and seek answers for deeper understanding.	11-17, 35-37, 40-41
USC5.6c	Examine the different levels of pressure.	18-26, 42-45, 53-59, 62-66
USC5.6		-16-17, 38-41, 66
USC5.6		.6-17, 38-41, 53-66
USC5.6f	the risk of potentially dangerous/unhealthy/unsafe situations involving peer pressure.	23-34, 38-39, 42-45, 60-61
APS.1a	Identify the elements of effective action plans, including what will be done, who will be involved, where it will take place, when it will take place, and why this action is being taken.	46-52
APS.1b	Identify the supports needed to carry out the action plan.	46-52
APS.1c	Carry out, with guidance, the steps identified in the design of the action plan.	46-52
APS.1d	Reflect on if the goal was achieved in order to guide future application.	46-52

Preview of 60 pages from this product that contains 96 pages total.

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PEER
PRESSURE

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Peer Pressure

What Peer Pressure Means

Peer pressure is when people your age influence the choices you make. This can happen through words, actions, or behaviour. It often begins in late elementary school, when friendships and group belonging become more important. Peer pressure can be positive, such as encouraging healthy habits, or negative, such as pushing unsafe or unfair actions. Understanding peer pressure helps students notice when they are being influenced.

How Peer Pressure Affects Decisions

Peer pressure affects decision-making because students often want approval from friends. At this age, the brain is still developing how to plan ahead and think about results. This can make it hard to stop and think before acting. When pressure happens often, it can change how students see themselves and what they believe is normal behaviour. Feeling rushed or judged can lead to choices with later regret.

Where Peer Pressure Happens

Peer pressure appears in many daily school situations, both in person and online. It can be clear or hidden, and it does not always involve words.

Common places and situations include:

- Recess games where students feel forced to join
- Group work where one opinion controls others
- Text messages or group chats after school
- Social media posts, likes, and comments
- Sports teams and clubs with strong group rules



Building Strength and Confidence

Learning **assertiveness** helps students speak up calmly and clearly. Saying what you believe, even when others disagree, supports **self-esteem**. Strong friendships and trusted adults are important **support systems**. These supports help students practise saying no, asking for help, and making safe choices that match their values.

PREVIEW

Name: _____ 7

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

1) Peer pressure always involves someone speaking directly to you.	True	False
2) Peer pressure can influence beliefs, not only actions.	True	False
3) Wanting approval can affect student decision-making.	True	False
4) Feeling judged can lead to poor choices later.	True	False
5) Peer pressure always causes negative behaviour.	True	False

Questions ...ormation from the text to support your answer.

1) W... ...ur own words?

2) How does online peer pressure diffe... ...per... ...ure?

Instruction Name 3 ways peer pressure can be positive and 3 ways it ... negative.

Positive Peer Pressure	Negative Peer Pressure

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Positive and Negative Peer Pressure

Understanding Positive and Negative Peer Pressure

Peer pressure is the influence friends or groups can have on choices and actions. It can happen at school, online, or after school. Peer pressure is not always spoken and can be shown through actions, looks, jokes, or silence.

Indicators of Positive Peer Pressure

Positive peer pressure supports safe choices and encourages **healthy behaviours**. It helps students make good choices without forcing them to change who they are. This type of pressure usually leads to positive results. Friends using positive pressure listen, give support, and respect boundaries. Students often feel confident and proud after making these choices.

Examples of positive peer pressure include:

- Encouraging a friend to choose
- Inviting someone to join a team
- Supporting a friend who says "
- Reminding others to follow school rules
- Standing up for someone being treated unfairly



Indicators of Negative Peer Pressure

Negative peer pressure pushes students toward unsafe or uncomfortable choices. It can lead to **unhealthy behaviours** and poor decision-making. This pressure often includes teasing, daring, or fear of being left out. It may cause stress and make students ignore their gut feeling, even when they know something is wrong.

Examples of negative peer pressure include:

- Pressuring someone to break school rules
- Teasing a friend for making a safe choice
- Daring someone to take risks
- Laughing when a person refuses to join in
- Leaving someone out to force agreement



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Name: _____ 10

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

1) Positive pressure ignores personal boundaries.	True	False
2) Supporting "no" shows positive peer influence.	True	False
3) Teasing can be a sign of negative peer pressure.	True	False
4) Feeling proud can follow positive peer pressure.	True	False
5) Negative pressure always uses direct commands.	True	False

Questions ...formation from the text to support your answer.

1) N... ...r peer pressure.

2) Name indicators of negative peer pr...

PREVIEW

Relate Describe something you have done because of positive or negati... pressure.

Positive Peer Pressure	Negative Peer Pressure

Name: _____ L1

Instruction Read each scenario carefully. Circle whether the situation shows positive peer pressure or negative peer pressure.

1	During recess, two friends remind Jordan to finish his math worksheet because it is due before the end of the day.	Positive	Negative
2	A group laughs at Sam for refusing to run in the hallway after the teacher warned everyone about safety rules.	Positive	Negative
3	Friends encourage Maya to join the school choir because they know she enjoys singing and practises at home.	Positive	Negative
4	Team[illegible] Liam to take a break and get water after he feel[illegible] soccer practice.	Positive	Negative
5	[illegible] sneak a bag of chips into class even [illegible] food [illegible] during lessons.	Positive	Negative
6	Friends s[illegible] N[illegible]uch because he will not copy answers d[illegible]nce [illegible]	Positive	Negative
7	Classmates tease [illegible] instead of pop, saying it makes her [illegible]	Positive	Negative
8	A group invites a new stud[illegible], so no one feels left out.	Positive	Negative
9	Friends remind Ava to wear her hel[illegible]efore [illegible] the school requires safety gear.	Positive	Negative
10	A group pressures Ryan to laugh at another [illegible] dropped their lunch tray to avoid being teased.	Positive	Negative

PREVIEW

Finish the Thought Finish each sentence by writing how you would [illegible]on.

1) When friends respect my choice, I feel... _____

2) When friends push me to break rules, I feel... _____

3) When someone supports my 'no,' I feel... _____

4) Being teased by friends can make me... _____

Name: _____ L2

Am I a Positive Influence? Read each statement carefully. Colour the number of stars that best shows how often you act this way.

Be honest. This is for learning, not for marks.

1 = Never **2 = Rarely** **3 = Sometimes** **4 = Often** **5 = Always**

1	I encourage friends to follow school rules.	☆ ☆ ☆ ☆ ☆
2	I res… friends when they say "no."	☆ ☆ ☆ ☆ ☆
3	…g when someone is teased.	☆ ☆ ☆ ☆ ☆
4	I do not … d… they feel unsure about.	☆ ☆ ☆ ☆ ☆
5	I support friends … choices.	☆ ☆ ☆ ☆ ☆
6	I try to stop unkind behavi… or g…	☆ ☆ ☆ ☆ ☆
7	I do not tease others just to fit in.	☆ ☆ ☆ ☆ ☆
8	I include others so no one feels left out.	☆ ☆ ☆
9	I do not encourage friends to break rules.	☆
10	I help friends feel good about their choices.	☆ ☆ ☆ ☆

PREVIEW

Total Score:	_____ / 50

40–50 → Strong Positive Influence	You usually help others make safe, kind, and respectful choices. People likely feel supported around you.
25–39 → Mixed Influence	Sometimes you are a positive influence, but other times pressure or fitting in affects your choices. This is a good place to grow.
10–24 → Negative Influence Risk	Your actions may pressure others or make them uncomfortable. Learning new ways to support friends can help.

Name: _____ 13

Social Media Post – Peer Pressure in Adolescence

@Jordan45 CA

Why does peer pressure feel stronger during adolescence than childhood or adulthood, and how do friends, school groups, and social media influence choices teens make every day?

11:30 AM – 03/18/2026 – 1,929 SHARES 4,721 LIKES

@Ali – I think it's stronger because teens really want to fit in. At that age, friends [illegible] than family sometimes.

@Maya77 – [illegible] are still growing then. Teens don't always think about long-term re[illegible] in order to ignore.

@Liam9 – I ag[illegible] can be good too. Friends can push you to study, join teams, or make [illegible]

@Sophie88 – Social media makes [illegible] and comments makes people feel judged all the time.

@Alex12 – Yeah, and during adolescence, [illegible] their day at school, so group opinions matter a lot.

@Noah31 – I read that the brain part for decision-mak[illegible] mid-20s. That explains a lot.

@Maya77 – That's why adults say, "pause and think." It's harder when everyone is watching or waiting.

@Liam9 – Teachers talk about strategies like saying no or walking away. Those really help reduce pressure.

@Sophie88 – Trusted adults matter too. Teens who talk to parents or teachers handle pressure better.

@Noah31 – So it's stronger in adolescence because of brain growth, fitting in, and social media, but learning skills can help.

PREVIEW

Name: _____ 1A

True or False Circle the correct answer.

1) Social media reduces feelings of judgement among teens.	True	False
2) Peer pressure only leads to negative outcomes.	True	False
3) Approval from peers can influence daily choices.	True	False
4) Adults experience stronger peer pressure than adolescents.	True	False
5) Decision-making skills fully develop during early adolescence.	True	False

Questions Answer the questions below.

1) Explain why peer pressure feels stronger during adolescence.

2) Explain why talking to adults can help adolescents.

Opinion Write a comment that you would add to this conversation.

Username: _____ Date: _____

PREVIEW

Exit Cards

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

Name: _____ | Mark

2 Truths and a Lie – Can you find the one that's not true?

	Peer pressure feels weaker during adolescence than childhood.
	Teens often value friends' opinions more than family.
	Brain development affects teen decision-making abilities.

Name: _____ | Mark

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PREVIEW

Name: _____ /6

Case Study: Vaping in Saskatchewan Schools

The Situation

In a school in Saskatchewan, a student named Aiden was offered a **vape** during lunch near the school fence. A few friends said it was safe and only had a sweet flavour. When Aiden said no, one friend teased him and said everyone else had tried it. Not wanting to feel left out, Aiden took a few puffs. Almost right away, he began coughing, felt dizzy, and noticed a burning feeling in his throat. He stayed quiet because he did not want to lose his friends.

What Is in the Body

Later, a community health worker visited the school and explained what vaping does inside the body. Vapes are not water vapour. They can contain **nicotine**, chemicals, and tiny metal particles. When someone inhales, the **aerosol** travels down the **trachea**, or windpipe, into the lungs.

The trachea is lined with tiny hair-like cells called **cilia**. Cilia help protect the body by pushing out dust, germs, and mucus. Chemicals in vape aerosol can slow or damage cilia, which makes it harder for the lungs to clean themselves. This can result in more coughing, sore throats, and a higher chance of infection.



Health Effects Students May Notice

Over the next month, Aiden noticed changes:

- He became short of breath during running activities.
- He had a dry cough, especially at night.
- He felt a strong urge to vape again.

Many vape products sold in Canada contain nicotine, which is addictive. Health Canada explains that the brain continues developing into the mid-20s. Nicotine can affect **attention**, **memory**, and **mood control**, making learning and decision-making harder.

Why Peer Pressure Was So Powerful

Even though Aiden knew vaping could be harmful, **teasing**, **wanting to belong**, and seeing friends vape made the pressure feel very strong.

PREVIEW

Name: _____ L7

Multiple Choice Circle the correct answer.

1) How did friends describe the vape flavour?	sweet	bitter
2) How did Aiden feel after vaping?	dizzy	calm
3) Vape clouds are best described as _____	water vapour	aerosol
4) What substance in vapes causes addiction?	caffeine	nicotine
5) Cilia help remove what from lungs?	oxygen	germs
6) What ty[illegible]ugh did Aiden have?	wet	dry

Questi[illegible] [illegible]stions below.

1) Explain wh[illegible] is [illegible] to lungs.

2) Explain how teasing increased peer pressure[illegible]n.

PREVIEW

Questioning Write 3 questions you have about the reading.

1)	
2)	
3)	

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Levels of Pressure

Different Levels of Pressure in Everyday Situations
Pressure can influence choices, behaviour, and thinking in many situations at school, online, and with friends. It does not always come from someone speaking directly. Pressure can build quietly through thoughts, observations, or social interactions. Understanding the different levels of pressure helps people notice influence that might otherwise go unnoticed.

There are three main levels of pressure to recognize: **internal pressure**, **indirect pressure**, and **direct pressure**. These levels can happen on their own or at the same time.

PREVIEW

Breakdown of Pressure Levels		
Internal Pressure	**Indirect Pressure**	**Direct Pressure**
Internal pressure comes from thoughts and feelings within a person. It often includes fear of judgement, worry about belonging, stress about standing out, or imagined reactions.	Indirect pressure comes from watching actions, [illegible] behaviour [illegible] normal [illegible]	Direct pressure uses clear words or actions to push a decision. It is often fast, uncomfortable, and meant to force agreement, action, or quick compliance.
Common signs: self-doubt, nervous feelings, overthinking, fear of embarrassment, worrying about opinions, pressure to please others	**Common signs:** [illegible] behaviour, [illegible] to match others, [illegible] popularity, reacting to trends, discomfort being different	**Common signs:** teasing, [illegible] public [illegible] pushed, [illegible] mocking
Situation: Standing on a high ledge, thinking, "If I don't do the backflip, they will think I'm weak," feeling scared but pushing those thoughts away	**Situation:** Standing on a high ledge, watching friends take turns doing backflips, and feeling pushed to try because everyone else already did	**Situation:** [illegible] on a high ledge [illegible] a friend says, "Do it now or you're scared," while others watch closely and wait
		

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Two Truths and a Lie Read each group. Tick ✓ the two true ones. Mark ✗ the one lie.

