Preview - Information

Thank you for your interest in this bundle. Within this preview, you will see:

- ✓ A selection of worksheets included in each workbook. Keep scrolling to find the next resource included in the bundle.

When you make a purchase, you will receive a folder with the .pdf workbook files inside.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com

Workbook Preview

Grade 1 Health Unit
Healthy Behaviours

	Curriculum Expectations	Pages
USC1.1a	Use common and respectful language to talk about healthy behaviours (e.g., habits, choices, actions)	6-11
USC1.1b	Communicate observations of what "healthy" and "unhealthy" looks like, sounds like, and feels like.	12-21
USC1.1c	Ask questions and seek answers about healthy/unhealthy behaviours and opportunities.	20-28, 59-64
USC1.1d	Recognize that making healthy choices can be difficult at times.	29-33, 59-64
USC1.1e	Illustrate the importance of basic daily behaviours (e.g.,	0, 33-70, 4
USC1.1f		3, 50-53, 4
USC1.1g	Recognize daily opportunities for demonstrating healthy behaviours (e.g., drinking water as a thirst quencher, walking on the sidewalk, flossing teeth, helping others)	9-11, 18-19, 54-58, 71-80
USC1.1h	Discuss a variety of healthy behaviours over which one has control (e.g., brushing teeth, being active, engaging in quiet time, seeking shade)	81-82, 85-87, 93-94
USC1.1i	Consider opportunities to access support for healthy behaviours (e.g., recess time provides opportunities to play and be physically active, a trusted peer walks with you to school which provides safety and friendship).	95-98
USC1.1j	Examine factors influencing own healthy choices (e.g., allergies, cultural traditions, money, family habits, fear).	99-106
AP1.1	Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to healthy behaviours.	24-25, 31-32, 38-39, 42-44, 57, 74, 85-86, 98

Preview of 75 pages from this product that contains 148 pages total.

HEALTHY BEHAVIOURS



Name: _____ 6

Key Words We Use to Talk About Health

Six Words to Know

You use special words when you talk about your health. Here are six words to learn — you will hear them [illegible] through this unit!



- **[illegible]** — [illegible] is something you do [illegible] again, like brushing [illegible] morning.
- **Choice** — A choice is [illegible] thing over another thing, like grabbing [illegible] of a candy bar.
- **Action** — An action is something your [illegible] washing your hands or waving hello to a friend.
- **Behaviour** — Your behaviour is the way you act each day — how you play, rest, share, and eat.
- **Healthy** — Healthy means something that helps your body grow strong, like drinking water or getting good sleep.
- **Unhealthy** — Unhealthy means something that can hurt your body if you do it too much, like skipping meals.



PREVIEW

© Super Simple Poems

Name: _____ 7

Matching

Match each word to its meaning.

Habit ○	○ Something your body does
Choice ○	○ Picking one thing over another
Action ○	○ Can hurt your body
Healt[illegible]	○ Something you do again and again
Unhe[illegible]	○ Helps your body grow strong

PREVIEW

Think It Through

[illegible] questions below.

1) True or False: A [illegible] time and never again.	
2) Which is healthier: drinkin[illegible] or skipping meals?	
3) Which one does NOT belong: brushing teeth, eating vegetables, skipping meals?	
4) True or False: Your behaviour can change from morning to night.	
5) Finish the thought: A routine is made of many ___ put together.	

Word Search

Find the words in the word search.

Healthy	Routine
Growth	Habit
Choice	Germs
Hygiene	Action
Unhealthy	Nutrients

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

© Super Simple Stories

Name: _____ L2

What Healthy & Unhealthy Look, Sound, & Feel Like

Notice With Your Senses

You can notice **healthy** and **unhealthy** with your own eyes, ears, and body, even before anyone says a word. Compare the clues below.

	Healthy	Unhealthy
What It Looks Like	Running and smiling	Slouched shoulders
	Rosy cheeks	Pale, tired face
	Sitting up tall	Lying still and quiet
What It Sounds Like	Laughing or singing	Coughing or sneezing
	Saying "I'm hungry"	"My tummy hurts"
What It Feels Like	Full of energy	Tired and achy
	Strong, ready legs	Wobbly or weak

PREVIEW



You will not always **see**, **hear**, and **feel** the exact same clue at the exact same time — sometimes just one clue shows up, like a scratchy voice or a wobbly walk. Noticing these clues helps you know when your body feels good, and when it might need rest, water, or help from an adult you trust.

© Super Simple Poems

Name: _____ L3

Sort It **Look**, **Sound**, or **Feel**? Sort each clue by which sense would notice it.

1) Running and smiling	
2) Coughing or sneezing	
3) Feeling full of energy	
4) "My tu[illegible]s"	
5) A [illegible]	

Draw & Colour It Draw [illegible] Healthy look clue and one that shows an unhealthy [illegible]

Healthy Look Clue	Unhealthy Look Clue

In Your Life What do you Look Like, Sound Like, and Feel Like when you are Unhealthy?

Look Like: What did others see?	
Sound Like: What did they hear?	
Feel Like: What did you feel inside your body?	

PREVIEW

Name: _____ 1A

Colour | Colour the picture. Trace the words below it.

This is a Healthy Body!



PREVIEW

Name: _____ 15

Colour | Colour the picture. Trace the words below it.

Sometimes Our Bodies Feel Tired.



It's okay to rest and feel better.

© Super Simple Phonics

Name: _____ 16

Listen and Sort

Instructions Work with a partner. Take turns acting out each sound below, then cut out the 6 picture cards together. Keep them ready to sort on Page 2!



Kids Laughing



Deep Breath



Coughing Into an Elbow



Sneezing



Kids Singing



Crying Because of a Scraped Knee

PREVIEW

Name: _____ L7

Listen and Sort

Instructions With your partner, glue each of the 6 sound pictures from Page 1 into the correct column below.

Healthy Sounds

Sounds That Tell Us to Rest or Get Help

PREVIEW

Name: _____ 18

How Does My Body Feel?

Skill: Connecting what I do to how my body feels.

Instructions Read each sentence, then circle how your body would feel in each situation. When you're done, colour each picture!

"I ran and played at recess."



Lively | Worn Out

"I stayed up very late."



[illegible] | Sleepy

"I ate my fruits and veggies."



Strong | Weak

"I sat [illegible]"



Restless | Calm

PREVIEW

© Super Simple Stories

Name: _____ 19

Instructions	Read each sentence, then circle how your body would feel in each situation. When you're done, colour each picture!

"I drank lots of water."



Refreshed | Sluggish | Tired | Happy

"I forgot to drink water."



"I played outside in the fresh air."



Cheerful | Bored



Proud & Warm | Neutral

PREVIEW

© Super Simple Stories

Name: _____ 20

Be a Healthy Detective - Find 8 Healthy Clues!

Instructions Look at the picture. Check off each healthy clue you find!



- ☐ Drinking from a fountain
- ☐ Sitting in a shady spot
- ☐ Sharing a snack
- ☐ Washing hands at an outdoor tap
- ☐ A child wearing a sun
- ☐ A friend helping a friend up
- ☐ On the monkey bars
- ☐ Kids playing tag

PREVIEW

Name: _____ 21

Find 6 Clues That Someone Might Need a Little Help

Instructions Look at the picture. Check off each clue that shows someone needs help!



- ☐ A child too tired to work
- ☐ A wilted plant that needs water
- ☐ A child who lost their pencil
- ☐ …itting
- ☐ A child who feels sick
- ☐ A child stuck on a hard puzzle

PREVIEW

Zara's Big Questions About Healthy Choices



Zara: Mom, why do I wear a helmet on my bike?

Mom: A helmet protects your head if you fall.

Zara: Why can't I eat candy for breakfast?

Mom: ...y has no nutrients. Eggs and fruit ...

...e strong.

Zara: ...o you ... about health?

Mom: I ... ..., or ... health book.

Zara: Mom, why do we ... ... lunch?

Mom: Washing hands ... ... cannot see.

Zara: Who else can I ask if I still don't know?

Mom: Try the school nurse or librarian — ...

Zara: Why do I get the hiccups sometimes?

Mom: Hiccups happen when your tummy gets a tiny surp...

Zara: Why do I get goosebumps when I'm cold?

Mom: Goosebumps are your skin's way of trying to keep you warm.

Zara: Why do I sneeze when dust tickles my nose?

Mom: A sneeze blows out things that bother the inside of your nose.

Mom: You ask a lot of questions, don't you?

Zara: I guess I do!

PREVIEW

Name: _____ 23

True or False Is the statement true or false?

1) A helmet can protect your head if you fall.	True	False
2) Candy is full of the nutrients your body needs.	True	False
3) Eggs and fruit can help your body grow strong.	True	False
4) Washing your hands can wash away germs you cannot see.	True	False
5) Coveri[illegible]eze can help stop germs from spreading.	True	False
6) Scr[illegible]for 20 seconds helps wash hands well.	True	False
7) A [illegible] can h[illegible]ngs that bother your nose.	True	False

PREVIEW

Question W[illegible]cup[illegible]gs, and sneezes happen in your body?

Hiccups	
Goosebumps	
Sneeze	

Questioning Write two big questions you have about healthy choices, just like Zara.

© Super Simple Stories

Name: _____ 24

Curious Cards

Skill: Noticing things that make me want to ask "why?"

Ben is curious about lots of things in his day. Are any of these the ones that make you curious too?

Instructions Clip a question mark onto the 2 pictures that make you most curious!



PREVIEW

Name: _____ 25

My Curious Questions

Wondering "why?" about healthy behaviours.

Instructions Draw 4 things about healthy habits that make you curious!

Ben wonders "why?" about lots of healthy habits. What makes you wonder too?

I wonder why

I wonder why

I wonder why

I wonder why

PREVIEW

Name: _____ 26

Fact or Fiction: Health Myths and Facts

Objective — What are we learning about?

Students will read simple statements about healthy behaviours and decide whether each one is Fact or Fiction. This reinforces accurate understanding of daily healthy behaviours and helps [illegible] any mix-ups students may have.

Materials — [illegible] you need for the activity?

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

Name: _____ 27

Fact or Fiction Read the statements to the class.

