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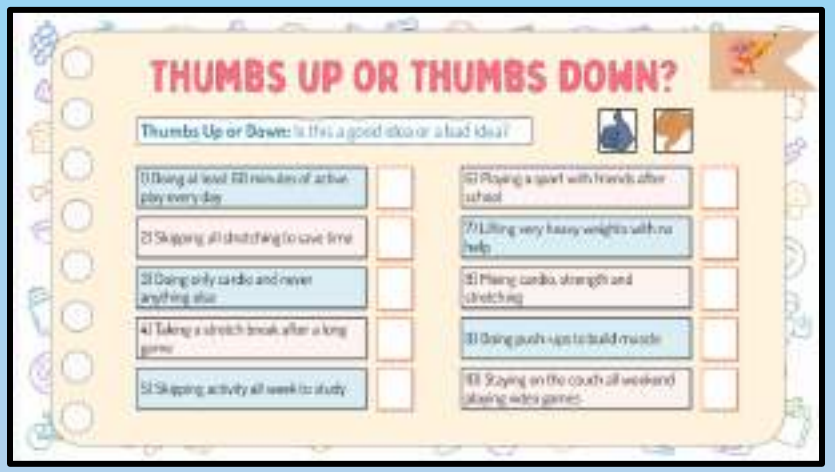
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BC Health Curriculum
Healthy & Active Living – Grade 6

3-Part Lesson Format

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



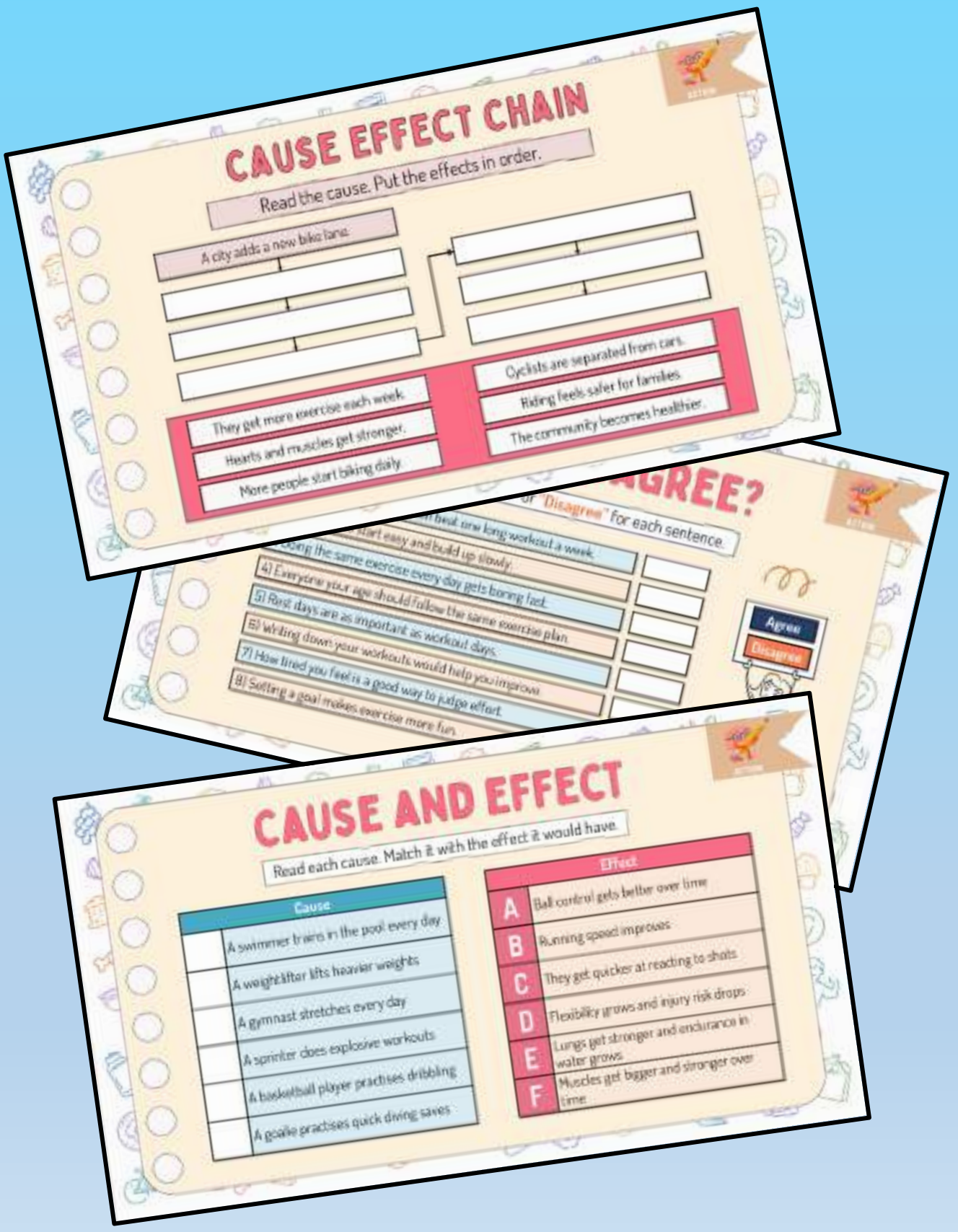


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

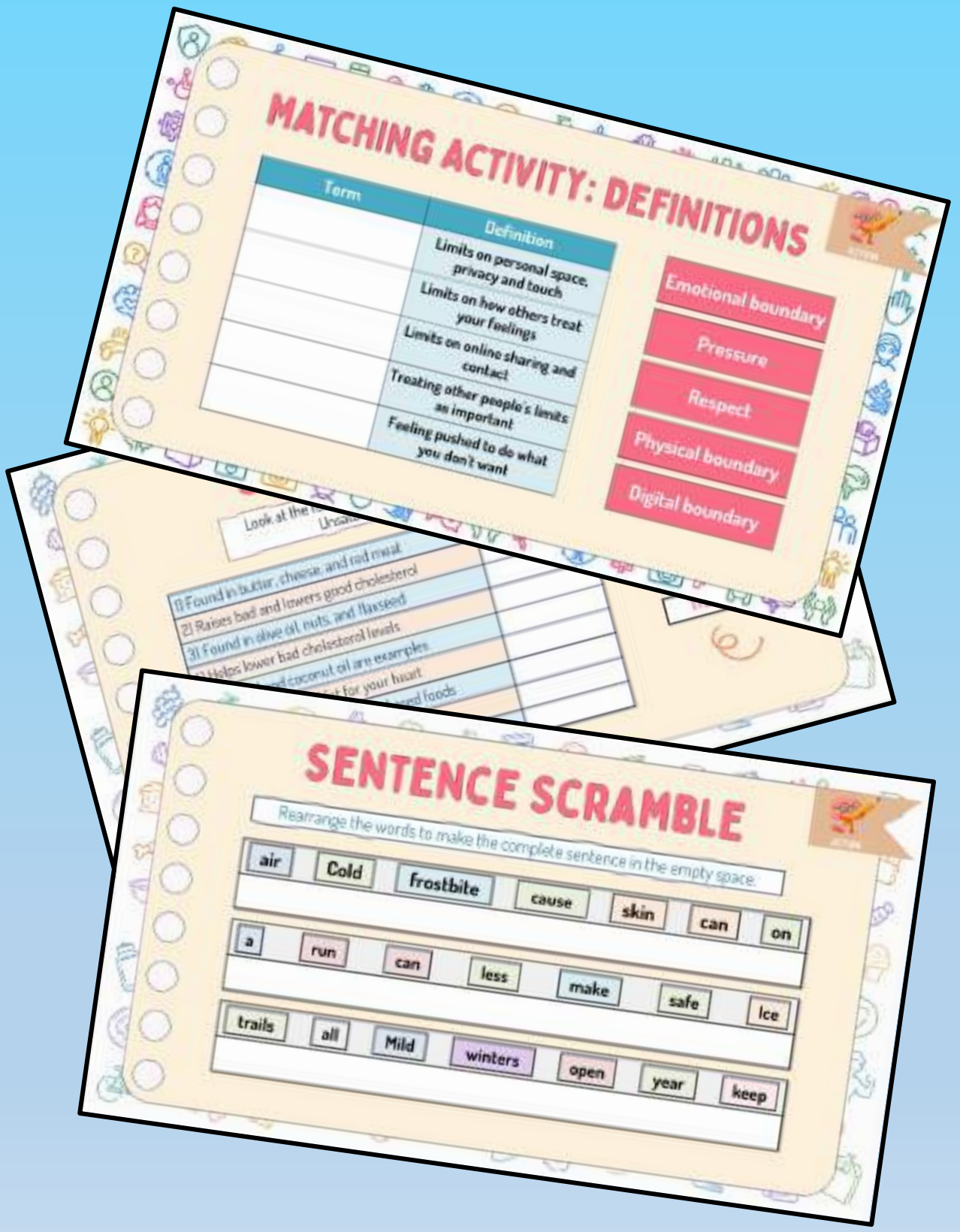
Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



BC Health Curriculum
Healthy & Active Living – Grade 6



BC Health Curriculum
Healthy & Active Living – Grade 6



BC Grade 6 – Health Unit

Healthy and Active Living

	Curricular Competencies - Elaborations	Pages
HAL6.1	Participate daily in physical activity designed to enhance and maintain health components of fitness	6 – 36
HAL	Describe how students' participation in physical	3
HAL		1
HAL6.4	Describe the impacts of personal choices on health and well-being	122 – 138
HAL6.5	Analyze health messages and possible intentions to influence behaviour	139 – 159
HAL6.6	Identify, apply, and reflect on strategies used to pursue personal healthy-living goals	160 - 165

Preview of 110 pages from this product that contains 228 pages total.

NAME: _____

HEALTHY AND ACTIVE LIVING



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Name: _____ 6

Curriculum Connection
HAL6.1

What Are the Benefits of Daily Physical Activity?

How Does Exercise Help the Body?



Exercise plays a big role in keeping our bodies healthy. It strengthens the heart, muscles, and bones while also helping with mental health. When people exercise, their heart pump blood more efficiently, lowering the risk of heart dise nger muscles and bones prevent injuries and imp ercise also helps the brain by boost od and stress. When we are active, our bodies rel s c ndorphins, which make us feel happier.

Canada's Physical Activity rec hat children and youth get at least 60 minutes of moderate-to-vigoro ysic day. This means activities that make you sweat and breathe harder, lik ng, sw playing sports. Regular exercise helps with better sleep and improves f schoo

Types of Exercise and Their Benefits

There are three main types of exercise, and each helps th dif

1) Cardio (Aerobic Exercise): Activities like running, biking, and sw the heart and lungs. These exercises improve endurance, meaning you ca active longer without getting tired.
2) Strength Training: Exercises like lifting weights or doing push-ups build muscle and make bones stronger. This helps prevent injuries and keeps the body strong.
3) Flexibility Exercises: Activities like stretching and yoga improve flexibility. This reduces the risk of injuries and helps with movement in sports and daily activities.

A balanced fitness routine should include all three types of exercise. This helps students stay strong, flexible, and full of energy. By understanding how different exercises help the body, students can make smart choices to stay active and healthy every day.

PREVIEW

Name: _____ 7

Curriculum Connection
HAL.6.1

True or False

Is the statement true or false?

1) Exercise strengthens the heart, muscles, and bones.	True	False
2) Endorphins are chemicals that make us feel tired.	True	False
3) Cardio exercises help to improve lung and heart health.	True	False
4) Stretching improves flexibility and reduces injury risk.	True	False
5) Exercis[illegible] no effect on mental health.	True	False

Ques[illegible]

[illegible]wer the questions below.

1) How does [illegible] th[illegible]rt?

2) Name three types of exercise and [illegible]be the[illegible]efits.

PREVIEW

Matching

Draw a line from the terms to their corresp[illegible]g[illegible]tion.

Cardio	Improves flexibility and prevents injuries
Strength Training	Strengthens heart and lungs
Flexibility	Builds muscles and strengthens bones
Playing sports	Helps with teamwork and endurance
Swimming	Works the whole body and builds endurance

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Curriculum Connection
HAL6 1

Pictionary: Fitness in Action

Objective What are we learning about?

Students will learn about different types of physical activity by playing a fun drawing and guessing game. This activity helps students understand how different exercises and sports contribute to a healthy lifestyle.

Materials What will you need for the activity?

- Wh[illegible]board [illegible]eet of paper
- Markers [illegible]
- Small slips [illegible] with [illegible]elated words
- A container to [illegible] the [illegible]
- Timer or stopwatch [illegible]



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

1) Write different fitness-related words o[illegible]t slip[illegible]and place them in a container. Examples include jump rope, [illegible]tching, running, yoga, cycling, basketball, hockey, and [illegible].
2) Divide the class into two or more teams. Each team [illegible]t ta[illegible]
3) One student from a team picks a word from the container [illegible]ing anyone.
4) The student then draws the word on the board while their team guesses what it is. They cannot use words, letters, or numbers in their drawing.
5) The team has one minute to guess the correct answer. If they guess correctly, they earn a point. If they do not guess in time, the other team gets one chance to steal the point.
6) After each round, the class briefly discusses how the activity or sport helps keep people healthy.
7) Continue playing until all words have been used or until a set time is reached. The team with the most points wins.

PREVIEW

Name: _____ 13

Curriculum Connection
HAL.6.1

Pictionary Topics	List of Words for Pictionary

Jump rope	Soccer
Swimming	Stretching
Running	Yoga
Cycling	Basketball
[illegible]ey	Push-ups
[illegible]	Dancing
[illegible]ng	Skating
Volleyb[illegible]	Baseball
Tennis	Gymnastics
Hiking	J[illegible]ng jacks
Sprinting	[illegible]
Kayaking	[illegible]wi[illegible]
Skiing	Snowb[illegible]
Rollerblading	Surfing
Rock climbing	Martial arts
Ice skating	Bowling
Fencing	Archery
Badminton	Track and field
Paddleboarding	Canoeing

PREVIEW

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Curriculum Connection
HAL.6.1

What is the FITT Principle and How Does It Help in Training?

What is the FITT Principle?



The FITT Principle is a set of rules that helps people create a good exercise plan. It stands for Frequency, Intensity, Type, and Time. These four parts work together t ake exercise safe and effective. By following Principle, people can improve their fitnes als.

PREVIEW

- Frequency w a p xercises. Most experts recommend at least 3 to 5 days per week od h
- Intensity – How hard or exerci sity can be measured by heart rate, how tired someone feels, m lift.
- Type – The kind of exercise being d erent es work different parts of the body, like running for endurance or lifting wei or st
- Time – How long the exercise lasts. Most w s sh n 30 to 60 minutes for the best results.

How FITT Helps in Training

Using the FITT Principle makes training more effective. It helps people pl rkouts that match their fitness goals.

1) Improves Fitness – Following the FITT Principle ensures the body gets the right amount of exercise without too much strain.
2) Prevents Injury – Adjusting intensity and time helps avoid overworking muscles.
3) Makes Exercise Fun – Changing the type of exercise keeps workouts interesting.
4) Builds Strength and Endurance – Increasing frequency or intensity over time helps muscles grow stronger.
5) Helps Set Goals – FITT helps people track progress and make improvements.

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Curriculum Connection
HAL6.1

True or False

Is the statement true or false?

1) The FITT Principle helps create a good exercise plan.	True	False
2) FITT stands for Frequency, Intensity, Type, and Training.	True	False
3) Frequency refers to how often someone exercises.	True	False
4) Intensity measures how much fun an exercise is.	True	False
5) Runnin[illegible] example of strength training.	True	False

Que[illegible]

[illegible]wer the questions below.

1) What does [illegible]ncip[illegible]d for?

2) How does FITT help in training?

PREVIEW

Matching

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

Frequency	A method used to create a workout plan
Intensity	How often a person exercises
Type	How long the exercise lasts
Time	How hard a person exercises
FITT Principle	The kind of exercise being done

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Curriculum Connection
HAL6 1

Activity – FITT Principle Relay

Objective What are we learning about?

Students will learn about the FITT Principle (Frequency, Intensity, Type, and Time) by classifying different physical activities into the correct category. This activity will help them understand how to structure a balanced fitness routine and create a personal FITT plan.

Materials What will you need for the activity?

- Index cards or pieces of paper with different physical activities
- Four large signs labeled Frequency, Intensity, Type, and Time
- Tape or cones to mark each category



Instructions How will you complete the activity?

1) Cut out the different scenarios/exercises and place them in a pile.
2) Place the FITT category signs in different corners of the classroom or gym.
3) Divide students into teams and give each team an equal number of activity cards.
4) When the relay starts, the first student from each team runs to the correct FITT category and places one activity card in the right spot.
5) The student then runs back to tag the next teammate, who repeats the process with another card.
6) Continue until all cards are placed in a category.
7) As a class, go through each category and discuss why each activity belongs there. Correct any misplaced cards.
8) After the relay, students will create their own FITT plan, choosing one activity and setting goals based on Frequency (how often), Intensity (how hard), Type (what kind), and Time (how long).

PREVIEW

Name: _____ 17

Curriculum Connection
HAL 6.1

Skiing for 5 hours	Running slow (jogging)
Ice skating for 2 hours	Skateboarding
Prac martial arts twice a week	Resistance bands training
Going to t r weight train s a	Doing push-ups until failure
Walking slo	Rollerblading
Swimming for an hour	g
Doing jumping jacks at high speed	dm
Climbing stairs rapidly	Gymnastics
Cycling at a high speed	Kayaking for 30 minutes
Playing volleyball 3 days a week	Boxing for 45 minutes

PREVIEW

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Curriculum Connection
HAL.6.1

My FITT Plan | Answer the questions below.

1) Choose an activity you enjoy.		
2) Describe using FITT how you can perform this activity, ensuring you change your intensities, times, and frequency over a 2-week period.		
FITT Principle	**Week 1**	**Week 2**
Frequency		
Intensity **Example** (1 high intensity day, 2 lower intensity days)		
Type		
Time **Example** (1 hour on day 1, 30 minutes on day 3, etc.)		

PREVIEW

Name: _____ 19

Curriculum Connection
HAL.6.1

How Does the SAID Principle Explain Fitness Improvement?

What is the SAID Principle?



The SAID Principle stands for Specific Adaptation to Imposed Demand. This means that the body changes based on the type of exercise it does. If someone trains for a long-distance race, their endurance improves. If they lift heavy weights, their muscles get stronger. The body adapts to the challenges it faces through regular training.

How the SAID Principle Helps Fitness

This principle is important because it explains why different exercises create different results. It helps people choose workouts that match their goals.

- Endurance Training – Activities like running, swimming, and cycling help the body improve stamina and use oxygen better.
- Strength Training – Lifting weights or doing resistance exercises builds muscle and increases strength.
- Flexibility Training – Stretching and yoga improve movement and reduce injury risk.
- Speed and Agility Training – Sprinting and quick movements help athletes move faster and improve coordination.

Examples of the SAID Principle in Action

1) A basketball player practicing dribbling gets better control of the ball over time.
2) A swimmer, training daily will develop stronger lungs and better endurance in water.
3) A gymnast who stretches regularly will increase flexibility and prevent injuries.
4) A sprinter doing explosive workouts will improve their running speed.
5) A weightlifter lifting heavier weights will build muscle over time.

By understanding the SAID Principle, students can make better choices in their workouts. They can focus on exercises that help them reach their specific fitness goals.

PREVIEW

Name: _____ 20

Curriculum Connection
HAL 6.1

True or False

Is the statement true or false?

1) The SAID Principle means the body adapts to exercise.	True	False
2) SAID stands for Specific Adaptation to Intense Demand.	True	False
3) A swimmer who trains daily will build endurance.	True	False
4) Lifting weights is an example of endurance training.	True	False
5) Flexibility training helps prevent injuries in sports.	True	False

Questi

nswer the questions below.

1) What does I cip tand for?

2) Why is strength training importan uscle ?

PREVIEW

Word Search

Find the words in the wordsearch.

Adaptation	Strength
Exercise	Movement
Muscle	Stretches
Challenge	Swimmer
Fitness	Basketball
Running	Explosive

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

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Curriculum Connection
HAL 6.1

Activity - Fitness Story Adventure

Objective

What are we learning about?

Students will engage in a fun and interactive storytelling adventure that incorporates movement and exercise. As they act out different scenes, they will experience various physical activities while learning how movement keeps the body heal

Material

will you need for the activity?

- A sc pted a ory that includes physical activities
- Open space lassr n for students to move
- A list of fitness mov nked nt parts of the story



Instructions

How will you complete the acti

1) Gather students in a large open space whe enou m to move.
2) Explain that they will be going on an adventure w ey heir bodies to complete different challenges.
3) Read the Fitness Story Adventure aloud. Each time the sto de an action (e.g., "climb a mountain"), students must act it out with a ement (e.g., pretend to climb by lifting knees and moving arms).
4) Encourage students to fully engage with the movements and make their actions as big as possible.
5) Guide students through different exercises.
6) Continue until the story reaches its exciting conclusion.
7) Discuss how movement helps the body stay strong, energized, and healthy.
8) Have students reflect on their favourite movements and how they felt during the activity.

PREVIEW

Name: _____ 22

Curriculum Connection
HAL.6.1

Reference | Fitness Adventure Story

Scene	Narration	Student Actions
Scene 1: The Jungle Path	Our journey begins in a dense jungle, where tall trees tower above us. The only way forward is to march through the thick vines and branches.	March in place, lifting knees high. Jump up and down to avoid falling coconuts.
Scene 2: The River Crossing	We made it through the jungle, but now we've reached a wide, rushing river. The bridge is broken, and the only way across is to swim!	Make swimming motions (front crawl, backstroke, or dog paddle). Kick legs faster to cross.
Scene 3: The Mountain Climb	At last, we reach the mountain! The only way up is to climb! It's getting steeper! We must pull ourselves up with all our strength!	Lift knees and reach arms up in a climbing motion. Move slower as the mountain gets steeper. Jump up to grab the finish line!
Scene 4: The Storm Chase	Oh no! Dark clouds are forming, and strong winds are blowing. A storm is coming, and we must run down the mountain as fast as we can!	Run in place, pretending to be escaping the storm. Move faster when thunder is heard. Lightning flashes. Bear crawl to safety inside a cave.
Scene 5: The Final Stretch	The storm has passed, and we can see the finish line ahead! But one final obstacle remains—a long, wobbly bridge over a deep canyon! We must balance carefully as we walk across.	Stretch arms out and walk slowly in place to balance. Freeze when the bridge sways, then take the final step to cross safely.

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Curriculum Connection
HAL6.1

Reflection

Answer the questions below.

1) What was your favourite part of the Fitness Story Adventure?

2) Which [illegible] story was the most challenging?

3) How did you feel after at[illegible]

PREVIEW

Word Search

Find the words in the wordsearch.

Scene	Discussion
Narration	Learning
Student	Example
Actions	Food
Classroom	Activity
Healthy	Presentation

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

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Curriculum Connection
HAL.6.1

Role Play: Making Time for Exercise

Objective What are we learning about?

Students will act out real-life scenarios where they must decide how to include physical activity in their daily schedule. This activity helps them understand that small choi[illegible]s add up to a healthier lifestyle and encourages them to make time for exercise.

PREVIEW

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

- Scenario card[illegible] diff[illegible]s[illegible]ns
- A small space for g[illegible]-playi[illegible]
- Reflection worksheets



Instructions How will you complete the a[illegible]

1) Divide students into small groups of 3-4 peopl[illegible]ign e[illegible]roup a real-life scenario where they must decide how to fit exe[illegible]int[illegible]
2) Give groups 5 minutes to prepare a short role-play skit tha[illegible]nd[illegible]tuation where someone faces a choice about physical activity.
3) After the preparation time, each group performs their skit in front of the class.
4) Once all groups have performed, discuss how the choices made in each skit impact health and fitness over time.
5) Ask students to reflect on their own daily habits and identify ways they can fit more movement into their schedules.
6) Wrap up by brainstorming easy ways to include more exercise in everyday routines.

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Curriculum Connection
HAL.6.1

Scripts | Scenarios

Scenario	Description
Video Games vs. Wal	It's a beautiful afternoon, and you finally have an hour of free time after finishing your schoolwork. Your friends invite you to play a new video game, and you are excited to join them. However, a family member also asks if you'd like to go for a walk outside for fresh air and movement. You know exercise is good for you, but video games are fun. Do you stay inside or o for a walk? How can you balance both?
Stairs vs. Elevator	at the mall with your friends, and you all need to get se floor. Your friends immediately head to the vator 's the easiest option. However, you notice t next to it. You know that taking the sta eat w active, but you don't want to be the ont ki you convince your friends to join you or take the s does making this choice regularly impac health ?
Joining a Sports Team	Your school is holding s s fo orts teams. You are interested in joining, bu rvous use you don't have much experience, an ot s you'll be good at it. Your best friend encoura ou that sports are a great way to stay active a friends. Do you push past your fears and tr ut you decide it's not worth the risk? What are the ben and challenges of your choice?
Homework vs. Exercise	After school, you have a lot of homework to do, and you feel stressed about finishing it on time. You also know that sitting all day is unhealthy and that even a small amount of movement can help improve focus. You consider taking short breaks to stretch or do some quick physical activity, but you also worry about running out of time for homework. Do you schedule small movement breaks, or do you wait until all your work is done? How can exercise help with focus and energy?

PREVIEW

Name: _____ 26

Curriculum Connection
HAL.6.1

Scripts | Scenarios

Bike vs. Bus	Your school is not too far from home, and you have two options for getting there: riding your bike or taking the bus. Riding your bike would give you fresh air and exercise, but it takes a little more effort than sitting on the bus. The bus is convenient and allows you to relax, but it means missing out on extra movement in your day. Which option do you choose, and why? How could biking to school a few days a week impact your overall fitness?
Jog Before D	Your family is getting ready for dinner, and you have about 20 utes of free time before you eat. You could sit on the , watch TV, or scroll on your phone, or you could go for t i stretch to get some movement before your eal. W u choose? How does exercising before nne estion, energy, and overall health? What ways you fit in movement before meals?
Dancing vs. Sitting	You're r to your favourite music. A fun song comes on fee moving to the beat. You have two choices: y just s , or you can dance around for fun and get y ody Dancing might feel silly, but it's a great w e ac take the opportunity to move, or d at can small movements like dancing help fit?
Lunchtime Activity	During lunch, you have time to rela nd friends. Some of your classmates go out ick game of soccer, basketball, or tag, while othe the table talking. You have to decide: do you sit an k, or do you join the group outside to be active? How does making time for movement at lunch impact your energy levels for the rest of the school day?
TV vs. Yoga Before Bed	It's the end of the day, and you have 30 minutes before bedtime. You're deciding how to spend your last bit of free time. Watching TV or scrolling on your phone sounds relaxing, but you also know that stretching or doing light yoga can help your body wind down and improve your sleep. What do you choose, and why? How does your decision affect how you feel in the morning?

PREVIEW

Name: _____ 27

Curriculum Connection
HAL.6.1

Two Stars And A Wish

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

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





PREVIEW

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Name: _____ 28

Curriculum Connection
HAL.6.1

Rubric – Making Time for Exercise

Criteria	Needs Improvement (1 Point)	Satisfactory (2 Points)	Good (3 Points)	Excellent (4 Points)
Participation	Rarely participates, disengaged.	Participates but may need encouragement.	Participates most of the time, shows interest.	Actively participates, fully engaged in role-play.
Creati	Minimal ivity, lacks role-	Shows some creativity but lacks originality.	Shows creativity, uses some engaging ideas.	Highly creative, uses engaging scenarios and expressions.
Understanding of Topic	tle anding ercise	emonstrates a basic ding of ces.	Demonstrates a good understanding of exercise choices.	Demonstrates a strong understanding of how exercise fits into daily life.
Teamwork	Struggles work with the group, limited contribution.	Wo gro re to co ute.	rks well with members, ideas.	Works very well with group members, shares ideas equally.
Presentation & Expression	Mumbles or does not fully engage in performance.	Speaks clea but lacks enthusiasm.	ssion.	Confident, expressive, and clear in erformance.

PREVIEW

Teacher Comments

Mark

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

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How Can We Measure and Track Our Fitness Progress?

Why is Tracking Fitness Important?



Tracking fitness progress helps people understand how their bodies are improving. By measuring different aspects of fitness, individuals can adjust their workouts to meet th goals. It also keeps people motivated and allows th cognize their achievements over time.

PREVIEW

Ways ck Fitn ss

There are diff me fitness progress, depending on the type of exercise being done. Some most thods include:

- Step Counters – Devi edome fitness watches track the number of steps taken daily. The goa ost est 10,000 steps per day.
- Heart Rate Monitors – These devic are he before, during, and after exercise to see improvements in cardiovascul ess.
- Fitness Journals – Writing down workouts, ng e titions, and time spent, helps track progress over weeks or month
- Endurance Tests – Timed running or cycling tests help re i stamina and overall endurance.
- Strength Assessments – Keeping track of weights lifted and repetitio npleted helps measure muscle growth and strength gains.
- Flexibility Measurements – Stretch tests, such as touching toes or reaching for a set distance, help track flexibility improvements.

How to Use Progress Tracking for Better Fitness

Tracking progress helps people improve workouts and reach goals. If endurance is not improving, more cardio may be needed. If strength is not increasing, adding resistance exercises can help. Keeping records shows how small efforts lead to big improvements.

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Curriculum Connection
HAL 6.1

True or False

Is the statement true or false?

1) Step counters track the number of steps taken daily.	True	False
2) The goal for most people is 5,000 steps per day.	True	False
3) Heart rate monitors measure heartbeats during exercise.	True	False
4) Writing workouts in a journal helps track fitness progress.	True	False
5) Strength assessments track the amount of weight lifted.	True	False

Question

Answer the questions below.

1) Why [illegible] important?

2) What information can be rec[illegible]?

PREVIEW

Word Scramble

Unscramble the words from the word b[illegible]

WORD BANK			
EXERCISE	TRACKING	HABITS	DISCUSSION
HEALTH	SLEEP	GRAPH	ANALYZE
ENERGY	FOCUS	STUDENTS	PATTERNS

GKICNART		NRETPSTA	
SOUDISCISN		LPEES	
XIECERSE		YAZLNAE	

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Curriculum Connection
HAL 6.1

Exit Cards

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

Name: _____

Answer the following question?

1) What is an example of an endurance test?

2) How can tracking progress help set fitness goals?

Name: _____

Answer the following question?

1) What is an example of an endurance test?

2) How can tracking progress help set fitness goals?

Name: _____

Answer the following question?

1) What is an example of an endurance test?

2) How can tracking progress help set fitness goals?

Name: _____

Answer the following question?

1) What is an example of an endurance test?

2) How can tracking progress help set fitness goals?

PREVIEW

Name: _____ 32

Curriculum Connection
HAL.6.1

Role Play: Overcoming Fitness Barriers

Objective What are we learning about?

Students will identify common barriers to physical activity and practice problem-solving skills by acting out ways to overcome these challenges. This activity encourages students to think critically about how to stay active, even when faced with obstacles like lack of time, low energy, or motivation issues.

Materials What you need for the activity?

- Scenario cards
- A small space for students to perform their plays
- A worksheet with reflection questions



Instructions How will you complete the activity?

1) Divide students into small groups of 3-4 members.
2) Provide each group with a scenario card describing a barrier (e.g., too tired, no time, lack of equipment, boredom).
3) Give groups 5-10 minutes to discuss their scenario and come up with a short role-play demonstrating the problem and a solution.
4) Each group presents their role-play to the class, showing how someone might struggle with exercise and what they can do to overcome the barrier.
5) After each skit, discuss as a class: What was the challenge? What solutions were presented? How can we apply these solutions in real life?
6) Students reflect on the activity by answering questions about how they handle fitness challenges in their own lives.

PREVIEW

Scripts | Scenarios

Scenario	Description
Too Tired to Exe	Alex comes home from school feeling exhausted. They just want to lay on the couch and watch TV. Their friend invites them to play outside, but Alex says they're too tired. Instead of forcing them to do something intense, their friend suggests doing a short and fun activity, like dancing to a song or stretching. Alex realizes that a little movement actually helps them feel more energized!
Not Enough Time	Mia ha… y day ahead—she has school, homework, chor… …er with her family. She wants to exercise, b… …ets… … doesn't have enough time. Instead of s… …ove… …pletely, she finds creative ways to fit ac… …into … …takes a five-minute stretch break while s… … does … …s while brushing her teeth, and wa… …nstead … …r a ride to the store. She realizes that sma… …ts of … …ent can add up!
Lack of Motivation	Jordan knows that exercising … …tan… …hey just don't feel like it. They'd rather st… …th… watching videos. A friend suggests setti… being able to do 10 push-ups or running … …utes without stopping. Jordan decides to challeng… …emselves by tracking progress and rewarding small achievements, making movement more exciting!
No Sports Equipment	Sam wants to play basketball but doesn't have a hoop at home. Instead of giving up, Sam and their sibling come up with a fun alternative—they use a laundry basket as a hoop and practice shooting with a small ball. They realize that staying active doesn't require fancy equipment and that they can be creative with what they have!