	Watching others first can create indirect pressure.
	Fear of judgement is a sign of internal pressure.
	Teasing is a form of indirect pressure.

	Pressure can happen without anyone speaking.
	All pressure types happen separately, never together.
	Indirect pressure includes copying without being told.

Questions ...formation from the text to support your answer.

1) N... ...f indirect pressure.

2) Explain why fear of judgement increa... ...ch...

PREVIEW

Instruction Write two different examples for each type of pressure be...

Internal Pressure	Indirect Pressure	Direct Pressure

Name: _____ 20 _____

Instruction Put a ✓ (check mark) under the type of pressure it shows.

#	Scenario	Internal	Indirect	Direct
1	Liam stays quiet during a discussion because he worries his idea sounds silly.			
2	After noticing everyone else wearing the same shoes, Maya asks for them too.			
3	A friend says, "Come on, just send it," and Ethan hesit			
4	Noa	his answer after hearing what most		
5		though she feels overwhelmed		
6	Someone	t sit with us."		
7	A group keeps	es in.		
8	Ryan worries about	group.		
9	Olivia feels guilty saying			
10	After watching others laugh at a			

PREVIEW

Directions: Circle "Right" or "Wrong" for ea ur reason.

1) After seeing others act first, a person joins in even th do want to.		Wrong
2) A person changes their choice after seeing everyone else do it.	Right	Wrong
3) Saying no even when others are watching shows control.	Right	Wrong

Name: _____ 21

Instruction What Caused the Pressure?

While walking home, Riley is with two friends who stop near a small store. One friend dares the other to slip a snack into their pocket without paying. They laugh and say, "It's no big deal—everyone does it." Riley feels uncomfortable and knows it is wrong. No one tells Riley directly to do it, but both friends are watching closely. Riley worries about being called boring or losing friends and takes the snack anyway.

What caus[illegible]ressure Riley felt in this situation? Explain.

PREVIEW

Making Connections Answer the que[illegible]r own experiences.

1	Think of a time you felt pressure from your own thoughts. What happened?	
2	Describe a situation where you did something because others were doing it.	
3	Think of a time someone used words to push you to do something. What did they say, and how did it make you feel?	

Exit Cards

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

Name: _____ Mark ____

Write the correct type of pressure (**Internal**, **Indirect**, or **Direct**) for each situation.

1) A student worries about being judged if they say no.	
2) A student notices everyone joining a trend and feels left out.	
3) A student copies others' behaviour to fit in.	
4) A friend says, "Do it now or you're scared."	
5) A student feels nervous about standing out, even without comments.	

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Name: _____ 23

Blog Post: Handling Peer Pressure

5 Smart Strategies to Reduce Peer Pressure Risks

Date: January 22, 2026 *Author: Ms. Taylor Nguyen.* *6-minute read*

Peer pressure can happen with friends, online, or in public places. Sometimes it is quiet, and other times it feels strong and uncomfortable. It can push people to make unsafe or unhealthy choices. Learning simple strategies ahead of time can help reduce risk and make it easier to say no.

1) **Prep[illegible]tal script:** A mental script is a short sentence you practise in your head bef[illegible] happens. This helps when you feel caught off guard. Saying [illegible] into that," or "I have to check with my family first," can make it [illegible] and calmly.

2) **Listen to [illegible]:** Your body often gives signals when something feels wrong. These may [illegible] tight [illegible] fast heartbeat, or nervous thoughts. Paying attention to [illegible] stop and rethink a risky situation before it gets worse.

3) **Plan for pressure situ[illegible]:** Thinking about where pressure might happen helps you prepare. [illegible] you will stay near, how you will leave, or who you can text for help [illegible] more manageable.

4) **Use a safe excuse if needed:** It is [illegible] safe. Saying your parents have rules, screen limits, or location [illegible] leave a situation without arguing or feeling embarrassed.

5) **Choose supportive friends:** Friends who respect [illegible] help [illegible] pressure. Being around people who accept "no" makes it easier [illegible] feel confident.

Practising these strategies regularly helps build confidence [illegible] pressure-filled situations.

PREVIEW

Comments:



Sarah – January 22, 2026

I like the idea of a mental script. Sometimes I freeze and do not know what to say when people are watching.

Like Reply 1d ago



Nathan – January 23, 2026

Using parents as an excuse actually helps. I tried it once and people stopped pushing me right away.

Like Reply 5m ago

Name: _____ 24

Questions Answer the questions below.

1) What is a mental script?

2) Why do excuses sometimes stop arguments quickly?

3) How [illegible] pressure?

PREVIEW

Ranking Read the five strategies below [illegible] 1 to 5 to show which ones you think would help you the most. "1 = [illegible] least helpful"

	Prepare a mental script
	Listen to your gut feeling
	Plan for pressure situations ahead of time
	Use a safe excuse if needed
	Choose supportive friends



Comment What comment would you post to the blog post?

Like Reply Just now

Name: _____ 23

Speech Bubble | What Would You Say?

Read the scenario carefully.

You are with a group of friends after school near a small store. One person takes a snack from the shelf and hides it in their pocket without paying. Others laugh and say,
"It's not a big deal," and
"Just take one. Nobody will notice."

They look at you and wait for you to do the same. You feel nervous and know it is wrong, but you al[illegible] not want to be teased or left out.

In the sp[illegible] below, write exactly what you would say to reduce the pressure and leave [illegible]

Your r[illegible] sh[illegible]

- sound [illegible]
- use a s[illegible] or cl[illegible]
- help you le[illegible]

(Write your words [illegible]



PREVIEW

Name: _____ 26

Speech Bubble | What Would You Say?

You are sitting with a group of friends during recess. Everyone is talking about who they have a crush on. Some students are giggling and saying things like,
"Everyone has a crush on someone," and
"It's awkward if you don't."

No one tells you directly that you need to have a crush, but they keep looking at you and waiting. Someone asks,
"So... who's your crush?"

You feel u[illegible]table and pressured. You do not want to make something up, but you also do n[illegible] be teased or left out.

In th[illegible], write exactly what you would say to reduce the pressure and hand[illegible]

Your response

- soun[illegible]
- set a clea[illegible]
- help you cha[illegible] safely

(Write your words inside th[illegible]



PREVIEW

Name: _____ 27

Reader's Theatre – Peer Influence

Objective What are we learning about?

Students will explore how peer influence can affect choices, behaviour, and decision-making. Through Reader's Theatre scripts, students will examine positive and negative peer pres[illegible] practise identifying warning signs, and reflect on safer, more respectful choices.

Mate [illegible] used for our activity?

- Reader's [illegible]
- Props or costum[illegible]
- Timer or stopwatch



Instructions How will we complete [illegible]ity?

1) Divide the class into small groups of 4 to 6 [illegible]
2) Give each group one Reader's Theatre script about pe[illegible]nc[illegible]
3) Assign each student a character from the script or allow group[illegible]es.
4) Have students read through the script together and practise reading with expression.
5) Encourage groups to discuss which parts show positive or negative peer pressure.
6) Allow groups time to rehearse their reading without memorizing lines.
7) Invite each group to perform their Reader's Theatre for the class.
8) After each performance, lead a short discussion about the choices made in the script and how peer influence affected the characters.

PREVIEW

Name: _____ 28

Reader's Theatre: Peer Influence

Character	Dialogue
Ava	Guys, let's just take the easy project idea from the internet. It's less work for all of us.
Ben	But Ava, using someone else's idea doesn't really show what we can do. Shouldn't we try our own?
Cara	ree with Ben. Plus, imagine if we got caught cheating. It could reputation at school.
D	think about the satisfaction of winning with something
Ella	feel amazing. We'd know we truly earned it.
Ava	ff something impressive on our own? It seems
Ben	I think it's a r reat team and we can support each other through th
Cara	Right, and remember last year tried something similar and it really paid off
David	Let's brainstorm. Maybe something nology? That's hot right now and very impact
Ella	And it's something we all care about. We could statement on environmental issues.
Ava	You guys are making a lot of sense. Let's avoid the e and do something meaningful.
Ben	That's the spirit, Ava! Let's start with researching successful science projects and see where we can innovate.
Cara	I'll check out some recent science journals for the latest trends and findings. That could give us a strong start.
David	And I'll look into software that could help us simulate our ideas before we build anything.
Ella	I'm excited! Let's meet tomorrow with all our findings and sketch out our plan. This will be a project to remember!

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Reader's Theatre: The Test Temptation

Character	Dialogue
Lucas	Guys, I got a copy of tomorrow's test. We can all cheat and get perfect scores.
Mia	Lucas, that's serious. Cheating could get us all in big trouble. Isn't it better to just study?
Noah	I agree with Mia. We shouldn't risk our academic futures for one test.
Sophie	I'm sorry, but I think you feel terrible if we won awards for scores we didn't earn honestly.
Ethan	I'm not saying we should cheat, but we should think about the consequences if we get caught.
Lucas	You think we're actually going to get caught? It would just help us all out.
Mia	It's not just about getting caught. It's about doing what's right.
Noah	True, and how would we ever trust our own scores if we cheat now?
Sophie	Let's use this as a chance to study together. We can make it fun and learn from each other.
Ethan	That's a good idea, Sophie. Group studying can be just as effective, if not more.
Lucas	I guess you're all right. Let's not waste our talents on shortcuts.
Mia	I'm glad you see it that way, Lucas. Let's start a study session tonight.
Noah	I'll bring my notes and quizzes from the last few weeks. They should help us all.
Sophie	And I'll organize some practice questions. It'll be like our own little test, but fair and square.
Ethan	I'm in. Let's show what we can really do when we work together.

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Name: _____ 30

Reader's Theatre: The Vandalism Plan

Character	Dialogue
Jade	Let's go spray paint the new mural. It'll be hilarious.
Tyler	Jade, that's vandalism. It's illegal and definitely not funny.
Emma	...ah, Jade, think about the artists who worked hard on that mural. ...ould you feel if it was your work?
[illegible]	...t caught, it could mean serious trouble for us.
Rachel	...e ... way for something positive instead. Why not ... ...?
Jade	I just ... ...t ... of fun. Didn't think about the consequen...
Tyler	It's okay to have fun, b... ...nd ... ...t doesn't harm others.
Emma	What if we talk to the commun... ...ter ... ...ting a mural of our own?
Liam	That's a brilliant idea, Emma! We co... ...y co... ...a something meaningful.
Rachel	I love that! Let's plan out our themes and maybe ... ...r students.
Jade	You guys are right. Making something ourselves sound... ...way better than ruining what others have made.
Tyler	It feels great to turn things around positively. Let's get everyone involved and make it a community project.
Emma	I'll set up a meeting with the community center director tomorrow.
Liam	And I'll start drafting some design ideas tonight. We can all add our touch.
Rachel	This is going to be amazing. Thanks for steering us right, everyone!

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Name: _____ 31

Reader's Theatre: The Late Night Challenge

Character	Dialogue
Derek	We should all sneak out tonight and meet at the park. It's going to be wild!
Sam	Isn't that risky? What if we get caught?
Nina	e on, Sam, it's just a bit of fun. No one will even know we're gone.
M	hance to prove we're not just kids anymore.
Lucy	al oving anything. It's about making smart choices. get i ible.
Derek	But ever g it e lame to miss out.
Sam	I guess Lucy h oin d fun...
Nina	Exactly, Sam! We need e adv a few hours.
Marco	And think of the stories we'll h s could really happen?
Lucy	What happens if something goes wrong? It's not it's about our futures too.
Derek	Alright, Lucy, let's hear your alternative then. What do you suggest?
Sam	Yeah, Lucy, do you have a better idea that keeps everyone happy?
Nina	She probably just wants us to stay home and study or something.
Marco	Come on, Lucy, give us something fun that doesn't involve sneaking out.
Lucy	How about we all have a movie marathon at my place instead? Safe, no sneaking around, and still tons of fun.

PREVIEW

Name: _____ 32

Reader's Theatre: The Dare Contest

Character	Dialogue
Blake	Let's do the dare contest everyone's talking about. First challenge: jumping off the bridge into the river!
Hailey	That sounds dangerous, Blake. What if someone gets hurt?
Evan	[illegible]ey's right, but it's the thrill that makes it fun, right?
[illegible]	[illegible]one is doing it. It's all over social media. Don't you want to [illegible]?
Jordan	[illegible] thing to have fun, but this could be really [illegible]
Blake	Come on, [illegible] not even that high. We'll be fine!
Hailey	But what about the st[illegible] risk is too high for a dare.
Evan	I guess that makes it more ex[illegible] all about pushing limits.
Sophia	Exactly, it's about proving we're br[illegible] kes we'll get!
Jordan	Guys, it's not about proving anything to anyone. [illegible] more about our safety.
Blake	Are you in or out, Jordan? Don't be the one left out.
Hailey	Think about it, Jordan. Is a social media dare worth risking our well-being?
Evan	Maybe she's got a point. It could look cool, but at what cost?
Sophia	Oh, come on, don't start backing out now. We planned this all week!
Jordan	How about we find another challenge? Something fun but safe. We can still make a great video without the risk.