#	Statement	Ans
1	Brushing your teeth twice a day can damage your teeth.	Fiction
2	Eating a lot of carrots can turn your skin a little orange.	Fact
3	Cold water can make your body work a little harder than warm water.	Fact
4	Bei[illegible]e in cold weather can give you a cold.	Fiction
5	[illegible]ke it harder for your body to fall asleep.	Fact
6	[illegible] your [illegible]ets makes your hair curly.	Fiction
7	Reading [illegible]t ca[illegible] eyes forever.	Fiction
8	Chewing your fo[illegible] hel[illegible]mmy feel better.	Fact
9	Cracking your knuckles [illegible]ever.	Fiction
10	A glass of milk before bed can [illegible] you fa[illegible]	Fact
11	Washing your hands with only water w[illegible]t [illegible] soap.	Fiction
12	Wearing wet socks can make you catch a cold	Fiction
13	Sneezing can help clean germs out of your nose.	[illegible]ect
14	A healthy breakfast can help your brain think better at school.	Fact
15	Swallowed gum stays in your tummy for seven years.	Fiction
16	You must wait a long time after eating before it is safe to swim.	Fiction
17	Yawning can be catching, just like a cold.	Fact
18	Eating spicy food can make your nose run.	Fact
19	Standing close to the TV can hurt your eyes forever.	Fiction
20	Drinking enough water can help you feel less grumpy.	Fact

PREVIEW

© Super Simple Reports

Name: _____ 28

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

Name: _____ Mark: ____

Is the statement true or false?

1) Being outside in cold weather can give you a cold.	True	False
2) A nightlight can make it harder for your body to fall asleep.	True	False
3) Chewing your food more can help your tummy feel better.	True	False
4) Cracking your knuckles can hurt your bones forever.	True	False
5) Standing close to the TV can hurt your eyes forever.	True	False

Name: _____ Mark: ____

Is the statement true or false?

1) Being outside in cold weather can give you a cold.	True	False
2) A nightlight can make it harder for your body to fall asleep.	True	False
3) Chewing your food more can help your tummy feel better.	True	False
4) Cracking your knuckles can hurt your bones forever.	True	False
5) Standing close to the TV can hurt your eyes forever.	True	False

PREVIEW

Name: _____ 29

Leo's Diary: Sometimes Healthy Choices Are Hard

Dear Diary,

Today was Ravi's birthday party. There was pop in cool cups with [illegible]ndy straws. It looked so fun and fizzy! I really wanted some. But I remembered water helps my body feel good. I looked at the [illegible]. Then I picked water instead. It was hard! My tummy still wanted fizzy pop. I felt a little grumpy about it.

Mom says [illegible] choices feel hard sometimes, even for grown-ups. That helped me feel better. I am not the only one who finds this tricky.

Mom told me she still finds [illegible] picking a salad instead of fries. That really surprised me.

At the party, I drank my water and played tag with my friends. I forgot all about the pop after a while.

Tomorrow there might be another hard choice. That is okay. I can try my best, even when a choice feels tricky.

Goodnight, Diary!

Love, Leo

PREVIEW

Name: _____ 30

Comparison Choose the correct answer for each pair.

1) Who remembered that water helps the body feel good: Leo, or Ravi?	
2) Who finds salad vs. fries hard: Leo, or Mom?	
3) Whose birthday party was it: Ravi's, or Leo's?	
4) Who to[illegible]hat healthy choices can be hard: Mom, or Ravi?	
5) W[illegible]t at the party: pop, or juice?	
6) Which heal[illegible]up picking: water, or milk?	

Question Why m[illegible]y ch[illegible]feel hard sometimes?

Draw Draw a healthy choice of your own that felt a little hard, a[illegible]t after.

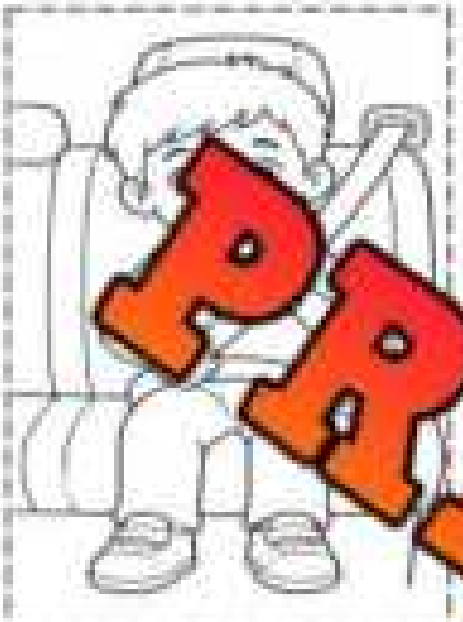
PREVIEW

Name: _____ 31

Easy or Tricky?

Skill: Sorting healthy choices by how easy or tricky they feel to make.

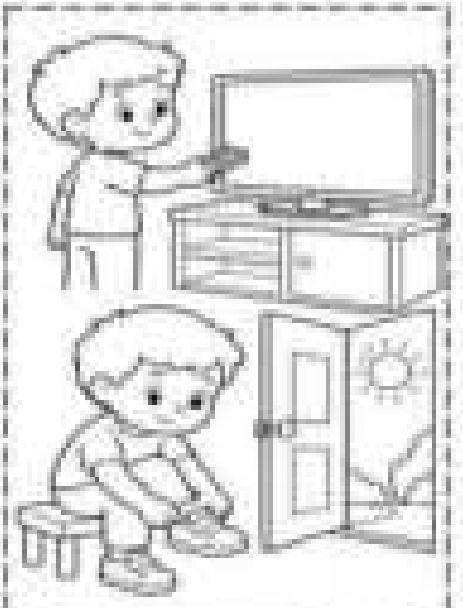
Instructions Cut out these 6 picture cards. Keep them ready to sort on Page 2!



Putting on a Seatbelt



Pic… Vegeta… Over … Wh… Hungry fo…



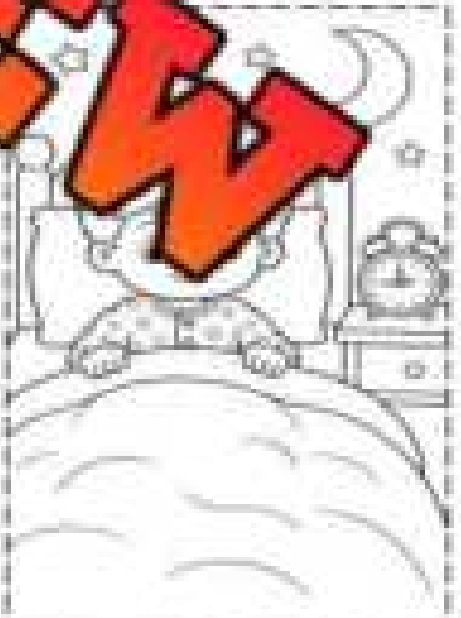
Turning Off a Favourite …w to Go Outside



Holding a Railing on Stairs



Sharing a Favourite Toy



Going to Bed on Time When Not Tired Yet

PREVIEW

© Super Simple Stories

Name: _____ 32

Instructions | Cut out the 6 pictures from Page 1. Glue each one under Easy or Tricky.

Easy Choice

Tricky Choice

PREVIEW

Exit Cards

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

Name: _____ | Mark

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

1) Healthy choices are always easy.	T / F
2) Grown-ups never find choices hard.	T / F
3) It's okay to feel a little sad about a hard choice.	T / F
4) You can still try your best even when a choice is hard.	T / F

Name: _____ | Mark

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

1) Healthy choices are always easy.	T / F
2) Grown-ups never find choices hard.	T / F
3) It's okay to feel a little sad about a hard choice.	T / F
4) You can still try your best even when a choice is hard.	T / F

Name: _____ | Mark

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

1) Healthy choices are always easy.	T / F
2) Grown-ups never find choices hard.	T / F
3) It's okay to feel a little sad about a hard choice.	T / F
4) You can still try your best even when a choice is hard.	T / F

Name: _____ | Mark

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

1) Healthy choices are always easy.	T / F
2) Grown-ups never find choices hard.	T / F
3) It's okay to feel a little sad about a hard choice.	T / F
4) You can still try your best even when a choice is hard.	T / F

PREVIEW

Name: _____ 34

Washing Our Hands

Six Steps, All By Yourself

Washing your hands is a healthy habit you can do all by yourself — no grown-up needed! Here is how, step by st

1) …with clean water.
2) …soa… …ands together.
3) Scrub f… …cond…
   two rounds of s… …ppy
   Birthday."
4) Scrub your thumbs, fingertips,
   and between your fingers too.
5) Rinse all the soap off with water.
6) Dry your hands with a clean towel.



PREVIEW

Wash your hands at four important times: **before you eat, after using the bathroom, after playing outside**, and **after you cough or sneeze**.

Why bother? Your hands pick up tiny **germs** you cannot even see — thousands could fit on one fingertip! Washing rinses those germs away before they can make you sick. Next time you line up for snack, remember your six steps!

Name: _____ 35

True or False Is the statement true or false?

1) Germs are too small for your eyes to see.	True	False
2) Washing your hands can help keep your classmates healthy too.	True	False
3) Soap helps lift germs off of your skin.	True	False
4) Warm or cool water can both work for washing.	True	False
5) Thousands of germs could fit on just one fingertip.	True	False
6) Scrubbing between your fingers is not part of washing well.	True	False

Sort It! ... a **Good Time to Wash** or **Not Needed**.

1) Leo just pe... glass h...	
2) Mia is about to eat l...	
3) Mia already washed and dri... her ... two minutes ago.	
4) Sam just used the bathroom.	
5) Ava just blew her nose.	

Draw & Colour It Draw your hands covered in colourful "germs" befor... draw them clean and sparkly after.

PREVIEW

© Super Simple Printables
supersimpleprintables.com

Name: _____ 36

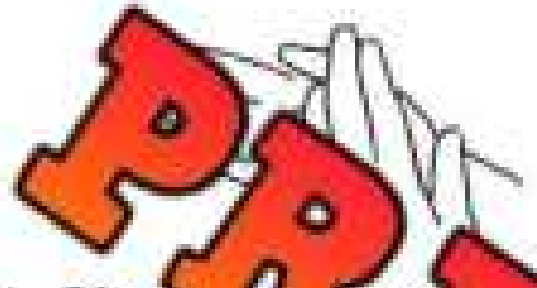
How to Wash your Hands

Skill: Learning the steps of handwashing.