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HAL.6.1

Scripts	Scenarios
Bad Weather	Emily and her friends planned to go outside for soccer, but suddenly it starts raining heavily. Instead of canceling their plans, they find indoor alternatives, like practicing footwork inside, doing yoga, or following an online workout video. They learn that weather doesn't have to stop them from staying active!
eling Embarras	Liam wants to join the track team, but they're afraid of being too slow. They worry that people will laugh at them. Their friend reminds them that everyone starts omewhere, and that improvement takes time. They eci to start training at their own pace, focusing on the nal best rather than comparing themselves to time, Liam grows more confident and
Exercise Feels Boring	Zo s ru ular workouts boring. They don't like t t exe s, so they never feel excited to . A frie trying something new, like Zumba, ro ding ctive video game. Zoe realizes that e e ca n they find the right activity!
Not Enough Space	Chris lives in a small apartme h r d very little space to move. They think t e because of this. Their friend suggests a workouts, like jumping jacks, yoga, and bo eight exercises. Chris also learns that even simple movements, like stretching or balancing, can help improve fitness!
Recovering from Injury	Olivia sprained her ankle and feels frustrated because she can't play soccer like she used to. She worries that she'll lose all her fitness progress. Instead of giving up, she talks to her coach, who helps her find low-impact activities like swimming and upper-body exercises. Olivia realizes that even while injured, she can still stay active in a safe way!

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HAL 6.1

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



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HAL6.1

Rubric – Overcoming Fitness Barriers

Criteria	Needs Improvement (1 Point)	Satisfactory (2 Points)	Good (3 Points)	Excellent (4 Points)
Participation	Rarely participates, needs reminders to stay engaged.	Participates but may need encouragement.	Participates most of the time, shows interest.	Actively participates, fully engaged in role-play.
Creativi	Minimal reativity, lacks fort in role-	Shows some creativity but lacks originality.	Uses creative ideas and engaging dialogue.	Highly creative, uses engaging and realistic scenarios.
Understanding of the Barrier	g o ness impa	Demonstrates a basic anding of riers.	Demonstrates a good understanding of fitness barriers and solutions.	Demonstrates a strong understanding of fitness barriers and how to overcome them.
Problem-Solving	Struggles to suggest solutions or ideas.	Pr solu m reali well-developed	Suggests a istic and well- t-out way ove the cha	Provides thoughtful, realistic, and well-explained solutions.
Presentation & Expression	Mumbles, lacks confidence, difficult to hear or understand.	Speaks clearly but lacks enthusiasm or expression.	nce, l expr an gestures.	Confident, pressive, and cl in e.

PREVIEW

Teacher Comments

_____

_____

_____

_____

Mark

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

_____

_____

_____

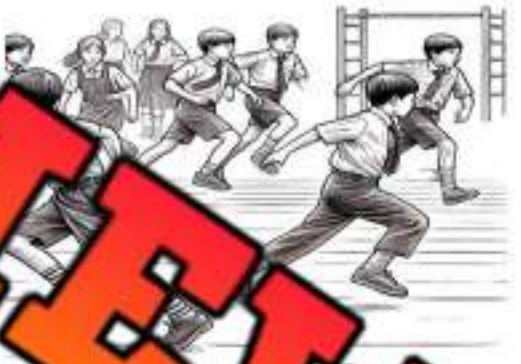
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Story - How Do School-Based Activities Keep Us Fit?

Ethan loved playing soccer at recess, but he never thought much about how it helped him stay fit. One day, his teacher, Mr. Patel, explained that schools play a big role in keeping students healthy. "Did you know that Canadian schools follow the Daily Physical Activity (DPA) requirement?" Mr. Patel asked. "This means students must get at least 20 minutes of physical activity every day."

Ethan w[illegible] knew gym class was important, but he didn't realize how much scho[illegible]ent. Mr. Patel continued, "Physical activity in school helps build stronger [illegible] improves heart health, and even helps you focus better in class. S[illegible]how t[illegible]s who exercise regularly perform better on tests and have more [illegible]."

During recess, Ethan and his fr[illegible] pla[illegible] which kept them moving. "Running, jum[illegible]nd climbing during recess count as physical activity "Mr. Patel told them. "Even playing basketball or skipping rope helps meet the DPA requirement."



After school, Ethan joined the soccer team. He learned that playing coordination, teamwork, and endurance. In Canada, many schools offer p[illegible]ns like cross-country running, volleyball, and track and field. These activities help students stay active and make new friends.

By the end of the week, Ethan started noticing a difference. He felt more energetic and could concentrate better in math class. "I didn't realize school had so many ways to keep us fit!" he said.

Mr. Patel smiled. "Remember, staying active isn't just about gym class. Recess, after-school sports, and even walking to school all help you stay healthy and keep moving!"

PREVIEW

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Curriculum Connection
HAL 6.2

True or False

Is the statement true or false?

1) Students must get at least 10 minutes of physical activity daily.	True	False
2) Recess activities like running and jumping count as exercise.	True	False
3) Physical activity helps students focus better in class.	True	False
4) Exercise has no effect on a student's energy levels.	True	False
5) Schools ly encourage fitness during gym class.	True	False

Questi

ver the questions below.

1) What does a hysic ivity (DPA) requirement mean?

2) What are two benefits of after-sc sports

PREVIEW

Cloze Test

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

Schools encourage students to stay _____ by following the Daily Physical Activity (DPA) requirement. This means students should get at least _____ minutes of exercise each day. Activities like running, jumping, and playing sports help improve _____ health and endurance. Regular exercise also helps students focus better in _____ and strengthens their _____ and bones.

20
Active
Class
Heart
Muscles

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Name: _____ 44

Curriculum Connection
HAL6.2

How Does Technology Help or Hinder Physical Activity?

How Technology Helps People Stay Active

Technology has made it easier for people to stay active. Many devices and apps help track movement and encourage exercise. Smartwatches count steps, monitor heart rate, and remind people to move. Fitness apps offer guided workouts, goal tracking, and reminders. Some apps, like Nike Training Club and MyFitnessPal, help people stay motivated.

Online [illegible] another way technology supports exercise. [illegible] like YouTube offer free fitness routines [illegible] skills. Virtual reality (VR) games, such as [illegible] Saber, encourage movement by making exercise fun.



PREVIEW

Ways Technology Can Reduce Physical Activity

Even though technology can help with fitness, it can also reduce physical activity. Many people spend **too much time** on screens. The average Canadian [illegible] spends **over 3 hours per day** on screens outside of school. This includes watching TV, playing video games, or using social media.

Too much screen time can cause:

- Less movement – Sitting for long periods reduces exercise.
- Poor posture – Looking at screens for hours can lead to back or neck pain.
- Less outdoor time – Kids may spend less time playing outside.

Finding the Right Balance

Balancing technology and exercise is important for staying healthy. The Canadian 24-Hour Movement Guidelines recommend kids get at least 60 minutes of physical activity each day. Setting screen time limits and using fitness technology wisely can help people stay active while still enjoying the benefits of technology.

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HAL6.2

True or False

Is the statement true or false?

1) Smartwatches can count steps and track heart rate.	True	False
2) Fitness apps make it harder for people to exercise.	True	False
3) Online workout videos help people stay active at home.	True	False
4) Too much screen time can reduce physical activity.	True	False
5) The average Canadian child spends 1 hour on screens daily.	True	False

Question

Answer the questions below.

1) Name two negative effects of too much screen time.

2) How does virtual reality (VR) encourage movement?

PREVIEW

Fill-in-the-Blanks

Fill-in-the-Blanks with the appropriate word.

1) Smartwatches can track _____, monitor heart rate, and remind people to move.
2) Too much screen time can lead to poor _____ and less physical activity.
3) The Canadian 24-Hour Movement Guidelines recommend at least _____ minutes of physical activity each day.
4) VR games like _____ encourage movement while using technology.
5) Setting _____ on screen time can help people stay more active.

Beat saber
Steps
Posture
60
Limits

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How Do Weather and Geography Affect Physical Activity?

The Impact of Cold Winters

Canada has long, cold winters, which can make it harder to exercise outdoors. In many places, snow and ice cover the ground for several months each year. The average winter temperature in cities like Toronto can be -5°C, while in Winnipeg, it can drop below -20°C. Cold weath increases the risk of frostbite and slippery conditions, making outdoor activities



Howe inter a s unique ways to stay active. Many C a joy s skiing, and snowshoeing durin cold ies maintain outdoor skating rinks, an schools iing trips to encourage winter spo er 2 Canadians participate in skiing or snow g each

Physical Activity in Warmer Climates

In Canada's warmer regions, like British Columbia's c mperatur milder, allowing for more outdoor activities year-round. Cities such anc average winter temperature of 4°C, making it easier to walk, bike, a the year. In these areas, hiking and cycling trails remain open, and people ca active outdoors even in winter.

How Geography Shapes Fitness Choices

The land itself also affects how people exercise. Some examples include:

- Mountainous areas – Skiing, hiking, and mountain biking are popular.
- Flat regions – Walking, running, and cycling are common activities.
- Coastal areas – People may swim, kayak, or surf.
- Northern regions – Snow sports are more common due to long winters.

PREVIEW

Name: _____ 47

Curriculum Connection
HAL.6.2

True or False

Is the statement true or false?

1) Canadian winters can make outdoor exercise more difficult.	True	False
2) Snow and ice are never a problem for physical activity.	True	False
3) The average winter temperature in Toronto is -20°C.	True	False
4) Skating and skiing are popular winter activities in Canada.	True	False
5) Living in the mountains makes biking and hiking easier.	True	False

Question

swer the questions below.

1) Name two ac pe e can do in winter.

2) How do slippery conditions impac or ex

PREVIEW

Matching

Draw a line from the terms to their corresponding iption.

Skating	A popular winter activity in Canada involving slopes
Vancouver	Provide more opportunities for swimming and kayaking
Flat regions	Best for walking, running, and cycling
Skiing	A sport often played on frozen ponds and rinks
Coastal areas	A city with milder winters, allowing year-round activity

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HAL.6.2

Exit Cards

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

Name: _____ Mark

Is the statement true or false?

1) Many schools offer skiing trips as a winter activity.	T / F
2) Slippery conditions in winter make running outdoors safer.	T / F
3) The land in a region affects how people stay active.	T / F
4) The land in a region affects how people stay active.	T / F

Name: _____ Mark

Is the statement true or false?

1) Many schools offer skiing trips as a winter activity.	T / F
2) Slippery conditions in winter make running outdoors safer.	T / F
3) The land in a region affects how people stay active.	T / F
4) The land in a region affects how people stay active.	T / F

Name: _____ Mark

Is the statement true or false?

1) Many schools offer skiing trips as a winter activity.	T / F
2) Slippery conditions in winter make running outdoors safer.	T / F
3) The land in a region affects how people stay active.	T / F
4) The land in a region affects how people stay active.	T / F

Name: _____ Mark

Is the statement true or false?

1) Many schools offer skiing trips as a winter activity.	T / F
2) Slippery conditions in winter make running outdoors safer.	T / F
3) The land in a region affects how people stay active.	T / F
4) The land in a region affects how people stay active.	T / F

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Curriculum Connection
HAL6.3

Healthy Eating Habits

Exploring Healthy Eating

Healthy eating is all about choosing the right types of foods in the right amounts. This helps our bodies grow strong and stay healthy. Let's learn about how a balanced diet and eating lots of fruits and vegetables can make a big difference in our health.



What's a Balanced Diet?

A balanced diet includes a variety of foods from different food groups:

- Grains: Like bread and pasta, provide energy.
- Proteins: Found in meat, beans, and nuts, they help build and repair the body.
- Dairy: Such as milk and cheese, are important for strong bones.
- Fruits and Vegetables: Loaded with vitamins, minerals, and fiber.



Eating foods from each group every day makes sure our bodies get what they need to function properly.

The Power of Fruits and Vegetables

Fruits and vegetables are super important because they have nutrients our bodies need to prevent diseases. Here's what they do:

- Prevent vitamin and mineral deficiencies: They are packed with vitamins like vitamin C and minerals like iron.
- Help fight diseases: Eating them can lower the risk of heart disease, stroke, and some types of cancers.
- Maintain healthy weight: They are low in calories but high in fiber, which helps us feel full without eating too much.

PREVIEW

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Curriculum Connection
HAL6.3

True or False

Is the statement true or false?

1) A balanced diet excludes fruits and vegetables.	True	False
2) Grains help build and repair the body.	True	False
3) Dairy products are not necessary for bones.	True	False
4) Eating vegetables prevents mineral deficiencies.	True	False
5) Eating [illegible]uch fruit is unhealthy.	True	False

Draw

[illegible]wing a balanced meal with examples from each food group.



PREVIEW

Question

How do fruits and vegetables prevent disease?

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HAL6.3

Macronutrients

What are Macronutrients?

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

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

- ❑ Carb found in foods like bread, rice, potatoes, fruits, and vegetables. T e our b rgy to do things like run, play, and think.
- ❑ Proteins a foods at, eggs, beans, and nuts. They help our bodies build and repair cle tissues.
- ❑ Fats are found in foods th er, They help our bodies absorb certain vitamins and keep our skin hea

PREVIEW



Macronutrients in a Peanut Butter Sandwich

A peanut butter sandwich has a balance of all three macronutrients: carbohydrates, proteins, and fats. Here is a breakdown of the macronutrients in a peanut butter sandwich:

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

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Curriculum Connection
HAL6.3

True or False

Is the statement true or false?

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

Maki[illegible]

Do you eat lots of each macronutrient? Explain.

Questions

Answer the questions below using evid[illegible]

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

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

PREVIEW

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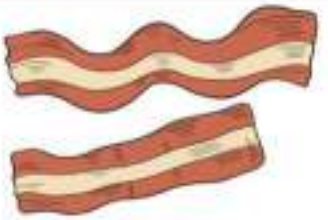
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HAL6.3

Macronutrients – Foods

Directions Circle the main macronutrient in the pictured food.



Carbohydrate	Fat	Protein



Carbohydrate	Fat	Protein



Carbohydrate	Fat	Protein



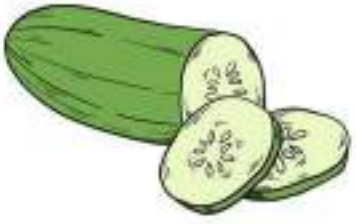
Carbohydrate	Fat	Protein



Carbohydrate	Fat	Protein



Carbohydrate	Fat	Protein



Carbohydrate	Fat	Protein



Carbohydrate	Fat	Protein

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Nutrients





Word Bank

Vitamins Fat Minerals Carbohydrates Iron C
Perform B Empty Protein Potassium Calcium

Fill in the Blanks

Use the word bank to fill in the blanks.

Micronutr the _____ and _____ our body

need ABs are made up of the 3 macronutrients: _____,

_____ and _____, but not all foods have

micronutrients. Fo at do ta vitamins and/or minerals are called

_____ calori t to g too many empty calories because

they do not help our body _____ prop Some examples of vitamins

are: vitamin _____ and vitamin _____. Common ex es o als are:

_____, _____, and _____

PREVIEW

Directions

Read the foods below and label them eith Vitam s,
Mineral (M) rich foods, or Empty Calo

Foods	V, M, E
Banana	
Steak	
Lollypop	
Oranges	

Foods	V, M, E
Donuts	
Whole Grain Cereal	
Chicken	
Fruit Juice	

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Curriculum Connection
HAL6.3

Fats

Fats

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

PREVIEW



Types [illegible]ts

Saturated Fats [illegible] in a[illegible]-based foods including meats, [illegible] and h[illegible] oil and coconut oil are also satu[illegible]at and a[illegible] in making pastries.









Unsaturated [illegible] a[illegible] [illegible]e oil, soybean oil, canola oil, co[illegible]us, flax[illegible]ish and avocadoes.

Healthy Fats

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

Less Healthy Fats

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

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Multiple Choice What kind of fat is this food?

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

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

Que three questions you have after reading the text.

1)	
2)	
3)	

Questions Answer the questions below using ev ro

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

_____

_____

_____

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

_____

_____

_____

PREVIEW

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Curriculum Connection
HAL6.3

Directions Circle the correct answer.



Saturated	Unsaturated



Saturated	Unsaturated



Saturated	Unsaturated



Saturated	Unsaturated



Saturated	Unsaturated



Saturated	Unsaturated



Saturated	Unsaturated



Saturated	Unsaturated



Saturated	Unsaturated

Soybeans



Saturated	Unsaturated

Peanut Butter



Saturated	Unsaturated



Saturated	Unsaturated

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HAL6.3

Carbohydrates

Carbohydrates

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



Types of [illegible]

There [illegible] different [illegible] carbohydrates including:

1) Simple C[illegible]: Th[illegible] found in sweets and candies and are quickly broken down [illegible] sugar [illegible]



2) Complex Carbohydra[illegible] are [illegible] foods like vegetables and grains. They take longer to [illegible] more energy, longer.

3) Fiber: This type of carbohydrate is found in f[illegible] veg[illegible], and whole grains. It helps keep your digestive system healthy. [illegible] no[illegible] [illegible] to get energy.

Problems with Eating Too Many Simple Carbohydrates

Eating too many simple carbohydrates can lead to several health [illegible]ng:

1) Blood sugar spikes: Simple carbohydrates are quickly conver[illegible] t[illegible], causing spikes in blood sugar levels which can be harmful for those with dia[illegible]etes.



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

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

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

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HAL6.3

True or False Is the statement true or false?

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

M[illegible] Con[illegible]ns [illegible]od we eat is fuel for our bodies. Explain a time when you [illegible]ething that made you feel tired, hyper, or sick.

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

1) What are 3 types of carbohydrates? Give examples of each.

2) What are the health problems that can happen from eating too many sweets?

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Curriculum Connection
HAL6.3

Protein

Protein

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



Which foods have protein?

Healthier sources of protein include:

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



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

PREVIEW

Not All Protein Is Good For You

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



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

Name: _____ 61

Curriculum Connection
HAL6.3

True or False

Is the statement true or false?

1) Protein is the macronutrient that is like a building block in our bodies.	True	False
2) All protein is healthy for us.	True	False
3) Beans are a protein.	True	False
4) Protein helps improve our vision.	True	False
5) Protein makes our bones strong.	True	False

Making Connections

ome healthy protein and some unhealthy protein you eat.

Questions

Answer the questions below using evide fr

1) What does protein do in our body?

2) What makes some protein unhealthy?

PREVIEW

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Curriculum Connection
HAL6.3

Newspaper Article: Nutrition and the Digestive System

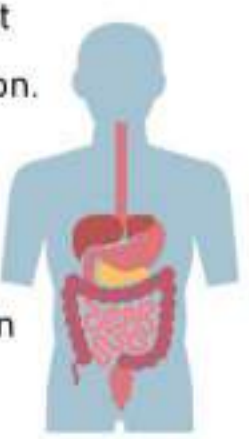
Eating Right: How Your Food Affects Your Digestion

Publish Date: May 14, 2024

Have you ever wondered why your stomach rumbles after you eat or why some foods make you feel better than others? It all comes down to nutrition and how it affects your digestive system.

Dr. Lisa Nguyen, a gastroenterologist, explains that the digestive system is like a powerful machine that breaks down the food we eat into nutrients. "Different foods impact our digestion in various ways," says Dr. Nguyen. "For example, fiber-rich foods like fruits, vegetables, and whole grains help keep everything moving smoothly in your intestines and prevent constipation."

On the other hand, eating a lot of fatty foods can slow down your digestion, making you feel overly full and sluggish. Foods high in sugar can also cause quick, uneven spikes in your energy levels, which might make you feel tired later on.



Johnny, a fifth-grader, noticed a change when he adjusted his diet. "When I started eating more vegetables and less junk food, I felt less bloated and had more energy throughout the day," he shares.

Nutritionists suggest that eating a balanced diet helps keep the digestive system work its best. This includes various foods from each food group, helps prevent stomach aches and keeps you feeling great all day.

Remember, what you put in your body affects how you feel today and helps you stay healthy in the future. So next time you're choosing a snack, think about how it might affect your digestion!

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Curriculum Connection
HAL.6.3

True or False

Is the statement true or false?

1) Fiber-rich foods cause constipation.	True	False
2) Fatty foods can slow digestion.	True	False
3) Sugar boosts energy levels long-term.	True	False
4) A balanced diet prevents stomach aches.	True	False
5) Vegeta[illegible]an increase bloating.	True	False

Draw

[illegible] slow digestion and foods that promote smooth digestion.

SLOW DIGESTION	SMOOTH DIGES[illegible]

PREVIEW

Question

Why should you consider how food affects your digestion?

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HAL6.3

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 Fat[illegible] Fats

Goo[illegible]

- Unsaturated [illegible] a[illegible] found in foods like fish, nuts, and olive oil. Eating these helps [illegible] bad [illegible]ol levels and reduce inflammation.
- Omega-3 Fatty A[illegible] [illegible]salmon and trout, they help prevent clots in the blood and p[illegible]e [illegible] damage.

Bad Fats:

- Saturated Fats: Common in butter, chees[illegible] red [illegible] much can raise your bad cholesterol and risk of heart diseas[illegible]
- Trans Fats: Often found in processed foods and ba[illegible]ds, [illegible]re the worst type of fats for your heart because they increase bad chole[illegible] good cholesterol.

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.

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True or False

Is the statement 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

Questio

nswer the questions below.

1) Desc e the t f fat – good types and bad types.

2) What foods can we eat for a healt

PREVIEW

Visualizing

Draw what you were picturing while you were readin ure.

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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 list of quiz questions and answers
- Buzzer or bell for each team (optional)
- Scoreboard to track points
- Prizes for the winning team (optional)



Instructions

How will you complete the activity?

1. Divide the class into small teams.
2. Prepare a list of questions that address how dietary choices can affect heart health, including the roles of omega-3 fatty acids, trans fats, and cholesterol.
3. Conduct the quiz in a round-robin format, allowing each team to answer.
4. Teams buzz in to answer. If a team answers incorrectly, the question is passed 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.

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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) Eati[illegible] and cheese can inc[illegible] your ri[illegible]t?	A) Better Eyesight B) Lower Cholesterol **C) Heart Disease**
4) Which grain is [illegible] r he[illegible]	A) White Bread **B) Whole Grain Bread** C) Sweet Bread
5) What should you add to yo[illegible] t[illegible] improve heart health?	[illegible]ore Sugar [illegible] **Nuts and Seeds** C) M[illegible]ft drinks
6) Which fruit is known to be good for the heart?	[illegible]ocad[illegible] B) [illegible]ne C) Cr[illegible]
7) Which type of fat should you eat less of to keep your heart healthy?	A) Monounsaturat[illegible] B) Polyunsaturat[illegible] **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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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)	Fruit juice is a better option for heart health than eating whole fruits.	True	**False**
4)	Saturated fats are found in animal products and can increase the risk of heart disease.	**True**	False
5)	Plant-based oils like olive oil can help lower bad cholesterol levels.	**True**	False
6)	Regular consumption of red meat has no impact on cardiovascular health.	True	**False**
7)	Switching from full-fat dairy products to low-fat versions can benefit heart health.	**True**	False
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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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 • ease appetite • mune system
3)	Wh u t whole grains for heart health?
Possible Answers	• • P • Enhan
4)	What are the be s of ated fat intake?
Possible Answers	• Lower risk of heart se • Increase energy levels • Enhance muscle growth
5)	What role do vegetables play in mai healt t?
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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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 with names of nutrients
- Index cards or printouts of food sources
- Markers or pens



Instructions

How will you complete the activity?

1) Organize students into pairs or small groups to encourage collaboration and discussion.
2) Give each group a mixed set of nutrient cards and food sources.
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.

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

Milk	Mackerel	Kale	Salmon	Tofu
Eggs	Fortified Milk	Lentils	Turkey	Nuts
Fish	Chicken	Pumpkin Seeds	Dark Chocolate	Yogurt
For...	...Whole ...ns	Cheese	Beans	Avocado
Spinach	...roon	Chicken Breast	Bananas	Orange Juice
Fish	Bro...	...e	Black Beans	Milk
Beans	Eggs	...ts	...g Yolks	Dairy Products
Almonds	Greek Yogurt	Tuna	...ns	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.

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

Nutrients				
Calcium	**Vitamin D**	**Protein**	**Magnesium**	**Phosphorus**

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Newspaper Article: Nutrition for Health Conditions

Special Diets for Special Needs

Publish Date: May 16, 2024

Eating he is important for everyon ple with certain heal etes or food allergies, wha a big difference in ho feel. one's diet can help m conditions effectively.

Dr. Susan Lee, a dietitian at Toronto General Hospital, explains, "For individuals with diabetes, managing blood sugar levels is crucial. This can be achieved by eating balanced meals that include a variety of nutrients but are low in added sugars and high in fiber. Foods like vegetables, whole grains, and lean proteins are staples."

A common statistic that Dr. Lee shares is that "over 3 million Canadians have diabetes, and careful diet management can help over 90% of them maintain healthier sugar levels."



The importance of adapting meals is also crucial for those with food allergies. For example, someone allergic to peanuts must avoid not just peanuts but also any food that might contain traces of peanuts. This ires careful label reading and, finding alternative sources for mmonly found in the hey

12-year a, allergic to dairy, shared to check everything I ure it doesn't have milk. Instead, I drink almond milk, which has calcium just like cow's milk."

These changes to diet, guided by healthcare professionals, play a key role in managing health conditions effectively.

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Questions

Answer the questions below.

1) Why is managing blood sugar levels important for individuals with diabetes?

2) What t[illegible]oods does Dr. Lee recommend for managing diabetes?

PREVIEW

Visualizing

Draw what y[illegible]ictur[illegible]you were reading. Explain the picture.

True or False

Is the statement true or false?

1) Adjusting diet helps manage health conditions.	True	False
2) Balanced meals include high sugar foods.	True	False
3) Almond milk has calcium like cow's milk.	True	False
4) Reading labels is crucial for food allergies.	True	False
5) Special diets help people feel better.	True	False

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Micronutrients

What are Micronutrients?

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



- ❑ Vitami[illegible]s with healthy vision and immune function
- ❑ Vi[illegible] energy production and brain function
- ❑ Vi[illegible]C: Hel[illegible]n health and wound healing
- ❑ Vitamin D[illegible]bone[illegible] and immune function
- ❑ Vitamin E: is a[illegible]oxida[illegible]ects your cells from getting a disease.
- ❑ Vitamin K: Helps wit[illegible]tting[illegible]e health
- ❑ Iron: Helps with red blood [illegible]proc[illegible]gen transport
- ❑ Calcium: Helps with bone health a[illegible]cle fu[illegible]
- ❑ Zinc: Helps with immune function and woun[illegible]ng



Sample Meals – High in Micronutrients

A great example of a meal that provides a lot of differen[illegible]nut[illegible]s[illegible]ourful salad made with leafy greens, fruits and vegetables. For example[illegible]a salad with:

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



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

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Memory Game: Vitamin and Mineral Match

Objective

What are we learning about?

To reinforce understanding of vitamins, minerals, their health benefits, and the foods that are rich in them.

Materials

What will you need for the activity?

- Memory g[illegible]ro[illegible]d) with the terms on one set and [illegible]efiniti[illegible]ther set.
- A flat surface like a t[illegible]e fl[illegible]out the cards.



PREVIEW

Instructions

How will you complete the [illegible]?

1) Divide the class into groups of 3 or 4. Give each g[illegible]set, [illegible]emor[illegible] Game cards. (Provided)
2) Have each group lay all the cards face down in a grid on a [illegible]te[illegible]floor.
3) The students take turns flipping over two cards at a time, trying t[illegible]find the vitamins/minerals and its benefit.
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, gather the students and discuss what they learned about each vitamin and mineral.

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Cards List of vitamins and minerals and its health benefits and food sources.

Vitamins/Minerals	Health Benefits/Food Source
Vitamin A	Good for vision (Carrots, sweet potatoes, spinach)
Vitamin B1 (Thiamin)	Helps convert food into energy (Whole grains, pork, beans)
Vitamin B2 (Riboflavin)	for growth and cells nds)
Vitamin B3 (Niacin)	Supports metabolism (Chicken, tuna, mushrooms)
Vitamin B6	Important for brain health (Bananas, chickpeas, potatoes)

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Cards List of vitamins and minerals and its health benefits and food sources.

Vitamins/Minerals	Health Benefits/Food Source
Vitamin B12	Important for nerve function (Fish, meat, dairy products)
C	Boosts immune system (Oranges, strawberries, bell peppers)
Vitamin D	orb calcium ified milk,
Vitamin E	Acts as an anti ant (Nuts, seeds, spinach)
Vitamin K	Essential for blood clotting (Kale, broccoli, Brussels sprouts)

PREVIEW

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Cards List of vitamins and minerals and its health benefits and food sources.

Vitamins/Minerals	Health Benefits/Food Source
Calcium	Builds strong bones and teeth (Milk, cheese, yogurt)
	Important for red blood cell production (Red meat, spinach, lentils)
Magnesium	…uscle and nerve …ds, spinach, …
Phosphorus	Helps build stro…nes and teeth (Meat, dairy, nuts)
Potassium	Regulates fluid balance (Bananas, potatoes, tomatoes)

PREVIEW

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Cards List of vitamins and minerals and its health benefits and food sources.

Vitamins/Minerals	Health Benefits/Food Source
Zinc	Helps with wound healing (Beef, pumpkin seeds, chickpeas)
[illegible]m	Acts as an antioxidant (Brazil nuts, fish, eggs)
Copper	[illegible] absorption ([illegible] seeds)
Manganese	Involved in bone f[illegible]ion and metabo[illegible] (Whole grains, nuts, leafy vegetables)
Iodine	Essential for thyroid function (Iodized salt, seafood, dairy)

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Reading Nutritional Labels

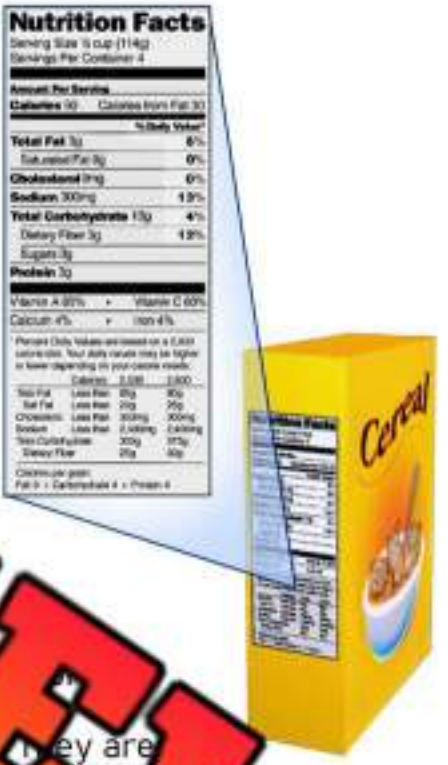
When we pick up a snack or something to eat, it has a label on it. This label is like a secret code to healthy eating! Let's learn how to be a detective and crack this code.

What's on the Label?

Every food label has important information.

Here's what to look for:

1) Serving Size: This number tells us how much is just right to eat.
2) Calories: These are like energy units for our body. Not too many, not too few, enough to help us playing and learning.
3) Nutrients to Get More of: These are the good nutrients our body needs. Look for Vitamin D, Calcium, and Potassium.
4) Nutrients to Get Less of: We should have less of these. They are Saturated Fat, Trans Fat, Sodium (that's another word for salt).



PREVIEW

Why It Matters

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

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

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Food Comparisons

Lowfat Vanilla Yogurt

Nutrition Facts

Serving Size (150g)
Servings Per Container 1

Amount Per Serving

Calories 130 Calories from Fat 20

	% Daily Value*
Total Fa	**3%**
Sat	**8%**
Cho ol 10mg	**3%**
Sodium 90mg	**4%**
Total Carboh	
Dietary Fiber 0g	
Sugars 22g	
Protein 7g	**14%**

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

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%**

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

PREVIEW

1) Describe the pros and cons of both foods b

Food	Pros	
Low-fat Yogurt		
Whole Milk Yogurt		

2) Which would you choose? Why?

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Nutritional 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 the cholesterol level of Honey Nut Cheerios?	
3) How many calories in a serving of Maola Whole Milk?	
4) Which food contains the most dietary fibre?	
5) What is the protein content in Ruffles?	
6) How much sugar is in a serving of Corn Flakes?	
7) What is the serving size for Maola Whole 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?	

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Honey Nut Cheerios

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

Amount Per Serving	Honey Nut Cheerios	with ½ cup skim milk
Calories	110	150
Calories from Fat	15	15
	% Daily Value**	
Total Fat 1.5g*	2%	2%
Saturated Fat 0g	0%	0%
Trans Fat 0g		
Polyunsaturated Fat 0g		
Monounsaturated Fat 0.5g		
Cholesterol 0mg	0%	0%
Sodium 140mg	6%	8%
Potassium 105mg	3%	8%
Total Carbohydrate 22g	7%	9%
Dietary Fiber 2g	8%	8%
Soluble Fiber less than 1g		
Sugars 9g		
Other Carbohydrate 11g		
Protein 2g		

Ingredients: Whole Grain Oats (includes the oat bran), Sugar, Modified Corn Starch, Honey, Brown Sugar Syrup, Salt, Tripotassium Phosphate, Canola and/or Rice Bran Oil, Natural Almond Flavor. Vitamin E (mixed tocopherols) Added to Preserve Freshness.

Vitamins and Minerals: Calcium Carbonate, Zinc and Iron (mineral nutrients), Vitamin C (sodium ascorbate), A B Vitamin (niacinamide), Vitamin B_6 (pyridoxine hydrochloride), Vitamin B_2 (riboflavin), Vitamin B_1 (thiamin mononitrate), Vitamin A (palmitate), A B Vitamin (folic acid), Vitamin B_{12}, Vitamin D_3.

CONTAINS ALMOND; MAY CONTAIN WHEAT 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 125mg	**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 90mcg 10%	

*...Daily Value (DV) tells you how much a nutrient in a serving ...ributes to a daily diet. 2,000 calories a day is used for ge... advice.

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	**6%**
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 B_6 8%
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





Fla...