PREVIEW

Name: _____ 34

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Very little effort shown	Some effort, limited detail	Creative and thoughtful	Highly creative and engaging
Voice	Difficult to hear or unclear	Sometimes clear	Clear and appropriate	Always clear, expressive, and confident
M	ents did ch	Some matching movements	Movements matched well	Movements were purposeful and effective
Stay in Role	n o	etimes in ter	Mostly stayed in character	Stayed in character throughout
Teamwork	Did not wor well with group	tion	Worked well h group	Excellent cooperation and support

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Name: _____ 35

Interview: How My Choices Affect My Peers

Student: I get "peer influence," but how do my thoughts, feelings, and actions influence other kids?

Psychologist: More than most people think. In groups, we copy "social cues"—small signs that show what seems normal. If you act calm, [illegible] confident, that behaviour can spread. If you act rude or reckless, that can spr[illegible]



Stud[illegible] influence anyone [illegible]

Psychologist: [illegible] thoughts from you[illegible] think, "Rules don't ma[illegible] your eyes, whisper, or lau[illegible] follows a rule. That sends a [illegible] "Caring is uncool." In psychology, what's called a **norm**—an unspoken rule in a group.

Student: What about feelings?

Psychologist: Feelings are contagious. This is called **[illegible]ontag[illegible]** you show panic, others may feel tense. If you show kindness when [illegible] others feel safer to be kind too. Even your tone of voice can change [illegible] wh[illegible] seconds.

Student: And actions are the biggest part, right?

Psychologist: Often, yes. Actions are visible proof of what's "allowed." If you invite a left-out student, you create an **inclusive norm**. If you tease someone, you create a **bullying norm**—others may join in to avoid being the next target. That's called **bystander pressure**.

Student: So even doing nothing can influence people?

Psychologist: Exactly. Silence can look like agreement. If one person says, "Stop," it can break the moment. That's **positive peer influence**—using your role to make safer, healthier choices easier for others.

Student: What's one powerful move I can do fast?

Psychologist: Name the choice: "That's not okay," or "Let's do something else." Clear words + calm voice + walking away is a strong signal—and others often follow.

PREVIEW

Name: _____ 36

Questions Answer the questions below.

1) What are social cues, and why do they matter in groups?

2) What do[illegible]onal contagion mean?

3) What is bystand[illegible]

PREVIEW

Questions: Consider the effects of your decisio[illegible] each message from your friends.

Hey! Everyone's going to skip math class tomorrow to play soccer. You should come too! It'll be so much fun and we can grab some ice cream after. Don't miss out!

[illegible]e all [illegible]g to the library after school to study for our science quiz. It's going to be a group session, and we can help each other out. Join us, it'll be fun and helpful!

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) Thoughts never influence others unless spoken aloud.	T / F
2) Calm behaviour can spread through a group.	T / F
3) Feelings only affect the person experiencing them.	T / F
4) Silence always stops negative group behaviour.	T / F
5) Teasing can create a bullying norm.	T / F

Name: _____ | Mark

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4) Silence always stops negative group behaviour.	T / F
5) Teasing can create a bullying norm.	T / F

Name: _____ | Mark

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Name: _____ | Mark

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4) Silence always stops negative group behaviour.	T / F
5) Teasing can create a bullying norm.	T / F

PREVIEW

Name: _____ 38

Activity: Good Choice, Better Choice

Instructions This activity helps you practise responding to peer pressure. A good choice resists pressure. A better choice resists pressure and helps others make safer or kinder choices too.

Scenario:	Friends tell you to skip class and say you'll be "boring" if you don't.
Good Choice	Say no and go to class anyway.
Better Choice	y no, explain why it's not okay, and invite them to come to class with

Scenario:	roup laughs when someone is teased, and no one
Good Choice	
Better Choice	

Scenario:	A friend dares you to cheat on a marks.
Good Choice	
Better Choice	

Scenario:	Friends say you have to dress a certain way to be part of their group.
Good Choice	
Better Choice	

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Name: _____ 39

Scenario:	Friends tell you to try vaping and say, "Everyone our age does it."
Good Choice	
Better Choice	

Scenario:	Friend asks for your homework answers to copy quickly.
Good Choice	
Better Choice	

Scenario:	Friends dare you to sk[illegible] school lunch.
Good Choice	
Better Choice	

Scenario:	Friends want to skip practice, but a game is coming up.
Good Choice	
Better Choice	

PREVIEW

Name: _____ 40

Newspaper Article: Influence of Peer Pressure

Local Teen Leads E-Waste Recycling Campaign with Friends

Publish Date: January 23, 2026

A group of determined teenagers from Westerly [illegible] led by 15-year-old Alex [illegible] their successful campaign [illegible] electronic waste in their [illegible] Alex, who has always been concerned [illegible] environment, noticed the growing problem of discarded electronics, or e-waste, piling up in landfills. He knew that something had to be done, and with the support of his friends, he took action.

Alex and his classmates formed the Westerly Innovations Network (WIN), a group dedicated to finding innovative solutions to environmental problems. Despite some initial skepticism from their peers, who doubted whether a small group of teens could make a difference, Alex and his team remained determined. They began their campaign by raising awareness about the dangers of e-waste, which can release toxic chemicals into the environment if not properly disposed of.

Their hard work paid off. In just a few short weeks, the group collected over 22,000 pounds of e-waste from local schools, homes, and businesses. The electronics will now be properly recycled, keeping harmful materials out of the environment. "It's amazing to see how much we can accomplish when we work together," Alex said. "Having the support of [illegible] friends made [illegible]. It [illegible] sure [illegible] good."



[illegible] Network doesn't plan [illegible] Encouraged by their success, Alex and his team are already planning their next project—an educational program to teach younger students about the importance of recycling and reducing waste. "We want to keep this momentum going," Alex said.

> *"It's important to show others that they can make a difference too."*

PREVIEW

Name: _____ 41

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

1) Alex Lin's e-waste campaign was a failure.	True	False
2) Alex's leadership was influenced by the desire to fit in with his peers.	True	False
3) Positive peer pressure can lead to significant community change.	True	False
4) Peer influence can only happen within close friendships.	True	False
5) Peer pressure is always a negative force.	True	False

Questions ...formation from the text to support your answer.

1) W... ...ecycling campaign, and why?

2) Explain how peer pressure can lead ... ch...

PREVIEW

Scenario Write one instance or scenario of positive and negative peer ...e.

Positive	Negative

Name: _____ 42

Four Corners: Peer Pressure and Choices

Objective What are we learning about?

To help students assess peer influence by reflecting on personal experiences, recognizing positive and negative peer pressure, and identifying strategies to make safe and responsible choices.

Materials What do you need for the activity?

- Four corner signs: Always, Sometimes, Rarely, Never
- Printed scenario cards (optional)
- Open classroom space for corner movement



Instructions How will you complete the activity?

1) Label each corner of the room: Yes, Always, Sometimes, Rarely, Never.
2) Explain that students will hear personal statements related to peer pressure and decision making.
3) Read one statement aloud and give students time to think quietly about how often it applies to them.
4) Students move to the corner that best matches their experience.
5) Invite a few volunteers to explain their thinking.
6) Guide a short discussion about safety, pressure, and choices after each statement.
7) Repeat the process with the next statement.

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Name: _____ 43

Statement	Yes, Always	Sometimes	Rarely	Never
1) I have changed my behaviour to fit in with a group of friends.				
2) I have pressured myself to act differently so I would not feel left out.				
3) I have [illegible] a friend to [illegible] for [illegible] unp[illegible]				
4) I have [illegible] to join an activ[illegible] wanted company.				
5) I have followed a group rule even when I personally disagreed with it.				
6) I have challenged a friend who wanted to break a rule or ignore consequences.				
7) I have joined in with others because I felt expected to participate.				
8) I have avoided an activity after friends warned me it could be unsafe.				
9) I have stayed silent while others made a poor decision, I felt unsure about.				
10) I have spoken up when a group decision felt wrong or unsafe to me.				

PREVIEW

Name: _____ 44

Statement	Yes, Always	Sometimes	Rarely	Never
11) I have pressured others without realizing my words or actions influenced them.				
12) I have been influenced by friends' reactions, body language, or silence.				
13) I have [illegible] activity because [illegible] to disap[illegible]				
14) I have used a [illegible] parent, or ad[illegible] excuse to say no.				
15) I have planned ahead [illegible] situations where I knew peer pressure might happen.				
16) I have supported a friend who was being pressured to make an unsafe choice.				
17) I have joined a positive activity because friends encouraged healthy behaviour.				
18) I have felt pressure from social media, group chats, or online expectations.				
19) I have changed my decision after listening to advice from a trusted friend.				
20) I have chosen to lead responsibly instead of following a group's poor choices.				

PREVIEW

Name: _____ 46

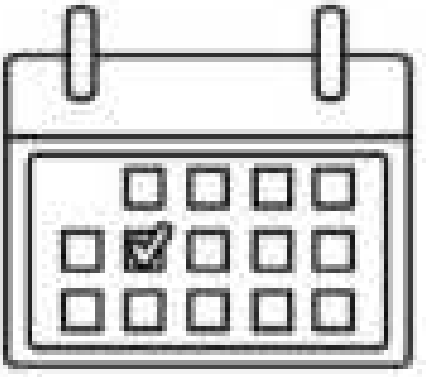
Five-Day Peer Pressure Awareness Tracker

Objective What are we learning about?

Students will build awareness of how peer pressure affects daily choices by tracking positive and negative peer influence they experience or create and reflecting on strategies for safe decision-making.

Materials What will you need for the activity?

- Five-Day Peer Pressure Tracking Sheet (student copy)
- Reflection [illegible]



Instructions How to [illegible] activity?

1) Introduction
Begin with a class discussion about **peer pressure**, including **positive and negative pressure**, and how pressure can be **direct or indirect**. Explain that students will be **tracking peer pressure they notice each day**, including [illegible] or others. Emphasize:

- No names
- No private details
- Focus on behaviours and choices

2) Daily Tracking (Days 1–5)
Each day, students complete one page of the tracking sheet based on what they noticed that day. Students may track situations from school, online spaces, home, sports, or media. Students should be honest and reflective, not perfect.

3) End-of-Week Reflection – At the end of Day 5, students reflect on:

- patterns they noticed
- strategies that worked best
- how their awareness changed over time

4) End-of-Activity Discussion – Guide a class discussion about:

- how peer pressure shows up in everyday situations
- how positive pressure can help keep people safe
- how planning ahead makes it easier to handle negative pressure

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Name: _____ 47

Peer Pressure Awareness Tracker: Monday

Focus Area	My Response
Positive peer pressure I experienced *(What happened?)*	
Negative peer pressure I experienced *(What happened?)*	
Positive peer pressure I gave to others *(How did I influence someone in a good way?)*	
Negative peer pressure I gave (if any) *(Did I pressure someone in an unhealthy way?)*	
How I handled negative peer pressure today (What did I do or say?)	
What strategy or support helped me most (Gut feeling, excuse, friend, adult, walking away)	

Monday Reflection: Did noticing peer pressure today change how you think about your choices or behaviour? Why or why not?

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Name: _____ 51

Peer Pressure Awareness Tracker: Friday

Focus Area	My Response
Positive peer pressure I experienced *(What happened?)*	
Negative peer pressure I experienced *(What happened?)*	
Positive peer pressure I gave to others *(How did I influence someone in a good way?)*	
Negative peer pressure I gave (if any) *(Did I pressure someone in an unhealthy way?)*	
How I handled negative peer pressure today (What did I do or say?)	
What strategy or support helped me most (Gut feeling, excuse, friend, adult, walking away)	

Friday Reflection: Did noticing peer pressure today change how you think about your choices or behaviour? Why or why not?

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Self-Assessment Checklist | Peer Pressure Awareness

1) Did I notice positive peer pressure during the week?	Yes	No
2) Did I notice negative peer pressure during the week?	Yes	No
3) Did I recognize times when I pressured myself to fit in?	Yes	No
4) Did I notice times when I influenced others in a positive way?	Yes	No
5) Did I no[illegible] pressured someone in an unhealthy way, even unintenti[illegible]	Yes	No
6) Di[illegible] types of peer pressure (direct, indirect, inter[illegible]	Yes	No
7) Did I use a [illegible]ve peer pressure safely?	Yes	No

8) Which type of p[illegible]ssu[illegible] for me to handle this week? Explain why.

9) What strategy helped me most when facing peer pressure? Explai[illegible]

10) Overall, how often did peer pressure affect my choices this week?

Never	Rarely	Sometimes	Often	Always

PREVIEW

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Name: _____ 53

Storytime: The Day Caring Spread

Draw Draw pictures to illustrate the story.

Ethan noticed the problem on a cold Wednesday afternoon. On the way home from school, he saw a man outside the grocery store holding a cardboard sign that said, "Food helps." The man's hands were red fro

PREVIEW

Ethan stopped walking. He watched people pass by quickly, eyes down. When the man smiled anyway, Ethan felt a tight pull in his chest that would not go away.