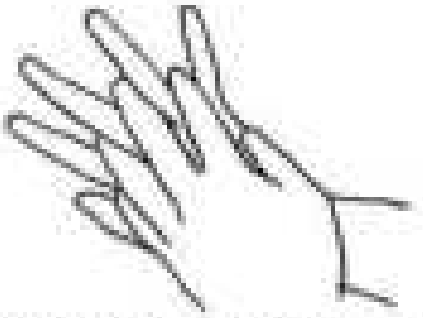
Washing your hands the right way keeps germs away. Do you know the correct order?

WET, SOAP, THEN RUB :

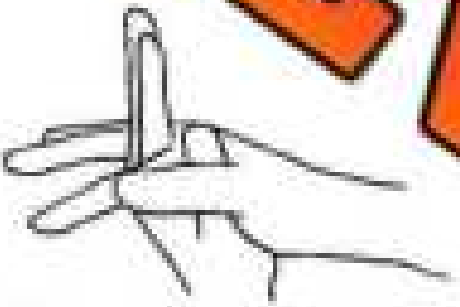
20s



1 PALM TO PALM



2 BACK OF HANDS + BETWEEN FINGERS



3 HANDS TOGETHER, FINGERS INTERLOCKED



4 BA… AGAINST …



5 THUMBS!



6 FINGERTIPS ON PALMS + WRISTS

…DRY WITH TOWEL + USE IT TO TURN OFF TAP

PREVIEW

Name: _____ 37

Instruction	Look at the 6 pictures. Write 1, 2, 3, 4, 5 and 6 in the circles to show the correct order for washing your hands!



PREVIEW

Name: _____ 38

When Do We Wash? - 1

Skill: Recognizing everyday moments to wash our hands.

Our hands touch lots of things every day, and some of those things can carry germs. Can you spot the moments when it's time to wash up?

Instructions Clip a "Wash Your Hands!" token onto each picture!



Before a Snack



Finis[illegible] the



Coming Inside From Recess



Petting a Class Pet



Coughing Into Hands



Sitting at the Lunch Table

Out Out

PREVIEW

© Super Simple Printables

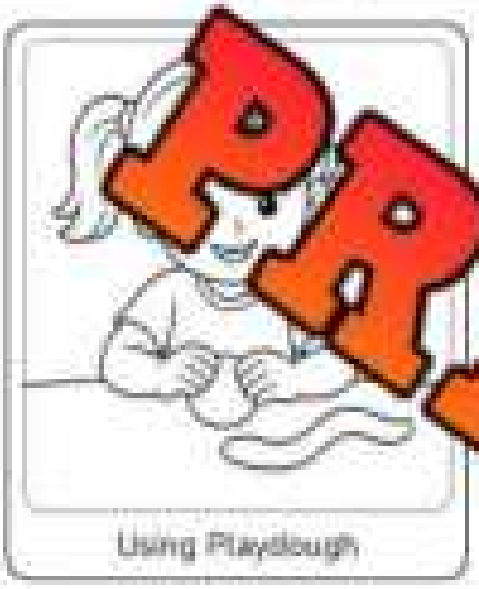
Name: _____ 39

When Do We Wash? - 2

Skill: Recognizing everyday moments to wash our hands.

Our hands touch lots of things every day, and some of those things can carry germs. Can you spot the moments when it's time to wash up?

Instructions Clip a "Wash Your Hands!" token onto each picture!



Using Playdough





Helping in the Kitchen at Home



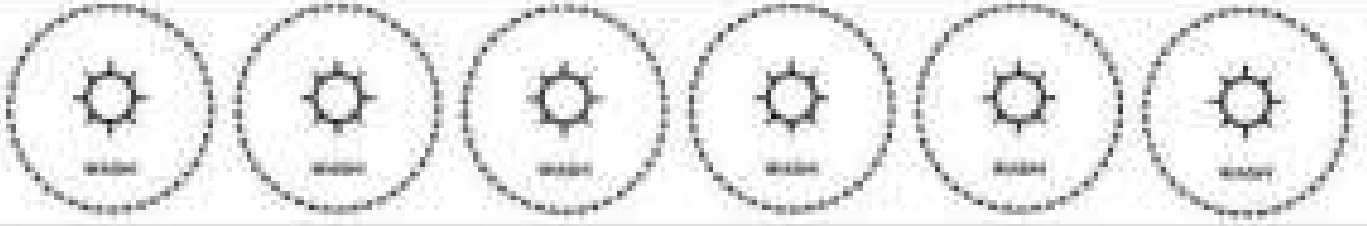
Touching the Garbage Bin





Before Brushing Teeth

Cut Out



PREVIEW

© Super Simple Stories

Name: _____ 45

Eating Fruits and Vegetables

Fuel for Your Body



Fruits and **vegetables** are fuel for your body — they help you run, grow, and think! Here are five favourites and what they do fo

Fr	It Gives You	Fun Fact
Ap	itamin C	Apples float in water — they are about 25% air!
Carrot	n A f	Carrots used to be purple before orange es became popular.
Banana	Potassi ng mus	is actually a fruit called a
Broccoli	Vitamin C and fibre	cup roccoli can have more itamin han ange.
Orange	Vitamin C	It t or rs to grow its very

PREVIEW

Fruits and vegetables come in many forms, and they al F **canned**, or **dried** — each one still gives your body good vitamins and fibre. The more kinds you try, the more new favourites you might find!



Try to eat many different colours of fruits and vegetables — that is called **"eating a rainbow."** A healthy plate often has fruits or vegetables filling about half the space!

© Super Simple Stems

Name: _____ 46

Question What does "eating a rainbow" mean?

Guess th Guess the food from each clue.

1) I use be p grow underground. What am I?	
2) I am a fruit, bu ists a berry. What am I?	
3) I can have more vitamin c whole orange.	
4) It can take my tree several years w me the very first time. What am I?	
5) I am about 25% air, which is why I float in w What am I?	

Fill in the Blank Fill in each blank with the correct answer

1) Apples give your body _____ and vitamin C.

2) Carrots give your body vitamin _____ for your eyes.

3) Bananas give your muscles _____.

4) Broccoli can have more vitamin _____ than an orange.

5) Fruit does not need to be _____ to count as healthy.

PREVIEW

© Super Simple Worksheets

Name: _____ 47

Build a Rainbow Plate! — Page 1

Skill: Learning that colourful plates have many kinds of fruits and veggies.

Eating fruits and vegetables in lots of colours helps your body stay strong and healthy!

Instructions Colour each fruit and vegetable to match its colour label!



RED — like strawberries

ORANGE — like carrots

YELLOW — like bananas

GREEN — like broccoli

PURPLE — like grapes

© Super Simple Poems

Name: _____ 48

Build a Rainbow Plate! — Page 2

Skill: Learning that colourful plates have many kinds of fruits and veggies.

Instructions Cut out the 8 fruits and veggies. Write the colour of each one in the box, then paste them onto your plate to make a rainbow!



PREVIEW

© Super Simple Stories

Exit Cards

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

Name: _____ | Mark:

Underline the correct answer for each question.

1) Carrots help take care of your: **ears / eyes**

2) Frozen fruit still counts as healthy: **yes / no**

3) Eating lots of colours is called eating a: **rainbow / rainstorm**

4) Apples give you fibre and vitamin: **C / D**

5) Broccoli gives you vitamin C and: **fibre / sugar**

Name: _____ | Mark:

Underline the correct answer for each question.

1) Carrots help take care of your: **ears / eyes**

2) Frozen fruit still counts as healthy: **yes / no**

3) Eating lots of colours is called eating a: **rainbow / rainstorm**

4) Apples give you fibre and vitamin: **C / D**

5) Broccoli gives you vitamin C and: **fibre / sugar**

Name: _____ | Mark:

Underline the correct answer for each question.

1) Carrots help take care of your: **ears / eyes**

2) Frozen fruit still counts as healthy: **yes / no**

3) Eating lots of colours is called eating a: **rainbow / rainstorm**

4) Apples give you fibre and vitamin: **C / D**

5) Broccoli gives you vitamin C and: **fibre / sugar**

PREVIEW

Name: _____ 50

Wearing Sunscreen and Sun-Safe Clothing

Sun Rays You Can't See

The sun sends out **UV rays** — sun rays you cannot even see — that can hurt your skin. Getting sun-safe is a healthy h[illegible] it is one you do with an adult, not al[illegible] these sun-safe steps together.



- ☐ Put on **sunsc[illegible]** b[illegible]ide
- ☐ Ask an adult to help [illegible]
- ☐ Wear a hat that shades your f[illegible] neck.
- ☐ Choose long sleeves on very strong sun d[illegible]
- ☐ Ask an adult to check the **SPF number** on the bottle
- ☐ Put on more sunscreen after swimming or after about two h[illegible]
- ☐ Wear sunglasses that block UV rays, if you have them.

PREVIEW

The sun's rays are strongest between about 11 a.m. and 3 p.m., so that is an extra important time to be sun-safe. Here's a fun trick: if your shadow looks shorter than you, the sun is extra strong! **SPF** stands for **Sun Protection Factor** — a bigger number on the bottle blocks more UV rays.

© Super Simple Stories

Name: _____ 51

Question What are UV rays and how can we be safe from them?

True or ... ...rt true or false?

1) You can put sun... ...k easily.	True	False
2) Putting on more sunsc... ...good idea.	True	False
3) Cloudy days can still need some s...	True	False
4) A lip balm with SPF can help protect your l...	True	False
5) Snow and sand cannot make sunlight feel ...	True	False

Circle Circle the better answer for each pair.

1) Which protects your eyes: **sunglasses**, or **a scarf**?

2) Which protects your arms better on a very sunny day: **long sleeves**, or **short sleeves**?

3) Which blocks more UV rays: **a low SPF number**, or **a high SPF number**?

4) Which reflects more UV back at you: **plain grass**, or **water and snow**?

5) Which is a better time to be extra careful: **1 p.m.**, or **8 p.m.**?