Nutrition Facts
1 serving per container
Serving size
1 Container (60g)
Calories per serving 220

Amount/serving	% D...
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 300mg	13%
Dieta...	5%
Total S...s 21g	
Incl. 21g Added Sugars	42%
Protein 3g	

Vit. D 3mcg 15% • Calcium 0mg 0% • Iron 11mg 60% • Potas. 60mg 0%
Thiamin 30% • Riboflavin 30% • Niacin 30% • Vitamin B_6 30%
Folate 180mcg DFE 45% (110mcg folic acid) • Vitamin B_{12} 30%

...% Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

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

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Newspaper Article: Healthy Snacking

Smart Snacking: A Key to Healthy Eating

Publish Date: May 18, 2024

Choosing [illegible]ht snacks can be just as impor[illegible] meals when it come[illegible]taying [illegible]xperts say that snacks s[illegible]st b[illegible] but also nutritious, pr[illegible]g e[illegible] important nutrients.

Nutritionist Dr. Emily White from the Calgary Health Institute explains, "Healthy snacks like fruits, nuts, and yogurt provide vitamins, minerals, and good fats. These snacks can help keep energy levels stable throughout the day, unlike sugary snacks that might give a quick energy boost but lead to a crash later."

A good example is an apple versus a bag of chips. An apple contains about 4 grams of dietary fiber and essential vitamins, while a standard bag of chips is high in salt and saturated fats, offering little nutritional benefit.

10-year-old Sarah, a student at Maplewood Elementary, shared her experience: "My mom packs me a small box of almonds and raisins for school. It tastes good and I don't feel sleepy in the afternoon like some of my friends do after eating candy."

[illegible]ics show that children who eat high-[illegible]acks like fruits and veg[illegible]es t[illegible] have better overall d[illegible]nd l[illegible]e[illegible]lts. Dr. White advises[illegible]r sna[illegible]at have natural ingre[illegible]nts [illegible] added sugars and s[illegible] food labels can help make be[illegible] choices."

Choosing healthy snacks can make a big difference in how you feel and perform in school and sports.





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True or False

Is the statement true or false?

1) Choosing healthy snacks is as important as meals.	True	False
2) Fruits, nuts, and yogurt provide good fats.	True	False
3) Sugary snacks keep energy levels stable all day.	True	False
4) Chips are high in vitamins and minerals.	True	False
5) Readin labels helps you make better choices.	True	False

PREVIEW

Maki nectio

What healthy and unhealthy snacks do you eat?

Questions

Answer the questions below using evide fr

1) Which nutritional facts can help you decide if a food is healthy?

2) Why is snacking on healthy foods important?

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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.

PREVIEW

Nutrients and how much we need each day			
	Blueberry muffin	Whole wheat bagel with peanut butter	Granola bar
Fibre 15 – 20 g	2 g	4 g	3 g
Fat 66 g	15 g	5 g	5 g
Carbohydrates 130 g	50 g	45 g	35 g
Sugar 30g	39g	8g	12g
Calories 2000	400	300	250
Sodium 1800 mg	350 mg	500 mg	150 mg
Protein 34 g	5 g	10 g	4 g
Calcium 1300 mg	30 mg	60 mg	20 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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Show and Tell – Healthy Snacks

Objective

What are we learning about?

Students will understand the importance of choosing healthy snacks and how they can fit into a balanced diet. They will compare the nutritional value of common snacks.

Material

What will you need for the activity?

- Va[illegible] healt[illegible] mmon snack options (e.g., fruits, veg[illegible]s, [illegible]w).
- Nutrition lab[illegible] nfor[illegible]ls for each snack.
- Presentation space.



Instructions

How will you comp[illegible]he acti[illegible]

1) Assign the project a week before the pres[illegible]tio[illegible]g[illegible]p[illegible]dents time to gather their items and prepare.
2) Ask each student to select two snacks they commo[illegible]at a[illegible]er alternatives.
3) Have each student write down the list of items they have chose[illegible]a brief explanation for why each snack is chosen.
4) Have each student write down the nutritional information of both the common snacks and its healthier alternatives. Include calories, sugars, fats, vitamins, and minerals.
5) Allow each student to present their snack comparisons to the class, explaining the nutritional differences and why the healthier option is better for a balanced diet.
6) Encourage classmates to ask questions after each presentation to engage with the material and think critically about snack choices and nutrition.

PREVIEW

Name: _____ 109

Curriculum Connection
HAL 6.3

Items	Healthy snacks

Apple slices	Carrot sticks	Yogurt with berries
Hummus with veggies	Cheese cubes	Whole grain crackers
Almonds	Popcorn (air-popped)	Celery sticks with peanut butter
Greek yogurt	Banana	Grapes
Cher matoes	Sliced cucumbers	Hard-boiled eggs
	Orange slices	Edamame
es	Pear slices	String cheese
Apple h pea	ttage cheese with fruit	Bell pepper strips
Baby car	ix (nuts and dried uit)	Avocado toast
Blueberries	Whol oast	Sunflower seeds
Pineapple chunks		Kiwi slices
Oatmeal	auce (no ded suc	ini whole wheat bagels
Mango slices	Radish	ccoli florets
Watermelon cubes	Zucchini sticks	Slice wberries
Cantaloupe	Plums	
Pomegranate seeds	Blackberries	
Chia pudding	Whole wheat pita bread	Fr gs
Cottage cheese with chives	Red bell pepper sticks	Turkey slices
Snap peas	Snow peas	Low-fat milk
Boiled edamame	Whole wheat tortilla	Pumpkin seeds
Cottage cheese	Apricots	Guacamole with veggies
Sliced peaches	Sliced nectarines	Mixed berry salad
Tzatziki with veggies	Salsa with veggies	Cranberries
Pear with cheese	Cucumber with hummus	Avocado slices

PREVIEW

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Name: _____ 110

Curriculum Connection
HAL 6.3

Reflection | Answer the questions below.

1) What healthy snacks did you bring to the class?

2) Why do you think it's important to include a variety of healthy snacks in your diet?

3) Can you think of a time when you chose a healthy snack over an unhealthy one? What influenced your decision?

4) How can making healthier snack choices impact your daily activities, such as school, sports, and play?

PREVIEW

Name: _____ 111

Curriculum Connection
HAL6.3

Effects of Sugar on Health

Sugar and Your Body

Sugar can be found in many foods and drinks, including sodas, candies, and even some breads. When we eat sugar, it gives us a quick burst of energy by raising our blood sugar levels. However, this is followed by a drop in energy, which can make you feel t sluggish.



Heal

Eating t much have several negative effects on your health:

- Dental Health r is of tooth decay. When sugar sits on your teeth, it feeds bacte oduc which harms tooth enamel and can lead to cavities.
- Obesity: Consuming too much su contr weight gain. Sugary foods and drinks are high in calories but don't m ou fe ading you to eat more.
- Energy Levels: Although sugar can give an initial oos followed by a crash, leaving you more tired than before.

PREVIEW

Healthier Alternatives

Instead of reaching for sugary snacks, try these healthier options:



- Fresh fruits or natural fruit smoothies without added sugars.
- Yogurt with a bit of honey or fresh berries.
- Nuts and seeds, which provide energy and nutrients without the sugar crash.

By choosing these alternatives, you can avoid the negative effects of sugar while still enjoying delicious and satisfying snacks.

Name: _____ 112

Curriculum Connection
HAL.6.3

True or False

Is the statement true or false?

1) Eating sugar always keeps energy levels high.	True	False
2) Too much sugar can lead to weight gain.	True	False
3) Sugary foods make you feel full for a long time.	True	False
4) Fruits and smoothies without added sugars are healthier.	True	False
5) Fresh f[illegible]s have added sugars.	True	False

Draw

[illegible]healthier alternatives to sugary snacks.

Questions

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

1) Explain the impact of sugar on dental health.

2) What can happen if sugar is consumed excessively over time?

PREVIEW

Name: _____ 113

Curriculum Connection
HAL6.3

Fact or Fiction – Effects of Sugar on Health

Objective

What are we learning about?

To help students learn about the effects of sugar on their health and how to make better decisions in regard to their diet.

Materials

What will you need for the activity?

- [illegible]out the effects of sugar on hea
- A 'Fact' si[illegible]ictio[illegible] distinguish the two sides of t[illegible]m
- Designated areas in [illegible]room[illegible] the 'Fact' and 'Fiction' signs[illegible]ng [illegible] students to move to either side



Instructions

How will you complete the [illegible]?

1) Your teacher will read statements. Pay close a[illegible] ea[illegible]tement is shared.
2) Consider carefully whether you think the statement is true [illegible]fa
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

Name: _____ 114

Curriculum Connection
HAL6.3

Fact or Fiction | Read the statements to the class

#	Statement	Fact or Fiction
1	Eating too much sugar can cause cavities in your teeth.	Fact
2	Sugar provides essential vitamins and minerals.	Fiction
3	Drin[illegible]ugary drinks can lead to weight gain.	Fact
4	N[illegible] fruits are just as harmful as added sugars.	Fiction
5	[illegible]aming[illegible] sugar can make you feel tired later.	Fact
6	Sugar-f[illegible]are al[illegible]althier.	Fiction
7	Sugary snacks [illegible]ergy boost.	Fact
8	Eating sugar before b[illegible]s y[illegible]er.	Fiction
9	High sugar intake can increase[illegible]k of o[illegible]	Fact
10	All carbohydrates are the same as sug[illegible]	Fiction
11	Too much sugar can negatively affect your [illegible]	Fact
12	Sugary drinks are a good source of hydration.	[illegible]tion
13	It's important to limit added sugars in your diet.	Fact
14	Sugar causes diabetes directly.	Fiction
15	Eating a lot of sugar can weaken your immune system.	Fact
16	Sugar is the only source of energy for our bodies.	Fiction
17	Sugar can cause a quick spike and then a drop in energy levels.	Fact
18	Fresh fruits are a healthier alternative to sugary snacks.	Fact
19	All types of sugar have the same effects on the body.	Fiction
20	Eating sugar makes you smarter.	Fiction

PREVIEW

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Curriculum Connection
HAL6.4

Story - How Does Sleep Affect Health and Performance?

Liam used to love playing soccer, but lately, he had been feeling slow on the field. He struggled to keep up with his teammates and had trouble focusing in class. His teacher, Ms. Patel, noticed and asked, "Liam, how many hours of sleep are you getting?"

Liam shrugged. "I stay up late watching videos and playing games. Maybe five or six hours."

Ms. P[illegible]d. "D[illegible]now that kids your age need at least 9 to 11 hours of sleep each night?" she [illegible]f s[illegible]n can cause mood swings, poor concentration, and even a weaker i[illegible]ystem.



That night, Liam decided t[illegible]rese[illegible]
He learned that sleep is when th[illegible]ody
muscles and strengthens memory. Witl[illegible]ough
rest, people are more likely to get sick. Studies
show that students who sleep less than eight hou
a night perform worse on tests than those who get
enough rest.

Liam decided to make some changes. He set a bedtime of 9:30 PM and st[illegible]d using screens one hour before bed to help his brain relax. Within a week, he felt more awake in class. His coach even noticed a difference in soccer practice.

After a month, Liam's grades improved, and he had more energy. He realized that sleep wasn't just a waste of time—it was the secret to doing his best.

When Ms. Patel asked how he was feeling, Liam grinned. "Better than ever!" he said. "Sleep really does make a difference."

PREVIEW

Name: _____ 123

Curriculum Connection
HAL.6.4

True or False

Is the statement true or false?

1) Kids need at least 9 to 11 hours of sleep.	True	False
2) Lack of sleep can cause mood swings.	True	False
3) Sleeping less helps students perform better on tests.	True	False
4) The body repairs muscles while sleeping.	True	False
5) The brain does not need rest to function well.	True	False

Question

Answer the questions below.

1) Name two things that happen in the body during sleep.

2) What are two negative effects of not getting enough?

Order the Events

The events below are out of order. Write which came first (1) to which came last (6).

	Liam felt tired and struggled in soccer and school.
	After a month, Liam's grades and energy improved.
	Ms. Patel asked Liam about his sleep habits.
	Liam felt more awake and played better in soccer.
	He set a bedtime and stopped using screens before bed.
	Liam learned that kids need 9 to 11 hours of sleep.

PREVIEW

Name: _____ 132

Curriculum Connection
HAL 6.4

What Are the Risks of Too Much Sugar in Our Diet?

Health Problems Caused by Too Much Sugar

Eating too much sugar can lead to serious health problems. One of the biggest risks is weight gain. When the body takes in more sugar than it needs, the extra sugar gets stored as fat. Studies show that people who consume high amounts of sugar are more likely to develop ob ity.



Another pe 2 diabetes. This dise pens w ody has trouble using sugar pr ada out 1 in 3 people has diab rediab igh sugar intake increase e

Sugar also harms dental health. cter d on sugar, creating acids that cause tooth decay and cavities. This is entists brushing after eating sugary foods.

Hidden Sugars in Processed Foods

Many foods contain hidden sugars, making it easy to eat too n w Even foods that don't seem sweet can have added sugar. Some exa

- Flavoured yogurt – Can have up to 6 teaspoons of sugar per serving.
- Ketchup – Contains about 1 teaspoon of sugar per tablespoon.
- Granola bars – Some brands have as much sugar as a candy bar.
- Fruit juices – A single glass can have as much sugar as soda.

Making Healthier Choices

Cutting back on sugary drinks and snacks is one of the best ways to stay healthy. Water, milk, and unsweetened drinks are better choices than soda or juice. Reading food labels helps people avoid hidden sugars and make better choices for long-term health.

PREVIEW

Name: _____ 133

Curriculum Connection
HAL.6.4

True or False

Is the statement true or false?

1) Too much sugar can lead to weight gain.	True	False
2) Sugar is stored in the body as fat.	True	False
3) Eating a lot of sugar lowers the risk of diabetes.	True	False
4) Type 2 diabetes is linked to high sugar intake.	True	False
5) One in three Canadians has diabetes or prediabetes.	True	False

Question

wer the questions below.

1) What are two effects of eating too much sugar?

2) What disease is linked to high sugar intake?

PREVIEW

Visualizing

Draw what you were picturing while reading and drawing.

Name: _____ 134

Curriculum Connection
HAL6.4

How Do Smoking and Vaping Affect Health?

Harmful Chemicals in Smoking and Vaping

Smoking and vaping can seriously harm the body. Cigarettes contain over 7,000 chemicals, and at least 70 of them cause cancer. The main chemical in cigarettes is nicotine, which is highly addictive. Nicotine affects the brain and makes it harder to focus or learn. It also increases blood pressure and heart rate, which can lead to heart disease over time.

Vaping is often seen as safer than smoking, but it still has dangers. Vaping liquids contain nicotine and harmful chemicals. Studies have found that 30% of young people who vape have never smoked before. This means many are starting vaping without knowing the risks. Vape aerosol can contain tiny metals like lead and nickel, which can harm the lungs.



Health Problems Caused by Smoking and Vaping

Both smoking and vaping damage the body in different ways. Some of the most serious effects include:

- Lung damage – Smoking and vaping harm the lungs, making it harder to breathe.
- Heart problems – Nicotine raises heart rate and increases the risk of heart disease.
- Addiction – Many people struggle to quit because of nicotine dependence.
- Weakened immune system – Smoking makes it harder for the body to fight infections.

Why Many Young People Start Vaping

Many young people start vaping because they believe it is safe. Flavoured vape liquids, like fruit and candy flavours, make vaping seem harmless. However, research shows that people who vape are four times more likely to start smoking cigarettes later. Some vape pods contain as much nicotine as 20 cigarettes, making them highly addictive.

PREVIEW

Name: _____ 135

Curriculum Connection
HAL.6.4

True or False

Is the statement true or false?

1) Cigarettes contain over 7,000 chemicals.	True	False
2) At least 70 chemicals in cigarettes cause cancer.	True	False
3) Smoking and vaping can harm the lungs.	True	False
4) Nicotine can make it harder to focus and learn.	True	False
5) Vaping is completely safe for young people.	True	False

Question

Answer the questions below.

1) Name two ways smoking affects the lungs.

2) What is the main addictive chemical in cigarettes and vapes?

PREVIEW

Word Search

Find the words in the wordsearch.

Health	Liquids
Smoking	Nicotine
Cigarettes	Vape
Cancer	Lung
Addictive	Addiction
Harmful	Infection

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

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HAL6.4

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) Vapi[illegible] contains harmf[illegible]	T / F
2) I[illegible]mune [illegible] stronger wi[illegible]	T / F
3) Smoking mak[illegible] the body to fight infe[illegible]	T / F
4) Blood pressure is lowered by nicotine.	T / F

Name: _____ Mark

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

1) Vaping never contains harmful chemicals.	T / F
2) The immune system gets stronger with smoking.	T / F
3) Smoking makes it harder for the body to fight infections.	T / F
4) Blood pressure is lowered by nicotine.	T / F

Name: _____ Mark

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

1) Vaping never contains harmful chemicals.	T / F
2) The immune system gets stronger with smoking.	T / F
3) Smoking makes it harder for the body to fight infections.	T / F
4) Blood pressure is lowered by nicotine.	T / F

Name: _____ Mark

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

1) Vaping never contains harmful chemicals.	T / F
2) The immune system gets stronger with smoking.	T / F
3) Smoking makes it harder for the body to fight infections.	T / F
4) Blood pressure is lowered by nicotine.	T / F

PREVIEW

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Story - How Do Food Advertisements Influence What We Eat?

Noah and Emily were watching TV when a bright, colourful commercial appeared. A smiling cartoon mascot danced across the screen, holding a burger and fries. "Wow! That looks so good," Emily said. "Let's ask Mom if we can go!"

Noah thou for a moment. "Have you ever noticed how these ads always make fast food look perfe hen we get it, it never looks the same."

Emily ged. "T ke it look tasty, so more people buy it."



Noah had learned ool th companies spend over $1 billion a ye ertisi ada. Many of these ads target kids g b , mascots, and catchy songs. Some even e toy with meals. Studies show that kids who see fast fo s are more likely to ask their parents for unheal .

Later, at the grocery store, Noah and Emily saw another fa ad owed a burger and fries for a low price. "That's another trick," Noah said. deals to make fast food seem cheaper than cooking at home."

When they got home, Noah looked up the facts. He found that many fast-food meals have more salt, sugar, and fat than homemade meals. A single fast-food burger and fries can have over 1,200 calories, nearly half of what an average child should eat in a day.

Emily thought for a moment. "So, they make ads look fun to get us to eat unhealthy food?"

Noah nodded. "Yep, but now we know their tricks! We can make better choices."

PREVIEW

Name: _____ 140

Curriculum Connection
HAL 6.5

True or False

Is the statement true or false?

1) Many food ads use bright colours and mascots.	True	False
2) Fast food ads never target kids.	True	False
3) Free toys are sometimes used to make kids want fast food.	True	False
4) Seeing fast food ads makes kids more likely to ask for it.	True	False
5) Ads always show food exactly how it looks in real life.	True	False

Question

Answer the questions below.

1) What are two ways food ads attract kids?

2) What do food companies use to make food more appealing?

PREVIEW

Cloze Test

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

Fast food companies spend over 1 billion dollars a year on _____. Many ads use _____ colours, mascots, and catchy songs to attract customers. Some fast-food meals have over _____ calories, which is nearly half of what a child should eat daily. Ads often make fast food seem _____ than home-cooked meals. Understanding these tricks helps people make _____ food choices.

1200
Cheaper
Bright
Smarter
Advertising

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Curriculum Connection
HAL 6.5

Activity – Fast-Food Advertising Investigation

Objective What are we learning about?

Students will analyze fast food advertisements to identify persuasive techniques used to make unhealthy food seem more appealing. They will discuss how these ads influence their choices and then create their own truthful food advertisements promoting real health benefits.

Materials What you will need for the activity.

- [illegible]ies of fast-food advertiseme[illegible]
- Chart pap[illegible] bo[illegible]
- Markers, col[illegible]pencil[illegible]
- Scissors and ma[illegible]llage ads)



Instructions How you will [illegible]

1) Show students a variety of real fast-food a[illegible]ise[illegible] from TV, magazines, or online.
2) Have students work in pairs or small group[illegible] a[illegible]ing a worksheet that includes questions such as ide[illegible]e slo[illegible]he colours and images used, whether celebrities or cartoon c[illegible]ters[illegible] and what emotions the ad tries to create.
3) As a class, discuss why fast-food ads make unhealthy foods loo[illegible]ealing and how they influence consumer choices.
4) Ask students to brainstorm ways food companies could advertise healthier options using honest but persuasive techniques.
5) Each student or group will create their own food advertisement that promotes a healthy food item using a catchy but truthful slogan, appealing but realistic images, and facts about the health benefits of the food.
6) Students present their ads to the class, explaining why their healthy food should be appealing to consumers.
7) Conclude with a class discussion on how to make smart food choices despite advertising tricks.

PREVIEW

Name: _____ 142

Curriculum Connection
HAL6.5

Reference | List of Common Persuasive Advertising Techniques

Advertising Technique	Description	Example in Fast Food Ads
Catchy Slogans	Short, memorable phrases that make the brand or product easy to remember.	"I'm Lovin' It" (McDonald's)
Bright Colours	Eye-catching colours like red and yellow create excitement and hunger.	Red and yellow used in most fast-food logos.
Endorsements	Famous people promote the product, making it seem more desirable.	Athletes or actors in fast food commercials.
Cartoon Characters	Fun characters appeal to children and make the brand recognizable.	Ronald McDonald, Chester Cheetah, Tony the Tiger.
Limited-Time Offers	Advertising the product for a short time.	"Get it before it's gone!" or "Limited Edition Flavour!"
Special Discounts & Deals	Offers like "Buy One Get One Free" make people feel like they're getting a bargain.	"Meal Deal" or "2 for 1 Tuesdays"
Perfect-Looking Food Photography	Uses food stylists to make food look fresh and appealing, even if it looks different in real life.	Burgers look bigger and better in real life.
Fun & Happiness Appeal	Ads show people laughing, having fun, and enjoying life while eating the food.	A group of friends happily eating fries together.
Health Claims	Words like "fresh," "natural," or "made with real ingredients" make the food seem healthier, even if it's not.	"Made with 100% Real Beef" or "Low Fat" (even if it's still unhealthy).
Free Toys & Collectibles	Fast food ads target children by offering toys with meals.	"Get a Free Toy with Every Kids' Meal!"

PREVIEW

Name: _____ 143

Curriculum Connection
HAL6.5

Planning Page | Answer the questions below.

1) What is the company name that is advertising?

2) What are they trying to sell?

3) Did th a slogan? If yes, record it below.

4) What colo use they effective in convincing you to buy the product?

5) Did they use a celebrity or cartoon? How di affe advertisement? If they didn't, who would you recommend the

6) Did they have any special discounts or deals/sales? Explain.

7) What other advertising techniques did they use?

PREVIEW

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HAL6.5

Planning Page | Answer the questions below.

8) What food will you advertise?

9) What advertising techniques will you include? Include at least 3 from the list.

10) [illegible] your product?

Rough Copy – Draw yo[illegible]

PREVIEW

Name: _____ 145

Curriculum Connection
HAL.6.5

Reflection | Answer the questions below.

1) What are some common tricks fast food ads use to make their food look better?

2) What ... enjoy most about creating your own food ad?

3) Create a poster encou... ...eopl... ...arter about food advertising.

PREVIEW

Name: _____ 146

Curriculum Connection
HAL6.5

Rubric – Fast Food Advertising Investigation

Criteria	1 - Needs Improvement	2 - Satisfactory	3 - Good	4 - Excellent
Creativity	Lacks effort and originality.	Some creativity but not engaging.	Creative and interesting.	Highly creative and engaging.
Accur	Incorrect or missing key cts.	Mostly correct but some details missing.	Accurate with useful facts.	Fully accurate and well-researched.
Persuasion	sive ques sed.	Some echniques but effective.	Several persuasive techniques used well.	Strong and impactful persuasion.
Design	Messy a unclear.	Som r	Well-organized and visually ppealing.	Outstanding, neat, and professional.
Message Clarity	Unclear and ineffective.	Somewhat but not stro		Strong, clear, and highly persuasive.

PREVIEW

Teacher Comments

Mark

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

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Curriculum Connection
HAL.6.5

How Are Energy Drinks Marketed to Young People?

How Advertisers Attract Young People

Energy drink companies use different marketing strategies to target young people. Brands like Red Bull and Monster Energy sponsor extreme sports, such as skateboarding, BMX biking, and motocross. Their commercials show athletes performing dangerous stunts, mak[illegible]g the drinks seem exciting and powerful. Many ads also use bright colours, cool logos [illegible]shy designs to catch attention.

Anot[illegible]y these [illegible]s reach kids and teenagers is through social media and video game[illegible]. R[illegible]on[illegible] Energy sponsor gaming tournaments and partner with popular Yo[illegible]nd st[illegible]hese ads make energy drinks look like something fun and ne[illegible]tyle.

PREVIEW

What's Really in Energy Drinks?

Energy drinks promise to boost energy [illegible]nprove [illegible]but they contain high amounts of caffeine and sugar. A can of Monster Energy [illegible] mg [illegible], which is more than four cans of cola. Too much caffeine can caus[illegible]e sleeping, and anxiety.

Energy drinks are also loaded with sugar. A regular can of Red Bull has 27 grams of sugar, which is almost seven teaspoons. Drinking too much sugar can lead to weight gain, tooth decay, and energy crashes.



How to Recognize Misleading Claims

Energy drink ads can be misleading. Some common tricks include:

- Using extreme sports to suggest the drinks improve athletic performance.
- Claiming that energy drinks "give you wings" or make you stronger.
- Not warning about the risks of too much caffeine and sugar.

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HAL6.5

True or False

Is the statement true or false?

1) Red Bull and Monster Energy sponsor extreme sports.	True	False
2) Energy drink companies never target young people in ads.	True	False
3) Many energy drink ads feature skateboarding and BMX biking.	True	False
4) Bright colours and flashy designs help attract customers.	True	False
5) Energy drinks contain no sugar at all.	True	False

Questions

nswer the questions below.

1) How bright d flashy designs attract young customers?

2) What is one way social med s us k marketing?

PREVIEW

Make Connections

Have you ever seen an energy drink ad? How feel about the product?

Name: _____ 156

Curriculum Connection
HAL6.5

Jeopardy – Health Messages & Marketing

Objective What are we learning about?

Students will analyze how marketing influences food choices by playing a Jeopardy-style game. They will learn to recognize advertising strategies, decode food labe[illegible] identify hidden sugars in everyday products.

PREVIEW

Mat[illegible] W[illegible] you need for the activity?



- Jeopardy [illegible] the ne[illegible]
- Buzzer or bell

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

1) Print the Jeopardy board on the next p[illegible]
2) Divide the class into two teams.
3) Ask one team to go first by selecting a point value.
4) Read the question aloud from the point value.
5) The first team to ring the bell or buzzer gets to answer.
6) If they answer correctly, award them the points. If not, another team can answer.
7) Continue the game until all questions have been answered.
8) Tally the points to determine the winning team.
9) Conclude by discussing what they learned about the topic in the questions.

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HAL6.5

Jeopardy Question | Ask students the questions below.

100 Points	200 Points	300 Points	400 Points	500 Points
Q: Name a drink with sugar. **A:** Soda, [illegible].	**Q:** How much sugar is in a soda? **A:** ~39g.	**Q:** Why does sugar have different names? **A:** To hide it in labels.	**Q:** Name a food that seems healthy but isn't. **A:** Yogurt, granola bars.	**Q:** How does sugar affect health? **A:** Weight gain, diabetes.
[illegible] do fast-food ads use? **A:** Red, yellow.	[illegible] do ads [illegible] **A:** [illegible]	**Q:** Why do ads use celebrities? **A:** People trust [illegible].	**Q:** What tricks do ads use? **A:** Fake steam, glue in cereal.	**Q:** How do companies target kids? **A:** Toys, mascots.
Q: Where is serving size found? **A:** Top of nutrition label.	**Q:** What do [illegible] Daily Value mean? **A:** How much of a nutrient is in the food.	[illegible] first? **A:** The one [illegible] the most [illegible] product.	**Q:** How do you [illegible] high [illegible] **A:** [illegible]	**Q:** Name another word for sugar. **A:** Glucose, syrup.
Q: What does "all-natural" mean? **A:** Not always healthy.	**Q:** Why do low-fat foods have sugar? **A:** For better taste.	**Q:** What does "no added sugar" mean? **A:** No extra sugar but may still be sweet.	**Q:** Why is "organic" always healthy? **A:** Organic junk food exists.	[illegible] "[illegible]tified" mean? **A:** Vitamins added.
Q: Why is packaging colourful? **A:** To grab attention.	**Q:** How do jingles help ads? **A:** They stick in your head.	**Q:** What is product placement? **A:** Showing products in movies/TV.	**Q:** How do ads make food look good? **A:** Spray water, paint grill marks.	**Q:** Why show people exercising in ads? **A:** To make junk food seem okay.

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Curriculum Connection
HAL.6.5

How Does Canada Regulate Health Advertising?

Laws on Junk Food Marketing to Children

In Canada, there are laws to limit how unhealthy food is advertised to children. Studies show that kids see over 25 million food ads per year, and many of these ads promote foods high in sugar, fat, and salt. Research also shows that 90% of food ads targeted at kids are fo[r] unhealthy products like candy, fast food, and sugary cereals. Because children a[re] easily influenced by advertising, the government has created rules to reduc[e] ting.

The Impa[ct] of Ad[s] Kid[s'] Choices

Food ads use b[ri]irs, ca[rtoon] racters, and fun music to attract children. Some brands also offer toy[s] kid[s] meal prizes to encourage sales. Studies show that when kids see more jo[unk] ds, t[hey] re likely to choose unhealthy foods. Research from Health Canada fo[und] tha[t] ertising to kids could help lower childhood obesity rates.

How Canada is Taking Action

To help protect children, Canada has introduced new r[ules] ood ad[vertis]g. Some important regulations include:

- Banning junk food ads aimed at children under 13 in certain pro[vinces].
- Restricting ads in schools, TV programs, and websites targeted at kid[s].
- Preventing companies from using cartoon mascots or toys to promote unhealthy food.



Why These Laws Matter

Children who eat too much junk food are at a higher risk of obesity, diabetes, and heart disease later in life. By limiting unhealthy food ads, Canada hopes to promote healthier choices and reduce the influence of misleading marketing on kids.

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Curriculum Connection
HAL.6.5

Questions

Answer the questions below.

1) Name two ways junk food ads attract children.

2) What are two health risks of eating too much junk food?

PREVIEW

Fill-in-the-Blanks

Fill in the Blanks with appropriate answers.

1) Children see over _____ ads each year.
2) _____ bans junk food ads aimed at children under 13.
3) Many food ads for kids use _____ cartoon characters.
4) Eating too much junk food can lead to _____, diabetes, and heart disease.
5) Companies sometimes include _____ in kids' meals to encourage sales.

Quebec
25 million
Obesity
Toys
colours

True or False

Is the statement true or false?

1) Canada is working to make food advertising healthier.	True	False
2) Advertising has no influence on childhood obesity rates.	True	False
3) Some provinces have stricter food advertising rules.	True	False
4) Companies are banned from advertising soda to children.	True	False
5) Junk food ads have no effect on children's choices.	True	False

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Curriculum Connection
HAL.6.6

Story - How Do We Set Realistic and Achievable Health Goals?

Leo loved playing video games after school, but lately, he had been feeling tired and sluggish. His teacher, Ms. Patel, asked the class to set a SMART health goal—one that was Specific, Measurable, Achievable, Relevant, and Time-bound. Leo thought for a moment and said, "I want to be healthier."

Ms. Patel [illegible] "That's a good idea, but let's make it a SMART goal. What exactly do you want to [illegible] realized that he wanted to exercise more and have more energy. Ms. [illegible] helped hi[illegible]lear goal: "I will go for a 30-minute walk five days a week for a month."



The next week, Leo[illegible]d h[illegible] it was hard to get moving instea[illegible]g vid[illegible] But after a few days, he noticed [illegible]had [illegible] and slept better at night. He was excite[illegible]ack his progress. He marked an X on his calendar every t[illegible] he completed his walk.

Leo also learned that realistic health goals should match [illegible]t n[illegible]d Olivia set a different goal: "I will eat a vegetable with every meal fo[illegible]ies show that only 30% of Canadian children eat enough vegetables daily, so [illegible]s goal helped her improve her nutrition.

After one month, Leo had completed his goal. He felt stronger, happier, and proud of himself. Ms. Patel encouraged the class to reflect on their progress and set new health goals. Leo decided his next goal would be to reduce screen time before bed to improve his sleep.

Leo learned that small, realistic goals lead to big changes over time. With the right plan, anyone can build healthy habits and feel better every day!

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Curriculum Connection
HAL.6.6

Questions

Answer the questions below.

1) What does SMART stand for in goal setting?

2) How di[illegible] track his progress?

PREVIEW

Word Search

Fin[illegible] dsearch.

Realistic	Exercise
Achievable	Calendar
Health	Progress
Specific	Improve
Measurable	Nutrition
Relevant	Vegetable

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

True or False

Is the statement true or false?

1) Saying "I want to be healthier" is a SMART goal.	True	False
2) Leo set a goal to walk for 30 minutes daily.	True	False
3) Tracking progress can help people stay motivated.	True	False
4) Leo marked an X on a calendar to track his goal.	True	False
5) Olivia's goal was to eat a vegetable at every meal.	True	False

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Curriculum Connection
HAL.6.6

Four Corners: What's the Best Healthy Habit?

Objective What are we learning about?

Students will explore different aspects of a healthy lifestyle by discussing and defending their opinions on the most important healthy habits. This activity helps students develop critical thinking skills and understand that good health includes multiple f rs.