That night, Ethan kept thinking about the sign. He stared at his ceiling, wondering how someone could need food so badly. He asked himself a quiet question: What could I do?



The next day at school, the food drive posters went up. Ethan read every word carefully. His heart started to beat faster. Maybe this was how he could help.

At lunch, Ethan told his friends about the man outside the store. "We should all bring something," he said. "Even one thing each would matter." His voice shook, but he kept talking.



Maya nodded first. Then Liam said, "Yeah, I'll bring something too." Soon, the whole table was talking about cans and boxes. Ethan felt surprised and proud at the same time.

By Friday, the donation box overflowed. Another class joined in after hearing about it. Even students Ethan barely knew were bringing bags. The idea had grown bigger than him.



A week later, Ethan heard that Liam had started helping at a weekend food drive with his family. Maya organized a poster-making group. Ethan watched his friends do amazing things.

That night, Ethan thought again about the man with the sign outside the grocery store. He did not know his name, and he might never see him again, but that no longer mattered. Noticing him had changed something inside Ethan and pushed him to act instead of walking past.



Ethan understood that the food drive did not start with posters or boxes. It started with choosing to care and showing others what was possible. By speaking up, he helped his friends feel included and brave enough to help too. Ethan learned that being a positive example can inspire others, and that small actions can grow into something meaningful.

Name: _____ 98

Ordering Number the events from 1 (first) to 6 (last) to show what happened in the story.

	Ethan feels unsure but starts thinking about how he could help.
	Ethan realizes his idea influenced others in a powerful way.
	Ethan talks to his friends about doing something together.
	Ethan notices a man holding a cardboard sign outside a store.
	One friend goes further and starts helping in their own way.
	The [illegible] organizes a small charity effort at school.



Questions [illegible] questions below.

1) How [illegible] his friends?

2) What changed for Ethan by the end of the story?

Making Connections Describe a time when someone's good choice influenced others.

PREVIEW

Exit Cards

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

Name: _____ Mark: ____

Check the actions that show positive peer influence or caring behaviour.

	Noticing someone in need
	Walking past without paying attention
	Encouraging friends to help
	Ignoring the situation completely
	Teasing others for caring
	Bringing something small to help
	Joining in after seeing others help
	Helping others feel included
	Being a positive example for others

Name: _____ Mark: ____

Check the actions that show positive peer influence or caring behaviour.

	Noticing someone in need
	Walking past without paying attention
	Encouraging friends to help
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	Being a positive example for others

Name: _____ Mark: ____

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	Ignoring the situation completely
	Teasing others for caring
	Bringing something small to help
	Joining in after seeing others help
	Helping others feel included
	Being a positive example for others

PREVIEW

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Name: _____ 61

Word Search

Find the words in the wordsearch.

- Kindness
- Respect
- Trust
- Support
- Inclusion
- Hone
- Encour
- [illegible]
- Cooperation
- Pressure
- Bullying
- Exclusion
- Teasing
- Control
- Manipulation
- Intimidation
- Conflict

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

PREVIEW

Word Cloud

List 3 words associated with positive friendship and [illegible] friendship.





Name: _____ 62

Matching Game – Safe Responses to Peer Pressure

Objective What are we learning about?

To assess students' understanding of safe and responsible ways to respond to peer pressure and to practise strategies that help reduce the risk of unsafe or unhealthy situations.

Materials ...u need for the activity?

- One set of ... ch group:
  - ✓ Scen... (pee... tuations)
  - ✓ Safe respo...
- A small table or clear ... fl...



Instructions How will you complete t... ity?

1) Divide the class into groups of 3 or 4 and gi... of cards.
2) Have each group place all cards face down on a table ...
3) Students take turns flipping over two cards at a time.
4) If a peer pressure scenario matches an appropriate safe response, the group keeps the pair.
5) If the cards do not match, they are flipped back face down.
6) Students continue until all scenario cards have been correctly matched.
7) Review each match together as a class.
8) Discuss why each response is a safe and responsible choice.

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Name: _____ 63

Cards | Matching Game Cards

Friends pressure a student to vape behind the school after lunch.	The student uses an excuse about meeting a teacher and leaves the area safely.
A student sees classmates cheating and is tempted to copy silently.	The student focuses on their own test and ignores others to avoid cheating.
Friends skip gym class regularly, and a student feels expected to join.	A student goes to class anyway, choosing school over fitting in.
A student sees friends spreading a rumour in a group chat.	The student [illegible] and refuses to share harmful messages.
A student worries friends will be upset if they admit homework is unfinished.	The student tells the truth, knowing honesty builds trust and prevents bigger problems.

PREVIEW

Name: _____ 64

Cards | Matching Game Cards

Friends steal snacks daily, and a student feels pressure watching them.

The student walks away from the store area to avoid being involved.

...lassmates teasin... b... one ...s u...

The student supports the classmate and reports the behaviour to an adult.

A student feels pressure t... post a risky trend seen on social media.

...nt avoids posting and ...selves online ...safe.

Friends sneak out at night, making a student feel left out.

The student ... rule excuse and stays home to remain safe.

A student feels nervous saying no when friends plan a risky prank.

The student plans words ahead of time and clearly refuses participation.

PREVIEW

Cards | Matching Game Cards

Friends exclude someone from a game, and a student feels unsure.	The student invites the classmate to join, promoting fairness and inclusion.
[illegible] internal pressure [illegible] to impress [illegible]	The student listens to their gut feeling and chooses behaviour matching their values.
Friends expect silence after damaging school property accidentally.	[illegible] reports the damage [illegible] prevent more [illegible]
A student feels pressure watching friends break rules without consequences.	The student [illegible] consequences still exist and chooses safer behaviour.
A student notices younger students copying unsafe behaviour from older peers.	The student speaks up and encourages friends to model safer choices.

PREVIEW

Name: _____ 66

Curriculum Connections: [illegible]

Reflection This assessment checks how well students understand peer pressure scenarios and safe responses from the matching game.

Name: _____

Describe one peer pressure situation from the matching game that stood out to you.
Explain how it could be handled safely and responsibly.

Peer Pressure Situation	How to Handle It Safely

PREVIEW

Name: _____

Describe one peer pressure situation from the matching game that stood out to you.
Explain how it could be handled safely and responsibly.

Peer Pressure Situation	How to Handle It Safely

Name: _____

Describe one peer pressure situation from the matching game that stood out to you.
Explain how it could be handled safely and responsibly.

Peer Pressure Situation	How to Handle It Safely

Name: _____ 67

Total
/

Unit Test

Peer Pressure

Mark	/

1. Wanting approval from friends mainly affects which skill?

a) Memory

b) Balance

c) Decision-making

d) Reflexes

2. Which situation best shows hidden peer pressure?

a) A friend dares someone aloud

b) A group laughs when someone refuses

c) A student is pushed physically

d) A rule is clearly explained

3. Positive peer pressure is most likely to make someone:

a) Force

b) Afraid

c) Embarrassed

d) Inspired

4. Peer pressure often increases during adolescence because:

a) Friends matter more

b) Rules change

c) School is harder

d) Parents allow it

5. Which action shows assertive

a) Staying silent to avoid conflict

b) Saying no calmly

c) Agreeing to fit in

d) Laughing along

6. Which is an example of indirect pressure?

a) "Do

b) Ignore

c)

d) Being

7. Internal pressure mainly comes from:

a) Social media

b) Teachers

c) Group rules

d) Thoughts and feelings

8. A "mental s

a) Prepares respons

b) Changes rules

c) Avoids responsibility

d) Confuses others

9. Bystander pressure occurs when someone:

a) Bullies directly

b) Defends a target

c) Reports behaviour

d) Does nothing

10. Emotional contagion means that feelings can:

a) Stay private

b) Spread quickly

c) Be controlled easily

d) Only affect adults

PREVIEW

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Yes or No Is this behaviour likely to influence others in a positive way?

Mark /

1) A classmate joins the cleanup after seeing one student start without instructions.	Yes	No
2) A student starts a workout at the gym, and a friend joins them.	Yes	No
3) A student rolls their eyes when a classmate follows the rules during group work.	Yes	No
4) Someone whispers, "Don't be weird," after a friend suggests doing the right thing.	Yes	No
5) Friend discourages someone by saying, "Everyone will think you're boring."	Yes	No
6) A student changes the subject when teasing begins during lunch conversation.	Yes	No
7) A friend nods in agreement when a student suggests including someone left out.	Yes	No
8) A student copies risky behavior after seeing others receive attention for it.	Yes	No
9) Someone shrugs and says nothing while rules are broken and ignored nearby.	Yes	No

PREVIEW

Define What do the terms below mean?

/

Positive peer influence	
Negative peer influence	
Emotional contagion	

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Long Answer Answer the questions below.

Mark /

1) Describe the three kinds of pressure: internal, indirect, and direct. Explain each type and give one example of how each can affect a person's choices.

2) List and explain five safe strategies for dealing with peer pressure. Explain how each strategy helps reduce risk in unsafe or unhealthy

PREVIEW

Google Slides Lessons Preview

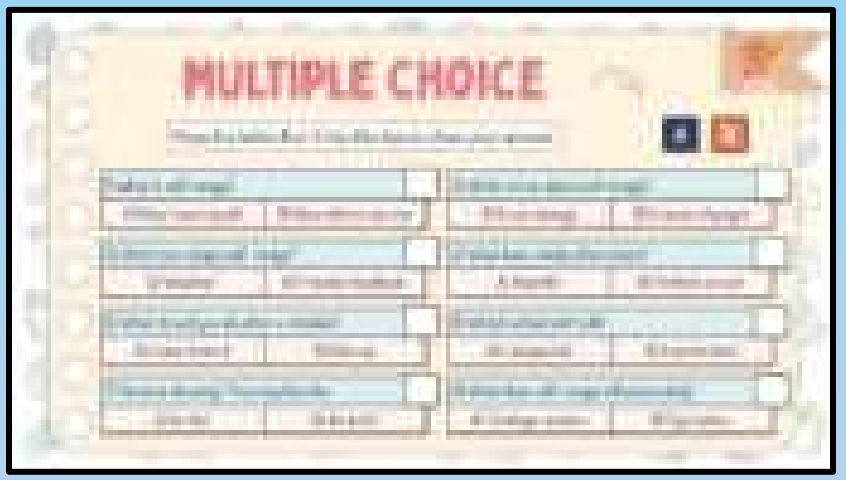
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Saskatchewan Health Curriculum
Personal Identity & Well-Being– Grade 5

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!



Saskatchewan Health Curriculum

Personal Identity & Well-Being– Grade 5



Saskatchewan Health Curriculum

Personal Identity & Well-Being– Grade 5



Workbook Preview

Grade 5 Health Unit
Personal Identity and Well-being

	Curriculum Expectations	Pages
USC5.4a	Investigate knowledge and information about self-image.	6-8, 11-12, 71-76
USC5.4b	Discuss criteria that can be used to determine if a health source is reliable.	39-40, 71-76
USC5.4c	Describe the qualities that are important in a person, regardless of their gender, culture, appearance, sexual orientation, abilities, and/or language.	27-40, 51-61, 64-65
USC5.4d	Define stereotyping, prejudice, and discrimination.	48-61, 64-65
USC5.4e	Ask questions and seek answers for deeper understanding.	48-50, 62-65
USC5.4f	Express insights of the effects of stereotyping and discrimination on self and others.	13-18, 31-36, 48-61
USC5.4g		18
USC5.4h		10
USC5.4i		27-40, 63
USC5.4j	Identify and practise strategies for expressing feelings associated with the physical and emotional changes of puberty.	41-47, 62-63
USC5.4k	Identify misunderstandings and/or misconceptions related to messages in the media that may misinform the public about identities.	66-67
USC5.4l	Discuss how privilege, lack of privilege, and/or unexamined privilege distort our views of others, limit our potential, and impact our own and others' identities.	68-76
APS.1a	Identify the elements of effective action plans, including what will be done, who will be involved, where it will take place, when it will take place, and why this action is being taken.	19-26
APS.1b	Identify the supports needed to carry out the action plan.	19-26
APS.1c	Carry out, with guidance, the steps identified in the design of the action plan.	19-26
APS.1d	Reflect on if the goal was achieved in order to guide future application.	19-26

Preview of 65 pages from this product that contains 105 pages total.

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PERSONAL IDENTITY AND WELL-BEING



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Name: _____ 6

Self-Image

What is Self-Image?

Self-image is how we see ourselves. It's like a picture in our minds about our looks, abilities, and how we fit in with friends and family. Our self-image can change; sometimes we feel good about ourselves, and sometimes we might not.

Building Your Self-Image

1. Personal Abilities: What you love doing and what you are good at can shape your self-image. If you enjoy drawing and are good at it, you might see yourself
2. Feedback from Friends: How friends and others treat you and think about us can affect how we see ourselves. If your friends praise you for your kindness or how you play soccer, you might feel
3. Media Influence: TV shows, movies, and social media can impact our self-image too. They often show what they think is 'perfect' or 'cool,' but remember, real life is different, and everyone is unique.



PREVIEW

Tips for a Positive Self-Image

- **Celebrate what you're good at.** Are you a puzzle master or a kind friend? Cheer for yourself!
- **Learn from mistakes.** They don't define you; they help you grow.
- **Talk kindly to yourself.** Use words that boost your spirit like, "I can do this!"