PREVIEW

Name: _____ 52

Nathan's Sun-Safe Day

Skill: Recognizing sun hats, sunglasses, and shirts as sun-safety tools.

Nathan is playing at the beach on a sunny day. He is wearing sun protection to stay safe!

Instructions Trace the dotted lines to finish Nathan's **hat**, **sunglasses**, and **shirt**. Then colour the picture!



© Super Simple Stories

Name: _____ 53

Stay Sun-Safe!

Skill: Identifying tools that protect us from the sun.

The sun can be strong on a hot day! Some things help keep us safe, and some things do not.

Instructions Colour only the things that help protect us from the sun.



Sunscreen



Mitten



Hat



Sunglasses



Beach Umbrella



Boot

PREVIEW

© Super Simple Stories

Name: _____ 94

Drinking Water

Your Body's Thirst Signal

When you feel thirsty, your body is asking for a drink. Water is the best choice to fix that feeling — and you can notice **thirst** and choose **water** all by yourself!

- [illegible] has **zero sugar**, so it does not hurt your teeth like juice or pop can.
- [illegible]ade of about **60% water**, from your brain down to your toes.
- [illegible] **energy** from your food to your muscles and brain.
- **Juice** [illegible] have [illegible]r that your body does not need every day.
- You can **refill** [illegible] again, all day long, for free.
- Drinking water can [illegible] you
  before a test or during gym [illegible].

PREVIEW



Water isn't only in your bottle — foods like **watermelon** and **cucumber** are full of water too! When you run and play hard, you sweat, so your body needs even more water to catch up. A quick check: if you notice you haven't had a drink in a while, that is your body's cue to grab some water.

Your body cannot store up water for later, so it asks you to drink again through the day. Next time you feel thirsty, reach for water first!

© Super Simple Stories

Name: _____ 55

Sort Sort each item: Is it a healthy choice that helps your body stay hydrated, or not?

Watermelon	Cucumber	Canned Juice

Candy	Celery	Pop

True ...atement true or false?

1) Water has ... sug...	True	False
2) Your body is mad...	True	False
3) Your body can save up ... m...	True	False
4) Water can help your body digest ... you ...	True	False
5) Drinking water helps keep your body's tem... e ju...	True	False
6) Your body needs water on cold days too.	...ue	False

Draw Draw foods that have lots of water in them, like ... ...er.

PREVIEW

© Super Simple Stories

Name: _____ 56

Thirsty? Drink Water!

Skill: Choosing the path to water instead of sugary drinks.

Instructions Help the **water drop** find its way to our thirsty friend! Draw a line through the maze. Watch out for **pop-can** dead ends!







© Super Simple Stories

Name: _____ 57

Fill the Water Bottle!

Skill: Tracking how many drinks of water we have in a day.

Kids your age need about **5 cups of water** every day. Can you drink enough today?

Instructions Colour each section of the water bottle when you drink a cup today!



PREVIEW

Exit Cards

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

Name: _____ Mark: ____

Write the correct letter (A, B, or C) beside each one.

	Feeling thirsty	A) Losing water while you run and play.
	Watermelon	B) Your body wants a drink of water.
	Sweating	C) A juicy food that is full of water.

Name: _____ Mark: ____

Write the correct letter (A, B, or C) beside each one.

	Feeling thirsty	A) Losing water while you run and play.
	Watermelon	B) Your body wants a drink of water.
	Sweating	C) A juicy food that is full of water.

Name: _____ Mark: ____

Write the correct letter (A, B, or C) beside each one.

	Feeling thirsty	A) Losing water while you run and play.
	Watermelon	B) Your body wants a drink of water.
	Sweating	C) A juicy food that is full of water.

Name: _____ Mark: ____

Write the correct letter (A, B, or C) beside each one.

	Feeling thirsty	A) Losing water while you run and play.
	Watermelon	B) Your body wants a drink of water.
	Sweating	C) A juicy food that is full of water.

PREVIEW

Name: _____ 59

Role Play – Everyday Health Questions

Objective What are we learning about?

Students will act out short scenes where two friends talk about a simple health question, and one friend helps answer it. This shows that everyday health knowledge is something any of us can know and share with each other, not just something only a doctor knows. This helps students practise asking real questions and feeli[illegible]fortable talking about healthy and unhealthy behaviours.

Mate[illegible] [illegible] we need for our activity?

- Scenario [illegible]situations) (provided)
- Props or costu[illegible]
- Timer or stopwatch



Instructions How will we comple[illegible] activi[illegible]

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

PREVIEW

© Super Simple Stories [illegible]

Name: _____ 60

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show imagination and effort. Make your character believable through actions and expressions.
Voice	Speak clearly and at a good volume. Use a voice that matches your character and the scene.
Movem	Use body movements and actions that match what your character is doing.
Sta	character from start to finish, even if the scene feels tricky
Teamwork	your group. Share ideas, listen to others, and yo members.

PREVIEW

Scenario Cards [illegible]

	Scenario	
1	Washing Hands	Ben doesn't want to wash his h efo He says his hands look clean. His friend Ava e too small to see, even on clean-looking hands. oap and water for 20 seconds washes the germs a o wash his hands too. He feels good knowing he is sta ealthy.
2	Nervous About a Vaccine	Mia is nervous about getting a vaccine needle at her doctor's check-up next week. She tells her friend Leo she is scared. Leo says he got a vaccine needle at his last check-up too, and it only hurt for one second. He says the doctor gives vaccines to help keep kids' bodies strong and safe from sickness. Mia takes a deep breath and feels a little better. She decides to be brave, just like Leo was.

© Super Simple Stories
supersimplestories.com

Name: _____ 61

Scenario Cards Cut out the scenarios below.

Scenario		Description
3	Why Vegetables?	Sam doesn't like vegetables at dinner. He tells his friend Maya he never eats them. Maya says vegetables help her body grow big and strong. Sam decides to try one bite of broccoli. He is surprised it tastes better than he thought. Sam tells Maya he might eat more vegetables now.
4	Sleepy Time	Ella stays up late playing and feels tired at school. Her friend Noah asks how much she gets. Ella says she goes to bed very late. Noah says sleep helps his body and brain rest every night. Ella decides to try going to bed earlier. The next week, she feels much less tired.
5	The Sunscreen Question	Noah doesn't want to wear sunscreen. His friend Chloe asks why not. Noah says he doesn't think it matters. Chloe tells him sunscreen keeps his skin from getting sore and red. Noah isn't totally sure, but he puts some on anyway. By the end of the day, his skin still feels fine.
6	Water Instead of Juice	Aiza always wants juice instead of water. Her friend Ben says water helps her whole body work well, and stops her from feeling thirsty or tired. Aiza isn't convinced at first. She decides to try drinking more water at home. A few days later, she tells Ben she likes water more than she thought.

PREVIEW

© Super Simple Stories
supersimplestories.com

Name: _____ 62

Scenario Cards Cut out the scenarios below.

	Scenario	Description
7	Staying Home When Sick	Leo feels sick but really wants to go to school for a fun day. His friend Sam tells him staying home helps him feel better faster. Sam says it also stops germs from spreading to friends. Leo is sad but decides to stay home and rest. He feels much better the next day.
8	Helmets and Bikes	Jayden doesn't always wear his helmet while biking. His friend Ella says a helmet helps head safe if he falls. Jayden isn't totally sure it matters. Ella tells about a time her helmet cracked instead of her head. Jayden decides to wear his helmet every time now.
9	Brushing Twice a Day	Chloe only brushes her teeth once a day. Her dentist asks her about it. Omar says brushing twice a day helps keep teeth strong and stops them from getting cavities. Chloe decides to start brushing before bed too. A few days later, she tells Omar her teeth feel cleaner already.
10	Moving Every Day	Omar sits and watches shows most of the day. His friend Aiza asks how much he moves. Omar says he doesn't move around much. Aiza says moving and playing keeps his heart and muscles strong. Omar decides to play outside with his friends more. He feels good and full of energy.

PREVIEW

© Super Simple Science

Name: _____ 63

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



Name: _____ 64

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Showed little imagination	Showed some imagination	Showed good imagination	Showed strong, believable imagination
Voice	Hard to hear or unclear	Somewhat clear	Clear most of the time	Clear and matched the character
Movements		Some matching movements	Good matching movements	Movements matched the character well
Stay in Role			Stayed in character most of the time	Stayed in character the whole time
Teamwork	Did not work well with the group			Worked excellently with the group

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

© Super Simple Stories

Name: _____ 65

Story: Being Kind to Other Living Things

Draw Draw pictures to illustrate the story.

The Secret Under the Porch

Every afternoon, Maya heard a strange growl coming from under the porch. It sounded [illegible] and grumpy, like something big and scary was hiding there.

"L[illegible]t with a stick!" said her brother Theo. "Maybe it's dangerous."

— D[illegible]aw a[illegible] what you think is hiding under the porch.

PREVIEW

Maya's tummy felt jumpy, but she remembered her class talking about being gentle with living things, even ones that seem scary. "Wait," she said. "Let's just look first, quietly."

© Super Simple Press

Maya lay down on her stomach and peeked under the porch, her heart thumping hard. Her eyes went wide.

It wasn't a monster at all. It was a skinny grey cat, curled tightly around three tiny, wobbly kittens. The growl wasn't mean — it was scared. The mother cat was protecting her babies the only way she knew how.

— Draw a picture of what Maya saw when she peeked under the porch.

PREVIEW

"She's not dangerous," Maya whispered. "She's just being a good mom."

Theo lowered his stick. "Oh. I feel kind of bad now."

Name: _____ 67

Maya didn't reach in or grab the kittens. Instead, she quietly brought an old blanket and set it nearby, then backed away to give the cat space. She told her mom what they'd found, and together they left food and water a safe distance from the porch.

Days later, the growling stopped. The mother cat trusted them now. She let the family peek, just a little, as the kittens tumbled and played in the sunshine.

— Draw a picture of the kittens playing in the sunshine.

PREVIEW

Maya learned something important that day: the scariest sounds sometimes come from the gentlest hearts. Being kind, even to something that startles you, can turn a scary moment into a happy one. From then on, Maya always looked closely before deciding something was dangerous.

Name: _____ 66

Put it in Order These moments from the story are mixed up. Write the number 1 to 8 that shows when each one really happened.