Mater you need for the activity?

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



Instructions How will you mpl

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

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Curriculum Connection
HAL.6.6

#	Questions	A	B	C	D
1	Which is the healthiest habit? Why?	Exercise	Sleep	Eating healthy	Stress management
2	Did you change your opinion after hearing different perspectives? Why or why not?	Yes	No	Somewhat	Not sure
3	How does exercise help improve overall health?	Strengthens muscles	Improves heart health	Increases energy	Helps with stress
4	Why is [illegible]ep important for a healthy [illegible]le?	Helps brain function	Repairs body	Improves mood	Boosts immune system
5	What [illegible]thy eating pl[illegible]ls?	Provides fuel	Prevents fatigue	Improves focus	Supports growth
6	How [illegible] stres[illegible]ent improve m[illegible]sic health?	Lowers [illegible]nxiety	Reduces sickness	Improves mood	Increases focus
7	What was the m[illegible] thing you learned fr[illegible] activity?	[illegible] imp[illegible]	Exercise [illegible]lps stress	Food affects focus	Stress can cause illness
8	What is one habit you would like to improve in your life?	E[illegible]	Sle[illegible]ier	Eat better	Reduce screen time
9	How can you help others make healthier choices?	Set a good example	[illegible]are [illegible]rmat[illegible]	[illegible]courage [illegible]ties	Offer support
10	What would you say to someone who only focuses on one part of health but ignores the others?	Balance is key	Exe[illegible]s enou[illegible]	Ste[illegible] mat[illegible] m[illegible]	Food is e[illegible]thing
11	What is a small change you can make to be healthier?	Drink more water	Move more daily	Sl[illegible]t set tim[illegible]	[illegible]more [illegible]egetables
12	How do different healthy habits work together to improve well-being?	They support each other	One is more important	They don't connect	Healthy body = Healthy mind
13	What challenges do people face when trying to stay healthy?	Time	Motivation	Access to resources	Lack of knowledge
14	Why is it important to listen to your body when making health choices?	Prevents burnout	Avoids sickness	Maintains energy	Helps mental health
15	What advice would you give to someone who wants to develop better health habits?	Start small	Stay consistent	Ask for help	Find enjoyable activities

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Unit Test – Healthy and Active Living

Multiple Choice /10

Total	Mark
/ 35	/ 10

1) What does exercise strengthen in the body? a) Heart b) Bones c) Muscles d) All of t[illegible]	2) How do endurance tests help? a) Measure stamina b) Improve flexibility c) Build muscle d) Track calories
3) Wh[illegible]s [illegible] FIT[illegible]le help with? a) Frequency b) Flexibility c) Fitness d) Form	4) What does the "I" in FITT stand for? a) Interval b) Improvement c) Impact d) [illegible]nsity
5) What does the SAID Principle m[illegible]an? a) The body adapts to exercise b) The body gets weaker over time c) The body loses strength with exercise d) The body does not change with training	[illegible] type of aerobic exercise? a) Lifti[illegible] b) [illegible]g c) St[illegible] d) Yoga
7) What is an example of endurance training? a) Sit-ups b) Lifting weights c) Yoga d) Swimming	8) What is a dow[illegible]de [illegible] time? a) Less movement b) More energy c) Stronger muscles d) Better endurance
9) What does a heart rate monitor measure? a) Steps b) Pulse c) Calories d) Sleep	10) What is the benefit of drinking water during exercise? a) Weakens muscles b) Increases tiredness c) Keeps body hydrated d) Slows performance

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True or False | Is the statement true or false?

Mark
/ 5

1) Exercise helps improve mental health by reducing stress.	True	False
2) Strength training only benefits athletes, not everyday people.	True	False
3) Drinking water during exercise helps keep the body hydrated.	True	False
4) Cardio exercises only work the leg muscles.	True	False
5) Flexibility exercises prevent injuries.	True	False

Matching | Match the term to the correct description.

Mark
/ 5

Muscular Endurance	Activities that increase breathing and heart rate for a sustained period
Heart Rate	Process by which the body converts food into energy
Resistance Training	Ability of muscles to perform repeated movements
Aerobic Exercise	Exercises that use weights or body weight to build strength
Metabolism	Number of times the heart beats per minute

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Define What do the terms below mean?

Mark
/ 6

Term	Definition – What does it mean?
Endurance	
Flexibility	
Metab	

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

Mark
/ 9

1) What are two benefi[illegible] ar ex

2) Why is hydration important during workouts?

3) How does tracking fitness goals help motivation?

PREVIEW

Google Slides Lessons Preview

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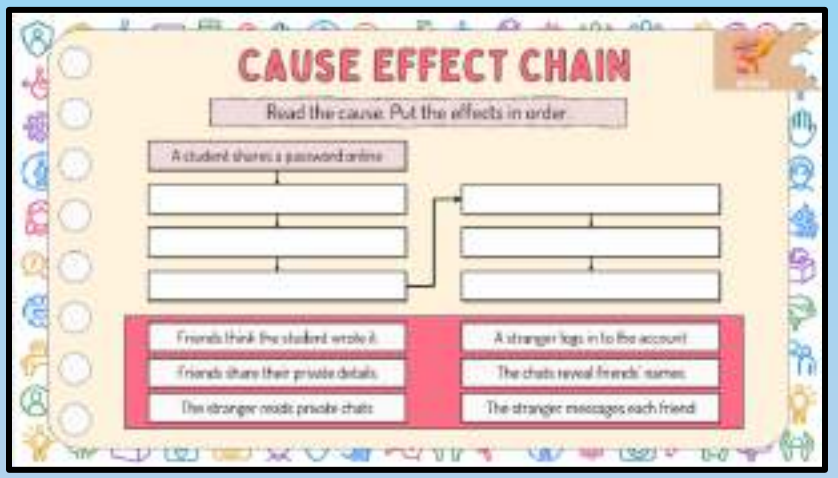
Social & Community Health – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!





Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

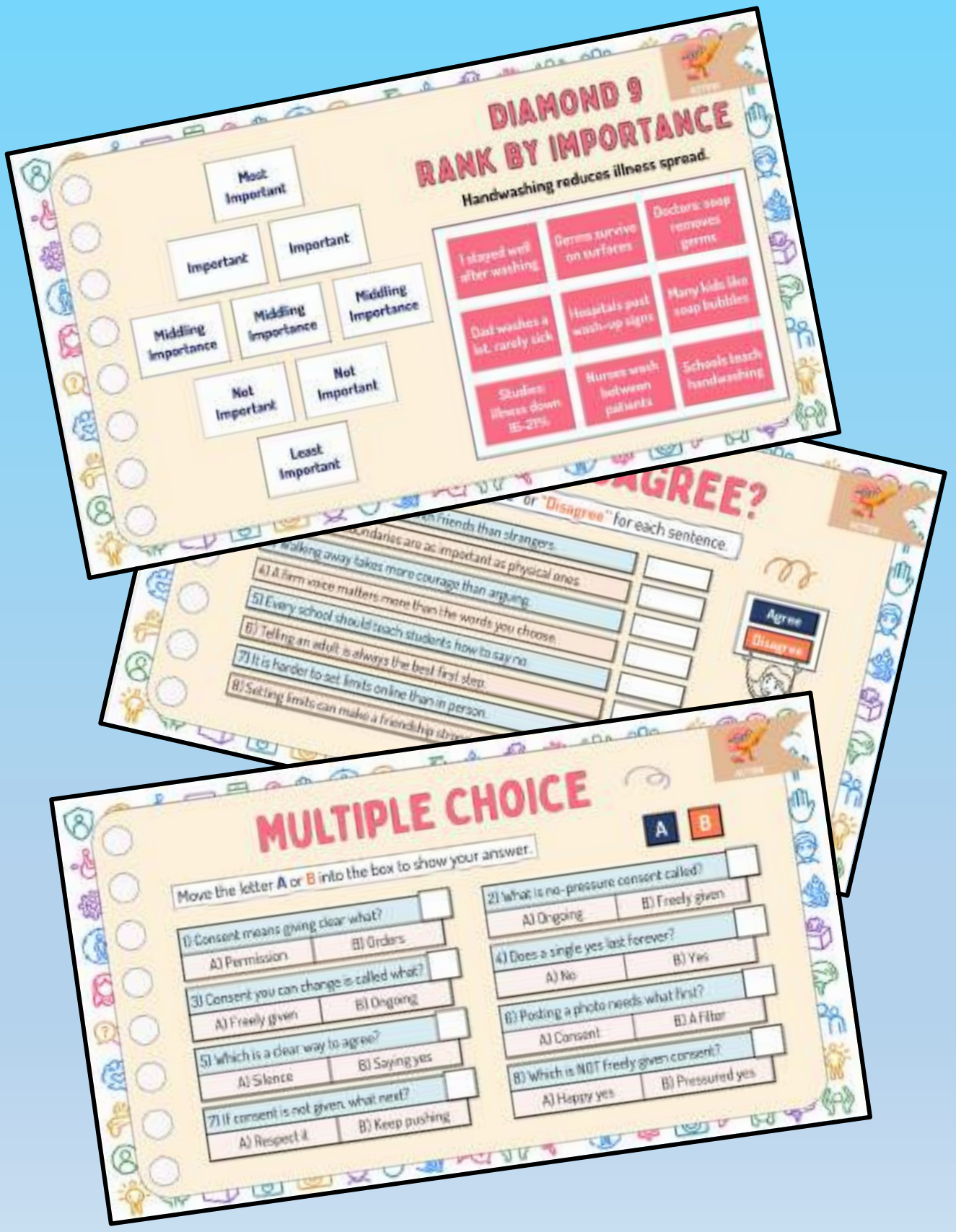
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



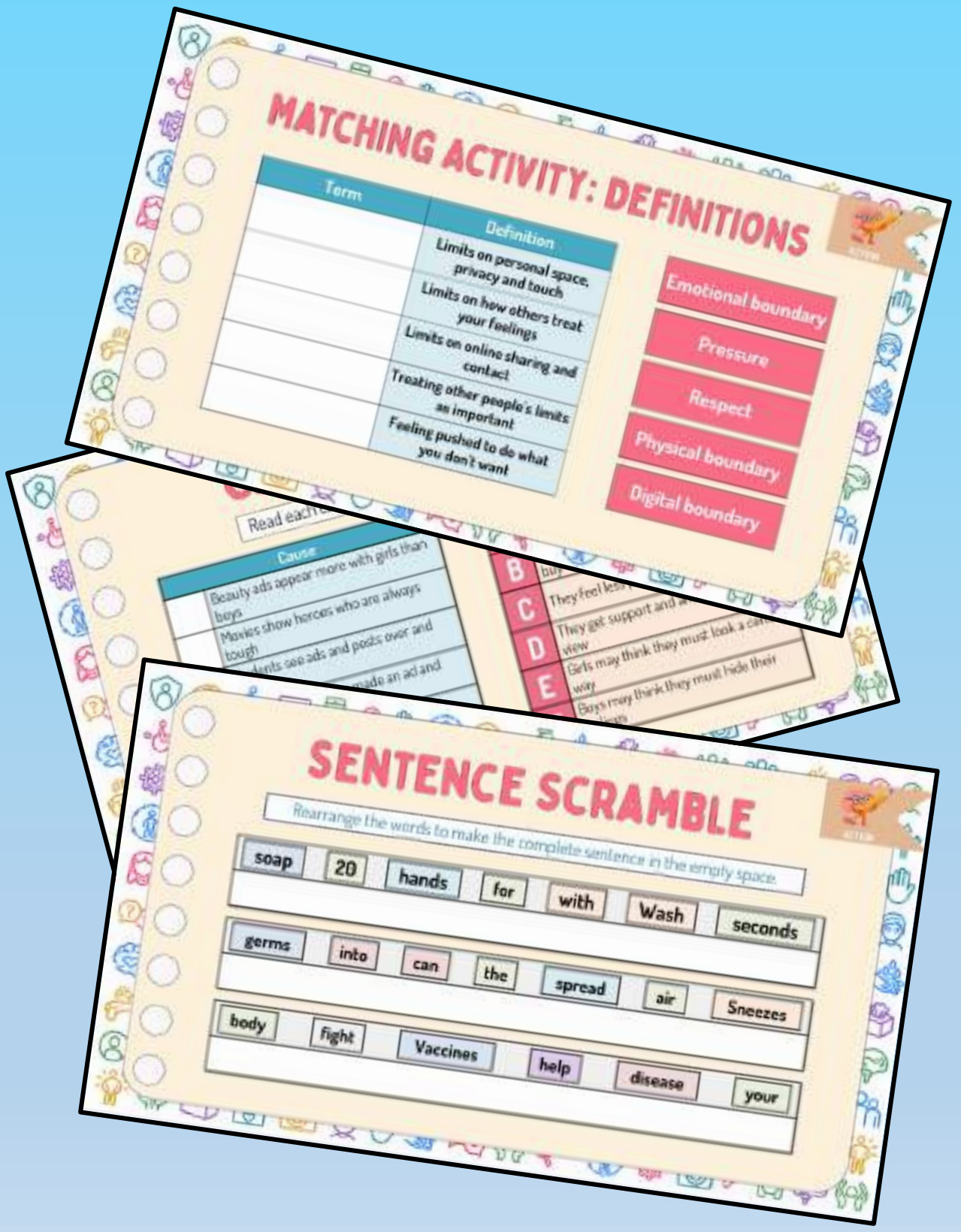
BC Health Curriculum

Social & Community Health – Grade 6



BC Health Curriculum

Social & Community Health – Grade 6



BC Grade 6 – Health Unit

Social and Community Health

	Curricular Competencies - Elaborations	Pages
SCH6.1	Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations	6 - 43
SCH		
SCH6.3	Describe and apply strategies for developing and maintaining healthy relationships	80 - 98
SCH6.4	Explore strategies for promoting the health and well-being of the school and community	99 - 109

Preview of 75 pages from this product that contains 152 pages total.

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SOCIAL AND COMMUNITY HEALTH



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Name: _____ 6

Curriculum Connection
SCH6.1

What is Personal Safety and Why is it Important?

Understanding Personal Safety



Personal safety means keeping yourself safe from harm in different situations. It includes being aware of your surroundings, recognizing dangers, and knowing how to res[illegible]d. It is important because it helps prevent accidents [illegible]or dangerous situations. Learning safety [illegible] from threats in public, online, and in [illegible]onship

Staying Safe in P[illegible]

When in public, being a[illegible] yo[illegible]angers. Here are key safety tips:

- Stay in well-lit areas– A[illegible]ing [illegible]k or unfamiliar places.
- Keep personal items secure– Do no[illegible]tai[illegible]ave belongings unattended.
- Be cautious with strangers– Do not a[illegible]pt rides[illegible], or [illegible]from strangers.
- Use a buddy system– Stay with friends or t[illegible]adult
- Know emergency contacts– Memorize phone nu[illegible]sted a

Online Safety and Awareness

The internet is great for learning and fun, but it has risks. To stay sa[illegible]

- Never share personal information– Keep your full name, address, or s[illegible]ol private.
- Be careful with online friends– Not everyone is who they say they are.
- Use strong passwords– Create unique passwords and do not share them.
- Report unsafe behaviour– Tell a trusted adult if something feels wrong.

Safe Relationships and Boundaries

Setting boundaries in friendships and relationships is important. A safe relationship means feeling respected. If someone makes you feel unsafe, talk to a trusted adult. Recognizing warning signs and knowing when to seek help is part of staying safe.

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Curriculum Connection
SCH6.1

True or False

Is the statement true or false?

1) Personal safety includes recognizing dangerous situations.	True	False
2) You should always share personal details with strangers.	True	False
3) Staying in well-lit areas can help keep you safe.	True	False
4) Online friends are always who they say they are.	True	False
5) Using s passwords can help protect your online safety.	True	False

Quest is e questions below.

1) What does fety ?

2) Name two ways to stay safe in pu laces.

PREVIEW

Matching

Draw a line from the terms to their corresponding d tion.

Buddy system	Do not give out your full name online.
Stay in well-lit areas	Helps you stay safe by staying with others.
Strong passwords	Avoids dangerous situations by being in visible places.
Keep personal details private	Should include numbers, symbols, and letters.
Tell a trusted adult	What you should do if you feel unsafe.

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Curriculum Connection
SCH6.1

How Can We Stay Safe Online?

Understanding Online Safety



The internet is a great place to learn, play, and connect with others, but it also has risks. People online are not always who they say they are, and some websites or messages can be dangerous. Learning how to stay safe online is important for protecting personal information and avoiding problems.

Protecting Personal Information

One of the most important rules for online safety is keeping personal details private. Cybercriminals can use small pieces of information to access accounts or steal identities. Students should never share their full name, address, school name, phone number, or passwords with strangers. Using a nickname instead of a real name can add extra protection. Parents or guardians should be the only ones who know their child's passwords.

Recognizing Online Threats

There are different types of online threats that students should be aware of. Phishing scams trick people into giving away personal information through fake emails or messages. Cyberbullying involves hurtful messages, threats, or rumors sent online. Online predators may try to gain trust by pretending to be someone they are not. Malware and viruses can harm devices or steal data if harmful links or files are opened.

Staying Safe While Using the Internet

To stay safe online, students should think before clicking on links or messages, especially from unknown sources. Using strong passwords with a mix of letters, numbers, and symbols makes them harder to guess. If something online makes them feel uncomfortable, they should report it to a trusted adult. It is also important to only communicate with people they know in real life and avoid chatting with strangers online.

PREVIEW

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Curriculum Connection
SCH6.1

True or False

Is the statement true or false?

1) The internet is always a safe place to explore.	True	False
2) Personal details should never be shared online.	True	False
3) Cybercriminals can use small details to access accounts.	True	False
4) Using your real name online is always safe.	True	False
5) Phishing scams try to trick people into giving information.	True	False

Question

Answer the questions below.

1) Wha one ri g personal information online?

2) Why should you use a strong pass

PREVIEW

Visualizing

Draw what you were picturing while you were readin ture.

Name: _____ 10

Curriculum Connection
SCH6.1

What Are Grooming Behaviours and How Do We Recognize Them?

Understanding Grooming Behaviours

Grooming happens when someone builds trust to take advantage of another person. It can occur in person or online. Groomers often seem friendly at first but later try to control or pressure their target. Children and teens are the most common targets, so recognizing grooming behaviours is important for safety.

How Groomers Manipulate Others

Groomers use different tactics to make their targets feel special or dependent on them. They often:

- Give excessive attention– Constant compliments to gain trust.
- Offer gifts or favours– Providing gifts or special treatment to create a sense of obligation.
- Try to keep secrets– Encouraging them to not share conversations with others.
- Isolate their target– Pushing them to distance themselves from friends and family.
- Test boundaries– Pressuring small rule-breaking to see how much control they have.

PREVIEW

Recognizing Warning Signs

Some common warning signs of grooming include:



- An adult or older teen paying unusual attention to a younger person.
- Giving gifts for no reason.
- Trying to communicate in secret.
- Pressuring their target to keep secrets, lie, or feel guilty for setting boundaries.
- Making their target feel uncomfortable, confused, or pressured.

Taking Action to Stay Safe

If a situation feels wrong, trust your instincts. Talking to a parent, teacher, or another trusted adult can help. Setting personal boundaries and recognizing when someone is trying to manipulate a situation can protect both yourself and others.

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SCH6.1

True or False

Is the statement true or false?

1) Grooming can happen both in person and online.	True	False
2) Offering gifts is one way groomers manipulate people.	True	False
3) Groomers often try to keep their conversations secret.	True	False
4) A groomer might tell their target not to trust family.	True	False
5) If someone flatters you often, it is always safe.	True	False

Question

Answer the questions below.

1) What is gro

2) Name two ways groomers try to g st.

PREVIEW

Word Search

Find the words in the wordsearch.

Behaviours	Excessive
Grooming	Secrets
Advantage	Isolate
Pressure	Attention
Flattery	Instincts
Treatment	Communicate

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

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Curriculum Connection
SCH6.1

Role Play: Recognizing Grooming Behaviours

Objective

What are we learning about?

Students will learn to recognize grooming behaviours and practice safe responses when encountering suspicious or manipulative situations. This activity helps students [illegible] awareness and self-protection skills.

Mate[illegible]

[illegible] you need for the activity?

- Scenario c[illegible]
- A small space fo[illegible] role plays
- A timer or stopwatch.



Instructions

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

1) Divide students into small groups and pro[illegible] short script describing a potential grooming scenario.

2) Have students read through the script, identifying any warn[illegible] offering gifts, making secretive requests, or isolating som[illegible]

3) Each group role-plays the scenario, acting out both the groomer's behaviour and the safe response from the young person.

4) After acting, groups discuss how the young person responded and brainstorm other safe ways to handle the situation.

5) As a class, review the key warning signs of grooming, discussing why it's important to recognize them.

6) Students complete a reflection worksheet where they list three key takeaways from the activity.

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Curriculum Connection
SCH6.1

Scripts | Scenarios

Scenario	Description
Online Secret Friend	A student (Alex) meets a new online friend (Jordan) who is friendly and sends compliments. Jordan asks Alex to keep their chats private. Alex's best friend (Sam) is suspicious and tells them to be careful. When Alex brings it up to their older sibling (Jamie), Jamie advises them to talk to a trusted teacher (Ms. Lee).
Gifts with Strings Attached	r (Mr. Carter) gives Leo expensive gifts is our secret." Leo's friend (Sofia) s th d tells her parent (Mr. Ramirez), nco e speak with the school counsell ate t the situation.
Isolated from Others	Coach Brian keeps rite" player and tells her to for e ractice without telling her parents. a's (Olivia) notices this and asks if eve Emma's brother (Liam) tells her th e, and they both agree to tell their PE teacher Johnson).
Trust and Special Treatment	Maya's tutor (Ms. Smith) tells her she's the smartest student she's ever taught and asks her to keep their conversations private. When Maya's friend (Chris) overhears this, he tells Maya's mom (Mrs. Carter), who encourages Maya to talk to the school principal (Mr. Evans) for help.

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Name: _____ 14

Curriculum Connection
SCH6.1

Scripts	Scenarios
Pressured to Keep Secrets	Noah's family friend (Uncle Rick) keeps asking personal questions and tells him, "Don't tell your parents about our talks." Noah's friend (Jake) thinks it's weird and tells their teacher (Ms. Bennett). When Noah's older cousin (Tara) hears about it, she tells him it's important to talk to a school counsellor (Mr. Torres).
Stranger Dan	Emily meets someone online named "CoolKid99" (Ben) who asks to meet in person but says, "Your parents wouldn't understand." Emily's friend (Lily) s e texts and warns her. They go together to tell er brother (James), who encourages her a police officer (Officer Carter).
Unwanted Compliments and Attention	eps making uncomfortable comment ks and tries to touch his shoulde s frie notices and suggests they move away. T olde (Sophie) overhears and t n to eir school's resource officer (O
Texting Pressure	Zoe starts receiving nonstop ssa er classmate (Ryan), who gets mad w reply fast enough. Zoe's best friend s she's stressed and tells her to block Rya e's older cousin (Dylan) tells her she should report it to their guidance counsellor (Ms. Williams).
Manipulation and Guilt	Jackson is being told by a friend's older sibling (Chris) that "If you really cared, you'd do this for me." Jackson's best friend (Leo) thinks it sounds weird and suggests asking for advice. Jackson's mom (Mrs. Thompson) tells him to trust his feelings, and together they talk to a school psychologist (Dr. Howard) for help.

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SCH6.1

Two Stars And A Wish

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

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





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Curriculum Connection
SCH6.1

Rubric – Recognizing Grooming Behaviours

Criteria	Needs Improvement (1)	Satisfactory (2)	Good (3)	Excellent (4)
Understanding Grooming Signs	Limited understanding, struggles to identify warning signs.	Recognizes some signs but lacks explanation.	Identifies key signs and explains well.	Clearly explains multiple grooming behaviours with confidence.
Role-Pl… Per…	Minimal effort, …nclear or …alistic …ses.	Some effort but responses lack confidence.	Engaging and mostly realistic responses.	Highly engaging, confident, and realistic.
Safe Responses	…t show… …pond…	Shows some …afe responses …ut lacks …ence.	Demonstrates effective ways to respond.	Strong, confident responses with clear boundary-setting.
Participation & Teamwork	Struggle… engage or contribute.	P… …other…	Works well and …ntributes …as.	Fully engaged, contributes, and helps others.
Discussion & Reflection	Answers unclear or off-topic.	Basic a… with limi… depth.	T… …r… …al-life… …tions…	Insightful answers with strong personal …connections.

PREVIEW

Teacher Comments	Mark

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

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Curriculum Connection
SCH6.1

Activity - Grooming Behavior Awareness Discussion

Objective

What are we learning about?

Students will learn to recognize grooming behaviours and manipulation tactics by analyzing real-world scenarios. Through discussions and written responses, they will build awareness, critical thinking, and problem-solving skills to identify potential dangers a[illegible]espond safely.

PREVIEW

Mater[illegible]ll you need for the activity?



- Fact shee[illegible]g b[illegible]iours
- Printed sce[illegible]ds (fo[illegible]t situations)
- Chart paper or [illegible]teb[illegible]discussion

Instructions

How will you [illegible]ple[illegible]

1) Begin with a class discussion on what "groo[illegible]beh[illegible]" are and why it is important to recognize them. Ask studen[illegible]ey ha[illegible] situations where someone used manipulation to take advant[illegible]
2) Hand out the fact sheets and review the commo[illegible]g beh[illegible]s, such as excessive gift-giving, isolating a victim from others, th[illegible], or using threats to control them.
3) Divide the class into small groups and give each group one s[illegible]ave them read the situation together and discuss the three provided d[illegible]on questions. Encourage them to think about warning signs and appro[illegible]ate responses.
4) Ask each group to share their thoughts with the class. Encourage students to compare answers and recognize patterns in how manipulators try to gain control.
5) Rotate the scenario cards so that each group gets to analyze a new situation. Repeat the discussion process for all four scenarios.
6) After discussing all scenarios, have students work in pairs to write a short response explaining what they would do if they were in a situation where someone tried to manipulate them.
7) Conclude with a class discussion on ways to protect themselves and others, emphasizing the importance of recognizing red flags, setting boundaries, and seeking help from trusted adults.

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Fact Sheet | Common Grooming Behaviours & Warning Signs

Grooming Behavior	Description	Warning Signs
Giving Gifts	The person gives excessive or expensive gifts to gain trust or make the victim feel obligated.	Frequent unexpected gifts, gifts given in secret, feeling pressured to accept gifts.
Isolati[illegible]	The person tries to pull the victim away from family, friends, or trusted [illegible]dults to have more [illegible]trol.	Encouraging secrecy, discouraging time with other friends, saying "They don't understand you like I do."
Using Gu[illegible]	[illegible]e p[illegible] makes the victim[illegible]ty if they set[illegible]ay no.	"If you really cared about me, you'd do this.", "You hurt my feelings by ignoring me."
Using Threats	[illegible] th[illegible] victim[illegible]orc[illegible] comply. This [illegible]ude emotional, ph[illegible]al, or social threats.	"I'll tell everyone your secret if [illegible]u don't do this.", "If you stop [illegible] to me, something bad mig[illegible]nen."
Excessive Attention & Flattery	The person constantly praises the victim to make them feel special and build dependency.	[illegible]pliments, [illegible] the vi[illegible]eel like th[illegible]he [illegible] under[illegible]and
Testing Boundaries	The person slowly pushes small boundaries to see how much they can get away with before going too far.	Making inappro[illegible] jokes, encouraging rule[illegible]reaking, asking for small favours that lead to bigger ones.
Keeping Secrets	The person tells the victim to keep their relationship or activities a secret.	"Don't tell anyone about this, it's our special thing.", "If you tell, they won't believe you."
Creating a Fake Sense of Trust	The person makes the victim feel like they are the only one who truly cares about them.	Saying "I'm the only one who really gets you.", making them feel like they owe them something.

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Reference | Grooming behaviour awareness scenarios

Scenario	Situation	Discussion Questions
Th ecial" Friendship	Alex is a 12-year-old who just moved to a new school. A much older student, Jamie, starts being really nice to them. Jamie gives Alex special gifts, always offers to help ith homework, and even s them snacks every day. ie ls Alex, "I don't do his fo yone. You're reall fter a few ex not to t r fr uch, saying eel one who reall stand you."	1.What grooming behaviours do you notice in this scenario? 2. How could Jamie's actions make Alex feel obligated to stay friends? 3. What should Alex do if they start feeling uncomfortable?
The Online "Friend"	Taylor loves playing online video games and has made a new online friend named Chris. Chris is always online at the same time as Taylor and sends lots of private messages. At first, Chris just talks about the game, but soon they start asking more personal questions like, "What school do you go to?" and "Can you send me a picture of yourself?" When Taylor hesitates, Chris says, "Come on, we're best friends. Don't you trust me?"	1.Wh g sign ght not be a s end? 2. Why do you think Chris is asking for personal information? 3. How should Taylor respond, and what should they do next?

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SCH6.1

Reference | Grooming behaviour awareness scenarios

T[illegible]p	Jordan has a close friend named Sam, who is a few years older. Sam is always nice but sometimes makes Jordan feel bad for not doing what they want. One day, Sam asks Jordan to skip practice to [illegible]g out instead. Jordan says [illegible]ut Sam replies, "Wow, I [illegible]ss [illegible]iendship doesn't [illegible]mean [illegible] to you. I do so [illegible]uch [illegible]u don't [illegible]an st[illegible]feel guilt[illegible]on[illegible] should [illegible]ange[illegible]."	1.How is Sam using guilt as a way to control Jordan? 2. Why might Jordan feel pressured to agree? 3. What is a healthy way to set boundaries in this situation?
The Secret Favour	Mia's cousin, Alex, is really fu[illegible] to be around and always makes her laugh. One day, Alex asks Mia for a small favour—"Just tell your parents we were at the park the whole time, even if we went somewhere else." When Mia hesitates, Alex says, "It's no big deal, I'll owe you one. Just don't tell anyone." Mia doesn't want to get in trouble, but she also doesn't want to let Alex down.	[illegible]Wh[illegible] aski[illegible] secr[illegible] 2. How do you think Mia feels in this situation? 3. Why is it important to talk to a trusted adult if someone asks you to lie?

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Reflection

Answer the questions below.

1) What are some common warning signs of grooming behaviours?

2) How d[illegible]lators try to gain trust?

3) Why might it be difficult [illegible] when it is happening?

PREVIEW

Word Search

Find the words in the wordsearch.

Grooming	Secrets
Manipulation	Pressure
Trust	Awareness
Boundaries	Consent
Safety	Protection
Influence	Situation

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

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How Do We Set Boundaries in Unsafe Situations?

What Are Boundaries?

Boundaries are limits we set to protect ourselves from harm. They help us feel safe and respected. Boundaries can be physical, like not letting someone touch you without permission, or emotional, like asking someone to stop making hurtful comments.



How to Recognize Unsafe Situations

Unsafe situations happen when someone crosses your boundaries and makes you feel uncomfortable. These situations can occur in different places, such as:

- At school – If someone pressures you to do something you don't want to do.
- At home – If a family member or friend invades your personal space or is aggressive.
- Online – If a stranger or even someone you know asks for personal information or sends messages that make you feel uneasy.

Ways to Set Boundaries

When facing an unsafe situation, it's important to know how to set clear boundaries. Here are some ways to do this:

1) Use clear words – Say "No," "Stop," or "I don't like that" in a firm voice.
2) Move away – If possible, step back or leave the situation.
3) Tell a trusted adult – Report it to a teacher, parent, or another safe adult.
4) Use body language – Stand tall and look confident.

Why Setting Boundaries is Important

Setting boundaries keeps you safe and teaches others how to treat you. If people don't respect your limits, ask for help. Everyone has the right to feel safe at school, home, and online.

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True or False

Is the statement true or false?

1) Boundaries only apply to physical space, not emotions.	True	False
2) Saying "No" in a weak voice is enough.	True	False
3) Personal boundaries help keep us safe from harm.	True	False
4) Ignoring online threats will always make them go away.	True	False
5) A trusted adult can be a teacher or parent.	True	False

Questions

swer the questions below.

1) Wha e two undaries people can set?

2) Name one situation where you mig o s lo."

PREVIEW

Word Scramble

Unscramble the words from the word b

WORD BANK			
BOUNDARIES	LANGUAGE	CONFIDENTLY	RESPECTING
RESPECT	TRUSTED	SITUATION	ONLINE
SAFETY	BULLYING	SIGNALS	REPORT

RTOPER		TEYOFDCINLN	
TISUNOITA		GTSCREPINE	
TPSEECR		SDUNOEARIB	

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SCH6.1

Role Play: Setting Boundaries in Uncomfortable Situations

Objective

What are we learning about?

Students will learn how to assert personal boundaries by acting out different scenarios. This activity will help them build confidence in saying no to peer pressure, recognizing unsafe situations, and protecting their privacy online.

Materials

What will you need for the activity?

- Pre[illegible]tten s[illegible]rds (one for each group)
- A small spa[illegible]roups[illegible]e their role plays
- Chart paper or whitebo[illegible]dis[illegible]s



PREVIEW

Instructions

How will you comple[illegible]e acti[illegible]

1) Divide students into small groups of 3-4 a[illegible]gi[illegible]g[illegible]p[illegible]enario about setting personal boundaries.
2) Allow groups 10 minutes to prepare a short role play sho[illegible]nd to their situation.
3) Each group presents their role play to the class while others observe and take notes.
4) Lead a discussion after each performance, asking what worked well and what could be improved.
5) Write key takeaways on the board, highlighting effective ways to assert boundaries in different situations.
6) Summarize by reinforcing that setting boundaries is an important skill that helps keep people safe in real life.