Understanding your self-image is important because it influences how you feel and act every day. By focusing on the good things about yourself and learning from challenges, you can keep your self-image positive and strong.

Name: _____ 7

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

1) Self-image is only about physical appearance.	True	False
2) Our self-image can change.	True	False
3) TV shows, movies, and social media can impact our self-image.	True	False
4) Celebrating strengths do not boost self-image.	True	False
5) Friends' opinions can shape our self-image.	True	False

Questions information from the text to support your answer.

1) W

2) How do you shape a positive self-im

Think Celebrating what you're good at is an effective way to shape your ge. List three things at which you excel.

1)

2)

3)

PREVIEW

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) Self-image can change based on daily experiences.	T / F
2) Friends' opinions can influence personal self-image.	T / F
3) Everyone's self-image stays the same over time.	T / F
4) Mistakes permanently damage how people see themselves.	T / F
5) Self-image affects behaviour and daily choices.	T / F

Name: _____ Mark: _____

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

1) Self-image can change based on daily experiences.	T / F
2) Friends' opinions can influence personal self-image.	T / F
3) Everyone's self-image stays the same over time.	T / F
4) Mistakes permanently damage how people see themselves.	T / F
5) Self-image affects behaviour and daily choices.	T / F

Name: _____ Mark: _____

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

1) Self-image can change based on daily experiences.	T / F
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4) Mistakes permanently damage how people see themselves.	T / F
5) Self-image affects behaviour and daily choices.	T / F

Name: _____ Mark: _____

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

1) Self-image can change based on daily experiences.	T / F
2) Friends' opinions can influence personal self-image.	T / F
3) Everyone's self-image stays the same over time.	T / F
4) Mistakes permanently damage how people see themselves.	T / F
5) Self-image affects behaviour and daily choices.	T / F

PREVIEW

Name: _____ 9

Influence of Self and Others on Self-Image

Family Influences

Family expectations, **values**, and **beliefs** can shape how we see ourselves. For example, when families encourage effort and kindness, children may feel confident and valued. If families place a lot of pressure on success, children may feel stressed or worry about making mistakes. What families say and believe can affect how children feel about who they are.



Cultural and Religious Influences

Culture and religion can strongly influence self-image by teaching values, traditions, and ways of living. For example, cultures may value teamwork, independence, respect for elders, or personal achievement. Religious beliefs can guide behaviour and help people feel a sense of belonging. These influences can help students feel proud of their identity, but they can also cause stress if expectations feel hard to meet.

Personal Beliefs and Self-Talk

How we talk to ourselves also affects self-image. Positive self-talk, such as recognizing strengths and effort, can build confidence. **Negative self-talk**, such as comparing yourself to others, can lower self-esteem. Learning to notice and change negative self-talk can help students develop a healthier self-image.

PREVIEW

Understanding how self and others influence self-image can help students:

- Build Confidence: Knowing expectations differ helps students accept themselves
- Show Respect: Learning about backgrounds encourages kindness and empathy
- Make Healthy Choices: Choosing positive thoughts supports strong self-image

Examples

- Family Expectations: Encouragement at home helps students believe in themselves
- Cultural Traditions: Celebrating traditions builds pride and a sense of identity
- Positive Self-Talk: Remembering strengths builds confidence over time

Name: _____ 10

Curriculum Connection
Locking Lock or Locks

Agree or Disagree Decide whether you agree or disagree.

1) Is self-image shaped only by personal thoughts?	Agree	Disagree
2) Can family expectations change how children view mistakes?	Agree	Disagree
3) Does culture always influence self-image in the same way?	Agree	Disagree
4) Can positive self-talk reduce pressure from others?	Agree	Disagree
5) Can religious beliefs affect feelings of belonging?	Agree	Disagree

Questions information from the text to support your answer.

1) Ex e can affect self-image differently for students.

2) Why can cultural traditions make son t pr nfused?

Making Connections Can positive or negative self-talk affect your cho xplain.

PREVIEW

Name: _____ L1

Activity – Challenging Negative Messages About Self

Objective | What are we learning about?

To help students recognize negative messages about self and others, and practise changing them into respectful, fair, and positive thoughts that support a healthy self-image and inclusion.

Respect & Self-Image | Think about how negative messages can affect self-image and how to change them into positive ones.

Negative Messages	Positive, Respectful Thoughts
I'm not good enough.	
I don't fit in.	
People like me can't do this.	
I'm different, so I'm not as good.	
I always mess things up.	
Others are better than me.	
I should be like everyone else.	

PREVIEW

Name: _____ L2

Letter Write a reply to your friend, turning their negative thoughts into positive ones.

I hope you're doing well. I wanted to write to you because I've been feeling unsure about myself lately. Sometimes I compare myself to others and feel like I don't measure up.

At school, I hear people say things about what someone should look like or be good at, and it makes me doubt myself. I start thinking that because I'm different, I'm not as capable or important as others.

I know that when others make jokes or assumptions, it affects how I see myself, and it still makes me feel left out sometimes.

I know everyone is different, but I'm struggling to believe that those differences are okay. I really want to feel more confident and accept who I am.

Thanks for listening. I hope you can help me think about this in a better way.

Your friend,
Isla

PREVIEW

Dear Isla,

Your friend,

Name: _____ L3

Storytime: Lina's Quiet Strength

Draw Draw pictures to illustrate the story.

Lina loved art class, especially sketching trees during quiet mornings. At recess, though, she walked slowly, hugging her hoodie tight. S[illegible]yes on her body, judging before knowing her heart.



One afternoon, a group of kids whispered near the swings. "She's too big to run," someone laughed. Another added, "People like her are just lazy." The words hit Lina like cold rain.

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Name: _____ 14

That night, Lina stared at her mirror. Her thoughts were loud and unkind. Then she remembered her aunt's words: "Your body tells one story, but your choices tell the truth." Lina took a deep breath.



The next day, when a classmate smirked and said, "You'd never finish the relay," Lina replied quietly, "I'm strong in my own way." Her voice shook, but she stood tall and walked on.

Name: _____ 15

In health class, the teacher spoke about self-image. "What we say matters," she explained. Lina listened closely. She wrote in her notebook: Think kind thoughts. Speak up. Support others.



During gym, Lina joined a walking club instead of hiding on the bench. Another girl, Maya, smiled and walked beside her. "I hate running," Maya admitted. Lina laughed. "Me too. But I love music."

Name: _____ 16

Soon, Lina noticed changes. She stopped laughing at herself. She challenged jokes that hurt. When someone said, "She can't," Lina answered, "Watch me try." Trying felt brave, not embarrassing.



One day, a boy muttered, "Why are you even here?" Maya snapped back, "Because she belongs." Lina felt warmth spread through her chest. Support made her stronger than silence ever had.

Name: _____ 17

At the school assembly, Lina shared a short speech. "Comments about bodies can hurt," she said. "We all deserve respect." The gym grew quiet, then filled with claps.



Walking home, Lina felt lighter. She still had hard days, but she knew what to think, say, and do. Lina smiled, proud of the story she was choosing to tell herself.

Name: _____ 18

Ordering Number the events from 1 (first) to 6 (last) to show what happened in the story.

	An adult or supportive moment helps her feel understood.
	She chooses not to believe the negative words anymore.
	Classmates make hurtful comments about her appearance.
	She feels proud, confident, and comfortable being herself.
	She begins to feel embarrassed and doubts herself.
	She reminds herself of her strengths and positive qualities.

Questions Answer the questions below.

1) What kind of [illegible] made about the girl's appearance?

2) How did those comments affect how [illegible]

3) How did her behaviour change by the end?

Making Connections What did this story teach you about self-image?

PREVIEW

Name: _____ 19

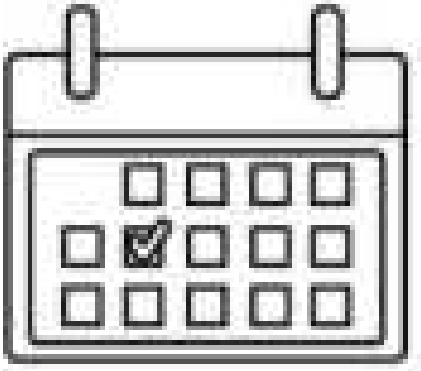
Activity – My Week of Positive Self-Talk

Objective What are we learning about?

Students will learn how negative self-thoughts affect self-image and well-being by identifying unhelpful thoughts and practising positive self-talk strategies to build confidence and emotional health.

Materials What will you need for the activity?

- [illegible] Planner (five-day template)
- Self-talk [illegible] thought → positive replacement)
- Reflection journal or [illegible]



Instructions How will you complete the activity?

1) Introduction: Begin with a class discussion about [illegible] how the way we talk to ourselves can affect how we feel.
2) Identify Self-Thoughts: Each day, students identify [illegible] they had about their self-image (appearance, abilities, or [illegible]).
3) Create Positive Self-Talk: Students write a positive self-talk statement to challenge the negative thought and replace it with a healthier message.
4) Daily Practice: Students practise using their positive self-talk during the day and record when they used it and how it helped.
5) Daily Check-In: At the end of each day, students reflect on whether the positive self-talk helped them feel more confident, calm, or supported.
6) End-of-Week Reflection: At the end of five days, students reflect on which strategies worked best and how positive self-talk supports a healthy self-image.

PREVIEW

Name: _____ 20

Reference | Self-Image and positive self-talk support

Common Negative Self-Talk and Healthy Replacements		
Self-Image Area	**Common Negative Self-Talk**	**Positive Self-Talk to Try**
Appearance	"I don't like how I look."	"My body is changing, and that is normal."
Ab	"I'm not good at this."	"I am learning, and I can improve."
Mistake	"I always mess up."	"Mistakes help me learn."
Friendships	with	"I am a good friend and belong."
Schoolwork	"I'm not sm enough	try again or ask for help."
Sports / Activities	"Everyone is better than me	the best to
Speaking Up	"I'll sound silly."	"My
Comparing to Others	"I'm not like them."	"Everyone is different, including me."
Body Changes	"Something is wrong with me."	"Puberty happens differently for everyone."
Big Feelings	"I can't handle this."	"I can calm myself and get support."

PREVIEW

Name: _____ 21

Self-Image and Positive Self-Talk Planner

Monday						
Step	**What I Do**	**My Writing**				
1	**Negative Self-[illegible] I Had**					
2	**What [illegible] This Thought?(What happened?)**					
3	**Positive Self-Talk Replacement**					
4	**How Did My Positive Self-Talk Help Me Feel?**	I felt calmer	I felt more confident	I felt less worried	It helped a little	It did not help yet

5) End-of-Day Reflection: How did positive self-talk affect my self-image today?

PREVIEW

Name: _____ 24

Self-Image and Positive Self-Talk Planner

Thursday						
Step	**What I Do**	**My Writing**				
1	**Negative Self-[illegible] I Had**					
2	**What [illegible] This Thought?(What happened?)**					
3	**Positive Self-Talk Replacement**					
4	**How Did My Positive Self-Talk Help Me Feel?**	I felt calmer	I felt more confident	I felt less worried	It helped a little	It did not help yet

5) End-of-Day Reflection: How did positive self-talk affect my self-image today?

PREVIEW

Name: _____ 23

Self-Image and Positive Self-Talk Planner

		Friday				
Step	**What I Do**	**My Writing**				
1	**Negative Self-[illegible] I Had**					
2	**What [illegible] This Thought?(What happened?)**					
3	**Positive Self-Talk Replacement**					
4	**How Did My Positive Self-Talk Help Me Feel?**	I felt calmer	I felt more confident	I felt less worried	It helped a little	It did not help yet

5) End-of-Day Reflection: How did positive self-talk affect my self-image today?

PREVIEW

Name: _____ 27

Exploring Virtues

What Are Virtues?

Virtues are positive traits or qualities that help us behave in good ways. Some important virtues are honesty, kindness, and courage. Practising these virtues helps us grow as individuals and become better people.



Key Virtues to Learn

Here are [illegible]s and what they mean:

- [illegible]sty: Telling the truth and being sincere.
- Kindness: Being [illegible]rous, and considerate to others.
- Courage: Being brave [illegible]allenges, even when they are scary.

How Virtues Help Us Grow

Practising virtues helps us in many ways. [illegible]onest, people trust us more. This can help us build strong friendships. Kindness [illegible]others feel happy and supported, and it also makes us feel good about ourselves. Courage helps us try new things and overcome fears, leading to personal growth.



Applying Virtues in Daily Life

Here are some examples of how to practise these virtues:

- Honesty: If you find a lost wallet, return it to its owner.
- Kindness: Help a classmate who is having trouble with their homework.
- Courage: Speak up if you see someone being bullied, even if it's difficult.

Positive Outcomes of Practising Virtues

Practising these virtues can lead to many positive outcomes:



- Honesty: Builds trust and respect.
- Kindness: Creates a positive and supportive environment.
- Courage: Helps us overcome fears and face new challenges confidently.

PREVIEW

Name: _____ 28

True or False

Circle whether the statement is true or false.