	Maya and her mom leave food and water a safe distance away.
	Theo wants to poke the growl with a stick.
	Maya lays down on her stomach to peek under the porch.
	Ma[illegible] strange growl under the porch every afternoon.
	[illegible] growling stops and the cat trusts them.
	Maya d[illegible] with three kittens.
	Maya says, "[illegible]"
	Maya doesn't reach in [illegible] because the cat is scared, not mean.

What Does It Mean? What does the story mean by the [illegible]sometimes come from the gentlest hearts"?

Making Connections How can you be kind to animals?

PREVIEW

© Super Simple Stories

Name: _____ 69

Gentle Hands Match

Skill: Recognizing living things that deserve our gentle care.

We can be gentle with living things, just like we're gentle with our friends.

Instructions Cut out each shadow and picture card. Match each shadow to its living thing, glue the pairs back to back, then colour them!



PREVIEW

Name: _____ 70

Instructions: Colour the gentle, kind action in each pair.









PREVIEW

© Super Simple Stories

Name: _____ 71

Helping Others: A Healthy Habit

Kindness Is Healthy Too

Helping others is not just kind — it is also a healthy habit! Recess time and classroom time both give you chances to help.



> **Big Ide** ou help someone, your body ca lmer — and so does thei

Try these simple ways to he

- Pick up a class upp
- Hold the door for the perso
- Share your glue stick with a friend w got



Helping do d to — small moments count! Some scie found that helping others can m our own heart feel good, almost like a happy hug from the inside.

So next time you see someone who needs a hand, remember: helping others is one healthy choice you get to make, any time you want.

PREVIEW

© Super Simple Stories

Name: _____ 72

Kind or Unkind?

Sort each one as a Kind Choice or an Unkind Choice.

1) Leo picks up Mia's dropped crayons.	Kind	Unkind
2) Ava shares her glue stick with Sam.	Kind	Unkind
3) Leo lets the door close on Mia.	Kind	Unkind
4) Mia leaves Zoe out of a game on purpose.	Kind	Unkind
5) Sam in[illegible]lonely classmate to sit with him.	Kind	Unkind
6) Leo [illegible]umping into a friend.	Kind	Unkind

What Would Yo[illegible]

[illegible] situation and answer the question.

1) Your classroom [illegible] What could you do?

2) Ava borrowed Sam's eraser last w[illegible] What s[illegible] remember to do?

3) Sam sees a classmate crying at recess. What c[illegible]

4) Leo's team just lost a game. What could a kind teammate say?

PREVIEW

In Your Life

Talk about each question with a partner or your class.

1) Tell about a time you helped someone.
2) Tell about a time someone helped you.
3) Who is someone that is always kind to you?
4) How does it feel inside when you help someone?



Name: _____ 73

Helping Hands Around Us

Skill: Noticing everyday ways we can help others.

Helping others can make you feel happy inside, and it makes their day better too! Can you spot these helping hands?

Instructions Colour the helping hands below and label each one!



PREVIEW

Name: _____ 88

Memory Game – Healthy Habits

Objective What are we learning about?

To help students recognize and understand key healthy habits by matching each habit word to its meaning, reviewing several at once in a fun, low-pressure, repeatable way.

Materials What do you need for the activity?

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



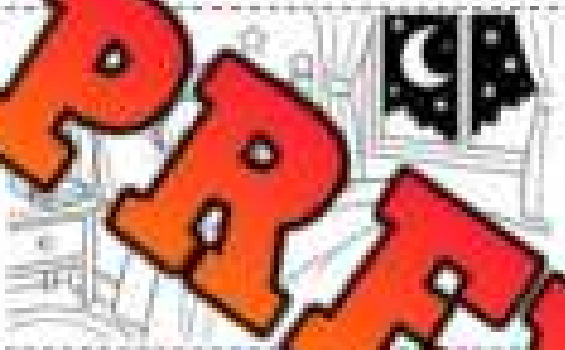
Instructions How will you complete the activity?

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

PREVIEW

Name: _____ 89

Cards | Memory Game Cards

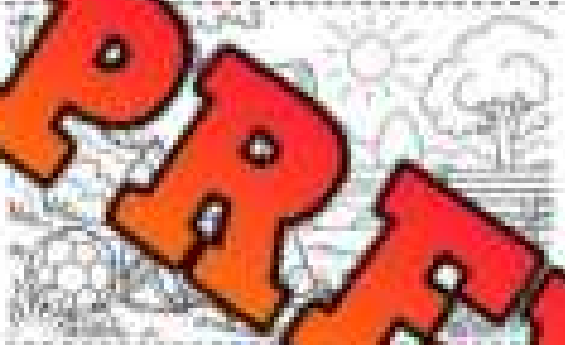
Exercise		Moving your body in ways that help it grow strong and healthy.
Sleep		Resting at night so your body and brain can grow and heal.
Rest		Taking a quiet break so your body can feel better again.
Nutrition		Eating foods that give your body what it needs to grow.
Hygiene		Keeping your body and things around you clean to stay healthy.

PREVIEW

© Super Simple Science

Name: _____ 90

Cards | Memory Game Cards

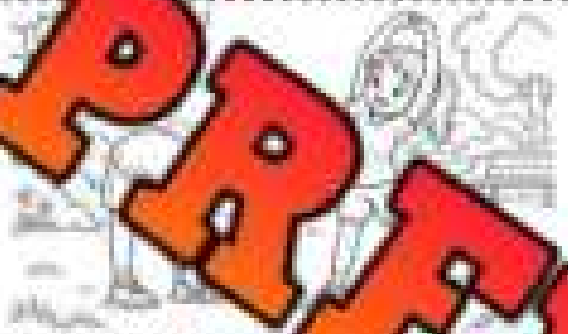
Brushing		Cleaning your teeth to keep them strong and free of cavities.
Hydration		Drinking enough water so your whole body can work well.
Sunscreen		Put[illegible]tion that protects [illegible]he hot sun.
Vegetables		Plant foods that [illegible] your body grow big and strong.
Fruit		Sweet foods from plants that give your body important vitamins.

PREVIEW

© Super Simple Printables

Name: _____ 91

Cards | Memory Game Cards

Helmet		Safety gear you wear on your head to protect it.
Stretching		Moving your muscles gently to keep your body flexible and strong.
Outdoor Play		ng outside where u c ve, breathe fun.
Recycling		Reusing ma e help keep our orld clean and healthy.
Sharing		Kindly giving part of what you have to someone else.

PREVIEW

© Super Simple Science

Name: _____ 93

Being Active Every Day

Your Active Day

Being active is a healthy choice you get to make — moving your body helps you feel strong, happy, and ready to learn! Here is how an active day could look:



1) **Morning:** Walk, roll, or bike to school if you can.
2) **Gym class:** Participate in structured activities like tag or a team sport.
3) **Recess:** Run, climb, or play an active game with friends.
4) **After school:** Choose a sport, dance class, or active free play.
5) **Evening:** Take a short walk or play an active game with your family.

Being active is not something that only happens once a day — it is a choice within your control, again and again. You can pick a brand new way to move every single day!



PREVIEW

© Super Simple Printables

Name: _____ 94

What Does It Mean?

Answer each question in your own words.

1) What does it mean for something to be "active"?

2) What does it mean to "stretch" before playing?

3) What does it mean for movement to be "in your control"?

PREVIEW

Fill in the Blank

Use the word bank to fill in each blank.

Dance		Stairs	Game
Bike		Active	Choice

1) Being _____ is a fun way to make a choice to get more exercise.

2) You could walk, skip, or _____ to school.

3) _____ ing before you play can help get your body ready.

4) Taking the _____ instead of the elevator is a way to move more.

5) Your body also needs _____ after being active.

6) Being active is a _____ within your own control.

Questioning

Write one question you have about being active.

© Super Simple Science

Name: _____ 95

Recess Friends

Skill: Recognizing fun ways to play together with friends.

Instructions Sara and Max love playing together at recess in lots of different ways. What is your favourite fun activity to do with a friend? Draw it!

"We swung together on the swings."



"We played tag together."



"We took turns jumping rope."



PREVIEW

Name: _____ 96

Letter: A Trusted Friend Walking to School

Dear Kayla,

I have an idea I want to ask you about!

[illegible] morning, my mom walks me halfway to school. Then I walk the [illegible] alone, and it feels a little scary.

[illegible] was thinking, could we walk to school together instead? Your house is [illegible] we

Walking [illegible] is both safe. We can look both ways together at [illegible] something felt wrong, we would not be alone.

Walking together is also [illegible] we could talk about our favourite games or count how many [illegible]

My mom says a trusted friend walking [illegible] is a [illegible] healthy habit. It helps with safety, and it helps [illegible]

I'll wear my bright yellow jacket so cars can see [illegible] Let's also tell our parents the plan first, so everyone knows where we'll be.

Please ask your family if we can try it on Monday. I will wait for you at the blue mailbox at 8:15!

Your friend,

Noah

PREVIEW

© Super Simple Poems

Name: _____ 97

Questions Answer each question.

1) What is Noah's big idea in the letter?

2) What does Noah say they should do before trying the plan?

3) What c… h say he will wear on their walk?

4) Whe… es … wi… wait for Kayla?

This or That Circle the … aw… pair.

1) **Which is safer:** walking with a frie… walki… … alone?

2) **Which should come first:** telling your par… pl… the plan?

3) **Which helps drivers see you:** a bright yellow jac… cl…

4) **Which is more fun on a walk:** talking with a friend, or …

5) **Which is a safer way to cross:** looking both ways together, or …

In Your Life How do you get to school most days? Do you have a trusted friend you walk or ride with?