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Scripts | Scenarios

Scenario	Description
Peer Pressure to Try Something Unsafe	A group of friends dares one person to try something unsafe, like sneaking into a restricted area or riding a bike without a helmet. The person doesn't feel comfortable. How do they say no while the friends react differently?
Saying No to a Pushy Friend	A student keeps asking to borrow another student's phone, even though they are uncomfortable sharing it. The others in the group have different opinions—one encourages sharing, one says to set a boundary, and one stays neutral. How does the student handle this?
Avoiding an Unsafe Situation Online	A student meets someone online who asks for personal details like their address. They tell their friends about it, and everyone has different advice—one says to ignore them, one warns them, one suggests blocking them, and one says to talk to an adult. What should they do?
Handling an Inappropriate Joke	A student keeps telling inappropriate jokes, and others react differently. One laughs, one feels uncomfortable, one asks them to stop, and one stays silent. How does the group handle the situation?

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Scripts | Scenarios

Resisting Pressure to Keep a Secret	A student shares something serious and asks their friend to keep it a secret, but it might require an adult's help. The group discusses whether they should tell an adult—one agrees, one disagrees, one suggests talking to the friend first, and one is unsure. What happens next?
Re[illegible] to Be[illegible] In B[illegible]	A group of students starts teasing another student. One encourages it, one stays silent, one feels uncomfortable but doesn't speak up, and [illegible] stands up against it. How does the targeted [illegible] respond? What happens next?
Dealing with Unwanted Physical Contact	[illegible]stu[illegible]nging or touching another stude[illegible] after[illegible]g asked to stop. The other[illegible] the gr[illegible]ac[illegible]fferently—one says it's harmless[illegible]emin[illegible]to respect boundaries, [illegible]ppo[illegible]e[illegible]t being touched, and one st[illegible]rat[illegible]n the student reinforce th[illegible]lary?
Saying No to Cheating	A student asks another to shar[illegible] during a test. The others in the gr[illegible]ou[illegible] differently—one encourages it, one s[illegible]t's wrong, one suggests telling the teacher, and one stays quiet. How does the student handle the pressure?
Leaving an Uncomfortable Social Situation	A group of friends is hanging out when the conversation turns to making fun of someone or discussing something inappropriate. One feels uncomfortable, one joins in, one laughs but is unsure, and one notices the discomfort. How does the student handle the situation?

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



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Rubric – Setting Boundaries in Uncomfortable Situations

Criteria	Needs Improvement (1)	Satisfactory (2)	Good (3)	Excellent (4)
Understanding	Struggles to recognize unsafe situations or boundaries.	Identifies some situations but misses key details.	Mostly accurate in recognizing situations and boundaries.	Clearly and accurately identifies situations and boundaries.
Asser	arely responds fidence ness.	Shows some assertiveness but needs practice.	Usually assertive with minor hesitation.	Consistently confident and assertive in setting boundaries.
Safety Strategies	ot app trat	Understands egies but to use	Applies strategies well with minor errors.	Applies strategies effectively and confidently.
Collaboration	Struggles work with the group and contribute.	Pa re thers tead.	orks well but butes less	Actively collaborates, listens, and contributes ideas.
Engagement	Lacks effort and creativity in role play.	Somew engaged with minimal effort.	E ases.	Fully engaged and creative in responses.

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Teacher Comments	Mark
_____ _____ _____ _____	

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

_____
_____
_____
_____

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SCH6.1

Story - What is Human Trafficking and Why is it a Serious Issue?

Lena scrolled through her phone when she saw a job ad: "Make $500 a day! No experience needed!" It seemed too good to be true, but she was curious. She texted the number, and within minutes, someone replied, promising easy work and free travel.



Human tra king happens when people are forced, tricked, o ed into dangerous situations. Every year, ople worldwide become victims. In Can raffick targets young people—over 90% of victims and over 50% are under 25 years old

Lena's friend, Mia, had learned t tr l. "Lena, this sounds suspicious," Mia warned. "Traffickers use fake job o trick affickers also use emotional manipulation, promising love or a bet Som are forced into illegal work, while others are exploited for labou

Lena decided to do some research. She found out that Ontario has t of human trafficking cases in Canada. She also read that traffickers of ta victims' IDs or threaten their families to keep them trapped.

Feeling uneasy, Lena blocked the number and reported it to Canadian Crime Stoppers (1-800-222-TIPS). In Canada, the police and organizations like the Canadian Centre to End Human Trafficking help protect victims.

Mia was right—if something seems too good to be true, it probably is. By learning the warning signs and reporting suspicious activities, people can help stop human trafficking.

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SCH6.1

True or False

Is the statement true or false?

1) Human trafficking only happens in other countries.	True	False
2) Over 90% of trafficking victims in Canada are women.	True	False
3) Fake job offers can be a sign of trafficking.	True	False
4) Traffickers always use force to control their victims.	True	False
5) Most hu n trafficking victims are under 25 years old.	True	False

Questio

wer the questions below.

1) What is hu g?

2) Name two ways traffickers trick v

PREVIEW

Cloze Test

Fill in the blanks with the correct words from the ank.

Human trafficking is a serious issue where people are _____ into unsafe situations. Traffickers use _____ to trick and control victims. In Canada, most victims are _____. Many traffickers use the _____ to find victims. If you suspect trafficking, always _____ it to a trusted adult.

- Report
- Deception
- Internet
- Women
- Forced

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5CH6.1

Why is Consent Important in All Situations?

What is Consent?

Consent means giving clear permission before something happens. It is important because it shows respect for other people's feelings, choices, and personal space. Consent is needed in many situations, such as borrowing a friend's belongings, giving a hug, or sharing information online. If someone does not agree or stays silent, that is not consent.

The Rules of Consent

Consent must be clear, ongoing, and freely given. This means:

- Clear: The person may say "yes" or show agreement through words or actions.
- Ongoing: A person can change their mind at any time. Saying "yes" once does not mean "yes" forever.
- Freely given: There should be no pressure, threats, or tricks involved.

PREVIEW

Why is Consent Important?

Consent helps build safe, respectful relationships. When consent is ignored, it can lead to serious problems. In Canada, studies show that 75% of [illegible] experience situations where their personal boundaries are not respected. Learning about consent helps prevent these situations and encourages open communication.



Examples of When Consent is Needed

People should always ask for consent in these situations:

- Physical touch– Hugging, holding hands, or any form of contact.
- Borrowing things– Taking a friend's item, like a book or phone.
- Online interactions– Posting someone's photo or sharing their information.

If consent is not given, the right thing to do is respect the person's decision. Teaching and practising consent helps everyone feel safe and valued in their daily lives.

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True or False

Is the statement true or false?

1) Silence always means that a person agrees.	True	False
2) People can change their minds after giving consent.	True	False
3) Consent should be given under pressure or threats.	True	False
4) Saying "yes" once means consent lasts forever.	True	False
5) Consent is needed when borrowing someone's belongings.	True	False

Questions

Answer the questions below.

1) What does consent mean?

2) Name two situations where consent is needed.

PREVIEW

Word Search

Find the words in the wordsearch.

Consent	Boundaries
Respect	Communication
Choices	Interactions
Information	Physical
Agreement	Borrowing
Problems	Decision

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

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SCH6.2

What is Bullying and How Can We Stop It?

What is Bullying?

Bullying happens when someone repeatedly hurts, threatens, or excludes another person on purpose. It is not just a one-time mean comment or disagreement. Bullying can happen anywhere, including school, sports teams, and online. In Canada, 1 in 3 students reports be[illegible]ullied, and 75% of students say they have seen bullying happen.

Types o[illegible]

Bully[illegible]n take [illegible]e[illegible]rms, including:

- Physical b[illegible]g[illegible]ng, [illegible]g, or damaging someone's belongings.
- Verbal bullying[illegible]me-c[illegible]s, or making fun of someone.
- Social bullying – Spr[illegible]mors, [illegible]someone out, or embarrassing them.
- Cyberbullying – Sending [illegible]ess[illegible], harmful content, or sharing private photos online.



Cyberbullying is growing quickly, with over 20% [illegible]adian students saying they have been bullied online. It ca[illegible] at any time and is harder to stop because messages and [illegible] spread quickly.

How Can We Prevent Bullying?

Bullying can be stopped when people take action. Here are ways to prevent it:

- Speak up – If you see bullying, tell a trusted adult.
- Support the victim – Be a friend and stand up for them.
- Report cyberbullying – Social media platforms allow harmful messages to be reported.
- Encourage kindness – Schools with anti-bullying programs see a 25% decrease in bullying.
- Be a role model – Treat others with respect and kindness.

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True or False

Is the statement true or false?

1) Bullying happens only once and then stops.	True	False
2) Bullying can happen in school, online, or in public places.	True	False
3) In Canada, 1 in 3 students has experienced bullying.	True	False
4) Cyberbullying only happens during school hours.	True	False
5) Physical bullying includes name-calling and teasing.	True	False

Question

...er the questions below.

1) What is bullyi...

2) Name two places where bullying c... ...ppen.

PREVIEW

Matching

Draw a line from the terms to their corresponding ...ption.

Physical Bullying	Spreading rumors or leaving someone out.
Cyberbullying	Hitting, pushing, or damaging belongings.
Social Bullying	Sending mean messages or posting harmful content online.
Reporting Bullying	Telling a trusted adult about bullying.
Bystander	Someone who sees bullying but may not act.

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Exit Cards

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

Name: _____ Mark

Is the statement true or false?

1) Everyone has a role in preventing bullying.	T / F
2) Cyberbullying is not as harmful as in-person bullying.	T / F
3) Ignoring bullying is the best way to stop it.	T / F
4) Bullying always includes physical harm.	T / F

Name: _____ Mark

Is the statement true or false?

1) Everyone has a role in preventing bullying.	T / F
2) Cyberbullying is not as harmful as in-person bullying.	T / F
3) Ignoring bullying is the best way to stop it.	T / F
4) Bullying always includes physical harm.	T / F

Name: _____ Mark

Is the statement true or false?

1) Everyone has a role in preventing bullying.	T / F
2) Cyberbullying is not as harmful as in-person bullying.	T / F
3) Ignoring bullying is the best way to stop it.	T / F
4) Bullying always includes physical harm.	T / F

Name: _____ Mark

Is the statement true or false?

1) Everyone has a role in preventing bullying.	T / F
2) Cyberbullying is not as harmful as in-person bullying.	T / F
3) Ignoring bullying is the best way to stop it.	T / F
4) Bullying always includes physical harm.	T / F

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Story - What is Cyberbullying and How Do We Prevent It?

Maya loved posting pictures and chatting with her friends online. One day, she saw that someone had created a fake account using her name and photo. The account was posting mean comments about her classmates. Soon, people started blaming Maya, even though she had nothing to do with it.

Cyberbull[illegible]hen someone uses technology to hurt, embarrass, or threaten others. In Ca[illegible]dents have experienced cyberbullying. Unlike in-person bullyi[illegible]berbull[illegible]ppen 24/7, even when the victim is at home. Hurtful messages, fak[illegible]nd s[illegible]private photos without permission are all forms of cyberbullying.



Maya felt anxious and didn't k[illegible]at friend Liam reminded her that social m[illegible]tform allow users to block and report harmful content. M[illegible] followed his advice and reported the fake accou[illegible] Studies show that only 1 in 10 teens report cyberbull[illegible] but reporting can help stop it.

Maya also told her teacher, who reminded her that schools in Canada ha[illegible]- cyberbullying rules. Many schools teach students about digital safety to prevent online bullying. When cyberbullying happens, talking to a trusted adult is one of the best ways to handle it.

Within a few days, the fake account was removed. Maya also learned to keep her personal information private online. She felt safer knowing that taking action could stop cyberbullying. Now, she reminds her friends: block, report, and tell a trusted adult. No one should face cyberbullying alone.

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SCH6.2

True or False

Is the statement true or false?

1) Cyberbullying only happens during school hours.	True	False
2) Over 20% of Canadian students have experienced cyberbullying.	True	False
3) Unlike regular bullying, cyberbullying can happen 24/7.	True	False
4) Reporting cyberbullying does not help stop it.	True	False
5) Schools in Canada have rules against cyberbullying.	True	False

Question

Answer the questions below.

1) What is cyberbullying?

2) Name two ways cyberbullying can happen.

Order the Events

The events below are out of order. Write which happened first (1) to which came last (6).

	They decide to block the cyberbully to stop further messages.
	Liam reminds Maya that she can report the account to the social media platform.
	Maya noticed someone had created a fake account in her name that is sending mean messages.
	They report the incident to a trusted teacher.
	Maya learned to keep her personal information private online.
	Maya feels upset and unsure about what to do.

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SCH6.2

Activity - Anti-Bullying Music Playlist

Objective

What are we learning about?

Students will explore how music promotes positive messages about kindness, confidence, and standing up against bullying. They will work in groups to create an anti-bullying playlist, analyze song lyrics, and discuss how music can influence emotions and behaviours.

Material

ill you need for the activity?

- Acce s to so rin d copies or online sources)
- Paper or digi ices esponses
- Chart paper or a ong discussions



Instructions

How will you comple activit

1) Divide students into small groups and e tha eate an anti-bullying playlist with songs that encourage el anc ess, and standing up for others.

2) Each group selects one song with a strong positive messa or reads the lyrics.

3) Groups analyze their chosen song, identifying key lyrics that relate to bullying prevention, self-confidence, or inclusion.

4) Each group writes a short explanation about why they chose the song and how its message can help prevent bullying.

5) Groups present their song to the class, sharing a few lyrics and explaining how the song inspires positive behaviour.

6) As a class, compile all the chosen songs into a "Class Anti-Bullying Playlist" and discuss how music can help people feel supported and empowered.

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Reference	A list of anti-bullying music playlist

Songs About Self-Acceptance & Confidence	
Song Title	**Artist**
Brave	Sara Bareilles
Fight Song	Rachel Platten
Roar	Katy Perry
L of Fame	The Script ft. will.i.am
h	Keala Settle (*The Greatest Showman*)
Sti ger (W t Kill You)	Kelly Clarkson
Way	Lady Gaga
Wi ys	Selena Gomez
Try	Colbie Caillat
Scars to Your Beauti	Alessia Cara

Songs About Standing Up Against B g & B Upstander	
Song Title	Ar s
Mean	or
Don't Laugh at Me	Mark
Not Afraid	Eminem (clean v n)
Shake It Off	Taylor Swift
Cool Kids	Echosmith
Unwritten	Natasha Bedingfield
Rise Up	Andra Day
Keep Your Head Up	Andy Grammer
Beautiful	Christina Aguilera
Firework	Katy Perry

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Reference | Song Lyric Printouts for the Anti-Bullying Music Playlist

Song Title & Artist	Key Lyrics	Discussion Questions
Brave – Sara Bareilles	*"Say what you wanna say, and let the words fall out..."* *"Honestly, I wanna see you be brave!"*	1. How do these lyrics encourage confidence and self-expression? 2. How could this song inspire someone being bullied? 3. What is one way you can be brave in tough situations?
Fight – Rachel Platten	*"...my fight song, take ...y life song..."* *"...y h... one match, ...make ...losion!"*	1. What does this song teach about standing up for yourself? 2. How can music help someone who is struggling? 3. What is one situation where you could use this message in real life?
Mean – Taylor Swift	*"Someday, ...ing ... old ..."* *"And all you're ever g... is mean!"*	1. How do these lyrics describe the ...pact of bullying? 2. ...does this song help someone who ...een bullied? 3. ...think bullies act the way t...o?
Roar – Katy Perry	*"I got the eye of the tiger, a fighter..."* *"Cause I am a champion, and you're gonna hear me roar!"*	...hat ... be a champion in t... 2. How ...lyr... ...ourage self-confidence... 3. What is one cha... overcome in your ...e?
This Is Me – Keala Settle	*"I'm not scared to be seen, I make no apologies, this is me!"*	1. How does this song p...mote self-acceptance? 2. Why is it important to embrace who you are? 3. How can this song help someone feel proud of themselves?
Born This Way – Lady Gaga	*"I'm beautiful in my way, 'cause God makes no mistakes..."*	1. How does this song promote self-love and inclusion? 2. What does "born this way" mean to you? 3. How can accepting others make the world a kinder place?

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Reference | Song Analysis Worksheet

Question	Student Response
Key Lyrics	Write down a few important lyrics from the song that relate to bullying, self-acceptance, kindness, or standing up for others.
Song Message	What is this song trying to say? How does it connect to bullying prevention, confidence, or inclusion?
Emotional Impact	How does this song make you feel when you listen to it? (Check all that apply) ☐ Happy ☐ Confident ☐ Inspired ☐ Strong ☐ Hopeful ☐ Other: _____ Why does this song make you feel that way?
Personal Connection	Have you ever experienced or witnessed a situation related to the message in this song? How does it apply to your life?
How Can This Song Help Others?	Who do you think would benefit from listening to this song, and why?
Final Thoughts	Would you recommend this song to a friend? Why or why not?

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Reflection Answer the questions below.

1) Why did your group choose this song for the playlist?

2) How c help someone who is experiencing bullying?

3) If you could write an an g essage would it have?

PREVIEW

Word Search Find the words in the wordsearch.

Lyrics	Kindness
Message	Support
Confidence	Inspiration
Respect	Expression
Empowerment	Harmony
Inclusion	Voice

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

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Rubric – Anti-Bullying Music Playlist

Criteria	Needs Improvement (1)	Satisfactory (2)	Good (3)	Excellent (4)
Song Choice	Not related to the theme.	Somewhat related but weak connection.	Clearly connects to the theme.	Strong connection to anti-bullying and empowerment.
Lyrics & Analysis	rics or on.	Lyrics included but little explanation.	Basic analysis of lyrics.	Clear, deep analysis with strong connections.
Discussion	e to no pat	imal effort, r ideas.	Engages and shares relevant thoughts.	Fully engaged, insightful analysis.
Reflection	Incomplete off-topic answers.	Ba pth.	Thoughtful responses howing nde ding.	Detailed, personal connections made.
Effort & Creativity	Little effort shown.	Some ef lacks creativi	C e	Highly creative and thusiastic.

PREVIEW

Teacher Comments

Mark

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

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What is Discrimination and How Can We Address It?

What is Discrimination?

Discrimination happens when people are treated unfairly because of their identity. This can be based on race, gender, religion, disability, age, or other personal characteristics. In Canada, the Canadian Human Rights Act protects people from discrimination at school, work, and public places. Even though these laws exist, 1 in 5 Canadians still report experiencing discrimination.

How Discrimination Affect People?

Discrimination affects people in many ways. It can lower self-confidence, create stress, and make people feel excluded. In schools, students say they have seen or experienced discrimination. When people are treated unfairly, they may feel like they don't belong. Discrimination can also lead to fewer job opportunities, lower wages, or unfair treatment in daily life.



Ways to Address Discrimination

Stopping discrimination requires action from everyone. Here are some ways to help:

- Speak up– If you see discrimination, tell a trusted adult or teacher.
- Support others– Stand up for classmates who are treated unfairly.
- Report it– Schools and workplaces have rules against discrimination.
- Learn about diversity– Understanding different cultures and identities helps prevent unfair treatment.
- Encourage kindness– Schools with programs about respect and inclusion see a 25% decrease in discrimination.

By learning about discrimination and taking action, we can help create a fair and respectful community for everyone.

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True or False

Is the statement true or false?

1) Discrimination treats people fairly.	True	False
2) Canada has laws against discrimination.	True	False
3) Discrimination can affect self-confidence.	True	False
4) Reporting discrimination makes it worse.	True	False
5) Discrimination only happens to adults.	True	False

Question

the questions below.

1) What is disc

2) Name two reasons someone migh discrim

PREVIEW

Questioning

Write three questions you have about the read

1) _____

2) _____

3) _____

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Fact or Fiction - Myths About Bullying and Discrimination

Objective

What are we learning about?

Students will learn to recognize and challenge common myths about bullying and discrimination. This activity will help them develop critical thinking skills and understand how misinformation can impact individuals and communities.

Material

What will you need for the activity?

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



PREVIEW

Instructions

How will you complete the activity?

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

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Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Everyone deserves to feel safe and respected.	Fact
2	Bullying is just a normal part of growing up.	Fiction
3	Sch are responsible for stopping bullying among students.	Fact
4	Pe are bullied should just ignore it and move on.	Fiction
5	king up bullying can make a difference.	Fact
6	Telling t t b g makes the situation worse.	Fiction
7	Discriminatio ha race, gender, or abilities.	Fact
8	Only physical bully ous	Fiction
9	Bullies act out because they ha own ms.	Fact
10	Cyberbullying is not as harmful as in-per ully	Fiction
11	Schools can take action against bullying	Fact
12	Online messages disappear, so cyberbullying is d	Fiction
13	Supporting friends who experience bullying can help the	ct
14	If someone laughs at bullying, it means they agree with it.	Fiction
15	Being an upstander can prevent bullying from continuing.	Fact
16	People who are bullied should fight back.	Fiction
17	Including others helps prevent social bullying.	Fact
18	A bystander has no power to stop bullying.	Fiction
19	Kindness and respect can help create a safer school environment.	Fact
20	Once bullying stops, the victim is fine.	Fiction

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What is an Upstander and How Can We Be One?

Upstander vs. Bystander

An upstander is someone who takes action when they see bullying, discrimination, or unfair treatment. Instead of just watching, upstanders actively support those who are being hurt. A bystander is someone who sees something wrong happening but chooses not to help or speak up. In bullying situations, research shows 80% of incidents have bystanders, but only a small number choose to become upstanders. Most people stay quiet because they worry about becoming targets themselves or don't know how to help safely.

How Can You Be an Upstander?

There are many ways to practice being an upstander at school and in your community. Here are some effective actions:

- Speak Up– Politely but firmly tell the person to stop if it's safe.
- Help the Victim– Offer kindness, support, and friendship to the person being bullied.
- Tell a Trusted Adult– Reporting bullying to teachers or parents can make a big difference.
- Set a Good Example– Show respect and kindness to others and encourage friends to do the same.
- Encourage Others– Work together with classmates to create a safe and welcoming environment.

Why Upstanders are Needed

Upstanders help reduce bullying and discrimination. In fact, bullying usually stops within 10 seconds when someone stands up for the victim. Schools with strong anti-bullying programs and supportive upstanders see bullying cases drop by about 25%. Being an upstander creates safer, kinder, and more respectful communities.



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True or False

Is the statement true or false?

1) An upstander always stays silent.	True	False
2) Bystanders help stop bullying quickly.	True	False
3) Upstanders speak out against bullying.	True	False
4) 80% of bullying has bystanders watching.	True	False
5) Upstanders support victims of bullying.	True	False

Question

Answer the questions below.

1) What is an upstander?

2) What is a bystander?

PREVIEW

Word Search

Find the words in the wordsearch.

Upstander	Support
Discrimination	Friendship
Treatment	Respect
Quiet	Encourage
Effective	Programs
Kindness	Victim

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

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Exit Cards

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

Name: _____ | Mark

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

1) Being kind makes schools safer places.	T / F
2) Victims don't need support from classmates.	T / F
3) Bullies stop on their own without help.	T / F
4) Upstanders encourage friends to help.	T / F

Name: _____ | Mark

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

1) Being kind makes schools safer places.	T / F
2) Victims don't need support from classmates.	T / F
3) Bullies stop on their own without help.	T / F
4) Upstanders encourage friends to help.	T / F

Name: _____ | Mark

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

1) Being kind makes schools safer places.	T / F
2) Victims don't need support from classmates.	T / F
3) Bullies stop on their own without help.	T / F
4) Upstanders encourage friends to help.	T / F

Name: _____ | Mark

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

1) Being kind makes schools safer places.	T / F
2) Victims don't need support from classmates.	T / F
3) Bullies stop on their own without help.	T / F
4) Upstanders encourage friends to help.	T / F

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Activity - "Walk in Their Shoes" Perspective Writing

Objective

What are we learning about?

Students will develop empathy and critical thinking skills by reading and reflecting on short narratives of individuals who have faced discrimination, stereotyping, or bullying. They will write from the perspective of the person in the story to understand the emotional and social impact of discrimination.

Materials

What will you need for the activity?

- [illegible] or digital [illegible] of short narratives describing real-life experiences of discrimination, stereotyping, bullying
- Lined paper or books



Instructions

How will you complete the activity?

1) Begin with a class discussion about what the terms discrimination, stereotyping, and bullying mean. Ask students to share examples they have seen in books, movies, or real life.
2) Hand out or display the short narratives and [illegible] as a class or in small groups. Encourage students to discuss the [illegible] and challenges faced by the characters in each story.
3) Ask each student to choose one narrative and imagine themselves as one of the person in the story. They will write a first-person reflection from the perspective of that character, describing how they felt during the experience, how the situation changed them, what they wish others understood about their experience, and what they think should happen to prevent this from happening again.
4) Encourage students to use descriptive language to express emotions and experiences in their writing. Remind them to think deeply about the character's thoughts and reactions.
5) Have students share their reflections in small groups or with the class if they feel comfortable. Facilitate a discussion on the importance of empathy and respect for others.
6) Ask students to complete the reflection questions to deepen their understanding of the topic. End the lesson by brainstorming ways to promote kindness and inclusivity in the school community.

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Reference	Short narratives that describe real or fictional experiences of discrimination, stereotyping, or bullying.

Title - The New Student	Perspective - Immigrant Experience

Narrative

Ai[illegible] to Canada from Somalia. She was excited to start scho[illegible]out making friends. On her first day, she wore her hij[illegible]ways had. However, during lunch, she overheard so[illegible]ering. "Why does she wear that thing on her head? [illegible]oks weird," another girl responded. Aisha's face turne[illegible]. She [illegible]explain that her hijab was part of her culture and fai[illegible]hy. As the weeks passed, she noticed that some stud[illegible]g next to her, and others asked if she spoke English—eve[illegible] fluently. One day, her teacher introduced a class proje[illegible] students had to share something about their culture. Aisha decided to talk about the importance of her hijab and what it meant to her. When she finished, one of the classmates who had whispered about her came up and said, "I never knew that. That's actually really cool." That day, Aisha realized that sometimes, people just needed to learn about each other to understand and respect their differences.

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Reference	Short narratives that describe real or fictional experiences of discrimination, stereotyping, or bullying.

Title - Not Just a Game	Perspective - Gender Stereotyping

Narrative

PREVIEW

Jordan lo[ve]d [so]mething more than anything. Every day, she practised with her older brother, dreaming of joining the school team. But when tryouts were announced, some of boys in her class laughed. "You're trying out? Girls aren't as strong as boys. You won't make it," one boy smirked. Jordan's stomach sank. She had played soccer for years—why did they think she couldn't compete just because she was a girl? Determined to prove them wrong, she worked even harder. When tryouts came, she ran faster, played tougher than ever. The coach watched closely and, after the final scrimmage, called out the names of those who made the team. "Jordan, welcome to the team," the coach announced. Jordan's heart raced with excitement. The same boys who had doubted her looked shocked. One of them even admitted, "Wow, you're actually really good." Jordan smiled. "I always was," she thought.

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Reference	Short narratives that describe real or fictional experiences of discrimination, stereotyping, or bullying.

Title - Just Joking?	Perspective - Bullying & Peer Pressure

Narrative

PREVIEW

Luc lway aking people laugh, but lately, his best friend Alex had b large st of his jokes. It started with little things—teasing eakers or the way he played video games. At first, ug But when Lucas started making fun of his stutter in fr eir nates, Alex's smile disappeared. "Dude, stop," Alex mutte ne d r Lucas mocked the way he said a word. Lucas j x, it's just a joke." That afternoon, their teacher showed a ing and how it affects people. Lucas saw a boy in the vid embarrassed and hurt, just like Alex had earlier. It hit him e hadn't been joking, he had been hurting his best friend. The next day, Lucas pulled Alex aside. "I'm sorry for making fun of you. I wasn't thinking about how it made you feel." Alex hesitated, then nodded. "Thanks," he said. "It did hurt." From that moment on, Lucas made sure his jokes brought laughter—not tears.

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Reflection Answer the questions below.

1) How did writing from another person's perspective help you understand their emotions?

2) What ... ry stood out to you the most, and why?

3) How do you think discrimi... o... ...ts a person in the long term?

PREVIEW

Word Scramble Unscramble the words from the word b... k.

WORD BANK			
EMPATHY	DISCRIMINATION	RESPECT	BULLYING
PERSPECTIVE	INCLUSION	UNDERSTANDING	ACCEPTANCE
STEREOTYPE	COMPASSION	DIVERSITY	KINDNESS

VITYDIESR		KDIESNNS	
SMAOSPCOIN		TCNACEEACP	
CVEPEERSPTI		DMITIOSICARINN	

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Story - How Do Vaccinations Help Prevent Disease?

Sam was feeling nervous about his doctor's appointment. Today, he was getting a vaccine, and he wasn't sure why it mattered. Noticing Sam's worry, Dr. Lee smiled and said, "Vaccines protect you by teaching your immune system how to fight diseases."



Dr. Lee explained that vaccines contain a very weak or harmless p[art] of a germ. When your body sees this, it learns h[ow] t[o] germ without you getting sick. This way, [if] ever the[y] disease, your body can quickly fight it off. Vacci[nes] help nearly wipe out diseases like measles, wh[ich] affect[ed] worldwide.

"Do lots of kids get vaccin[ated]?" Sam asked.
"Yes," said Dr. Lee. "In Canada, a[bout] 90[%] important vaccines. This protects everyone, especially those who can't ge[t] vaccinated [for] [reason]."

Sam learned that vaccines help protect people [from] seriou[s] [illness] like measles, HPV, hepatitis B, and chickenpox. Before vaccines, many [children] would get [sick] every year. For example, before the measles vaccine, about 300,000 to 40[0,000] [cases] [were] measles each year. In 1998 Canada declared that measles had been eradicat[ed] because of an extensive vaccination campaign. However, in October of 2024 there [was] a measles outbreak in New Brunswick stemming from unvaccinated travelers. This outbreak spread to other provinces because of travel.

"Do vaccines hurt?" Sam asked nervously.
"They might pinch a little," Dr. Lee said, "but a pinch now can protect you from sickness."

After his shot, Sam felt proud. He knew he had made a good health choice. Vaccines don't just protect one person—they keep entire communities safe. Sam decided he'd remind his friends how important vaccines are because healthy kids help make healthy communities.

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True or False

Is the statement true or false?

1) Vaccines teach your body how to fight germs.	True	False
2) Vaccines contain very strong germs.	True	False
3) Measles once affected millions worldwide.	True	False
4) 90% of Canadian children get important vaccines.	True	False
5) Vaccines only protect the person who gets them.	True	False

Questions

Answer the questions below.

1) What does a vaccine teach your body to do?

2) Name two diseases vaccines protect against.

PREVIEW

Cloze Test

Fill in the blanks with the correct words from the box.

Vaccines help your body fight _____ by teaching your immune system how to recognize them. In Canada, most _____ get important vaccines. Diseases like _____ once affected thousands yearly. Today, vaccines protect communities and keep people _____. Getting vaccinated is a responsible _____ to keep everyone healthy.

Measles
Choice
Diseases
Children
Safe

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SCH6.3

Activity - Text Message Misunderstanding

Objective What are we learning about?

Students will explore how text messages can be misinterpreted due to missing punctuation, unclear wording, or sarcasm. They will learn the importance of clear communication and tone in digital and in-person conversations.

Materials What will you need for the activity?

- Printed examples of ambiguous text messages
- Lined paper or notebooks
- Pencils or pens
- Chart paper or whiteboard for group discussions



Instructions How will you complete this activity?

1) Begin by discussing with students how communication has changed with texting and social media. Ask if they have ever sent or received a message that was misunderstood.
2) Hand out printed examples of text messages that can be interpreted in multiple ways. Examples could include messages like "Fine." (Is this person actually fine or upset?), "Thanks a lot." (Is this sarcastic or genuine?), "See you." (Is this friendly or dismissive?), or "You never help." (Is this an exaggeration?).
3) In small groups, have students read the messages and discuss how they could be misunderstood. They should consider factors like tone, punctuation, and missing context.
4) Ask students to rewrite each text message to make the meaning clearer. Encourage them to add punctuation, emojis, or additional words to improve clarity.
5) Have each group present one example of a misunderstood message and their improved version to the class. Discuss why their changes made the message clearer.
6) Conclude the lesson with a discussion on how misunderstandings in digital communication can affect friendships and relationships. Ask students to think about how they can be more mindful when sending messages online.

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Reference | Written examples of ambiguous text messages

Ambiguous Text Message	Possible Misinterpretation	Ways to Make It Clearer
"Fine."	Is the person actually fine, or are they upset?	"I'm fine, thanks for asking!" or "I'm upset, but I don't want to talk about it right now."
"Thanks a lot."	Is this sarcastic or genuine?	"Thanks a lot! I really appreciate it!" or "Thanks a lot... I wish you had helped me earlier."
"See you later."	Is this friendly or dismissive?	"See you later! Looking forward to it!" or "See you later, but I'm kind of upset right now."
"You never help."	This statement can be an accusation or a request for help.	"I feel like I do most of the work alone. Can you help me next time?"
"That was so smart."	Is this a compliment or sarcasm?	"That was so smart! Great job!" or "That was not a good decision. I wish you had thought it through."
"Whatever."	Is this a neutral response or frustration?	"What you want for you!" or "I don't want to talk about it anymore."
"I guess you're right."	Does the person actually agree or are they annoyed?	"I see your point, and I agree with you." or "I guess you're right, but I'm still not sure."
"Okay."	Is the person agreeing, annoyed, or uninterested?	"Okay! That sounds like a great plan!" or "Okay... I'm not really happy about it, but I'll go along with it."
"LOL."	Is the person actually laughing or just trying to end the conversation?	"LOL, that was really funny!" or "LOL... I don't know what else to say."
"I don't care."	Does the person truly not care, or are they hiding their feelings?	"I don't have a strong preference. You can choose!" or "I feel upset, but I don't want to talk about it."