1) Practising virtues helps us grow as individuals.	True	False
2) Kindness means being friendly, generous, and considerate.	True	False
3) Courage involves avoiding challenges that are too scary.	True	False
4) Honesty means telling the truth and being sincere.	True	False
5) Virtues are negative traits that cause bad behaviour.	True	False

Define

...the following virtues mean?

1) Hon...	
2) Integrity	
3) Fairness	
4) Humility	

PREVIEW

Word Search

Find the words in the wordsearch.

Kindness	Gratitude
Honesty	Compassion
Respect	Humility
Courage	Loyalty
Generosity	Diligence
Patience	Integrity
Forgiveness	Empathy

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

Name: _____ 29

Identify Identify the virtue demonstrated in each scenario.

a) Honesty	b) Kindness	c) Responsibility	d) Respect	e) Generosity
f) Diligence	g) Patience	h) Selflessness	i) Gratitude	j) Obedience
k) Compassion	l) Integrity	m) Sportsmanship	n) Courage	o) Perseverance

1)	Ben studied hard every night for a week to prepare for his math test.
2)	[illegible] noticed the school playground was messy after lunch, so she spent [illegible] picking up the trash even though it wasn't her responsibility.
3)	[illegible] mate forgot her lunch, so Sarah shared her own lunch with [illegible]
4)	[illegible] soccer [illegible] a game, Liam encouraged his teammates and [illegible]
5)	Lily saw [illegible] drop [illegible] returned it to her immediately.
6)	Mia always thanked the [illegible] for her lunch every day.
7)	Jack saw his friend being [illegible] and [illegible] by telling the teacher.
8)	Sam admitted to his teacher that [illegible] classroom vase.
9)	Chris always followed the school rules, [illegible]
10)	During recess, Jason noticed a new student sitting [illegible] him to join his group of friends.
11)	Isabella and her team were struggling with their science experiment, but they kept trying different solutions until they succeeded.
12)	Olivia helped her younger sibling with homework even though she wanted to play video games.
13)	When it was time to work on a group project, Max listened to everyone's ideas and made sure each person had a chance to speak.
14)	Emily noticed that her friend was sad and offered a hug and some kind words.
15)	During a heated argument, Ava remained calm and tried to understand the other person's point of view.

PREVIEW

Exit Cards

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

Name: _____ Mark: ____

Match each virtue to the example that best shows it.

	Honesty	A) Helping a classmate who is being left out at recess.
	Kindness	B) Listening politely when someone shares a different opinion.
	Courage	C) Speaking up when someone is being treated unfairly.
	Respect	D) Telling the truth after accidentally breaking something.

Name: _____ Mark: ____

Match each virtue to the example that best shows it.

	Honesty	A) Helping a classmate who is being left out at recess.
	Kindness	B) Listening politely when someone shares a different opinion.
	Courage	C) Speaking up when someone is being treated unfairly.
	Respect	D) Telling the truth after accidentally breaking something.

Name: _____ Mark: ____

Match each virtue to the example that best shows it.

	Honesty	A) Helping a classmate who is being left out at recess.
	Kindness	B) Listening politely when someone shares a different opinion.
	Courage	C) Speaking up when someone is being treated unfairly.
	Respect	D) Telling the truth after accidentally breaking something.

Name: _____ Mark: ____

Match each virtue to the example that best shows it.

	Honesty	A) Helping a classmate who is being left out at recess.
	Kindness	B) Listening politely when someone shares a different opinion.
	Courage	C) Speaking up when someone is being treated unfairly.
	Respect	D) Telling the truth after accidentally breaking something.

PREVIEW

Name: _____ 31

Memory Game – Self-Image and Personal Values

Objective What are we learning about?

To assess students' understanding of how practising positive virtues and values helps build a strong self-image and supports respectful, confident, and healthy choices in daily life.

Materials ...u need for the activity?

- Set of Me... ...ch group (provided)
- A small table or clear ... fl...



Instructions How will you complete ...ivity?

1. Divide the class into groups of 3 or 4. Give ... ...y Game cards. (Provided)
2. Have each group lay all the cards face down in a grid ...
3. The students take turns flipping over two cards at a time, tryin... ...hing 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.

PREVIEW

Name: _____ 32

Cards | Memory Game Cards

Honesty	Telling the truth and being fair.
	Being friendly, generous, and considerate.
Patience	[illegible]lm and waiting [illegible]stration.
Empathy	Understanding a[illegible]aring the feelings of others.
Respect	Treating others with kindness and consideration.

PREVIEW

Name: _____ 33

Cards | Memory Game Cards

Responsibility	Being reliable and making good choices.
Gratitude	ting what you g thankful.
Compassion	Showing conc nd kindness to others.
Integrity	Doing the right thing, even when no one is watching.

PREVIEW

Name: _____ 34

Cards | Memory Game Cards

Perseverance	Continuing to try, even when things are difficult.
Forgiveness	Letting go of anger and resentment toward others.
Humility	modest and not too highly
Generosity	Willingness to and share with others.
Fairness	Treating everyone equally and justly.

PREVIEW

Name: _____ 35

Cards | Memory Game Cards

Self-Discipline	Controlling one's emotions and actions.
	Being faithful and devoted to someone or something.
Optimism	positive and attitude.
Diligent	Working hard and being dedicated.
Sincerity	Being genuine and honest in one's feelings and actions.

PREVIEW

Name: _____ 37

Snowman – Important Qualities in People

Objective What are we learning about?

Students will review important virtue vocabulary by playing a Snowman game that helps them practise spelling, understand meanings, and learn why these qualities matter in all people.

Material ...will you need for the activity?

- Whiteboard ... chalkboard and chalk/eraser
- Dry erase ... regular chalk
- List of vocabulary ... teacher
- Eraser or cloth for erasing



Instructions How will you complete the activity?

1) Divide the class into two teams.
2) Select a vocabulary word from the unit without showing the ...
3) Draw blanks on the board for each letter in the word.
4) Ask Team 1 to guess a letter. If the letter is in the word, write it in the ...rect spaces.
5) If it is not, start drawing the snowman (start with the base).
6) Alternate between teams for each guess.
7) If a team correctly guesses the word before the snowman is completed, they earn a point. If the snowman is completed before the word is guessed, the other team earns a point.
8) Discuss the meaning of the word after it has been guessed or revealed.
9) Continue with new words, alternating which team starts.

PREVIEW

Name: _____ 38

Optional Words You may use some of these words for your game.

Kindness	Honesty	Respect	Responsibility
Courage	Empathy	Fairness	Integrity
C	Patience	Generosity	Humility
Perseveran	G	Diligence	Loyalty
Cooperation	Acceptanc	ce	Inclusiveness
Trustworthiness	Accountability		termination
Selflessness	Understanding	Sportsmanship	
Forgiveness	Obedience	Leadership	Citizenship
Justice	Equality	Carefulness	Commitment
Responsiveness	Respectfulness	Dependability	Self-control

PREVIEW

Name: _____ 39

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

Draw Your Snowman

Cross off incorrect guesses

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

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

Write the number of blanks for your word below

PREVIEW

Draw Your Snowman

Cross off incorrect guesses

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

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

Write the number of blanks for your word below

Name: _____ 41

Changes to Emotions During Puberty

Emotions During Puberty

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



What Changes Can You Have in Your Emotions?

During puberty, you may have stronger emotions, such as feeling more sad, anxious, angry, or happy. It might be hard to understand why you are feeling the way you do. You might also feel more **self-conscious**, worrying about what other people think of you, or feel like you are not sure who you are anymore.



What Can You Do To Cope With Emotional Changes?

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

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

PREVIEW

Name: _____ 42

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

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

Visualization ...at were you picturing while you were reading? Describe your picture.



PREVIEW

Questions Use information from the text to sup...

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

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

Exit Cards

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

Name: _____ Mark

Circle Fact or Fiction for each statement.

1) Puberty can cause sudden anger without a clear reason.	Fact / Fiction
2) Feeling confused means something is wrong with you.	Fact / Fiction
3) Worrying about others' opinions can increase during puberty.	Fact / Fiction
4) Sleep and food can affect emotional balance.	Fact / Fiction
5) Emotional changes during puberty last forever.	Fact / Fiction

Name: _____ Mark

Circle Fact or Fiction for each statement.

1) Puberty can cause sudden anger without a clear reason.	Fact / Fiction
2) Feeling confused means something is wrong with you.	Fact / Fiction
3) Worrying about others' opinions can increase during puberty.	Fact / Fiction
4) Sleep and food can affect emotional balance.	Fact / Fiction
5) Emotional changes during puberty last forever.	Fact / Fiction

Name: _____ Mark

Circle Fact or Fiction for each statement.

1) Puberty can cause sudden anger without a clear reason.	Fact / Fiction
2) Feeling confused means something is wrong with you.	Fact / Fiction
3) Worrying about others' opinions can increase during puberty.	Fact / Fiction
4) Sleep and food can affect emotional balance.	Fact / Fiction
5) Emotional changes during puberty last forever.	Fact / Fiction

PREVIEW

Name: _____ 46

Blog Post: Handling Big Feelings During Puberty

5 Real Ways to Handle Big Feelings During Puberty

Date: January 11, 2026 *Author: Ms. Taylor Hayes* *5-minute read*

If you've noticed your feelings getting bigger, faster, or harder to control lately, you're not imagining it. Puberty doesn't just change bodies — it changes emotions too. One minute you feel fine, and the next you feel angry, embarrassed, or overwhelmed for no clear reason. Th[illegible] because hormones affect the brain, not just physical growth.

Here are [illegible] **strategies** that actually help when emotions feel too heavy.

1) **[illegible]**: Family meetings aren't about getting in trouble. They're a [illegible]nce to [illegible] bothering you before feelings build up. Even saying, "I don't know [illegible]" is a good start.

2) **Write [illegible] don't [illegible]**: Journaling works because it's private. Writing helps slow [illegible] thoughts and makes confusing feelings clearer. Some kids write daily. Others only [illegible] are [illegible] both ways count.

3) **Name the feeling, not [illegible]**: "I feel frustrated" or "I feel embarrassed" helps others understand [illegible] and can lead to better help and fewer misunderstandings.

4) **Find one safe adult**: A teacher, coach, [illegible], or [illegible] member can help explain what's normal and when to ask [illegible] a s[illegible] don't need to handle everything alone.

5) **Move your body on purpose**: Walking, stretching, [illegible] can help release stress chemicals. Movement gives big feelings [illegible]

Puberty can feel confusing, but it doesn't mean something is [illegible] With the right tools, emotions become easier to manage — and you stay in co[illegible]

PREVIEW

Comments:



Avery – January 11, 2026

Writing in a journal helps me understand my feelings before talking. When I know what I'm feeling, it's easier to explain things calmly to my parents.

Like Reply 1hr ago



Sam – January 11, 2026

I relate to that, Avery. Writing first makes family talks feel less awkward. It helps me say what I mean instead of getting upset or quiet.

Like Reply 30m ago

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Name: _____ 47

Yes or No Answer the following questions with either "Yes" or "No".

1) Puberty changes emotions even without clear reasons.	Yes	No
2) Strong emotions mean something is wrong with you.	Yes	No
3) Hormones affect the brain, not just the body.	Yes	No
4) Moving your body can help release stress.	Yes	No
5) Big feelings should always be handled by yourself.	Yes	No



Questions ...r the questions below.

1) W...times appear suddenly during puberty?

2) How can journaling help ...

3) Which strategy from the post seems most useful to ...

Comment What comment would you post to the blog post?

Like Reply Just now

PREVIEW

Name: _____ 48

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, interests, or abilities. These ideas are often unfair and can lead to hurtful treatment. Studies show that over 75% of kids hear stereotypes before age 10.

PREVIEW

Examples of Stereotypes

Stereotypes can appear in many areas, including school, sports, and media. Here are some common examples:

- Gender Stereotypes: "Boys are better at sports" or "Girls should play with dolls."
- Racial Stereotypes: "People from [illegible] are all the same."
- Interest Stereotypes: "Kids who like math can't be [illegible]."
- Ability Stereotypes: "A person with a disability can't [illegible] things."

Why Stereotypes Are Harmful

Stereotypes can make people feel excluded or judged. Kids who face stereotypes may feel less confident or avoid activities they enjoy. Research shows that children who 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.

Name: _____ 49

True or False Circle whether the statement is 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 information from the text to support your answer.

1) W your own words?

2) Give examples of two differ

3) How can stereotypes affect how students feel?

PREVIEW

Fill-in-the-Blanks Fill-in-the-Blanks with the appropriate answer.

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.

Exit Cards

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

Name: _____ | Mark

Circle Yes if it is a stereotype.
Circle No if it is not a stereotype.

1) "Boys don't cry."	Yes	No
2) "All rich people are selfish."	Yes	No
3) "Kids who wear glasses are smart."	Yes	No
4) "Anyone can be good at math with practice."	Yes	No
5) "People from that country are lazy."	Yes	No
6) "All teenagers are rude."	Yes	No
7) "Some people like art, others like sports."	Yes	No

Name: _____ | Mark

Circle Yes if it is a stereotype.
Circle No if it is not a stereotype.