PREVIEW

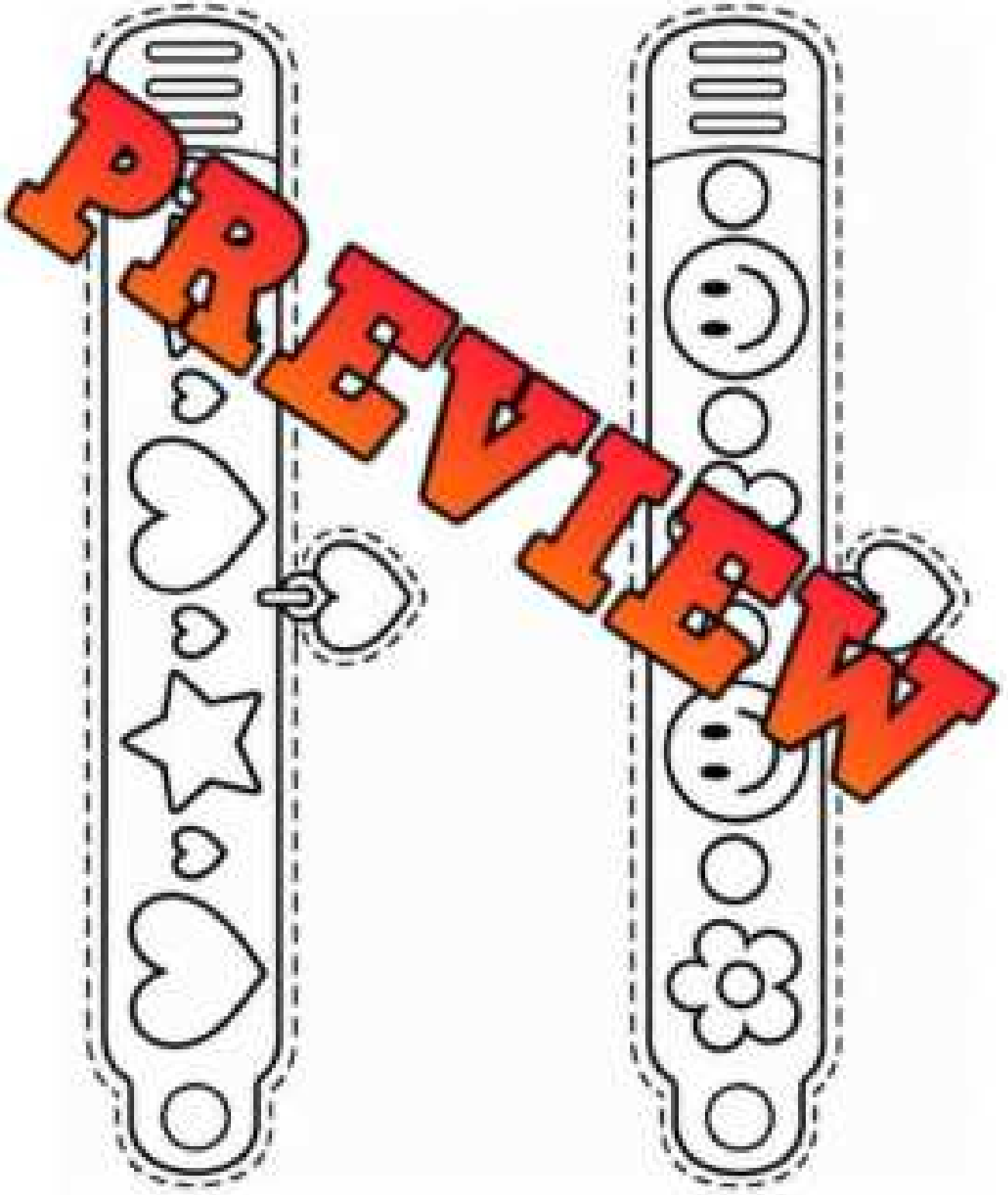
© Super Simple Stories

Name: _____ 98

Friendship Bracelets

Skill: Celebrating the trusted friends who stick by us.

Instructions Colour and cut out both bracelets — one for you and one for your trusted friend. Wear them together!



Name: _____ /4

Total
/

Unit Test

Healthy Behaviours

Mark	/

1. Why is water better than pop?

A) Pop has more vitamins than water

B) Water has zero added sugar

C) Pop helps you focus better

D) Water has more sugar than pop

2. What can too much sun cause?

A) A healthy, glowing tan

B) Extra energy for the day

C) Skin damage from UV rays

D) Stronger, healthier skin

3. About how long should brushing your teeth take?

A) About thirty seconds

B) About two minutes

C) About two minutes

D) About thirty seconds

4. What vitamin do carrots give your eyes?

A) Vitamin A

B) Vitamin B

C) Vitamin C

D) Vitamin D

5. What does a helmet protect?

A) Your eyes from the sun

B) Your teeth from cavities

C) Your hands from germs

D) Your head if you fall

6. What is the first handwashing step?

A) Dry with a towel

B) Rub with soap

C) Sing a song

D) Wet hands

7. Why do you get goosebumps?

A) Skin trying to keep you warm

B) Your tummy getting a tiny surprise

C) Blowing things that bother your nose

D) Your body needing more water

8. Which fruit is yellow?

A) Banana

B) Orange

C) Apple

D) Carrot

9. Why walk to school with a trusted friend?

A) Walking alone is always safer

B) It makes the walk take longer

C) A friend cannot help at a crosswalk

D) A friend helps keep you safe

10. How can helping others affect your heart?

A) It makes your heart beat faster

B) It has no effect at all

C) It makes you feel tired

D) It can make your heart happy

PREVIEW

© Super Simple Stories

Matching Draw a line to match each word to what it means.

Mark /

Habit ○	○ Something that can hurt your body if you overdo it
Behaviour ○	○ Sun rays you cannot see that can hurt your skin
Healthy ○	○ Something you do the same way again and again
Unhea… ○	○ Tiny living things too small for your eyes to see
	○ Good things inside food that help your body grow strong
Hygiene ○	○ The way you act each day, like playing or resting
UV Rays ○	○ Having enough water inside your body to stay healthy
SPF ○	○ …n number that shows how well …een protects your skin
Nutrients ○	○ …om… …at helps your body gro… …d stay well
Hydration ○	○ …our … …ean so …no… …ick

PREVIEW

True or False Water & Hydration — Is the statement true or fa… /

1) Water helps carry energy to your muscles and brain.	True	False
2) Juice and pop have zero added sugar in them.	True	False
3) Sweating means your body needs even more water.	True	False
4) Watermelon and cucumber are foods full of water.	True	False
5) Your body can store extra water for many weeks.	True	False
6) Drinking water can help you focus during a test.	True	False

List List 5 things that can shape a person's healthy choices.

Mark /

1	
2	
3	
4	
5	

Cause & Effect Hab… r Effects — finish each se…

Mark /

1) You **brush your teeth** ev… day, so…	
2) You **wash your hands** with soap, so…	
3) You **drink water** instead of pop, so…	
4) You **wear sunscreen** before going outside, so…	
5) You **eat fruits and vegetables**, so…	
6) You choose to **be active every day**, so…	
7) You **help a classmate** who is upset, so…	
8) You **wear a helmet** while biking, so…	

PREVIEW

Workbook Preview

Grade 1 Health Unit
Healthy Relationships

	Curriculum Expectations	Pages
USC1.3a	Use common and respectful language to talk about feelings (e.g., happy, angry, scared), actions (e.g., smiling, crying, crossing arms), and relationships (e.g., friendships, cooperation, communication).	6–16
USC1.3b	Illustrate what particular feelings sound like, feel like, and look like.	17–20, 97–101
USC1.3c	Recognize that individuals make choices about how to express feelings (e.g., anger – raise voice level and/or take time out; happiness – smile and/or hug).	21–24
USC1.3d	Observe and communicate observations about how the school staff and students treat each other (e.g., help each other; respect personal space).	25–29
USC1.3e		38
USC1.3f		47
USC1.3g		50
USC1.3h		1–59
USC1.3i	Represent a basic understanding of own "needs" and those of others (e.g., right to privacy).	60–66
USC1.3j	Recognize and role play healthy ways to express feelings (e.g., using "I" messages, naming the feeling, illustrations, dance, movement).	67–83
USC1.3k	Investigate the relationship skills that make the classroom a healthy place for learning (e.g., cooperation, participation, paying attention, sharing).	84–92
USC1.3l	Investigate how people communicate in ways other than speaking (e.g., gestures, facial expressions, drawings, written words).	93–107
USC1.3m	Examine how own behaviours may "influence" how others think and feel; but recognize that one "owns" personal thoughts and feelings.	108–115
AP1.1	Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours.	34, 37–38, 41, 43, 50, 53, 58, 62–63, 69–70, 80, 114

Preview of 75 pages from this product that contains 167 pages total.

HEALTHY RELATIONSHIPS



© Super Simple Resources

Name: _____ 6

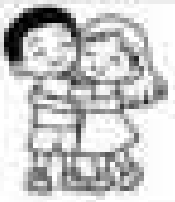
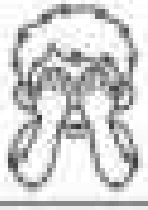
Words for Feelings

Happy		A light, good feeling when something goes well
Sad		A heavy, down feeling when something upsetting happens
A		A hot, frustrated feeling when something feels unfair
Scared		A nervous, on-alert feeling when something unsafe
Excited		ger feeling about something good min
Proud		faction after doing som well
Nervous		A jittery fee for thing new or hard
Frustrated		A stuck, annoyed feel n't working out
Calm		A relaxed, steady feeling with no or rush
Embarrassed		A hot, shy feeling after making a mistake in front of others
Lonely		A feeling of missing company or connection
Surprised		A sudden, wide-eyed feeling when something unexpected happens