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Reflection

Answer the questions below.

1) How does punctuation change the meaning of a sentence?

2) Why c[illegible]m be difficult to understand in a text message?

3) What are some ways to [illegible]re [illegible]ges are clear?

PREVIEW

Word Search

Find the words in the wordsearch.

Communication	Context
Interpretation	Emoji
Sarcasm	Perception
Clarity	Expression
Punctuation	Message
Tone	Understand

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

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SCH6.3

How Can We Handle Conflicts in a Healthy Way?

Why Do Conflicts Happen?

Conflicts happen when people have different opinions, needs, or expectations. They can occur between friends, classmates, or family members. Studies show that 75% of students experience conflicts at school. While disagreements are normal, they need to be handled respectfully to avoid hurt feelings or bigger problems.

Healthy Ways to Resolve Conflicts

Handling conflicts in a respectful way helps build strong relationships. Here are some key strategies:

- Stay calm– Take a deep breath and avoid yelling.
- Use "I" statements– Say "I feel..." instead of blaming others.
- Listen carefully– Let the other person finish without interrupting.
- Find a compromise– Work together to find a fair solution.
- Take a break if needed– Stepping away can help you calm down before talking again.

Why Respect Matters in Conflict

Respect is important in solving conflicts. Studies show that students who use respectful communication are 40% more likely to solve problems without adult help. Using kind words and listening carefully makes it easier to reach an agreement.



What to Avoid in Conflicts

Some actions make conflicts worse instead of better. Avoid these behaviours:

- Yelling or name-calling– This only increases anger.
- Ignoring the problem– Problems don't go away by themselves.
- Being unwilling to compromise– Both sides should work together.

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SCH6.3

True or False

Is the statement true or false?

1) Conflicts happen because people have different opinions.	True	False
2) 75% of students experience conflicts at school.	True	False
3) Yelling and name-calling help solve conflicts.	True	False
4) Staying calm is important in conflicts.	True	False
5) Ignoring a problem makes it go away.	True	False

Question

...wer the questions below.

1) What are two ...au... of conflict?

2) What is an "I" statement and give ...e.

PREVIEW

Fill-in-the-Blanks

Fill-in-the-Blanks with appropriate ans...

1) Conflicts happen when people have different _____.
2) Staying _____ helps solve conflicts in a healthy way.
3) An "I" statement begins with "I _____..."
4) Finding a _____ means both people agree on a fair solution.
5) Listening without _____ helps build respect in a disagreement.

Compromise
Opinions
Calm
Feel
Interrupting

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Why is Consent Essential in Friendships?

What is Consent?

Consent means asking for permission before doing something that involves another person. It is about making sure both people agree and feel comfortable. In friendships, consent helps build trust and respect. Studies show that 85% of students feel safer in friendships when their boundaries are respected.

Why Consent Matters in Friendships

Consent isn't just about saying no—it helps create healthy and respectful relationships. Friends should ask before

- Giving physical contact– Not everyone is comfortable with hugs or high-fives.
- Sharing personal information– Always ask before telling someone's secret.
- Making plans– A friend should give everyone a chance to be being included or excluded.
- Borrowing things– Taking something without asking can make a friend feel disrespected.

When people ignore consent, it can lead to hurt feelings, broken trust, and uncomfortable situations. Research shows that 75% of students have felt pressured into doing something they didn't want to do.

How to Ask for Consent

Asking for consent is easy and helps maintain strong friendships. Here are some respectful ways to ask:

- "Is it okay if I give you a hug?"
- "Can I borrow your book?"
- "Do you want to be part of this plan?"
- "Are you comfortable talking about this?"



Respecting consent shows that you care about your friend's feelings. It helps create stronger, safer friendships where everyone feels valued and heard.

PREVIEW

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SCH6.3

Questions Answer the questions below.

1) What is consent?

2) Why is asking for permission important in friendships?

PREVIEW

Write Write a fict... sce... friendship where one friend asks for consent.

True or False Is the statement true or false?

1) Healthy friendships do not require consent.	True	False
2) Respecting boundaries helps build trust.	True	False
3) Borrowing something without asking is a form of respect.	True	False
4) 85% of students feel safer when boundaries are respected.	True	False
5) Consent is only important for adults.	True	False

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SCH6.3

Exit Cards

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

Name: _____

Match each term with its meaning.

Mark

Consent	❑ Built when friends respect each other's choices.
Boundary	❑ Asking for permission before acting.
Trust	❑ A personal limit that should be respected.

Name: _____

Match each term with its meaning.

Mark

Consent	❑ Built when friends respect each other's choices.
Boundary	❑ Asking for permission before acting.
Trust	❑ A personal limit that should be respected.

Name: _____

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Consent	❑ Built when friends respect each other's choices.
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Name: _____

Match each term with its meaning.

Mark

Consent	❑ Built when friends respect each other's choices.
Boundary	❑ Asking for permission before acting.
Trust	❑ A personal limit that should be respected.

PREVIEW

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Name: _____ 99

Curriculum Connection
SCH6.4

Story: How Do Schools Promote Health and Well-being?

Draw Draw pictures that illustrate the story.

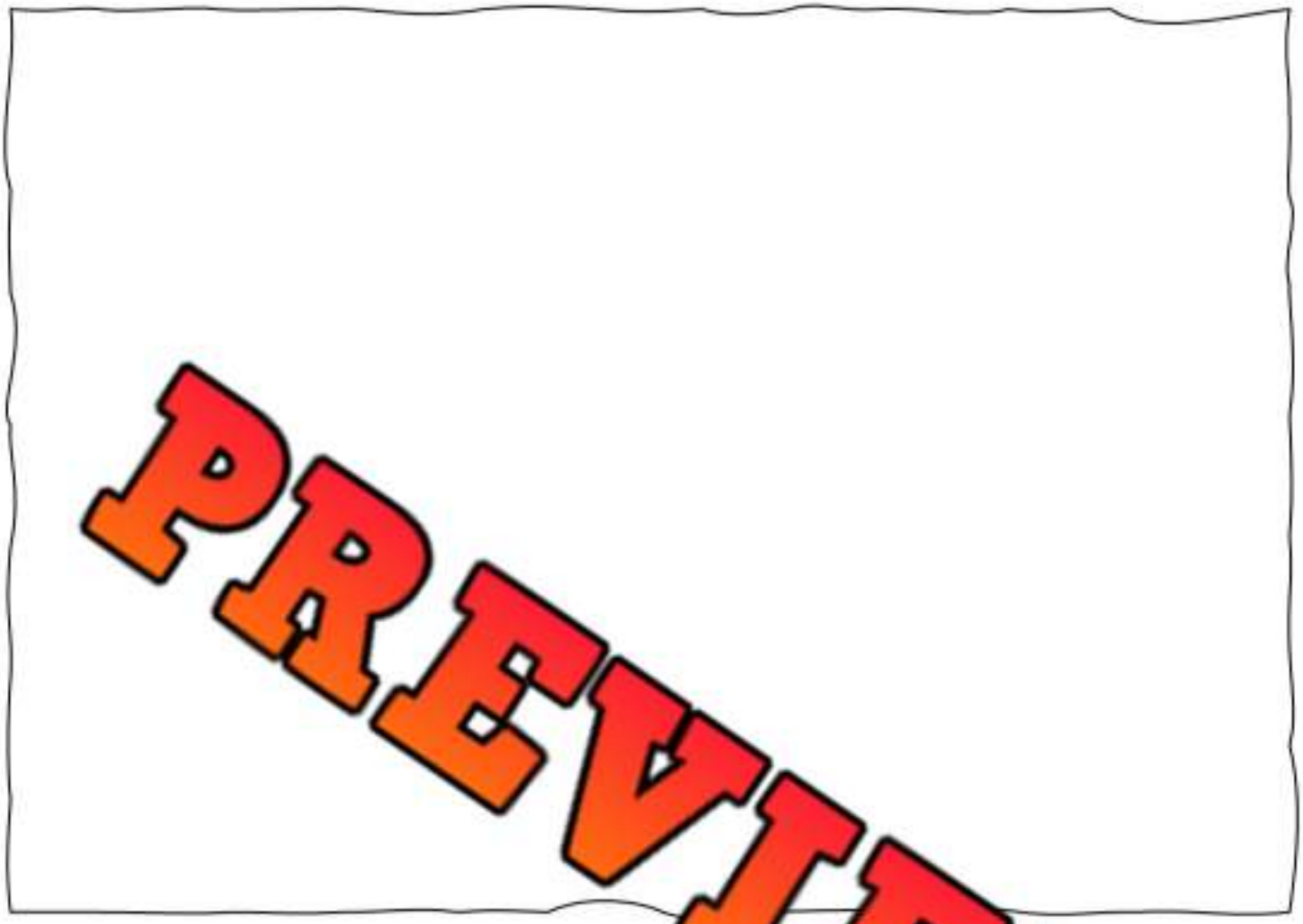
Ethan used to think school was just a place to learn math and reading, but one day, his teacher, Mr. Carter, introduced a new topic: how schools promote health and well-being. He asked the class, "Besides learning, what else do you think schools do to help students?" Ethan and his classmates were curious.

"Did you know that schools do more than just teach?" Mr. Carter continued. "They help students stay healthy." He explained that in Canada, over 80% of schools offer mental health resources, such as counsellors or peer support groups. Ethan remembered how his older brother once visited the school counsellor when he was feeling stressed about homework. The counsellor gave him strategies to stay organized and manage his stress.

PREVIEW

Name: _____ 100

Curriculum Connection
SCH6.A



Schools also focus on nutrition. In Ethan's school, the[illegible]breakf[illegible]gram where students could get free food in the morning. Mr. Carter sai[illegible]1 in[illegible]dren don't always have enough food at home, so school meal programs[illegible] energized and focused. Ethan never thought about how important food [illegible] learning, but now he understood why his school made sure every student had access to healthy meals.

Another important part of school well-being is bullying prevention. Studies show that 60% of students who experience bullying don't report it, but schools with strong anti-bullying policies have a 30% decrease in bullying cases. Ethan thought about how his school had kindness clubs and student-led workshops that helped create a safer environment.

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SCH6.4

Mr. Carter also talked about physical activity. He explained that schools encourage students to be active because kids need at least 60 minutes of exercise every day. Ethan's school had recess, gym class, and even after-school sports clubs. He realized that playing soccer with his friends at lunch wasn't just fun—it was helping him stay healthy.

In addition to physical health, schools also support mental and emotional well-being. Some sc[illegible]fer mindfulness programs where students practise deep breathing and relaxa[illegible]. Others have peer mentorship programs, where older students help[illegible]er one[illegible] school life. Ethan liked this idea—he thought it would be great to have[illegible]er t[illegible] to when things felt overwhelming.

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At the end of the lesson, Mr. Carter reminded the class that schools work hard to create safe and inclusive environments. Schools celebrate diversity, teach students how to respect each other, and provide spaces where everyone feels welcome. Ethan realized that his school wasn't just a place to learn—it was a place where students could feel supported in every way.

By the end of the day, Ethan felt inspired. He decided to sign up as a peer mentor, hoping to make his school an even better place for everyone. He now understood that when students feel healthy, safe, and supported, they can do their best in school and in life.

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Curriculum Connection
SCH6.4

Why is Emergency Preparedness Important?

Why Emergency Preparedness Matters

Emergencies can happen at any time, and being prepared helps people stay safe. In Canada, different types of emergencies include wildfires, floods, earthquakes, and severe storms. Schools and communities teach emergency preparedness to help people react quickly and safely. Studies show that students who learn emergency procedures are 50% more likely to stay calm during a crisis.

Important Emergency Procedures

Knowing what to do in an emergency can save lives. Schools and public places have safety plans that include:

- Fire drills– Practicing how to exit a building quickly and safely.
- Lockdown drills– Learning how to stay safe during a threat inside the school.
- Severe weather safety– Finding safe areas during storms or earthquakes.
- Evacuation plans– Knowing where to go if a building needs to be cleared.

Following these procedures helps people react faster and avoid panic in real emergencies.



Basic First-Aid Skills

First-aid skills are important in any emergency. Studies show that 70% of people feel helpless in a medical emergency because they don't know first aid. Some basic skills include:

- How to call 911– Giving the right information quickly.
- Helping someone who is injured– Knowing when to get help.
- Stopping bleeding– Using pressure to control cuts or wounds.

Learning emergency preparedness helps students stay calm, make safe choices, and help others when needed.

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Curriculum Connection
SCH6.4

Questions

Answer the questions below.

1) What are three types of emergencies in Canada?

2) What information should you give when calling 911?

PREVIEW

Fill-in-the-Blanks

Fill in the blanks with words from the word bank.

1) Fire drills help students exit a building _____ and safely.
2) In an emergency, it is important to stay _____.
3) Calling _____ can get help quickly during serious emergencies.
4) A first-aid skill that helps stop bleeding is applying _____.
5) Knowing emergency plans helps people react _____ in a crisis.

Word Bank
Calm
Quickly
Pressure
Correctly
911

True or False

Is the statement true or false?

1) Emergencies can happen at any time.	True	False
2) Canada never experiences natural disasters.	True	False
3) Fire drills help students learn to exit safely.	True	False
4) Lockdown drills are for weather emergencies.	True	False
5) 70% of people feel helpless in a medical emergency.	True	False

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Why is Volunteering Important in Our Community?

What is Volunteering?



Volunteering means giving time and effort to help others without expecting payment. It can be done in many ways, such as helping at food banks, cleaning parks, or supporting mental health programs. In Canada, almost 13 million people volunteer each year, making a big difference in their communities.

Why Volunteering Is Important

Volunteering helps communities become stronger by providing support where it is needed. It benefits both the people receiving help and the volunteers themselves. Some important reasons to volunteer include:

- Helping people in need – Many families rely on food banks for meals.
- Protecting the environment – Cleaning parks and planting trees improves air quality.
- Building new skills – Volunteers learn teamwork, leadership, and problem-solving.
- Improving mental health – Studies show that people feel happier after helping others.

Ways to Volunteer in the Community

Anyone can be a volunteer. Even students can make a difference by:

- Helping at a food bank – Packing meals for families in need.
- Cleaning up a local park – Picking up litter to keep public spaces clean.
- Visiting senior homes – Talking to older adults to reduce loneliness.
- Tutoring younger students – Helping classmates with schoolwork.

The Impact of Volunteering

Research shows that communities with active volunteers experience 30% more community improvements than those without. Whether big or small, every act of volunteering helps create a kinder and healthier society.

PREVIEW

Name: _____ 107

Curriculum Connection
SCH6.4

Questions

Answer the questions below.

1) What does it mean to volunteer?

2) How do volunteering help build a stronger community?

PREVIEW

Word Search

Find the hidden words in the wordsearch.

Important	Quality
Community	Leadership
Payment	Public
Programs	Volunteer
Difference	Experience
Benefit	Improvement



True or False

Is the statement true or false?

1) Food banks do not rely on volunteers.	True	False
2) Cleaning parks helps protect the environment.	True	False
3) Volunteering only benefits the people receiving help.	True	False
4) Students can volunteer by tutoring younger students.	True	False
5) Helping at a food bank is an example of volunteering.	True	False

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SCH6.4

How Can We Reduce Stigma Around Mental Health?

What is Mental Health Stigma?



Stigma happens when people are judged or treated unfairly because of their mental health. Many people avoid talking about their feelings because they fear being misunderstood. Studies show that 60% of people with mental health challenges do not seek help because of stigma.

Why Talking About Mental Health Is Important

Mental health is just as important as physical health. People visit doctors for broken bones, so they should also seek help for stress, anxiety, or depression. Schools and communities are working to make mental health discussions normal. Some ways to reduce stigma include:

- Talking openly – Sharing feelings helps people feel less alone.
- Listening without judgment – Being kind and supportive can make a difference.
- Learning the facts – Understanding that mental health conditions are common, helps reduce myths.

How Schools Support Mental Health

Many schools in Canada have mental health programs to help students. These include:

- School counsellors – Available to talk about stress and emotions.
- Mindfulness programs – Help students stay calm and focused.
- Peer support groups – Allow students to share experiences with each other.

The Impact of Reducing Stigma

Research shows that students in schools with mental health programs are 30% more likely to ask for help when needed. When people feel safe to talk about mental health, they can get the support they need without fear or embarrassment.

PREVIEW

Name: _____ 109

Curriculum Connection
SCH6.4

Questions

Answer the questions below.

1) What is mental health stigma?

2) Why do some people avoid talking about mental health?

PREVIEW

Matching

Draw a line from the terms to their corresponding description.

Stigma	Negative views on mental health.
Counsellor	Supports students who experience stress.
Peer Support	Students help each other.
Mindfulness	Teaches relaxation techniques.
Mental Health Education	Learning facts to reduce stigma.

True or False

Is the statement true or false?

1) Mental health is as important as physical health.	True	False
2) 60% of people with mental health challenges seek help.	True	False
3) Stigma can stop people from talking about mental health.	True	False
4) Schools do not have any mental health programs.	True	False
5) Talking about emotions can help reduce stigma.	True	False

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Name: _____ 110

Unit Test – Social And Community Health

Multiple Choice /10

Total	Mark
/ 35	/ 10

1) What is personal safety mainly about? a) Running away from danger b) Avoiding [illegible] people c) Never le[illegible]ur home d) Sta[illegible]	2) What should you do if a friend pressures you? a) Give in to fit in b) Say no confidently c) Avoid talking to them forever d) Do what they ask
3) How [illegible]ou sta[illegible]blic? a) Walk alone a[illegible] b) Ignore your sur[illegible]gs c) Stay in well-lit areas d) Accept gifts from strangers	4) What is an upstander? a) Someone who ignores problems b) Someone who takes action c) Someone who starts fights d) [illegible]eone who stays quiet
5) What is a sign of online grooming? a) A stranger asking for personal details b) A teacher giving homework c) A friend inviting you over d) A classmate borrowing a book	[illegible] Ho[illegible]edia affect self-image? a) It [illegible]ura[illegible]eryone to be themselves [illegible]ways [illegible]th c) It [illegible]reali[illegible]ectations d) It has no[illegible]n i[illegible]
7) Why is consent important? a) It ensures respect b) It makes people like you c) It is only needed online d) It is not necessary	8) What is a healthy [illegible] a) Lying and control b) Peer pressure c) Keeping secrets d) Trust and kindness
9) What is the best way to report cyberbullying? a) Ignore it b) Tell a trusted adult c) Keep chatting with the bully d) Change your username	10) How can you help stop discrimination? a) Stay silent b) Stand up for others c) Ignore unfair treatment d) Exclude different people

PREVIEW

True or False

Is the statement true or false?

Mark
/ 5

1) Personal safety includes being aware of your surroundings.	True	False
2) You should always share your full name online.	True	False
3) Using a buddy system can help you stay safe in public.	True	False
4) Groom[illegible]viours always involve giving gifts.	True	False
5) Stro[illegible]asswo[illegible] include letters, numbers, and symbols.	True	False

PREVIEW

Matching

[illegible] its correct description.

Mark
/ 5

Peer Pressure	[illegible] trust to take advantage of so[illegible]
Boundaries	[illegible] pe[illegible]on before taki[illegible]tion
Upstander	Setting personal [illegible]its to feel safe
Consent	Someone who speaks up against bullying
Grooming	Feeling pushed to do something by others

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Define What do the terms below mean?

Mark / 6

Term	Definition – What does it mean?
Bystander	
Stereotype	
Self-Ad	

PREVIEW

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

Mark / 9

1) Why is it important t rsona ation private online?

2) What are two signs of an unsafe situation in public

3) Why is it important to set personal boundaries in friendships?

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Google Slides Lessons Preview

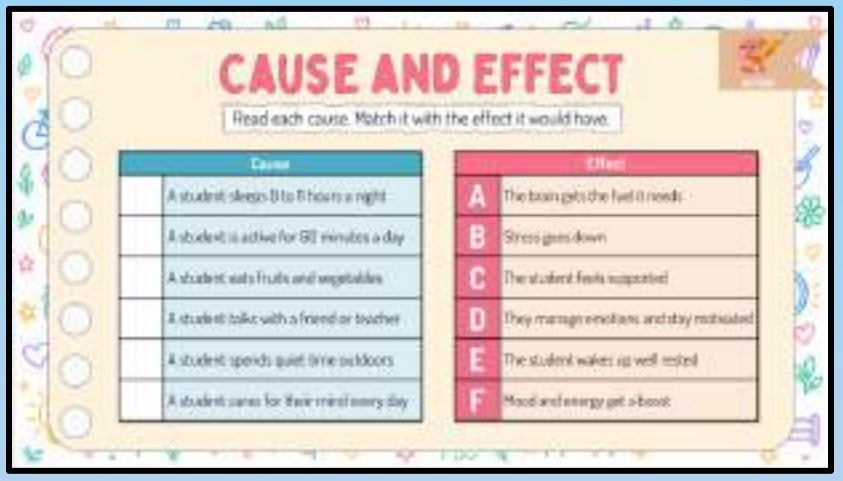
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BC Health Curriculum
Mental Well-Being– Grade 6

3-Part Lesson Format

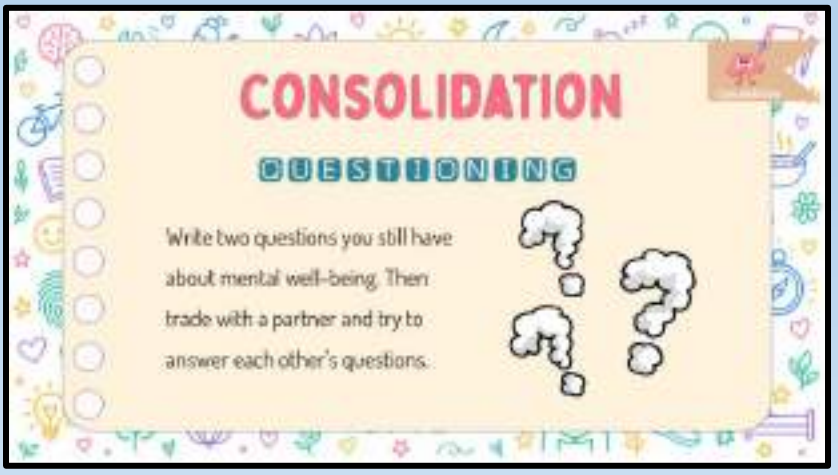
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!



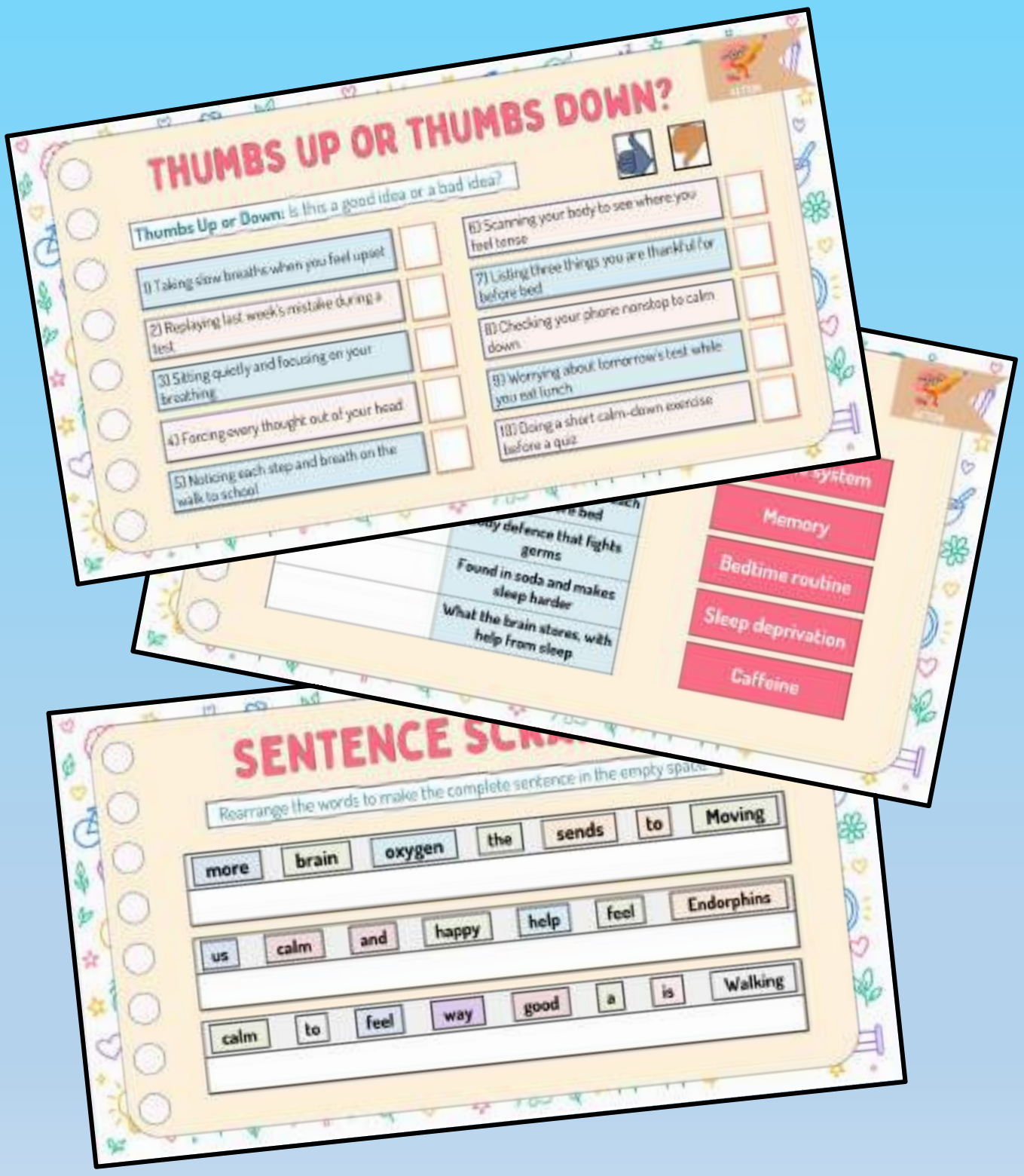


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

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



BC Health Curriculum
Mental Well-Being– Grade 6



BC Health Curriculum
Mental Well-Being– Grade 6



BC Grade 6 – Health Unit

Mental Well-Being

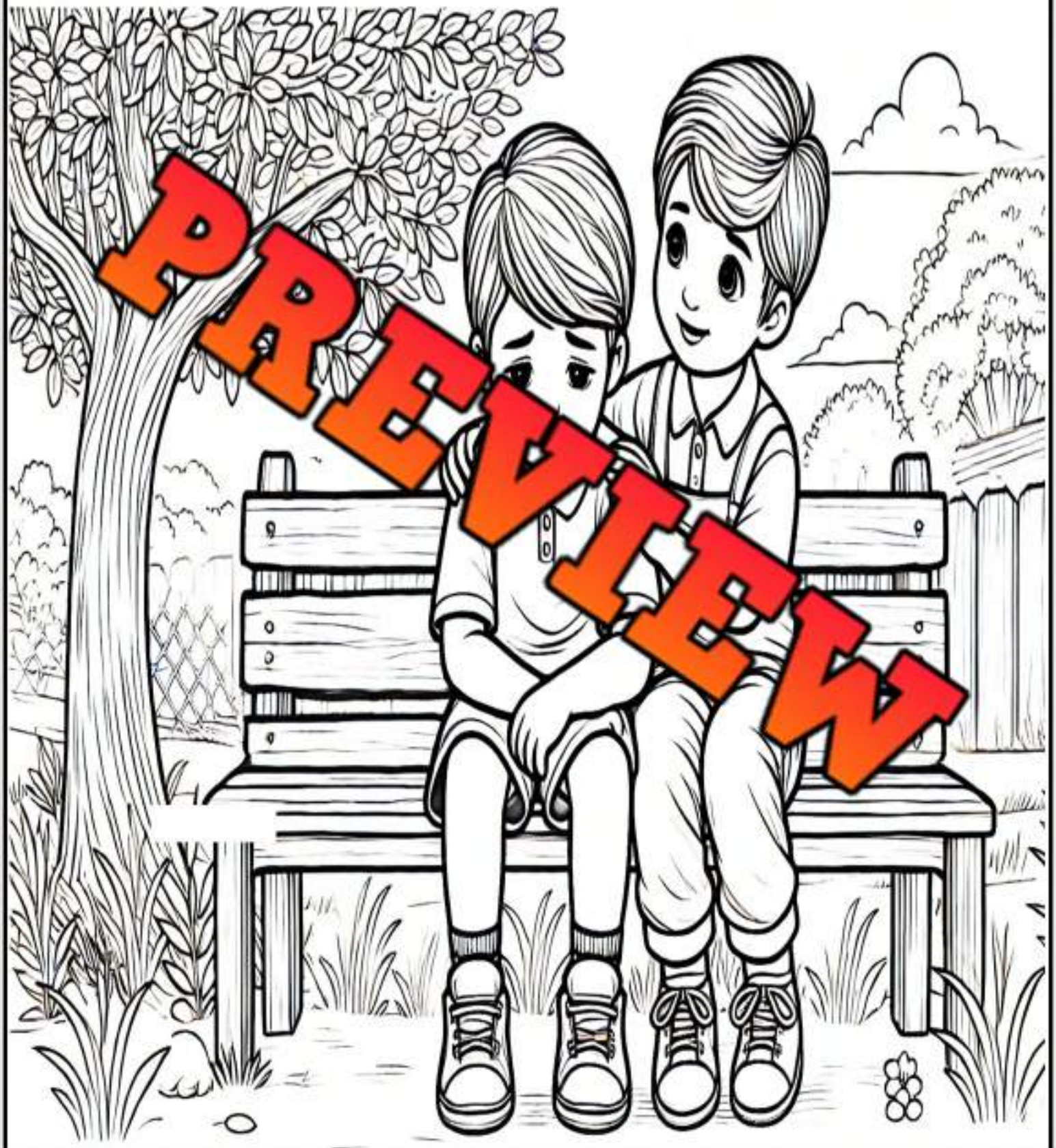
	Curricular Competencies - Elaborations	Pages
MWB6.1	Describe and assess strategies for promoting mental well-being, for self and others	6-38, 102
MWB		
MWB6.3	Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence	60-80
MWB6.4	Explore and describe how personal identities adapt and change in different settings and situations	81-101

Preview of 75 pages from this product that contains 143 pages total.

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NAME: _____

MENTAL WELL-BEING



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Name: _____ 6

Curriculum Connection
MWB6.1

What is Mental Well-being and Why is it Important?

What is Mental Well-being?

Mental well-being is how we think, feel, and act in daily life. It affects how we handle stress, make choices, and build relationships. Good mental well-being helps us stay happy, confident, and able to deal with challenges. Taking care of mental health allows us to focus be[illegible] in school, solve problems, and have healthy friendships.

Why is [illegible] Important?

Mental [illegible]-being [illegible] important as physical health. Poor m[illegible] can [illegible]tress, anxiety, and trouble concen[illegible]g. Wh[illegible]re of our minds, we can manage em[illegible]ay mo[illegible] and handle problems in a healthy [illegible]also [illegible] serious mental health conditions like de[illegible]n.



PREVIEW

Factors That Affect Mental Well-being

Many things can impact mental health, including:

- Sleep: Kids aged 6-12 need 9-11 hours of sleep each ni[illegible] sta[illegible]
- Exercise: At least 60 minutes of physical activity daily helps imp[illegible]ergy.
- Healthy Eating: Nutritious foods like fruits and vegetables give the br[illegible] fuel it needs.
- Social Connections: Talking to friends, family, or teachers helps us feel supported.
- Relaxation: Activities like deep breathing and outdoor time reduce stress.

How to Improve Mental Well-being

Simple habits like talking to a trusted adult, doing activities we enjoy, and thinking positively can boost mental well-being. Reducing screen time and spending time outside also help keep the mind healthy.

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Curriculum Connection
MWB6.1

True or False

Is the statement true or false?

1) Mental well-being affects how we think and act.	True	False
2) Poor mental health can cause trouble focusing.	True	False
3) Exercise has no impact on mental well-being.	True	False
4) Kids aged 6-12 need 6 hours of sleep.	True	False
5) Having ...ds can improve mental well-being.	True	False

Que...

...er the questions below.

1) What is me... ...being?

2) Name three activities that can hel... ...uce st...

PREVIEW

Matching

Draw a line from the terms to their corresponding ...iption.

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

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Why is Sleep Essential for Mental Health?

Why Sleep is Important

Sleep is essential for both the brain and body. While we sleep, our brains process information, store memories, and repair cells. Getting enough sleep helps students feel well-rested, improves their mood, and allows them to concentrate better in school. Without pr r rest, the brain struggles to focus, making it harder to learn and solve problems.

PREVIEW

How eed?

Experts comm dre aged 6–12 get 9 to 11 hours of sleep per night. Studies show that stud get en p perform better in school and have fewer mood swings. Not getting feeling grumpy, stressed, or overwhelmed. Over time, sleep deprivat n we mmune system, making it easier to get sick.

Signs of Poor Sleep

When someone does not get enough sleep, the and warning signs. These signs include:

- Trouble focusing in class or forgetting things easily.
- Feeling more emotional or getting upset quickly.
- Lower energy levels, making it harder to stay active.
- Increased stress and difficulty managing emotions.
- More sickness, since sleep helps the body fight germs.