1) "Boys don't cry."	Yes	No
2) "All rich people are selfish."	Yes	No
3) "Kids who wear glasses are smart."	Yes	No
4) "Anyone can be good at math with practice."	Yes	No
5) "People from that country are lazy."	Yes	No
6) "All teenagers are rude."	Yes	No
7) "Some people like art, others like sports."	Yes	No

Name: _____ | Mark

Circle Yes if it is a stereotype.
Circle No if it is not a stereotype.

1) "Boys don't cry."	Yes	No
2) "All rich people are selfish."	Yes	No
3) "Kids who wear glasses are smart."	Yes	No
4) "Anyone can be good at math with practice."	Yes	No
5) "People from that country are lazy."	Yes	No
6) "All teenagers are rude."	Yes	No
7) "Some people like art, others like sports."	Yes	No

PREVIEW

Name: _____ 51

Stereotype or Not? Identifying Assumptions

Objective What are we learning about?

Students will learn to identify stereotypes by listening to real-life situations, thinking critically, and deciding whether each statement is a stereotype or not through movement and discus

Materials ...ll you need for the activity?

- Situation c... ...ents (provided)
- A "Stereotyp...
- A "Not a Stereotyp...
- Open space in the clas... ...lu... safely



Instructions How will you complete the ac...

1) The teacher will place a "Stereotype" sign on one ... ...room ... Not a Stereotype" sign on the other.
2) Students will stand in the middle of the classroom.
3) The teacher will read a short situation or statement aloud.
4) Students will decide if the statement is a stereotype or not.
5) If students think the statement is a stereotype, they move to the "Stereotype" side.
6) If students think the statement is not a stereotype, they move to the "Not a Stereotype" side.
7) Students stay in place while the class briefly discusses why they chose that side.
8) The teacher explains the correct answer and clears up misunderstandings.
9) Students return to the centre for the next situation.
10) The activity continues until all situations have been discussed.

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Name: _____ 52

Stereotype or Not? Read the statements to the class.

#	Statement	Answer
1	Girls deserve equal pay because they do the same jobs.	Not a Stereotype
2	All Asian students are naturally better at math.	Stereotype
3	Boys are expected to be leaders more than girls.	Stereotype
4	Anyone can succeed in school with support and effort.	Not a Stereotype
5	Rich families have easier lives than others.	Stereotype
6	Girls should only do construction or heavy jobs.	Stereotype
7	Intelligence is decided by race or background.	Not a Stereotype
8	Boys are stronger and should do rough work.	Stereotype
9	People with disabilities need help.	Stereotype
10	Having an accent does not mean someone is bad at English.	Not a Stereotype
11	Girls are better caregivers than boys by nature.	Stereotype
12	Everyone deserves respect, regardless of gender.	Not a Stereotype
13	Kids who struggle in school are just lazy.	Stereotype
14	Success looks different for different people.	Not a Stereotype
15	Boys should not choose jobs like teaching or nursing.	Stereotype
16	Hard work matters more than where someone comes from.	Not a Stereotype
17	All people from the same country behave similarly.	Stereotype
18	Girls are too emotional to make important decisions.	Stereotype
19	Interests should never be limited by gender expectations.	Not a Stereotype
20	Boys are naturally better at sports than girls.	Stereotype

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Name: _____ 53

Quiz Check-In	This quiz will assess students' understanding of stereotypes discussed during the Stereotype or Not activity.

Name: _____ Mark: ____

Is the statement a stereotype or not?

1) Girls are naturally worse at math than boys.	Stereotype	Not a Stereotype
2) Boys should not cry or show strong emotions.	Stereotype	Not a Stereotype
3) Interests and abilities can change as people grow.	Stereotype	Not a Stereotype
4) Boys are better leaders than girls.	Stereotype	Not a Stereotype
5) Clothing does not decide someone's intelligence.	Stereotype	Not a Stereotype
6) Anyone can improve skills with practice.	Stereotype	Not a Stereotype

Name: _____ Mark: ____

Is the statement a stereotype or not?

1) Girls are naturally worse at math than boys.	Stereotype	Not a Stereotype
2) Boys should not cry or show strong emotions.	Stereotype	Not a Stereotype
3) Interests and abilities can change as people grow.	Stereotype	Not a Stereotype
4) Boys are better leaders than girls.	Stereotype	Not a Stereotype
5) Clothing does not decide someone's intelligence.	Stereotype	Not a Stereotype
6) Anyone can improve skills with practice.	Stereotype	Not a Stereotype

PREVIEW

Name: _____ SA

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] paper
- Markers or [illegible]
- Poster [illegible] "Stereotypes" and "Non-Stereotypes"
- Optional: printed [illegible] that represent stereotypical and non-stereotypical ideas



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Instructions — How will you complete the activity?

1) Prepare index cards with written statements or pictures that represent stereotypes (e.g., "Boys are better at math" [illegible] e.g., "Anyone can be good at math with effort").
2) Divide the class into small groups and give each group a mix of stereotype 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.
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.

Name: _____ 55

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.
[illegible] cry.	People should pursue what they love, no matter their gender.
Girls are [illegible] emotio[illegible]	Cooking and cleaning are life skills for everyone.
Only boys can play video gam[illegible]	[illegible]ls and boys can both be [illegible]ghters, doctors, or [illegible]chers.
Girls are better at taking care of others.	[illegible] at math [illegible]
Boys should always like science and engineering.	Both boys and [illegible]t 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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Name: _____ 56

Instruction | Brainstorming chart: how to challenge stereotypes

Stereotype Example	Why It's Harmful	How to Challenge It
"Boys are better at math."	It discourages girls from trying their best in math.	Encourage everyone to practise and work hard in math.
"Girls c… sport…	…t makes girls feel …ded from sports …ities.	Invite everyone to join sports and celebrate their efforts.
"Boys don't cry."	It for… boys t… their emotio… ich … is unhea…	…Normalize talking …emotions and …feelings.
"Only girls cook and clean."	It reinforces gender roles and limits life skills.	Teach … 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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Stereotypes	Non-Stereotypes

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Rubric How did you do on the activity?

Criteria	Insufficient (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.
Participa	Rarely participates in activity.	Participates occasionally.	Actively participates and contributes.	Fully engaged and consistently contributes ideas.
Brains ing	to	Provides basic ideas.	Suggests meaningful ideas.	Offers thoughtful and creative strategies.
Collaboration	ith the ot		Contributes meaningfully to the group.	Actively collaborates and encourages others.
Creativity	Lacks creativity in responses.	s some ates creativ cre		Consistently provides unique and creative ideas.

PREVIEW

Teacher Comments

ark

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

Name: _____ 60

What Is Discrimination?

Noah loved playing soccer at recess. One day, he noticed his classmate Maya standing near the field, watching the game. "Can I play?" she asked. One of the other kids shook his head. "Girls aren't as good at soccer," he said. Noah felt uncomfortable. He knew this wasn't fair.



PREVIEW

happened to Maya is called discrimi[illegible]nation happens when som[illegible]ecause of things like their [illegible]bilities. Studies show [illegible]% of Canada say they ha[illegible] school.

Discrimination can happen [illegible]mes, people are excluded from activities, like Maya. Other times, people mig[illegible]mments about their race, culture, or beliefs. Even small actions ca[illegible]eop[illegible]me.

Noah knew that discrimination can make p[illegible]ad, or left out. Research shows that students who experience discrimination [illegible] esteem and trouble focusing in school. He didn't want Maya to feel

Noah remembered that speaking up can make a difference. He said, "Everyone should get a chance to play. Maya is great at soccer!" The other kids thought about it and agreed. Maya joined the game, smiling.



Noah felt proud for standing up. It's important to challenge discrimination so everyone feels included and respected. Even small actions, like speaking up, can help create a fairer world for everyone.

Name: _____ 61

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

1) Kids cannot do anything to help stop discrimination.	True	False
2) Treating people unfairly based on religion is discrimination.	True	False
3) Everyone should have an equal chance to participate in activities.	True	False
4) It is important to include everyone, no matter their differences.	True	False
5) People are always aware when they are being unfair to others.	True	False

Questions nformation from the text to support your answer.

1) W

2) What are two things students can do disc

PREVIEW

Ordering Number the events from 1 (first) to 6 (last) to show what happ in the story.

	One of the kids said that girls aren't good at soccer.
	Noah noticed that Maya was being excluded from the soccer game.
	The group agreed, and Maya happily joined the game.
	Noah realized this was discrimination and felt uncomfortable.
	Noah told the others that Maya should get a chance to play.
	He remembered that speaking up can help stop unfair treatment.

Name: _____ 62

Hi, I'm Maya.

Today I'm sitting at my desk, writing in my journal. As you colour me, read what I wrote today.

"Today someone joked about my skin colour during group work."

"I wrote because I didn't want those words stuck inside me."

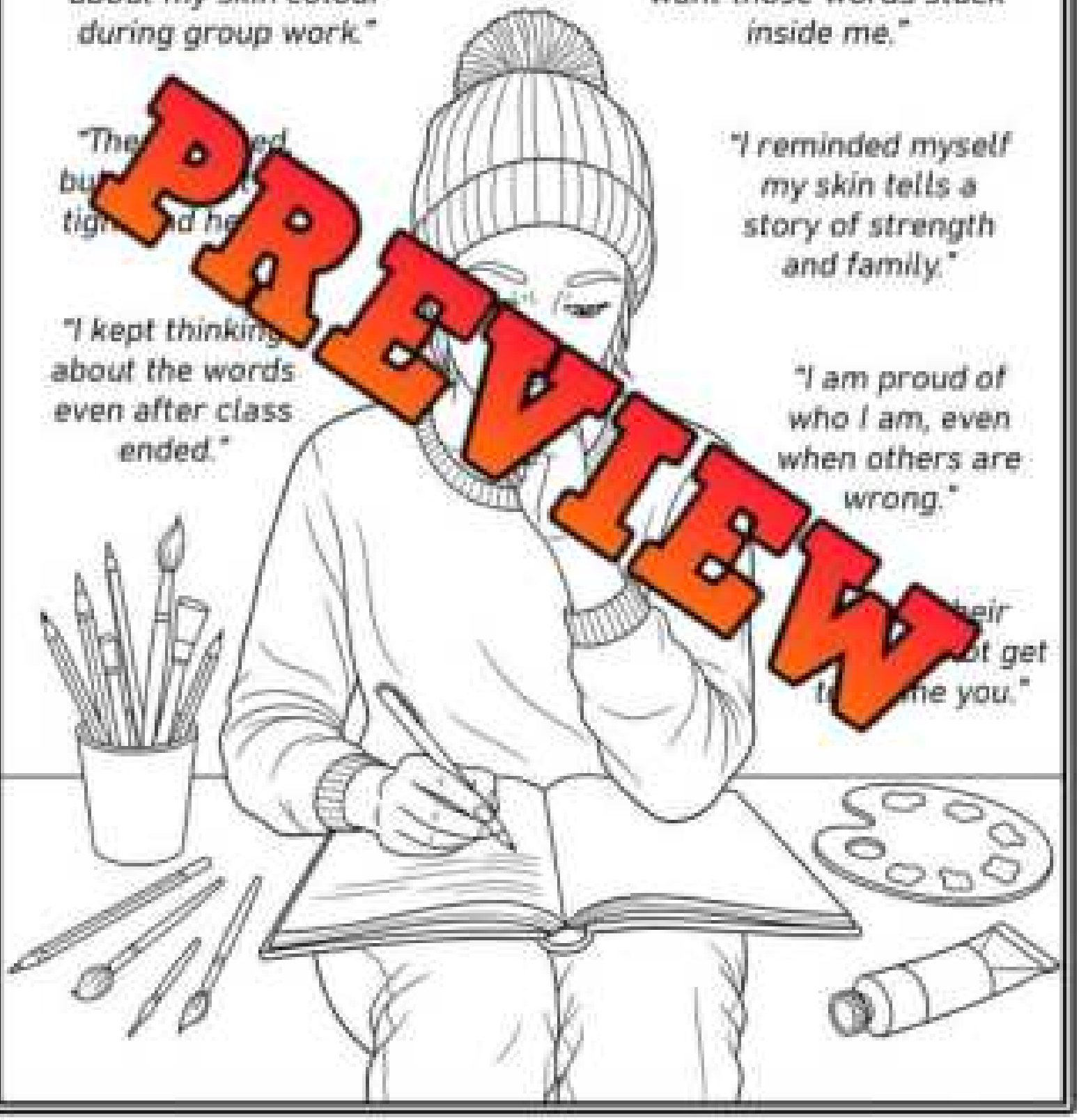
"The[illegible] bu[illegible] tigh[illegible]d he[illegible]"

"I reminded myself my skin tells a story of strength and family."

"I kept thinking about the words even after class ended."

"I am proud of who I am, even when others are wrong."

"[illegible]eir [illegible]t get t[illegible]me you."



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Name: _____ 64

Interview: How Prejudice Shapes Africa's Image

Student: Hi, thanks for talking with me. What does prejudice mean?

Expert (Historian): Prejudice means having a negative belief about a group without knowing the facts.

Student: Can prejudice affect how people see whole places?

Expert: Yes. Prejudice can create false images of countries and continents.

Student: [illegible]at happens with Africa?

Expert: [illegible] is sometimes shown only as po[illegible] is not accurate.

Stude[illegible]y is th[illegible] real?

Expert: Africa [illegible] wi[illegible]ntries. large cities, uni[illegible]busin[illegible] technology.