PREVIEW

Name: _____ 7

Words for Action

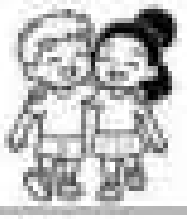
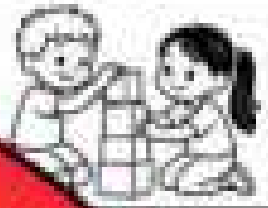
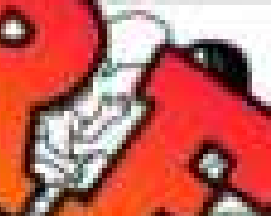
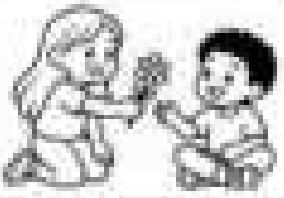
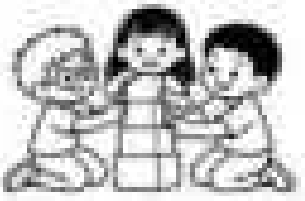
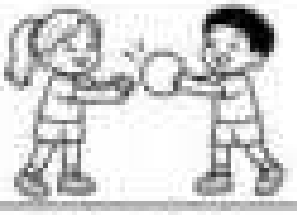
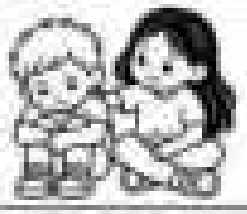
Smiling		Turning up the corners of your mouth, often showing happiness
Cryi		Tears falling, often showing sadness or being overwhelmed
Crossing Arms		Folding arms across your chest, often wing frustration or being closed off
Clenching Fists		S r hands tight, often showing
Stomping Feet		Hitting y nd, often showing frust
Hugging		Wrapping arms around s showing care or comfort
Frowning		Turning down the corners of your mouth, often showing sadness or displeasure
Covering Your Face		Hiding your face with your hands, often showing embarrassment

PREVIEW

© Super Simple Printables

Name: _____ 8

Words for Relationship

Friendship		A caring connection between people who choose to spend time together
Coop		Working together with someone toward the same goal
Communica		Sharing thoughts, feelings, or information with someone
Trust		someone will treat you well kee rd
Kindness		Trea and considera
Teamwork		People combining th get something done together
Respect		Treating someone's feelings, space, and things as important
Empathy		Understanding and sharing how someone else feels

PREVIEW

© Super Simple Poems

Name: _____ 9

Matching Match each word to its meaning.

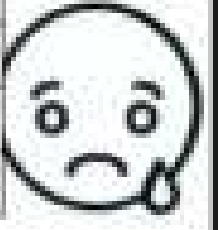
Proud ◯	◯ Turning down the corners of your mouth
Lonely ◯	◯ A jittery feeling before something new
Frowning ◯	◯ Missing company or connection
Co[illegible] ◯	◯ Sharing thoughts, feelings, or information with someone
[illegible] ◯	◯ Treating someone's feelings and things as important
[illegible] ◯	◯ A caring connection between people who choose to spend time together
Empathy ◯	◯ Understanding how someone else feels
Communication ◯	◯ [illegible]ed, steady feeling with no w[illegible]ush
Nervous ◯	◯ [illegible]fter doing [illegible]thing
Friendship ◯	◯ [illegible]he same go[illegible]

PREVIEW

Sort It Feeling, Action, or Relationship? Sort each word as Fe[illegible] Relationship.



1) Happy	Feeling	Action	Relationship
2) Smiling	Feeling	Action	Relationship
3) Friendship	Feeling	Action	Relationship
4) Scared	Feeling	Action	Relationship
5) Trust	Feeling	Action	Relationship
6) Crying	Feeling	Action	Relationship
7) Hugging	Feeling	Action	Relationship
8) Frustrated	Feeling	Action	Relationship



© Super Simple Poems

Name: _____ 10

Story Cloze Read the story. Use the word bank to fill in each blank.

Excited	Proud	Nervous	Frustrated
Teamwork	Calm	Smiling	Hug

It was picture day, and Mia felt (1) _____ the whole bus ride to school. When she walked [illegible]ss, she saw her best friend Jay (2) ___ at her from across the room. At re[illegible] tower kept falling over, and she started to feel (3) ___. Jay cam[illegible]r and [illegible]try it together" — and just like that, they were using (4) ___ to build [illegible] ama[illegible] it finally stood tall, Mia felt so (5) ___ of what they'd made. Before [illegible]. Jay [illegible]r a big (6) ___. Walking back to class, Mia took a deep breath and [illegible]tal[illegible] was still a little (8) ___ about picture day, but she knew it was goi[illegible]e a g[illegible]

PREVIEW

1)	2)	3)	
5)	6)	7)	

Draw It Draw yourself showing "kindness" to someone at scho[illegible]

© Super Simple Phonics

Name: _____ L1

Scenario What's Happening? Read each scene and name the word.

1) A friend's hands are shaking, and their eyes go wide because a dog just barked loudly nearby. What are they feeling?	
2) Two classmates are combining their blocks to build one big castle together. What are they showing?	
3) Before the first day of a new sport, a student's stomach feels jittery a[illegible]mpy. What are they feeling?	
4) A cl[illegible]eeps their promise to save you a seat at lunch, just [illegible] would. What are they showing?	
5) [illegible] ey're doing to ask a crying classmate if they [illegible] okay [illegible] owing?	
6) Someone [illegible] red [illegible] duck behind their hands after tripping [illegible] ey showing?	

PREVIEW

Word Search Find th[illegible]ch

Happy	Empathy
Nervous	Calm
Frown	Smile
Lonely	Angry
Friendship	Hug
Scared	Trust
Respect	Clench
Excited	Kindness
Surprised	Proud

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

© Super Simple Phonics

Name: _____ L7

Real Clues for Real Feelings

What Feelings Sound Like, Feel Like, and Look Like

Every feeling gives your body real clues — you can hear it, see it, and feel it.

Learning these clues helps you notice feelings in yourself and in your friends, even before ys a word.

	ds Like	Looks Like	Feels Like
	aky	A scrunched-up face, clenched fists	A hot face, a racing heartbeat
Happiness	g	big smile, bright	A light, bouncy feeling in your stomach
Fear	A quiet, s	stiff,	A fast heartbeat, cold or sweaty hands
Sadness	Crying or a quiet voice	, dr lders	A heavy, tired feeling

PREVIEW



Why These Clues Matter

Noticing these clues on a friend's face, in their voice, or in your own body helps everyone understand feelings faster — and helps you know how to help.

Name: _____ 18

Riddles Who Am I?

1) I'm a feeling that can make your face hot and your heart race. Who am I?	
2) I'm a feeling that can make your stomach feel light and bouncy. Who am I?	
3) I'm a feeling that can freeze your body and widen your ey[illegible]ho am I?	
4) I'm [illegible]at can make your shoulders droop and [illegible]. Who am I?	

Draw [illegible] anger, fear, happiness, and sadness — and label each.

PREVIEW

In Your Life Talk about each question with a partner or your class.

1	How can you tell when a friend is feeling angry, just by looking at them?
2	How can you tell when a friend is feeling happy, just by listening to them?
3	Why do you think it's helpful to notice these clues in your friends?
4	Why do you think it's helpful to notice these clues in your own body?

Name: _____ 19

Guess My Feeling - 1

Skill: Inferring a feeling from clues about how the body feels.

Read Read the interview below with a partner. Riley never says the feeling word out loud — can you guess it from the clues?

Interviewer: *So, Riley, how did it feel when you finally rode your bike without training wheels?*

Riley: *My [illegible] warm and kind of big, like it was going to burst! I couldn't stop [illegible]*

Interviewer: *What [illegible]*

Riley: *I wanted to h[illegible] my teacher, even the mail carrier!*

Interviewer: *Would you want to do it again?*

Riley: *Yes! I stood up tall and felt like I could [illegible]*

PREVIEW

Your Turn Circle the feeling you think Riley has, then write one clue you guess.

BORED NERVOUS SCARED PROUD

My clue: _____

_____

_____

© Super Simple Stories

Name: _____ 20

Guess My Feeling - 2

Skill: Inferring a feeling from clues about how the body feels.

Read Read the interview below with a partner. Maya never says the feeling word out loud — can you guess it from the clues?

Interviewer: *So, Maya, how did you feel when your class trip got cancelled because of th*

Maya: *My … just kind of drooped, and I let out a big sigh.*

Interviewer: *… you fe… going after you heard the news?*

Maya: *I did… much. I just wanted to sit quietly by myself.*

Interviewer: *Did you smile when yo…*

Maya: *No, my mouth turned down and … something sank inside me.*

PREVIEW

Your Turn Circle the feeling you think Maya has, then write one … you guess.

EXCITED | PROUD | DISAPPOINTED | SCARED

My clue: _____

_____

_____

© Super Simple Poems

Name: _____ 25

Respect at School

Respect in Small Moments

Respect shows up in small moments, all around your school — not just in one place, and not just between friends. Watching closely in the classroom, the hallway, the playground, the lunchroom, and with the adults who help you shows what real kindness looks like, even when nobody is watching.

	What Respect Looks Like
In the Classroom	[illegible] the door for a classmate; sharing supplies without [illegible]
In the Hallway	[illegible]; saying "excuse me" when passing
On the Playground	Including [illegible] turns on the equipment
In the Lunchroom	Trading snacks [illegible] what someone else is eating
With School Staff	A teacher greeting you by [illegible] someone who's stuck

PREVIEW





It All Adds Up

These moments might seem small, but they add up fast. Noticing them — and doing them yourself — helps build a school where everyone feels like they belong, from morning announcements to the walk to the bus.

© Super Simple Poems

Name: _____ 26

Yes or No Read each moment. Is this student showing respect?

1) A student holds the door open for a classmate carrying a stack of books. Is this student showing respect?	Yes	No
2) A student pushes past someone in the hallway without saying a word. Is this student showing respect?	Yes	No
3) Two kids invite a new student to join their game at recess. Are they sh… respect?	Yes	No
4) A te… a student by name and smiles every morning. Is th… respect?	Yes	No
5) A… nt co… dly on what a classmate brought for lunch. Is thi… pect?	Yes	No
6) A student g… plies… ate's desk without asking. Is this student sh…	Yes	No

Question Why do you t… p… in small, everyday moments?

List List 3 ways you can show respect in the classroom.

1	
2	
3	

PREVIEW

Name: _____ 27

Kindness Spot-It

Skill: Noticing respectful moments happening around me.

Instructions Look carefully at the busy school scene below. Circle each of the 5 respectful moments hiding in the picture, then check it off the list.



Found it? Check off each moment once you circle it in the picture.

- ☐ A helping hand
- ☐ A shared drawing
- ☐ A raised hand
- ☐ A high five
- ☐ Shared crayons
- ☐ A held door

© Super Simple Stories

Name: _____ 28

Respectful or Not?

Skill: Judging whether a real school moment shows respect.

Instructions Look at each school moment below. Decide if it's Respectful or Not Respectful.