How to Build Good Sleep Habits

To get better sleep, students should follow a nighttime routine. Turning off screens at least one hour before bed helps the brain relax. Keeping a regular bedtime and avoiding caffeine, like soda, also improves sleep. Reading a book, dimming the lights, or listening to soft music can help the body know it's time to rest. Developing these habits will help students feel more refreshed, focused, and ready to learn each day.

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MWB6.1

True or False

Is the statement true or false?

1) Sleep helps the brain store memories.	True	False
2) Kids aged 6-12 need at least 6 hours of sleep.	True	False
3) Lack of sleep can weaken the immune system.	True	False
4) Experts recommend 9-11 hours of sleep for students.	True	False
5) Drinkin[illegible] before bed improves sleep quality.	True	False

Que[illegible]

[illegible]er the questions below.

1) What are t[illegible]s of g[illegible]ough sleep?

2) How does sleep help the brain sto[illegible]nforma[illegible]

PREVIEW

Matching

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

Sleep deprivation	Helps improve sleep quality.
Bedtime routine	Causes stress and trouble focusing.
Immune system	Recommended for kids aged 6-12.
Screens before bed	Gets weaker without enough sleep.
9-11 hours of sleep	Makes it harder to fall asleep.

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Curriculum Connection
MWB6.1

What is Mindfulness and How Does it Help?

What is Mindfulness?



Mindfulness means paying close attention to what is happening right now without worrying about the past or future. It helps people stay focused, calm, and aware of their thoug and feelings. Mindfulness is not about stopping t ut about noticing them without judgment.

How Brain

Studies s w that s c improve memory, focus, and emotional control. When students practic ness, perform better in school and feel less stressed. Scientists have found mi s activity in the part of the brain that causes stress and increases activit res problem-solving and decision-making.

Ways to Practice Mindfulness

There are many simple ways to practice mindfu Some effective techniques include:

- Deep Breathing: Taking slow breaths in and out helps
- Meditation: Sitting quietly and focusing on breathing can reduce
- Gratitude Practice: Thinking about things to be thankful for can impro d.
- Mindful Walking: Paying attention to each step and breath while walking increases awareness.
- Body Scanning: Noticing how different parts of the body feel helps with relaxation.

Mindfulness in Schools and Everyday Life

Many schools teach mindfulness to help students manage stress and stay focused. Some workplaces also use mindfulness to help employees stay calm and productive. Practicing mindfulness daily can make a big difference in how students handle challenges and emotions.

PREVIEW

Name: _____ 19

Curriculum Connection
MWB6.1

True or False

Is the statement true or false?

1) Mindfulness helps people focus and stay calm.	True	False
2) Deep breathing is not a mindfulness technique.	True	False
3) Mindfulness can help reduce stress and anxiety.	True	False
4) Thinking about the past is a part of mindfulness.	True	False
5) Mindfulness can improve memory and focus in school.	True	False

Questi

nswer the questions below.

1) What does me

2) Name three mindfulness techniqu

PREVIEW

Word Search

Find the words in the wordsearch.

Mindfulness	Responsible
People	Meditation
Brain	Gratitude
Emotional	Thinking
Practice	Employees
Stress	Relaxation

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

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Name: _____ 20

Curriculum Connection
MWB6.1

Role Play: Mindfulness and Self-Care

Objective What are we learning about?

Students will learn how to manage stress and emotions by role-playing real-life stressful situations and practicing mindfulness techniques such as deep breathing, taking a break, and positive self-talk. This activity will help them develop emotional regulation and self-care strategies.

Materials What will you need for the activity?

- Scenario cards for different situations
- A small space for group activity
- Reflection worksheets



Instructions How will you complete the activity?

1) Explain the concept of mindfulness and self-care, discussing how they help manage emotions in stressful situations.
2) Divide the class into small groups and give each group a scenario card that describes a stressful situation. Examples include having a test, arguing with a friend, feeling left out, or being overwhelmed with schoolwork.
3) Have students role-play the scenario first without using mindfulness strategies, showing what might happen when emotions take over.
4) Pause and discuss how the characters in the scenario might feel and what could be done differently.
5) Introduce mindfulness techniques such as deep breathing, counting to ten, positive self-talk, and taking a break.
6) Ask students to redo the role-play, this time using one or more mindfulness strategies to manage the situation.
7) Reflect as a class on the differences between the two role-plays, discussing which strategies were the most effective and how they could be used in real life.

PREVIEW

Name: _____ 21

Curriculum Connection
MWB6.1

Scripts | Scenarios

Scenario	Description
ling a Test	You studied hard for your math test, but when you get your grade back, it's much lower than you expected. You feel frustrated and upset, thinking, "I'll never be good at math." Your heart races, and you feel like giving up. What can you do to calm down and think positively?
Argument with a Frie	and your best friend had a disagreement, ow they're not talking to you. You feel hu ngry, and you replay the argument o in your head. You feel like y iends again. How can you your ns before deciding what to o next?
Feeling Left Out	Your classmat d a gr ctivity at recess, but they di te lonely, like nobody wa ts t r stomach feels tight, and yo be alone. How could you use mindf to manage your emotions and feel b ter?
Too Much Homework	You have three assignments due tomorrow, and you feel completely overwhelmed. You don't know where to start, and your mind is racing. You start to panic and feel like there's no way you'll finish in time. How can mindfulness help you stay calm and focus on one step at a time?

PREVIEW

Name: _____ 22

Curriculum Connection
MWB6.1

Scripts | Scenarios

Messing Up in Sports	During a big game, you make a mistake that causes your team to lose. Your teammates look disappointed, and you feel embarrassed and upset. You keep replaying what happened, thinking, "I'm terrible at this." What mindfulness strategies can help you move on and feel better?
Speaki… of th…	Your teacher calls on you to present in front of the class. Your hands start to shake, and your heart beats fast. You feel like everyone is …tching and judging you. Your voice gets stuck, …u wish you could disappear. How could …ss help you calm your nerves and get thro… …resentation?
Not Getting Chosen	You… …t for… …ool team or club, but you did… …t picke… …disappointed, embarrassed… …like … …not good enough. You want t… …tryin… …s. What mindfulness s… …to he… …deal with this disappointme…
Forgetting Something Important	You were supposed to bring y… …school today, but you forgot it… …ur stomach drops when your teacher… …for it, and you feel panicked and worried about getting in trouble. How can mindfulness help you stay calm and figure out a solution?
Bad Day	Everything has gone wrong today—your morning started badly, you had a rough time at school, and nothing seems to be working out. You feel like crying and just want to give up. What mindfulness techniques can help you reset your emotions and feel better?

PREVIEW

Name: _____ 23

Curriculum Connection
MWB6.1

Rubric – Mindfulness and Self-Care

Criteria	Needs Improvement (1)	Satisfactory (2)	Good (3)	Excellent (4)
Mindfulness Use	Does not use or understand mindfulness techniques.	Tries mindfulness but lacks confidence or accuracy.	Uses mindfulness but needs minor improvements.	Effectively applies and explains mindfulness techniques.
Pro	Does not find or apply re es.	Gives a basic response with little mindfulness use.	Applies mindfulness well but could improve problem-solving.	Shows strong problem-solving with effective mindfulness use.
Communication	ggles exp or ide	mmunicates some or	Speaks well but could improve confidence or clarity.	Communicates clearly, confidently, and realistically.
Engagement	Does not participate actively.	P but butes minimally.	ages well and rts the	Fully engaged, collaborates, and encourages others.
Self-Care Awareness	Does not mention self-care or reflection.	Mentions se care but lacks depth.	et refle	Clearly explains d applies self- care for well-

PREVIEW

Teacher Comments	Mark

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

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MWB6.1

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



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MWB6.1

How Can Positive Thinking Improve Mental Well-being?

How Thoughts Affect Feelings



The way we think has a strong impact on how we feel. Positive thinking helps people feel happier and more confident, while negative thoughts can increase stress and worry. When students practice positive thinking, they are more [illegible] stay motivated, solve problems better, and ha[illegible] a healthy way.

The Sci[illegible]e Behi[illegible]Thinking

Studies show [illegible]e thin[illegible]uces stress and improves mental health. When people focus on po[illegible]tho[illegible]s release chemicals like dopamine and serotonin, which help imp[illegible]d. On[illegible]hand, too many negative thoughts can increase stress hormones like [illegible]sol, [illegible]anxiety and difficulty concentrating.

Ways to Practice Positive Thinking

There are many simple ways students can train them[illegible]hink m[illegible]sitively. Some effective strategies include:

- Positive Self-Talk: Saying kind and encouraging words to yours
- Gratitude Journaling: Writing down things you are thankful for each d
- Reframing Thoughts: Changing negative thoughts into positive ones.
- Surrounding Yourself with Positivity: Spending time with encouraging people.
- Mindfulness and Relaxation: Practicing deep breathing and meditation to stay calm.

How Positive Thinking Helps with Stress

Students who think positively handle stress better. Instead of feeling overwhelmed, they see challenges as chances to grow. For example, instead of saying, "I can't do this," they can say, "This is hard, but I will try my best." Changing negative thoughts to positive ones helps build confidence and improves mental well-being.

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True or False

Is the statement true or false?

1) Negative thoughts have no effect on stress levels.	True	False
2) Dopamine and serotonin are chemicals that improve mood.	True	False
3) Too many negative thoughts can increase stress hormones.	True	False
4) Positive self-talk means saying negative things to yourself.	True	False
5) Gratitude journaling can help improve mental well-being.	True	False

Question

Answer the questions below.

1) Wha[illegible]positi[illegible]?

2) How does positive thinking a[illegible]ect [illegible]?

PREVIEW

Word Scramble

Unscramble the words from the word b[illegible]

WORD BANK			
POSITIVE	INCREASE	HORMONES	MEDITATION
NEGATIVE	PROBLEMS	CORTISOL	DIFFICULTY
IMPACT	CHALLENGES	CHEMICALS	SEROTONIN

NMOEIDTIAT		ENISCARE	
OHORNEMS		LCOOSRTI	
TOPSEVII		TDIYFUFLCI	

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Story - How Can We Help Friends Who Are Struggling?

Liam noticed that his best friend, Noah, had been acting differently. Noah, who was usually full of energy, had been quiet and distant lately. He didn't laugh at jokes, stopped playing soccer at recess, and barely talked during lunch. Liam remembered learning that 1 in 5 children and youth in Canada experience a mental health challenge. He realized Noah might be struggling with something and decided to help.



At lunch, Liam sat next to Noah and said, "Hey, I've noticed you seem quiet. Is everything okay?" Noah shrugged and said, "I'm fine." But Liam knew that being a good listener is sometimes the best way to help a friend. He waited patiently, showing he cared. After a moment, Noah sighed. "I don't know. I just feel stressed at school, and I don't want to bother anyone."

Liam remembered another fact from class: Talking to someone can reduce stress and improve mood. "You're not bothering me," he said. "I care about you. Maybe we could talk to a teacher or the school counselor together?" Noah hesitated but then nodded.

Liam also knew small actions could make a big difference. The next day, he invited Noah to play soccer and eat lunch together. Slowly, Noah started smiling again.

Liam realized that helping a friend doesn't mean fixing everything. It means being there, listening, and encouraging them to get help. A simple conversation and a little kindness can make a big impact.

If you ever notice a friend struggling, remember checking in, listening, and offering help can make a big difference!

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True or False

Is the statement true or false?

1) 1 in 5 children in Canada face mental health challenges.	True	False
2) Liam noticed that Noah was acting the same as usual.	True	False
3) Being a good listener can help a struggling friend.	True	False
4) Noah told Liam he was feeling completely fine.	True	False
5) Talking to someone can reduce stress and improve mood.	True	False

Questions

Answer the questions below.

1) What signs showed Noah was struggling?

2) How can talking to someone reduce stress?

PREVIEW

Cloze Test

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

Liam noticed that his best friend, Noah, was acting _____.
He wasn't laughing, playing soccer, or talking much at _____.
Liam remembered that _____ in 5 children in Canada experience mental health challenges. Instead of ignoring Noah's behaviour, Liam decided to _____. He listened carefully and encouraged Noah to talk to a _____ for support.

Lunch
Differently
Help
Trusted adult
One

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MWB6.1

Role Play: How to Support a Friend in Need

Objective

What are we learning about?

Students will practice empathy and problem-solving skills by role-playing different scenarios where a friend is experiencing stress, anxiety, or feeling overwhelmed. This activity will help them learn how to listen, offer support, and encourage seeking help from a trusted adult.

PREVIEW

Materials

What will you need for the activity?

- Scenario c
- A small spac udent
- A worksheet with r uesti



Instructions

How will you comple ctivi

1) Introduce the concept of empathy and d why rtant to support friends who may be struggling with stres em
2) Divide the class into small groups of three or nts a e each group a scenario card that describes a situation w fri pport.
3) Allow each group a few minutes to discuss the scenario a ey would respond, encouraging them to think about what they cou nd do to help.
4) Have each group role-play their scenario for the class, demonstrating how they would support their friend.
5) After each role-play, invite the class to reflect on the strategies used and discuss if they would add or change anything to improve the support.
6) Wrap up the activity by discussing key takeaways, emphasizing the importance of kindness, listening, and encouraging friends to talk to a trusted adult when needed.
7) Ask students to write a short reflection on what they learned about being a supportive friend.

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Scripts | Scenarios

Scenario	Description
Test Anxiety	Your friend is feeling really nervous about an upcoming math test. They say, "I'm going to fail no matter how much I study." They seem stressed and unsure of themselves.
Loneliness at Scho	r classmate has been very quiet lately t playing with others at recess. sk if they're okay, they shrug t know." They look down and eye
Feeling Overwhelmed	Your best frie ou el overwhelmed by olw at home. They say, "I just d do anything fun anymore. Th frustrated and exhausted.
Friendship Conflict	A student in your class is upset because they had an argument with a friend. They say, "They don't like me anymore. I guess I'll just be alone from now on." They look sad and withdrawn.

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Scripts | Scenarios

Sports Mistake	Your teammate on the soccer team made a mistake during a game and now feels like a failure. They say, "I let everyone down. I should just quit." They seem disappointed and discouraged.
Changes in Habit	You notice that your friend hasn't been eating much at lunch and seems sad. When you ask if something is wrong, they say, "Nothing. Just leave me alone." They turn away and avoid talking.
Trouble Sleeping	Friend tells you they have been having trouble sleeping because they feel really stressed. The next day they say, "I can't turn my brain off. I just keep worrying about everything. I'm so tired and anxious.
Feeling Ignored	A classmate tells you that nobody listens to them, even when they try to share their feelings. They say, "It's like no one cares, so why even bother talking?" They seem frustrated and unheard.
Feeling Hopeless	Your friend had a really bad day and says, "I don't think I'll ever be happy again." They seem really down and don't want to talk to anyone. They look like they are on the verge of tears.

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Two Stars And A Wish

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

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







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Rubric – How to Support a Friend in Need

Criteria	Needs Improvement (1)	Satisfactory (2)	Good (3)	Excellent (4)
Empathy	Shows little empathy or understanding.	Shows some empathy but struggles with responses.	Shows empathy but needs better listening or responses.	Clearly listens, understands, and supports well.
Prob[illegible]	Response is [illegible]nclear or [illegible]lpful.	Basic response but lacks depth.	Good response but missing some strategies.	Thoughtful, realistic, and helpful solutions.
Communicati[illegible]	[illegible]es [illegible] [illegible]clearl[illegible] [illegible]pectfu[illegible]	Hesitant or unclear at [illegible]times.	Communicates well with minor issues.	Speaks clearly, confidently, and respectfully.
Encouraging Help	D[illegible] mention [illegible] help.	S[illegible]lp [illegible]	Mentions help but needs more clarity.	Strongly encourages talking to a trusted adult.
Participation	Does not engage in the activity.	Minimal [illegible] or enthus[illegible]	Part[illegible]es but [illegible]	Fully engaged and contributes positively.

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Teacher Comments

Mark

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

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What is Stress and How Can We Manage It?

What is Stress?

Stress is the body's reaction to challenges or pressure. It can happen when we feel nervous about a test, worried about friendships, or overwhelmed with too much to do. A small amount of stress can help us stay focused and motivated, but too much stress can make it ha[illegible] concentrate and affect our health.

How Stre[illegible] the Body and Mind

Whe[illegible] st[illegible] the brain releases a hormone called cortisol, which prepares the body[illegible] deal [illegible]ges. However, high cortisol levels for too long can cause headaches, tro[illegible]ng, an[illegible]y focusing. Studies show that 77% of students report feeling stress[illegible] stress can lead to anxiety or frustration.

PREVIEW

Signs of Stress

Recognizing stress early can help stude[illegible]age i[illegible] before it becomes a bigger problem. Som[illegible] commo[illegible]s of stress include:



- Feeling worried or overwhelmed about school o[illegible].
- Trouble sleeping or feeling tired even after resting.
- Changes in mood, such as feeling irritated or sad.
- Headaches or stomachaches without being sick.
- Difficulty focusing on schoolwork or forgetting things easily.

Healthy Ways to Manage Stress

There are many ways to reduce stress and feel better. Some of the best strategies include:

- Deep Breathing: Taking slow, deep breaths can calm the body.
- Exercise: Moving the body helps release tension and boost mood.
- Journaling: Writing down thoughts can help organize feelings.
- Time Management: Planning homework and activities can reduce stress.
- Talking to Someone: Sharing feelings with a trusted adult or friend can help.

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True or False

Is the statement true or false?

1) Stress is the body's reaction to challenges.	True	False
2) A small amount of stress can be helpful.	True	False
3) Cortisol is a hormone released when we are stressed.	True	False
4) Stress always helps people focus and work better.	True	False
5) Too mu[illegible]tress can cause trouble sleeping.	True	False

Questi[illegible]

[illegible]wer the questions below.

1) What is str[illegible]

2) What are two common signs of st[illegible]

PREVIEW

Word Search

Find the words in the wordsearch.

Stress	Headaches
Reaction	Brain
Challenge	Difficulty
Friendship	Exercise
Health	Management
Concentrate	Reduce

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

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Activity – Stress Ball DIY

Objective What are we learning about?

Students will make their own stress-relief balls using simple materials and explore how stress-relief tools can help manage anxiety and tension. This hands-on activity provides a tangible way to cope with stress and promotes self-regulation techniques.

Materials What will you need for the activity?

- Balloons (one per student)
- Flour or rice
- Funnels (or paper made using paper)
- Spoons, Scissors
- Markers (optional, for decoration)



Instructions How will you complete the activity?

1) Discuss the effects of stress on the body and mind, and how stress-relief tools, such as stress balls, can help manage anxiety by providing a physical outlet.
2) Give each student a balloon and a funnel. If a funnel is not available, roll a piece of paper into a cone shape and tape it securely.
3) Have students carefully insert the funnel into the opening of the balloon.
4) Instruct students to slowly spoon flour or rice into the funnel, gently shaking it to help the material fill the balloon. Continue until the balloon is full but still squishy.
5) Carefully remove the funnel and tie a secure knot at the balloon's opening to seal the stress ball.
6) If desired, students can decorate their stress balls using markers, drawing faces or patterns that make them feel happy or calm.
7) Lead a class discussion on when and how to use a stress ball, emphasizing its role in managing tension and emotions.

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Reference | Step-by-Step Instruction Handout

Step	Instruction
1	Stretch the balloon by gently pulling and expanding it to make it easier to fill.
2	[illegible] into the balloon's opening, ensuring a snug fit.
3	Slowly spoo[illegible] funnel, gently shaking it so the filling flows smoothly [illegible] allo[illegible]
4	Continue adding the filling until the b[illegible] is fu[illegible] till has some flexibility for squeezing.
5	Carefully remove the funnel and tie a tight knot at the [illegible]g to seal the stress ball.
6	If desired, use markers to decorate the balloon with a fun design or a positive message.
7	Squeeze and enjoy your homemade stress ball whenever you feel tense or anxious.

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Reflection | Answer the questions below.

1) How did it feel to create your own stress ball?

2) Wher[illegible] using a stress ball might help you manage stress?

3) What are some other way[illegible]ope[illegible] besides using a stress ball?

4) Illustrate a close-up of your stress ball with a fun design or

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MWB6.2

What Are Anxiety and Depression?

What Are Anxiety and Depression?

Anxiety and depression are common mental health conditions that affect how people feel and act. Anxiety is when someone feels extremely worried or nervous, often about the future. It can cause racing thoughts, trouble sleeping, or difficulty focusing. Depression makes peo feel sad, tired, or unmotivated for long periods. Unlike normal sadness, depressio r weeks or months and can make daily activities difficult.

How on Are ditions?

Many people e iet pression. Studies show that 1 in 5 youth in Canada face mental healt nges y and depression being the most common. The World Health Organizat eports 80 million people worldwide have depression. These conditions he at require care and support, just like physical illnesses.

PREVIEW

Signs of Anxiety and Depression

Recognizing early signs can help people get suppo

Some common signs include:



- Feeling worried or overwhelmed for long periods.
- Lack of motivation to do enjoyable activities.
- Trouble sleeping or feeling tired even after resting.
- Difficulty focusing on schoolwork or daily tasks.
- Changes in appetite, such as eating more or less than usual.

Ways to Get Help and Support

Students who experience anxiety or depression should know they are not alone. Talking to a trusted adult, counselor, or teacher can help. Exercise, deep breathing, and spending time with friends can also improve mental health. Seeking help early makes it easier to manage these conditions and feel better.

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True or False

Is the statement true or false?

1) Anxiety causes extreme worry about the future.	True	False
2) Depression only lasts for a few hours.	True	False
3) Anxiety can make it hard to focus on schoolwork.	True	False
4) Stress and sadness are the same as depression.	True	False
5) Talking to a trusted adult can help with anxiety.	True	False

Question

Answer the questions below.

1) Wh anxiet

2) What are two common sign de

PREVIEW

Fill-in-the-Blanks

Fill-in-the-Blanks with appropri

1) _____ is when a person feels extreme worry about the future.
2) _____ million people worldwide have depression, according to the WHO.
3) Lack of _____ can make anxiety and depression worse.
4) _____ in 5 youth in Canada experience mental health challenges.
5) Talking to a _____ can help someone struggling with anxiety or depression.

280
Anxiety
Trusted adult
1
Sleep

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How Does Social Media Affect Mental Health?

How Social Media Affects the Brain

Social media can influence emotions, thoughts, and behaviour. Studies show that over 90% of teenagers use social media, and many check their phones more than 100 times a day. While social media helps people stay connected, it can also lead to stress and anxiety. Sc tists found that spending more than three hours a day on social media increases f mental health issues in young people.

Posi d Negat

Social media h lts risks. It is important to understand how it can impact mental well-bei

Positive Effects:

- Helps people stay conne fr ily.
- Provides access to educational con upp ups.
- Encourages creativity through vide rt, and g.



Negative Effects:

- Increases comparison to others, which can lower s
- Leads to cyberbullying, affecting about 37% of young peo .
- Disrupts sleep when used too much before bedtime.

Ways to Use Social Media Wisely

Students can make social media a positive experience by setting healthy habits. Experts suggest:

- Limiting screen time to avoid overuse.
- Following positive accounts that share helpful and uplifting content.
- Avoiding negative interactions and reporting harmful behaviour.
- Taking breaks to enjoy offline activities like sports, reading, or spending time with friends.

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True or False

Is the statement true or false?

1) More than 90% of teenagers use social media.	True	False
2) Cyberbullying affects about 37% of young people.	True	False
3) Social media can be used to learn new skills.	True	False
4) Posting online can affect how people feel about themselves.	True	False
5) Screen time does not affect concentration in school.	True	False

Questio

swer the questions below.

1) How does o im young people?

2) How can comparing yourself to ot nline esteem?

PREVIEW

Matching

Draw a line from the terms to their corresponding iption.

Cyberbullying	❑ Improves mental well-being.
Screen time limit	❑ Can be hurt by comparisons.
Self-esteem	❑ Helps people stay connected.
Social media	❑ Helps reduce social media use.
Taking breaks	❑ Affects 37% of young people.

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Exit Cards

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

Name: _____ Mark

Is the statement true or false?

1) Exercise is a good way to balance screen time.	T / F
2) Taking breaks from screens can help mental health.	T / F
3) Cyberbullying is never a problem on social media.	T / F
4) Watching positive content online can boost mood.	T / F

Name: _____ Mark

Is the statement true or false?

1) Exercise is a good way to balance screen time.	T / F
2) Taking breaks from screens can help mental health.	T / F
3) Cyberbullying is never a problem on social media.	T / F
4) Watching positive content online can boost mood.	T / F

Name: _____ Mark

Is the statement true or false?

1) Exercise is a good way to balance screen time.	T / F
2) Taking breaks from screens can help mental health.	T / F
3) Cyberbullying is never a problem on social media.	T / F
4) Watching positive content online can boost mood.	T / F

Name: _____ Mark

Is the statement true or false?

1) Exercise is a good way to balance screen time.	T / F
2) Taking breaks from screens can help mental health.	T / F
3) Cyberbullying is never a problem on social media.	T / F
4) Watching positive content online can boost mood.	T / F

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Activity: Social Media Impact Discussion

Objective What are we learning about?

Students will analyze real-life case studies to understand the effects of social media on mental health. They will explore issues such as cyberbullying, unrealistic online comparisons, and healthy social media habits.

Materials What will you need for the activity?

- P[illegible]es of four real-life case st[illegible]umma[illegible]
- Chart pap[illegible]ar[illegible]class discussion notes
- Markers or pe[illegible]wri[illegible]r[illegible]ponses



Instructions How will yo[illegible]let[illegible]e[illegible]/

1) Begin with a class discussion on[illegible]al medi[illegible]t[illegible]pact on mental health. Ask students to share their thoughts on h[illegible]e po[illegible]d negative aspects of social media.
2) Explain that they will be reading and discussin[illegible]e cas[illegible]es that highlight different social media challenges.
3) Divide students into small groups and hand out the fir[illegible]st ca[illegible]y. Each group reads the summary and discusses the three pr[illegible]ons for five minutes.
4) After five minutes, bring the class together and ask each group to share their discussion points. Record key ideas on chart paper or the whiteboard.
5) Repeat the process three more times, providing a new case study each time. Encourage students to think critically and connect the examples to their own experiences.
6) As a class, create a list of "Tips for a Positive Online Experience" based on the discussions. These should include practical strategies for safe and healthy social media use.
7) Wrap up with a reflection on how students can apply these lessons to their own social media habits.

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Case Study | Read the case study below and discuss the questions

Case Study 1: The Reality Behind Online Images
Emma, a 16-year-old high school student, spent hours scrolling through Instagram, following fitness influencers and celebrities. She admired their toned bodies, flawless skin, and seemingly perfect lives. The more she scrolled, the worse sh about herself. No matter how hard she tried, she couldn't achieve the sam look. One day, Emm ss ost from a popular influencer who shared a before-and-af parisc wn pictures. In the first image, she looked radiant with smooth dy. In the second, unedited image, she had visible acne, normal b s, elaxed posture. She revealed how she edited her photos, used pr l lig and strategically posed to create the illusion of perfection. Emma was shocked. She had spent so much time g her something that wasn't even real. This revelation helped her unders th images are often manipulated. She unfollowed accounts that insecure and started following influencers who promoted self-love authenticity. Over time, she gained a healthier perspective on beauty and stopped chasing unattainable standards.
Discussion Question
How do edited images on social media impact self-esteem and body image?
Why do influencers edit their photos, and what effect does this have on their followers?
What can we do to remind ourselves that social media doesn't always show reality?

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MWB6.2

Case Study | Read the case study below and discuss the questions

Case Study 2: Cyberbullying & Online Safety

Josh, a 13-year-old middle school student, loved gaming. He joined an online gaming community and made new friends from around the world. At first, it was fun—everyone chatted while playing, sharing strategies and joking around. But over time, things changed. A group of older players started targeting Josh, calling him names and making fun of his gaming skills. At first, he ignored it, but the bullying escalated. They spread rumours about him in the game's chat, sent him nasty private messages and even created a meme mocking him.

Josh didn't know what to do. He felt helpless and dreaded logging into the game. His schoolwork and sleep suffered. Eventually, he opened up to his older sister, who advised him to block the bullies and report their behaviour to the game's moderators. She also helped him adjust his privacy settings so only approved friends could message him.

After taking these steps, the harassment stopped. Josh realized the importance of protecting himself online and being careful about who he interacted with. He also started speaking up when he saw others being bullied, encouraging kindness in the gaming community.

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Discussion Question

Why do people feel more comfortable bullying others online than in person?

What are some steps you can take if you or someone you know is being cyberbullied?

How can online communities be made safer and more positive for everyone?

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Case Study | Read the case study below and discuss the questions

Case Study 3: Social Media & Screen Time

Ava, a 14-year-old high school student, was always on her phone. Whether it was texting friends, scrolling through TikTok, or watching YouTube videos, she found it hard to put her device down. Her parents often reminded her to take breaks, but she disagreed. "Everyone is on their phone all the time," she argued.

One night, Ava stayed up past midnight watching videos. The next morning, she felt exhausted at school and struggled to concentrate in class. This became a pattern—she was constantly tired, less engaged in lessons, and her grades started dropping. She also noticed she wasn't spending much time on hobbies she used to enjoy, like playing soccer and painting.

One day, her school had a guest speaker talk about the effects of excessive screen time on mental and physical health. The speaker explained how too much screen use could affect sleep, mood, and focus. Ava realized she was experiencing those problems. She decided to set time limits on her apps, put her phone away an hour before bed, and schedule screen-free time to reconnect with her hobbies. Over time, she felt more rested, focused, and balanced.

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Discussion Question

What are some signs that someone is spending too much time on social media?

How can excessive screen time affect mental and physical health?

What are some strategies for maintaining a healthy balance with screen use?

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MWB6.2

Case Study | Read the case study below and discuss the questions

Case Study 4: Spreading Positivity Online

Liam, a 12-year-old student, noticed that social media was full of negative comments and arguments. People criticized celebrities, fought over opinions, and even left [illegible]n messages under his friends' posts. It made him wonder—why do people s[illegible]hurtful things online?

One day, his be[illegible]rah posted a picture of her artwork. Instead of getting supportive co[illegible] she r[illegible]de messages mocking her drawing. She was devastated and cons[illegible]t. Seeing how upset Sarah was, Liam decided to take action. He [illegible]t on her post, praising her creativity. Then, he encouraged thei[illegible] to d[illegible]ame. Soon, the comment section was filled with supportive me[illegible]ages, d[illegible]ng [illegible]e negativity.

Inspired, Liam started a kindness campaign at sch[illegible]e encour[illegible]tudents to leave at least one positive comment every day on socia[illegible]dia. It gained traction, and soon, students were using hashtags like #[illegible]ty to promote kindness online. Sarah regained her confidence and conti[illegible] posting her art. Liam realized that small acts of kindness could make a huge difference in making social media a more positive place.

PREVIEW

Discussion Question

Why do negative comments spread so easily on social media?
How can positive messages impact someone's self-esteem and confidence?
What are some ways we can promote kindness and positivity online?

Reference | Discussion Guidelines Table

Guideline	Description
Listen Actively	Give your full attention to the speaker and avoid interrupting.
Respect Different Vie[illegible]ts	Everyone is entitled to their opinion. Be open to hearing perspectives different from your own.
[illegible]n Topi	[illegible]ep the discussion focused on the subject to make sure [illegible]ery[illegible]ne benefits from the conversation.
Use Respectful Language	A[illegible], rude remarks, or anything that could [illegible]ers f[illegible]mfortable.
Support Your Ideas with Reasons	When expre[illegible] an opi[illegible]x[illegible]n why you feel that way instead of just st[illegible] your[illegible]
Encourage Everyone to Participate	Make space for quieter cl[illegible]e[illegible] to sh[illegible]ir thoughts.
Disagree Politely	If you don't agree with someone, expres[illegible] yo[illegible]ion respectfully without attacking their ideas.
No Interrupting or Talking Over Others	Wait your turn to speak and allow others to finish their thoughts.
Ask Questions for Understanding	If you don't understand something, ask a question rather than making assumptions.
Be Mindful of Time	Keep responses clear and to the point so everyone has a chance to speak.

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Reflection

Answer the questions below.

1) What surprised you most about today's discussion?

2) Which ...dy did you relate to the most, and why?

3) Why do you think peopl... me... ...fferently online than in real life?

PREVIEW

Word Search

Find the words in the wordsearch.

Screen	Comparison
Privacy	Support
Cyberbullying	Report
Encourage	Password
Mindful	Interaction
Positive	Respectful

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

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Curriculum Connection
MWB6.2

Fact or Fiction - Fact or Fiction? Game: Myths About Vaping

Objective

What are we learning about?

Students will critically analyze common myths about vaping and substance use, determining which statements are true or false. This activity will help them identify misinformation and better understand the health risks associated with vaping.

Material

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

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Curriculum Connection
MWB6.2

Fact or Fiction | Read the statements to the class.

#	Statement	Fact or Fiction
1	Vaping can cause lung damage and other health problems.	Fact
2	Vaping is just flavoured water vapour.	Fiction
3	Teens who vape are more likely to start smoking cigarettes later.	Fact
4	Nicotine is not addictive.	Fiction
5	Vaping liquids can contain more nicotine than cigarettes.	Fact
6	Vaping is safer than smoking, so it's harmless.	Fiction
7	Vape products are not regulated, so we don't always know what's in them.	Fact
8	It's legal for all teens to buy vapes.	Fiction
9	Marketing tactics make vaping appear fun and harmless, but the risks are real.	Fact
10	Secondhand vapour is completely safe to breathe.	Fiction
11	Nicotine can change how the brain develops in young people.	Fact
12	Vaping is a safe way to quit smoking.	Fiction
13	Many vape products contain chemicals that are harmful to lungs.	Fact
14	Vapes only produce harmless water vapour.	Fiction
15	Vape companies often target youth with appealing flavours.	Fact
16	If a vape product is sold in a store, it must be safe.	Fiction
17	Vaping can be addictive even if you don't vape regularly.	Fact
18	All vaping products are tested and approved before being sold.	Fiction
19	The effects of long-term vaping are still being studied.	Fact
20	Vaping is not a big issue among teens.	Fiction

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Curriculum Connection
MWB6.3

Story - What is Puberty and Why Does It Happen?