Student: But why do peop[illegible]ca[illegible] same?

Expert: Prejudice ignores diversity. Afr[illegible]ar **1.4 billion people** and **2,000 languages**.

Student: Are there modern cities in Africa?

Expert: Yes. Cities like **Lagos, Addis Ababa, Nairob**[illegible] people and modern buildings.

Student: Where do false ideas about Africa come from?

Expert: Media, old history books, and charity ads sometimes show o[illegible]

Student: Does that hurt people?

Expert: Yes. Prejudice can make Africans seem less capable or less important, which is unfair.

Student: Is Africa growing and changing today?

Expert: Very much. Africa has fast-growing economies, doctors, scientists, artists, and athletes.

Student: How can students challenge this prejudice?

Expert: Learn facts, ask questions, and avoid judging places by one image.

Student: Why is that important?

Expert: Understanding the truth helps replace prejudice with respect.



PREVIEW

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Name: _____ 65

Questions Answer the questions below.

1) What does prejudice mean in your own words?

2) How does prejudice affect how Africa is viewed?

3) Why can fal[illegible] harm people?

PREVIEW

Two Truths and a Lie Read each group. Tick [illegible] two [illegible] Mark ✗ the one lie.

	Prejudice can affect first impressions.
	Prejudice ignores individual differences.
	Prejudice is based on strong evidence.

	[illegible] people are [illegible]
	Prejudice [illegible] learning facts.
	Prejudice can be [illegible] down over time.

Questioning Write 2 questions you would ask the historian about how prejudice creates false images of people or places.

1)	
2)	

Name: _____ 66

Fact Sheet: Understanding Privilege

What Is Privilege?
Privilege means having advantages that make life easier for some people. These advantages can include money, education, safe housing, or access to health care. People can have privilege without choosing it or noticing it.

Types of Privilege
Privilege shows up in many ways, including:

- **Educational privilege**: Some students attend schools with [illegible] technology, and support [illegible]
- **Wealth privilege**: [illegible] more money can afford tutoring, [illegible] activities
- **Access privilege**: [illegible] to hospitals, libraries, [illegible]

In Canada, students [illegible] are more likely to graduate high school [illegible] from low-income families.





Lack of Privilege
Lack of privilege means facing barriers that others do not. Students may have fewer learning tools, less time for homework, or fewer chances to join activities. These challenges are not caused by effort or ability. Children from families with lower incomes are more likely to experience food insecurity, which can affect focus and learning at school.

Unexamined Privilege
Unexamined privilege happens when people do not notice their advantages. This can lead to unfair judgments, such as thinking others are lazy or careless. These ideas can turn into stereotypes.

[illegible]ege Affects Identity
[illegible] shape how [illegible]ceives and [illegible] with more [illegible]nt [illegible] fewer [illegible] left out or blame[illegible]ings they cannot contro[illegible]

In Canada, racialized and Indigenous communities are more likely to face barriers in education, health care, and employment due to long-standing unfair systems.

Why This Matters
When privilege is ignored, discrimination can grow. Learning about privilege helps students understand fairness, challenge bias, and treat others with respect.

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Matching Match each word to the correct meaning.

Education privilege ◯	◯ Facing barriers not caused by effort or ability
Wealth privilege ◯	◯ Living close to hospitals and libraries
Access privilege ◯	◯ Not noticing advantages and judging others unfairly
Unexamined privilege ◯	◯ Having more books, technology, and school support
Lack of privilege ◯	◯ Having more money for food, tutors, and activities

Questions ...nation from the text to support your answer.

1) How ... affect daily life?

2) How can privilege affect gra... ...n r...

3) Why is lack of privilege not caused by ability or effort?

PREVIEW

Fact or Myth Circle whether each statement is a fact or a myth.

1) Privilege always comes from hard work alone.	Fact	Myth
2) Some people have advantages they did not choose.	Fact	Myth
3) Privilege is always easy to notice.	Fact	Myth
4) Lack of privilege can create barriers at school.	Fact	Myth
5) Unexamined privilege can lead to unfair judgments.	Fact	Myth

Name: _____ 71

Role Play – Identity, Self-Image, and Well-Being

Objective — What are we learning about?

Students will explore how personal identity, self-image, and well-being are connected. They will act out real-life situations that show how stereotypes, privilege, media messages, and the actions of others can affect how people see themselves. Students will practise empathy, critical thinking, and positive strategies for supporting their own self-image and the well-being of others.

Materials — What do we need for our activity?

- Scenario cards (real-life situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions — How will we complete our activity?

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that presents a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

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Name: _____ 72

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show imagination and effort. Make your character believable through actions, expressions, and reactions.
Voice	Speak clearly and at an appropriate volume. Use a voice that matches your character and the situation.
Movement	Use body movements and actions that match what your character is doing in the scene.
Stay in	…in character from start to finish, even when the scene feels …g or funny.
Teamwork	…atively with your group. Share ideas, listen to others, and …bers.

Scenario Cards

Scenario		
#4	Self-Image at School	Sam is a confident studen… the b… ent at school. In class, Sam compares grades, clothes, and … Friends talk about who is "smart" or "popular," and S… a class activity. Sam hesitates to share ideas, worri… er encourages participation, while classmates react in … Later … reflects alone, thinking about appearance, abilities, … mily members describe Sam positively, creating con… comments, reactions, and self-talk shape how Sam se… moments show how beliefs slowly build self-image th… ce and reflection.
#5	Trusting Health Information	Riley feels confused after seeing health advice online. One video promises quick results, while another gives opposite advice. At school, friends argue about which source is true. In class, students examine different health websites, posts, and advertisements. Riley notices some sources show evidence and experts, while others rely on opinions or strong language. A teacher asks questions about reliability, authors, and purpose. Later, Riley discusses the information with family members, comparing what seems trustworthy. Over several scenes, Riley learns how choices about sources affect understanding and decisions. The situation highlights how evaluating reliability helps protect well-being and prevents misinformation from shaping beliefs.

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Name: _____ 73

Curriculum Connection: Unit/Lesson Title

Scenario Cards | Cut out the topics below.

Scenario	Description
3 — Judging People for Who They Are	In a classroom discussion, students list qualities they admire. Some mention strength, popularity, or appearance. Others mention kindness, honesty, and effort. Alex notices that classmates judge people differently based on gender, culture, or abilities. During group work, a student is ignored because they seem quiet. Later, the same student helps solve a problem. Reactions shift. Conversations continue at lunch and after school. Alex reflects on how true [illegible] comes from character, not surface traits. Through changing interactions and attitudes, the class begins to recognize important qualities that matter in people regardless of differences, building respect and inclusion within the [illegible]
4 — Understanding Stereotypes	During [illegible] joke is made about a certain group of people. Some students laugh, others look uncomfortable. The comment leads to assumptions about [illegible] and later, a class discussion introduces the words stereotype [illegible] ption. Students connect the joke to unfair treatment. In [illegible] one, [illegible] experiences exclusion because of a label placed on [illegible] ct[illegible] silence to support. Over time, characters recognize [illegible] w [illegible] people and lead to unfair actions. The situation shows [illegible] ract[illegible] how prejudice grows, and how discrimination affects individuals and [illegible] ociety.
5 — How Prejudice Develops	Marcus hears repeated comments about certain [illegible] peers and media. At first, Marcus feels unsure but stays [illegible] s feel familiar and normal. In class, a story challenges the [illegible] Marcus sees the gap between assumptions and reality. Conversation [illegible] little evidence supports the prejudice. A trusted adult explain [illegible] of knowledge influence thinking. Across several moments, [illegible] on how beliefs slowly form through repetition. The situation shows how prejudice develops when stereotypes go unchallenged and how questioning ideas can change understanding, improve empathy, and support healthier relationships in school and community settings.
6 — Effects of Stereotyping	Leah enjoys school but begins withdrawing after repeated comments about her abilities. Classmates expect her to fail and treat her differently. Teachers notice changes in participation. At home, Leah expresses frustration and self-doubt. In a later scene, a supportive peer challenges the stereotype publicly. Reactions vary, creating tension and reflection. Over time, Leah's confidence slowly returns, but the impact remains. The situation shows how stereotyping affects emotions, self-worth, and motivation. It highlights the harm caused by labels and how support can reduce damage. The story focuses on personal and social effects, emphasizing why stereotypes hurt both individuals and communities.

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Scenario Cards | Cut out the topics below.

Scenario		Description
7	Influences on Self-Image	Omar feels pressure from many directions. Family expectations focus on responsibility and success. Friends value popularity and confidence. Media images promote unrealistic standards. At school, comments about appearance and performance increase Omar's stress. During a health lesson, students discuss influences on self-image. Omar begins noticing how outside voices shape thoughts and feelings. Conversations with family and peers reveal different values. Over time, Omar reflects on which beliefs truly matter. The situation shows how self-image is shaped by others and culture. It highlights the importance of awareness when balancing expectations, values, and [illegible] to support emotional well-being and confidence.
8	Supporting Positive Self-Image	During [illegible] student makes a negative comment about someone's appearance. Classmates react differently. One laughs, another stays silent, and a third challenges the comment respectfully. Later, the class discusses how words affect people. In role-play scene, students practise giving supportive feedback during group work. [illegible] who was previously quiet begins speaking more confidently. Small steps, language, and choices shape the classroom environment. The lesson shows how people can think, say, and do things that support positive self-image. It focuses on everyday moments where kindness, awareness, and courage help create safe spaces for everyone.
9	Expressing Puberty Feelings	Taylor experiences mood changes and [illegible] insecurity. Friends joke about changes, making Taylor uncomfortable. [illegible] lessons explain physical and emotional changes. Taylor feels [illegible] still [illegible]. At home, a family meeting allows open discussion. Later, [illegible] journal, expressing thoughts and worries. Over several [illegible] learns safe ways to express feelings. Support from trusted adults [illegible] peers helps reduce anxiety. The situation focuses on emotional [illegible], showing how healthy strategies support well-being during change. It highlights communication, reflection, and support as tools for managing feelings linked to growing up.
10	Media Messages and Identity	Maya watches shows and scrolls social media daily. Characters and ads present narrow images of beauty, success, and strength. At school, classmates repeat these messages. During a lesson, students analyze media portrayals and bias. Maya notices patterns and missing voices. Conversations with friends reveal shared pressure. Later, Maya challenges a misleading message during discussion. Over time, Maya becomes more critical of media influence. The situation shows how media can misinform and shape identity. It focuses on recognizing bias, questioning messages, and understanding how media impacts beliefs about self and others in powerful but often hidden ways.

PREVIEW

Name: _____ 15

My Role: Draw a picture of what your character did during the role-play.



Name: _____ Yr

Rubric | How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Very little effort shown	Some effort, limited detail	Creative and thoughtful	Highly creative and engaging
Voice	Difficult to hear or unclear	Sometimes clear	Clear and appropriate	Always clear, expressive, and confident
M	ents did ch	Some matching movements	Movements matched well	Movements were purposeful and effective
Stay in Role	n o	etimes in ter	Mostly stayed in character	Stayed in character throughout
Teamwork	Did not wor well with group	tion	Worked well h group	Excellent cooperation and support

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

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Total
/

Unit Test

Personal Identity and Well-Being

Mark	/

1. Which example best reflects positive self-talk?	2. Negative self-talk is harmful because it can:
a) "Others are better than me"	a) Change how someone sees themselves
b) "I failed, so I quit"	b) Make feelings stronger
c) "I can improve with effort"	c) Come from others
d) "I should be perfect"	d) Happen often
3. Which best shows media influence on self-[illegible]	4. Which action best challenges discrimination?
a) A friend giving advice	a) Staying quiet
b) A show showing [illegible]	b) Laughing it off
c) A teacher giving feedback	c) Speaking up respectfully
d) Learning a new skill	d) Walking away
5. Which is a clear stereotype?	6. Knowledge means having:
a) People like different sports	a) Skills that make life easier
b) Only boys are good at soccer	b) [illegible]
c) Practice helps skills	c) [illegible] confidence
d) Everyone can improve	d) [illegible]
7. "I never noticed how easy school is for me," a student reflects.	8. "One [illegible] Ella. This is [illegible]
a) Guilt	a) Weak control
b) Awareness of privilege	b) Poor sleep
c) Confidence	c) Bad choices
d) Stereotyping	d) Mood swings
9. Self-image can be shaped by which of the following?	10. Self-image is best defined as a person's:
a) Feedback from friends	a) Physical appearance only
b) Family expectations	b) Thoughts about their abilities, looks, and belonging
c) Media messages	c) Reputation among peers
d) All of the above	d) Emotions during difficult moments

PREVIEW

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Define List three virtues/values and explain each with one example.

Mark /



Short Answer Answer [illegible]

Mark /

1) Explain how negative self-talk can [illegible] feels about themselves.

2) What does positive self-talk mean? Give one example.

3) What is privilege? Explain how it can affect students differently at school.

Long Answer Answer the questions below.

Mark /

1) Explain how self-image can be shaped by family, friends, and media. Include at least two examples and explain how these influences can affect a student's confidence or choices.

2) Describe the difference between a stereotype and [illegible] Explain why both are harmful and give one way students can challenge [illegible]

PREVIEW