Noah and Olivia sat in health class, listening as their teacher, Ms. Patel, introduced the topic of puberty. "Puberty is a natural part of growing up," she explained. "It happens when the body begins changing to prepare for adulthood. Most kids start puberty between ages 8 and 14, but everyone develops at their own pace."

Noah had d that some of his classmates were growing thers still looked the same.

Ms. ring puberty, the pituitary gland re ses sp ne that cause growth. These hormone body t in new ways, like growing body ha ttin some, deeper voices.



Olivia raised her hand. "Why do some p mo gs?" she asked. Ms. Patel smiled. "That's a great question! During p erty, ho e te ise and fall, which can cause mood changes, stronger emotions, or fe erwh ut 85% of teenagers experience mood swings during puberty, b mplet mal."

Ms. Patel continued, "Your brain is also growing during pube whic think and interact with others. Friendships may change, and you mi more about independence. These changes help prepare you for adulthood."

Noah and Olivia glanced at each other. Learning about puberty made it seem less confusing. "So," Noah said, "everyone goes through it at different times, and it's all normal?"

"Exactly!" Ms. Patel said. "Understanding puberty helps you feel more confident about these changes. If you ever have questions, talking to a trusted adult can help."
As class ended, Olivia felt relieved. Puberty wasn't so scary after all—it was just part of growing up.

PREVIEW

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Curriculum Connection
MWB6.3

True or False

Is the statement true or false?

1) Puberty is a natural part of growing up.	True	False
2) Most kids start puberty between ages 5 and 7.	True	False
3) Only boys go through puberty.	True	False
4) Mood swings are a common part of puberty.	True	False
5) Puberty happens at the same time for everyone.	True	False

Question

Answer the questions below.

1) What is puberty?

2) Name two changes that occur during puberty.

PREVIEW

Order the Events

The events below are out of order. Write which came first (1) to which came last (6).

	Friendships change as independence becomes important.
	The pituitary gland releases hormones to start puberty.
	The body and mind prepare for adulthood.
	Physical changes like deeper voices and body hair appear.
	Hormones affect mood, emotions, and brain development.
	The body grows quickly, causing growth spurts.

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MWB6.3

Activity - Puberty True or False Game

Objective What are we learning about?

Students will play a true or false game to identify facts and misconceptions about puberty. Through this activity, students will develop a better understanding of physical and emotional changes, learning how to handle them in a healthy way.

Material will you need for the activity?

- Sma whit kers (optional)
- Blank pa kers dents to create "T" (True) an Fals
- A list of 20 True ents



Instructions How will you comple

1) Begin by explaining that puberty is a no tage everyone goes through, but not always at the same time th
2) Hand out blank paper and markers for studen te tw s: one labeled "T" for true and the other labeled "F" for f us ds, students can simply write "T" or "F" when answering.
3) Read out a statement about puberty, such as "Everyone goe th puberty at the same time." Students must decide whether they think the tement is true or false and hold up their answer.
4) Reveal the correct answer and briefly explain why it is true or false. For example, explain that puberty happens at different ages for everyone.
5) Continue through all 20 statements, allowing time for short explanations after each one.
6) After the game, lead a class discussion on the key lessons learned. Encourage students to ask questions about puberty in a respectful and open way.
7) Summarize the key takeaways and provide students with positive strategies for handling puberty changes in a healthy way.

PREVIEW

Name: _____ 66

Curriculum Connection
MWB6.3

Reference | True or False Statements

#	Statement	True or False
1	Everyone goes through puberty at the same time.	False
2	Puberty happens because of hormones in the body.	True
3	Only b oices change during puberty.	False
4	It is f more emotional during puberty.	True
5	Sw glands o more active during puberty, which is why people may need	True
6	Only boys gro y ha erty.	False
7	Acne happens beca on t	False
8	Eating a healthy diet and e rcisi ge puberty changes.	True
9	Growth spurts happen to everyon uring p y.	True
10	Puberty only affects the body, not emoti soci e	False
11	Some people may grow taller before others, a norm	True
12	You cannot control how fast or slow you go through p erty	ue
13	Feeling self-conscious or awkward during puberty is uncon on	False
14	Personal hygiene becomes more important during puberty.	True
15	Boys and girls go through the exact same changes during puberty.	False
16	Exercising can help reduce mood swings during puberty.	True
17	You should never talk to a trusted adult about puberty questions.	False
18	Periods are a normal part of puberty for girls.	True
19	Drinking lots of water helps with skin changes like acne.	True
20	Puberty lasts only a few weeks.	False

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MWB6.3

How Do Emotions Change During Puberty?

Why Do Emotions Change?



During puberty, the brain releases hormones that cause both physical and emotional changes. One important hormone, estrogen, affects emotions in girls, while testostero[illegible]nfluences mood in boys. These hormones can cause[illegible]vings, making people feel happy one mom[illegible]e next. Studies show that about 85% o[illegible]agers e[illegible]mood changes due to puberty.

PREVIEW

Common Emotiona[illegible]ges

Puberty can affect how p[illegible]h[illegible]k and [illegible]situations. Some common emotional changes include:

- Mood Swings– Feeling excited, sad[illegible]ated w[illegible]a clear reason.
- Increased Sensitivity– Feeling more emotiona[illegible]t sit[illegible]that may not have bothered you before.
- Stronger Feelings– Experiencing deeper emotions[illegible]as strong[illegible]ndships or increased frustration.
- Self-Consciousness – Worrying more about appearance or how[illegible].
- Desire for Independence– Wanting more freedom and making more p[illegible]al decisions.

Managing Emotions in Healthy Ways

Understanding emotions can help students handle them better. Talking to trusted adults such as parents, teachers, or school counsellors can provide guidance. Exercise releases chemicals called endorphins, which improve mood. Deep breathing and mindfulness techniques can also help with stress. Studies show that students who get 8–10 hours of sleep are better at handling emotions.

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True or False

Is the statement true or false?

1) Hormones cause emotional changes during puberty.	True	False
2) Estrogen affects emotions in boys.	True	False
3) Testosterone influences mood in girls.	True	False
4) Mood swings are a normal part of puberty.	True	False
5) Puberty only affects physical changes, not emotions.	True	False

Questions

Answer the questions below.

1) Name two co[illegible] changes during puberty.

2) How does increased sensitivity aff[illegible] puberty?

PREVIEW

Visualizing

Draw what you were picturing while reading and [illegible]awing.

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Activity – Puberty Q&A Box

Objective

What are we learning about?

Students will have the opportunity to anonymously ask questions about puberty, emotions, and relationships. This activity helps students gain accurate information in a comfortable and respectful environment while reducing embarrassment and misconceptions.

Material

What will you need for the activity?

- A d[illegible]ated [illegible]box
- Small slip[illegible] s[illegible]nts to write questions
- A poster or ha[illegible] wi[illegible] respectful and appropriate qu[illegible]
- A list of common pube[illegible]ed [illegible]lp students generate ideas



Instructions

How will you complete the act[illegible]

1) Introduce the Puberty Q&A Box and explain its [illegible]—to g[illegible]dents a way to ask anonymous questions about puberty in a s[illegible]res[illegible] environment.
2) Set ground rules, such as keeping questions appropriate a[illegible] they relate to puberty, emotions, or relationships.
3) Provide small slips of paper and allow students time to write their questions anonymously.
4) Have students drop their folded questions into the question box.
5) At a scheduled time, randomly draw several questions and read them aloud to the class.
6) Provide scientific and supportive answers, using accurate information and encouraging open discussion.
7) Summarize key takeaways and remind students that they can always talk to a trusted adult if they have more questions.

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MWB6.3

Reference | Respectful Question Guidelines

Guideline	Description
Keep Questions Related to the Topic	Questions should focus on puberty, emotions, relationships, and health-related topics. Avoid off-topic or unrelated questions.
[illegible]	Use kind and appropriate language. Avoid jokes or making fun of others. Remember that everyone experiences puberty differently.
No Personal Informati[illegible]	[illegible] names or private details in your [illegible]tion. [illegible]stions general rather than asking [illegible]sp[illegible]ates or people.
Ask Clearly and Thoughtfully	Write questions in [illegible] th[illegible]sy to understand. Be as clear as p[illegible]e so [illegible] can give the best answer.
It's Okay to Ask Anything (Respectfully!)	There are no 'bad' or 'stupid' questi[illegible] curious about something, chances [illegible] else is too! Asking questions helps everyone [illegible].
Stay Anonymous	No need to put your name on your question. Drop your question in the box and the teacher will answer it during the Q&A session.
Listen and Learn from Others' Questions	Pay attention to the answers, even if it's not your question—others may ask something you hadn't thought about!

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Reference A list of common puberty-related topics

Category	Examples
Physical Changes During Puberty	Growth spurts, body hair development, voice changes, acne and skin changes
Emoti[illegible]l and Mental [illegible]ges	Mood swings, increased self-awareness, stress and anxiety, feeling more sensitive
H[illegible]e and [illegible]	Daily hygiene, deodorant, skincare routines, sweat and oil production
Menstruati[illegible]d Reproductive He[illegible]	[illegible]xpect during a period, PMS symptoms, [illegible]ene, ovulation cycles
Boys' Puberty Changes	Facia[illegible]body h[illegible]ce deepening, muscle growth, erection[illegible]d no[illegible]al emissions
Healthy Relationships and Social Changes	Changing friendship[illegible]s, re[illegible]g boundaries, building co[illegible]e
Nutrition and Physical Health	Balanced diet, exercise, sleep import[illegible] managing energy levels
Puberty Myths vs. Facts	Misconceptions about puberty, differences in puberty experiences, breaking myths
Coping with Change	Managing emotions, talking to a trusted adult, handling embarrassment
Who to Talk to About Puberty	Parents, teachers, school counsellors, doctors, trusted friends or siblings

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Reflection

Answer the questions below.

1) What changes do you think will be the easiest to handle during puberty?

2) What ... might be challenging, and how can you manage them?

3) How can learning about ... more confident?

PREVIEW

Word Search

Find the words in the wordsearch.

Menstruation	Hygiene
Puberty	Reproductive
Anxiety	Ovulation
Sensitive	Acne
Deodorant	Sweat
Production	Stress

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

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Curriculum Connection
MWB6.3

Why Do Friendships and Social Groups Change?

Why Do Friendships Change?

As students grow, their interests, values, and personalities develop, which can cause friendships to change. During puberty, the brain grows in areas related to emotions and decision-making. This affects how people connect with friends, express emotions, and handle conflicts. Studies show that about 50% of childhood friendships do not last into high scho h is a natural part of growing up.

Factor hips

Severa ors ca ndships to change over time. Some of the most common reasons inclu

- New Interests- e de bies, like sports, music, or reading, and may make friends with ot hare t rests.
- Different Schools or Class ang being in different classes can make it harder to stay close.
- Values and Beliefs- As students grow, they sta ming wn opinions and may drift apart from those with different values.
- Social Groups Expanding- Some people make new hile k old ones, creating larger social circles.
- Conflicts and Resolutions- Disagreements can cause friendship ing to resolve conflicts can help keep friendships strong.

PREVIEW

How to Handle Changing Friendships

Losing a friend or joining a new group can feel difficult, but it is a normal part of life. Keeping an open mind, being kind to others, and staying true to yourself helps students develop strong social skills. Talking to trusted adults can also help when dealing with friendship changes. Making new friends while maintaining old ones is a skill that helps throughout life.



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MWB6.3

True or False

Is the statement true or false?

1) Friendships stay the same throughout a person's life.	True	False
2) Puberty can affect how people connect with friends.	True	False
3) New interests can lead to changes in friendships.	True	False
4) Changing schools never affects friendships.	True	False
5) Social groups can grow as people make new friends.	True	False

Question

Answer the questions below.

1) Why do friendship groups change as people grow?

2) Name two reasons why friendships can change.

PREVIEW

Word Search

Find the words in the wordsearch.

Friendships	Handle
Develop	Conflicts
Puberty	Interests
Connect	Music
Express	Resolve
Emotions	Social

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

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Curriculum Connection
MWB6.3

Exit Cards

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

Name: _____ Mark

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

1) Meeting new people can help develop social skills.	T / F
2) Being kind and open-minded helps in making friends.	T / F
3) Social skills do not impact friendships.	T / F
4) It is normal to feel sad when friendships change.	T / F

Name: _____ Mark

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

1) Meeting new people can help develop social skills.	T / F
2) Being kind and open-minded helps in making friends.	T / F
3) Social skills do not impact friendships.	T / F
4) It is normal to feel sad when friendships change.	T / F

Name: _____ Mark

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Name: _____ Mark

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

1) Meeting new people can help develop social skills.	T / F
2) Being kind and open-minded helps in making friends.	T / F
3) Social skills do not impact friendships.	T / F
4) It is normal to feel sad when friendships change.	T / F

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MWB6.3

Why is Hygiene Important During Puberty?

Why Hygiene Changes During Puberty



During puberty, the body goes through many changes, including increased sweat and oil production. This happens because sweat glands become more active, and the body produces m[illegible] oils. As a result, people may experience body odou[illegible]e. The best way to manage these changes is by [illegible]ene habits.

Common Hygi[illegible]ges

As puberty begins, [illegible]es in[illegible]ire new hygiene routines. Some of the most common hygiene challen[illegible]:

- Increased sweating– The b[illegible]odu[illegible], especially under the arms and on the feet.
- Body odour– Sweat mixes with bacteria on the [illegible] caus[illegible]npleasant smell.
- Oily skin and acne– The skin produces more [illegible]din[illegible]d breakouts.
- Greasy hair– Hair may get oilier and need more fre[illegible]hing.

Good Hygiene Habits

Practicing good hygiene helps students feel confident and comfortable. S[illegible]essential hygiene habits include:

- Showering regularly– Washing the body daily helps remove sweat and bacteria.
- Using deodorant– Deodorant helps control body odour by reducing sweat and killing bacteria.
- Washing the face– Cleaning the face twice a day removes excess oil and dirt.
- Brushing teeth– Brushing twice a day prevents bad breath and cavities.
- Wearing clean clothes– Fresh clothes, especially socks and underwear, help maintain cleanliness.

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Questions

Answer the questions below.

1) Why do sweat glands become more active during puberty?

2) What is the way to prevent body odour?

PREVIEW

Sketch

Draw a routine checklist.

True or False

Is the statement true or false?

1) Body odour is caused only by sweat.	True	False
2) Washing the face helps prevent acne.	True	False
3) Brushing teeth twice a day prevents bad breath.	True	False
4) Deodorant helps control body odour.	True	False
5) Hair may become oilier during puberty.	True	False

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Curriculum Connection
MWB6.A

What is Personal Identity?

What Makes Up Personal Identity?



Personal identity is what makes each person unique. It includes things like personality, interests, values, and culture. No two people have the exact same identity. Identity can shape how people see themselves and how they interact with others. Studies show that children start developing a sense of identity as early as age 3, and it continues to grow throughout life.

PREVIEW

Parts of Personal Identity

Many factors influence personal identity. Some of the most important include:

- Personality – Whether someone is outgoing, creative, or logical.
- Interests – Hobbies like sports, music, reading, or art shape identity.
- Culture and Background– Traditions, language, family history play a role.
- Values and Beliefs– What a person believes is important, such as honesty or kindness.
- Experiences – Events in life help shape how people think and feel.

How Identity Changes Over Time

Personal identity is not fixed—it changes as people grow. For example, a child who loves drawing may later develop an interest in science. People's experiences, friendships, and challenges help them discover more about who they are. Research shows that teenagers experience the most identity growth between ages 12 and 18.

Why Understanding Identity is Important

Knowing who you are helps build confidence and self-acceptance. People with a strong sense of identity feel more comfortable making choices that match their values. Learning about identity helps students respect their own differences and those of others.

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MWB6.A

True or False

Is the statement true or false?

1) Personal identity is what makes each person unique.	True	False
2) All people have the exact same identity.	True	False
3) A person's identity never changes over time.	True	False
4) Interests and hobbies are part of personal identity.	True	False
5) Identity is only shaped by family and culture.	True	False

Question

Answer the questions below.

1) What is personal identity?

2) Name two things that shape a person's identity.

PREVIEW

Make Connections

How does your personal identity shape the way you interact with friends and family?

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Curriculum Connection
MWB6.4

What is Self-Esteem and Why Does It Matter?

Understanding Self-Esteem

Self-esteem is how people feel about themselves. It affects confidence, decision-making, and relationships. A person with high self-esteem believes in their abilities and feels good about who they are. Someone with low self-esteem may doubt themselves and feel unworthy. Studies show that 85% of people struggle with low self-esteem at some point in life.

Self-e[illegible]m experiences, achievements, and how others treat us. Encou[illegible]ment fr[illegible] friends, and teachers helps build self-esteem. Negative comments or [illegible]cism [illegible]wer self-esteem. Social media can also affect self-esteem, as people [illegible]are t[illegible]others.



How to Build Positive Sel[illegible]

There are many ways to improv[illegible]lf-e[illegible] important strategy is positive self-talk[illegible] mean[illegible] saying kind things to yourself instead of negati[illegible] thoughts. Setting and achieving small goals can a[illegible] help build confidence.

Ways to Strengthen Self-Esteem

1) Practice Positive Self-Talk– Replace negative thoughts with encoura[illegible]ords.
2) Set Realistic Goals– Accomplishing small tasks boosts confidence.
3) Try New Activities– Learning new skills helps people feel capable.
4) Surround Yourself with Supportive People– Friends and family who encourage you can strengthen self-esteem.
5) Focus on Strengths– Everyone has talents and abilities that make them unique.

Having strong self-esteem helps people handle challenges and bounce back from failures. People with high self-esteem are more likely to take healthy risks, stand up for themselves, and stay motivated to reach their goals.

PREVIEW

Name: _____ 90

Curriculum Connection
MWB6.A

True or False

Is the statement true or false?

1) Self-esteem is how people feel about themselves.	True	False
2) High self-esteem makes people feel confident and capable.	True	False
3) Low self-esteem can cause people to doubt themselves.	True	False
4) Self-esteem never changes over time.	True	False
5) Social media can sometimes lower self-esteem.	True	False

Questions

nswer the questions below.

1) What is self-e

2) How can positive self-talk help im self-e

PREVIEW

Matching

Draw a line from the terms to their correspondin ption.

Self-Esteem	Saying kind things to yourself
Positive Self-Talk	How someone feels about themselves
Goal Setting	Comparing yourself to others online
Social Media Impact	Achieving small tasks to build confidence
Encouragement	Support from friends and family

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Exit Cards

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

Name: _____ Mark

Is the statement true or false?

1) Only adults struggle with self-esteem.	T / F
2) Setting realistic goals helps people feel successful.	T / F
3) People with high self-esteem never face challenges.	T / F
4) Achieving goals can improve self-esteem.	T / F

Name: _____ Mark

Is the statement true or false?

1) Only adults struggle with self-esteem.	T / F
2) Setting realistic goals helps people feel successful.	T / F
3) People with high self-esteem never face challenges.	T / F
4) Achieving goals can improve self-esteem.	T / F

Name: _____ Mark

Is the statement true or false?

1) Only adults struggle with self-esteem.	T / F
2) Setting realistic goals helps people feel successful.	T / F
3) People with high self-esteem never face challenges.	T / F
4) Achieving goals can improve self-esteem.	T / F

Name: _____ Mark

Is the statement true or false?

1) Only adults struggle with self-esteem.	T / F
2) Setting realistic goals helps people feel successful.	T / F
3) People with high self-esteem never face challenges.	T / F
4) Achieving goals can improve self-esteem.	T / F

PREVIEW

Name: _____ 92

Curriculum Connection
MWB6.4

How Do Role Models Shape Identity?

The Influence of Role Models



Role models are people who inspire others by their actions, beliefs, and achievements. They can be parents, teachers, celebrities, athletes, or community leaders. Role mode[illegible]elp shape identity by setting examples of behaviou[illegible]hic, and values. Studies show that over 80% o[illegible]they have at least one role model who i[illegible]ces th[illegible]

Positive and Nega[illegible]le Mo[illegible]

Not all role models ha[illegible]luenc[illegible]tive role models show kindness, responsibility, and hard wor[illegible]elp[illegible]ake good decisions. For example, an athlete who trains hard and helps their[illegible]nity s[illegible]od example. Negative role models may make poor choices, such as [illegible]eaking [illegible]w o[illegible]g disrespectfully. Choosing the right role models is important fo[illegible]oping[illegible]es and identity.

PREVIEW

Qualities of a Good Role Model

Many role models share similar positive traits. Here are some [illegible]npo[illegible] good role model:

1) Honesty – Tells the truth and admits mistakes.
2) Respectful – Treats others kindly and fairly.
3) Hardworking – Puts effort into their goals and responsibilities.
4) Confident – Believes in themselves and encourages others.
5) Caring – Helps and supports people in their community.

Learning about role models helps students choose people who inspire them in a positive way. Having good role models can lead to making better decisions, setting goals, and becoming a strong leader in the future.

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True or False

Is the statement true or false?

1) Role models help shape a person's identity.	True	False
2) Only celebrities can be role models.	True	False
3) Parents and teachers can be role models.	True	False
4) A role model's actions can influence others.	True	False
5) Positive role models make poor decisions.	True	False

Questio

Answer the questions below.

1) Wha a role

2) How do role models influence ide

PREVIEW

Word Scramble

Unscramble the words from the word b

WORD BANK			
HONESTY	CONFIDENT	POSITIVE	TEACHERS
RESPECTFUL	CARING	NEGATIVE	ACTIONS
HARDWORKING	QUALITIES	ATHLETES	ACHIEVEMENTS

TONCNEDIF		SOTHYNE	
EPVOSTII		VECHAIASENTM	
PLUFTCEERS		GNEAVETI	

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Activity - What Makes Me, Me? Writing Reflection

Objective What are we learning about?

Students will reflect on their personal identity by identifying their values, interests, and relationships. This activity promotes self-awareness, confidence, and appreciation for individuality.

Materials What will you need for the activity?

- Lined paper and a book
- Pens or pencils
- A quiet space for reflection
- Optional: Mirror for self-reflection exercise



Instructions How will you complete this activity?

1) Begin by having students take a moment to think about what makes them unique.
2) Ask them to consider their favourite hobbies, personality traits, and the relationships that are important to them.
3) Have students write the question "What makes me, me?" at the top of their paper.
4) Encourage them to write freely for 10 to 15 minutes about what makes them special and different from others.
5) If students need help getting started, provide prompts such as what are three qualities that describe you, what are your favourite activities and why do you enjoy them, and who are the people that shape who you are.
6) After the free writing session, ask students to read over their responses and underline words or sentences that stand out as most meaningful.
7) Encourage students to add details or examples to their responses to make their reflection stronger.
8) Have students share their reflections with a partner or small group if they are comfortable.
9) As a class, discuss the importance of recognizing and appreciating our own uniqueness.

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Reference | Sample reflection and sentence starters

Sentence Starters
1. One thing that makes me unique is...
2. My favourite activities are... because...
3. The [illegible] who have helped shape who I am are...
4. So[illegible]hing I [illegible] most is... because...
5. I feel most [illegible]self
6. I am proud of myse[illegible]
7. If I could describe myself in th[illegible]ords, [illegible]ould be...
8. A goal I have for myself is... because...
9. The best thing about being me is...
10. I want to continue growing by...

PREVIEW

Sample Reflection

"I am unique because of my creativity, kindness, and love for animals. One of my favourite activities is painting, and I enjoy using bright colours to express my feelings. I also love spending time with my family, especially when we cook meals together. My friends say I am a good listener, and I always try to help others when they need support. I believe that being kind and understanding makes me who I am. I want to continue learning more about myself and finding new ways to grow."

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Reflection

Answer the questions below.

1) How do your interests help define who you are?

2) What ... most important to you, and why?

3) How do your relationsh... fam... ...ds shape your identity?

PREVIEW

Word Search

Find the words in the wordsearch.

Identity	Confidence
Awareness	Growth
Uniqueness	Perspective
Personality	Expression
Interests	Gratitude
Reflection	Interests

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

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MWB6.4

Activity - PowerPoint Collage: What Makes Me, Me?

Objective What are we learning about?

Students will create a digital collage in PowerPoint that represents their interests, values, personality, and culture. Through this activity, students will explore self-expressio reflect on how their identity evolves over time.

Mate W you need for the activity?

- Computer s ts wit Point (or an alternative lik gle
- Internet access fo ages
- A list of suggested top sp



Instructions How will you comple e activ

1) Open PowerPoint and create a new blank
2) Search for and collect images online that rep ffere cts of your identity, including hobbies, family, cultural backgr ave and personal values.
3) Copy and paste these images onto your PowerPoint slide. p, and arrange them in a way that reflects who you are.
4) Add text to describe some of the images, explaining their significance in your life.
5) Use different fonts, colours, and design elements to make your collage visually appealing and unique.
6) Include at least one personal or family photo if possible.
7) Save your work and prepare to present your collage to the class.
8) Share your collage with a partner or small group, explaining why you chose each image.
9) Discuss how your identity has changed over time and what factors influence these changes.
10) Submit your PowerPoint collage to the teacher for review.

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Reference | PowerPoint Collage Planning Sheet

Section	Student's Notes
Title of Your Collage	What would you like to name your collage? (Example: "The World of [Your Name]")
Hobbies & Interests	List activities you enjoy (sports, music, art, gaming, etc.).
Fa lture	Describe important traditions, family members, or cultural elements.
Fav e Thing Music, Fe	List books, songs, foods, or other favourites that resent you.
Future Goals & ms	you want to achieve in the future? Career, ls, or places to visit?
Values & Personality Traits	rib that define you (kind, creative, ent
A Symbol or Quote That Represents Me	Choos mbol, uote that reflects your personality or h
Images You Plan to Include	List at least 5 ima your collage. 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Text & Labels	What short descriptions or words will you add to explain your images?
Colours & Design Ideas	What background colour or theme will you use?
Reflection: What do you want people to learn about you from your collage?	Write a sentence or two about how your collage represents your identity.

PREVIEW

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Curriculum Connection
MWB6 A

Reference A list of suggested topics for inspiration

Topic	Description
Hobbies & Interests	Activities you love doing in your free time (e.g., sports, music, art, gaming).
Family Traditions	Special celebrations, meals, or customs in your family.
Favourite Foods	Meals or snacks that bring you joy or connect to your culture.
Cultura round	Symbols, flags, or important elements from your heritage.
Dr Ca	What you want to be when you grow up and why.
Inspi tional	ole models who inspire you (family, historical figures, cel ies).
Favourite Be Movies	S acters that reflect your personality.
Places You Love	al pl njoy visiting or hope to see one day.
Music & Entertainment	Yo you uments, or performers.
Personality Traits	Words or that your character (e.g., creative, ad nturou
Sports & Physical Activities	Games or exercise eni in.
Future Goals & Dreams	What you hope to accom fu
Favourite Colours & Symbols	Colours or icons that represent you.
Your Name's Meaning	The meaning or origin of your name and w special.
Pets or Animals You Love	Animals that you feel connected to or own as pets.
Community & Friends	The people who support and influence you.
Personal Strengths & Skills	Things you are good at or proud of.
A Special Memory	A moment in your life that had a big impact on you.
Favourite Season & Weather	The type of climate and environment you enjoy the most.
A Motto or Quote	A phrase or saying that inspires you or represents your mindset.

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Reference | Step-by-Step Example

Step	Instructions	Example
Step 1: Open PowerPoint and Create a New Slide	Open **Microsoft PowerPoint** or **Google Slides** and choose a **blank slide**.	
Step 2: Choose a Background Colour or T	Click **"Design"** and select a theme OR **right-click → "Format Background"** to pick a custom colour.	Choose a **light blue background** to match your favourite colour.
Step Insert Images T Represent Y	ages that symbolize culture, and and paste em o	✅ A **soccer ball** (for love of soccer) ✅ A **guitar** (if you enjoy music) ✅ A **family photo** (to represent loved ones) ✅ A **country flag** (to show cultural background) ✅ A **favourite book cover** (to show reading interests)
Step 4: Arrange and Resize the Images	Click an im move them. Resi corners for prop Layer images for a collage effect	e the **soccer ball** in the corner, g in the center, and the **guitar** the book cover.
Step 5: Add Text Labels	Click **"Insert" → "Text Box"** describe images. Keep text short and meaningful.	**"Soc ion!"** (next to the s) **is im to me."** (unde ily
Step 6: Add a Personal Quote or Motto	Find a meaningful quote that represents your values or dreams.	**"Believe in yo g is possible!"**
Step 7: Make It Visually Appealing	Change fonts, add colours, and arrange elements neatly.	Use a **bold font** for titles and a **script font** for the quote.
Step 8: Save Your Work	Click **"File" → "Save As"**, then save as a **PowerPoint file** or **PDF**.	Save as **"My Identity Collage.pptx"**
Step 9: Prepare to Present	Practice explaining your images. Be ready to share in **1-2 minutes**.	"This book inspired me to start writing my own stories..."
Step 10: Reflect on Your Identity	Think about what this collage reveals about you and how you've changed over time.	"I used to love painting, but now I enjoy photography more."

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Curriculum Connection
MWB6.A

Reflection

Answer the questions below.

1) What images did you choose to include in your collage, and why?

2) How d collage represent your personality and values?

3) Did you find it easy or d ex elf visually? Why?

PREVIEW

Word Scramble

Unscramble the words from the word b

WORD BANK			
HOBBIES	CELEBRATIONS	INSTRUMENTS	ADVENTUROUS
INTERESTS	HERITAGE	PERFORMERS	INFLUENCE
TRADITIONS	HISTORICAL	ENTERTAINMENT	ACCOMPLISH

TSRLAOIIHC		EBIOBHS	
NTSUIERTMSN		EBECALTNSOIR	
VTUREADNOUS		PHSMOIALCC	

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Curriculum Connection
MWB6.1

Rubric – PowerPoint Collage: What Makes Me, Me?

Category	Needs Improvement (1)	Satisfactory (2)	Good (3)	Excellent (4)
Content & Relevance	Few/no images or text, unclear connection to identity.	Some images/text but missing key elements.	Relevant images/text, represents identity well.	Strong variety of images/text, clearly represents identity.
Creativi… Des…	Disorganized, …effort, hard …ad.	Some clutter, minimal creativity.	Organized, some creative effort.	Visually appealing, well-designed, creative.
Effort … Completeness	…te, …effo…	Missing elements, …le effort.	Mostly complete, some effort.	Fully complete, thoughtful effort.
Text & Labels	Ne… …u… uncl… missing explanations.	Som… …ear or …	Mostly clear text, minor improvements …eeded.	Clear, well-placed text, enhances understanding.
Presentation	Little/no explanation, weak connection to identity.	…asic explanati… lacks dept…	…l expla… goo… …n	Confident, insightful explanation, strong …ity connection.

PREVIEW

Teacher Comments

Mark

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

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Unit Test – Mental Well-Being

Total	Mark
/ 35	/ 10

Multiple Choice /10

1) What does mental well-being affect? a) Mood changes b) Physical strength c) Favourite hobbies d) Screen	2) What does mindfulness help with? a) Memory b) Running speed c) Skin health d) Reducing stress
3) Why is it important? a) Stops bad habits b) Improves eyesight c) Prevents stress d) Builds muscles	4) What is an example of mindfulness? a) Watching TV b) Deep breathing c) Playing video games d) Sleeping late
5) What helps improve mental well-being? a) Junk food b) Deep breathing c) Staying indoors d) Sleeping less	6) What reduces stress hormones? a) Positive thinking b) Junk food c) Overworking d) Avoiding friends
7) How many hours of sleep do kids need? a) 6-8 b) 7-9 c) 9-11 d) 12-14	8) What chemical is linked to happy thoughts? a) Cortisol b) Insulin c) Caffeine d) Dopamine
9) What does exercise release? a) Endorphins b) Hormones c) Oxygen d) Adrenaline	10) How can self-esteem be improved? a) Negative self-talk b) Positive thinking c) Comparing to others d) Skipping meals

PREVIEW

True or False | Is the statement true or false?

Mark
/ 5

1) Mental well-being only affects emotions, not decision-making.	True	False
2) Exercise can help reduce stress and improve mood.	True	False
3) Friendships can change over time as people grow.	True	False
4) Anxiet[illegible]ression are the same condition.	True	False
5) Mind[illegible]ess h[illegible]e stay focused and calm.	True	False

PREVIEW

Matching | [illegible] its correct description.

Mark
/ 5

Situational Behavior	Peo[illegible]ctions based on where th[illegible].
Endorphins	Chemica[illegible]ed [illegible] exercise that improv[illegible]od.
Cortisol	A hormone that increase[illegible]hen a person is stressed.
Mindfulness	Paying attention to the present moment without judgment.
Positive Self-Talk	Encouraging words that boost confidence and self-esteem.

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Define What do the terms below mean?

Mark / 6

Term	Definition – What does it mean?
Gratitude	
Self-Esteem	
Mindf	

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

Mark / 9

1) What is mental well-

2) How does exercise help with stress?

3) What is one way to practice mindfulness?

PREVIEW