A teacher stops to help a student who [illegible] on a hard question.



RESPECTFUL | NOT RESPECTFUL

A kid pushes in front of the line to go first.



[illegible] RESPECTFUL

A kid rolls their eyes when a classmate is talking.



RESPECTFUL | NOT RESPECTFUL

Two [illegible] one [illegible]



RESPECTFUL | NOT RESPECTFUL

PREVIEW

Exit Cards

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

Name: _____ | Mark

Tick ✓ only the things that show respect.

	Holding the door for a classmate
	Pushing past someone in the hallway
	Commenting on someone's lunch
	Including others in a game
	A teacher greeting you by name
	Sharing supplies without being asked

Name: _____ | Mark

Tick ✓ only the things that show respect.

	Holding the door for a classmate
	Pushing past someone in the hallway
	Commenting on someone's lunch
	Including others in a game
	A teacher greeting you by name
	Sharing supplies without being asked

Name: _____ | Mark

Tick ✓ only the things that show respect.

	Holding the door for a classmate
	Pushing past someone in the hallway
	Commenting on someone's lunch
	Including others in a game
	A teacher greeting you by name
	Sharing supplies without being asked

Name: _____ | Mark

Tick ✓ only the things that show respect.

	Holding the door for a classmate
	Pushing past someone in the hallway
	Commenting on someone's lunch
	Including others in a game
	A teacher greeting you by name
	Sharing supplies without being asked

PREVIEW

Name: _____ 30

Story: Relationships With Family and Friends

Illustrate Illustrate the story by drawing pictures.

The Birthday Party

Alex's birthday party fills the backyard with balloons, and by noon, every chair at the pic[illegible]s taken by someone who never once had to be invited — because th[illegible]

PREVIEW

"I made your favourite kind again," Grandma says, setting down a lopsided chocolate cake she's baked every single birthday since Alex was born, without anyone ever asking her to.

© Super Simple Stories

"Can I blow up one more balloon?" Alex's little brother asks, tugging a sleeve — tagging along at everything, simply because he's family and always has been.



Then the gate creaks open, and Jordan walks in holding a wrapped present. "I wasn't sure if I should knock first," Jordan says quietly, a little nervous — because unlike everyone else here, Jordan had to be chosen.

© Super Simple Stories

Name: _____ 32

"You came!" Alex shouts, running over. They met only this year, at recess, after weeks of trading snacks and inventing games before either one decided the other was a real friend.

"Come get some cake, sweetheart!" Grandma calls to Jordan, waving him over. [illegible] known him forever — but really, this is the very first time the two of them [illegible]

PREVIEW

Watching them talk, Alex realizes something: family showed up today because they always show up, no invitation needed, no choosing required.

© Super Simple Stories

"Thanks for asking me to come," Jordan says, handing over the present. Jordan showed up today because Alex asked — because a whole year of shared recesses slowly built the kind of trust that made an invitation make sense.



"Make a wish!" the whole backyard shouts as the candles are lit, Alex's family circling close the same way they have every single birthday, while Jordan blows out one candle beside them — a friend who chose to be there.

Both kinds of people made the party feel complete, but for very different reasons — one because they'll always belong, and one because, this year, Alex chose them.

© Super Simple Stories

Name: _____ 34

A Letter of Appreciation

Skill: Telling someone specifically what you appreciate about them.

Appreciation means noticing something good someone does and telling them how it makes you feel. Today you'll write a short letter to someone in your family or a friend, naming one specific thing you appreciate about them.

Helpful Phrases		
	I love it when you...	You always...
You ...		I appreciate you because...

Instructions ... friend. Use the phrases above to tell them ... about them.

PREVIEW

Dear _____

Love,

_____

© Super Simple Poems

Name: _____ 35

Trusted Adults, Neighbours, and Teammates

Trusted Adult

A trusted adult is someone you'd go to for help, even if you're not related to them — like a teacher, a coach, or a doctor. You don't have to be family to talk to them with a problem.



Neighbour

A neighbour is someone who lives near you, maybe right next door, or just down the street. You might not play with them every day, but you wave hello, and you might help each other out once in a while, like watering plants or shovelling snow.



Teammate

A teammate is someone you play or work with toward a shared goal — like winning a game, finishing a project, or cleaning up a classroom together. A teammate doesn't have to be your close friend to be a real, important relationship.



PREVIEW

© Super Simple Stories

Name: _____ 36

Yes or No

Circle Yes or No for each one

1) Does a trusted adult have to be related to you?	Yes	No
2) Can a teacher be a trusted adult?	Yes	No
3) Does a neighbour have to live far away from you?	Yes	No
4) Can waving hello be a way to treat a neighbour kindly?	Yes	No
5) Does [illegible]mate have to be your closest friend?	Yes	No
6) Is [illegible] someone from a sports team?	Yes	No

Question

[illegible]h question in your own words.

1) A new neig[illegible]ves [illegible] What could you say to them?
2) You need help with someth[illegible]t s[illegible] you say to a trusted adult?
3) You're starting a group project with a new [illegible]ate[illegible] u say to them?

PREVIEW

Word Scramble

Unscramble the words from the word bank

Word Bank				
Trusted	Neighbour	Teammate	Teacher	Coach
Doctor	Winning	Finishing	Adult	Friend

ETTEMMAA		INNFISOIH	
EIUNDHRGB		AHCETER	
DREIFN		RUETDST	

© Super Simple Stories

Name: _____ 37

Who Helps Me?

Skill: Naming real trusted adults who help me.

Instructions Trusted adults are grown-ups who keep you safe and help you. For each role below, write the name of a real person who helps you that way.



TRUSTED ADULTS

Crossing Guard



Doctor



Coach

PREVIEW

© Super Simple Stories

Name: _____ 38

Curriculum Connections
AFC 1.1 (2021) 3e

My People Booklet

Skill: Naming a real trusted adult, neighbour, and teammate in my life.

Cut out the whole strip below along the outer border. Fold along the two dashed lines, back and forth, to make a 3-panel accordion booklet.



Instructions: For each panel, draw or write the name of a real person in your life who fits that role.

PREVIEW

[illegible]	NEIGHBOUR	TEAMMATE
Their name:	Their name:	Their name:

© Super Simple Stories

supersimplestories.com

Name: _____ 39

Blog Post: What Being a Good Friend Looks Like

Top 5 Signs of a Good Friend

Date: September 15, 2026 *Author: Buddy B.* *5-minute read*

Want to know if you're a good friend? Check out these five signs!

#5 Sharing – You give your crayons to a friend the moment they run out, wi[illegible]ing to be asked twice. You do not keep the best colours just for [illegible]ring, not just being nice.

#4 Caring – [illegible] a friend looks sad, so you go over right away. Asking, "Are yo[illegible]ks [illegible]aying attention. That is real caring.

#3 Cooperat[illegible] – You [illegible]g the game instead of choosing every time. First, you pi[illegible]r fri[illegible]turn too. Fair turns keep the game fun for everyone.

#2 Listening – You look at your [illegible]d le[illegible]talking first. You wait for your turn instead of talking too. That [illegible]real [illegible]looks like.

#1 Supporting – You cheer for a scared f[illegible]yi[illegible]nd new, like a big slide. A loud "You can do it!" can turn scar[illegible]ve. [illegible]eer is real support.

Which of these five signs do you already do?

PREVIEW

Comments:



Mia_Rm12 – September 15, 2026

I always share my crayons at art time! Now I know that's a good friend move too.

Like Reply 1d ago



Nat_M – September 16, 2026

Taking turns picking games is so fair. My friend picked kickball yesterday and I picked tag today!

Like Reply 30m ago

© Super Simple Reads

Name: _____ 40

Matching Match each clue to Sharing, Caring, Cooperating, Listening, or Supporting.

Sharing ◯	◯ Looking at your friend and waiting your turn to talk
Caring ◯	◯ Asking a friend if they are okay
Cooperating ◯	◯ Cheering for a friend who feels scared to try something new
[illegible] ◯	◯ Giving your crayons to a friend the moment they run out
[illegible] ◯	◯ Taking turns picking a game

Would They [illegible] they? [illegible]cle Would or Wouldn't for each one.

1) Would a good frien[illegible] you [illegible]ce talking?	Would	Wouldn't
2) Would a good friend chee[illegible]on [illegible]w thing?	Would	Wouldn't
3) Would a good friend always pick [illegible]e th[illegible]	Would	Wouldn't
4) Would a good friend ask if you're okay wh[illegible]look[illegible]	Would	Wouldn't
5) Would a good friend ignore you when you look[illegible]	[illegible]	Wouldn't
6) Would a good friend wait for their turn to talk?	[illegible]	[illegible]'t
7) Would a good friend laugh at you for feeling scared?	[illegible]	[illegible]dn't

Comment What comment would you post on the blog?

Like Reply Just now

PREVIEW

© Super Simple Stories

Name: _____ 41

Curriculum Connection
AFL 1.1/2.1/3P

Friendship Chain Craft

Skill: Naming five things good friends do.

Instructions

Colour in each scene, then cut out each strip along the dashed line. Loop each strip into a ring through the last one, and glue the shaded tab down to build your friendship chain!



PREVIEW

© Super Simple Stories

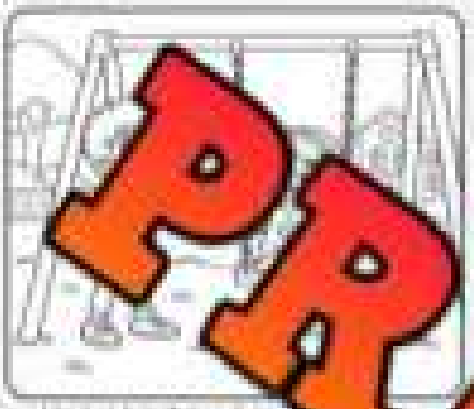
supersimplestories.com

Name: _____ 42

Friend or Not-So-Friendly?

Skill: Telling apart friendly behaviour from unfriendly behaviour.

Instructions In each round, two friends did something kind and one did something not-so-friendly. Colour the ones that are a good friend behaviour.



He let his friend go [illegible] swing.



[illegible] with a friend [illegible]



He laughed at his friend's mistake.



He invited a new kid to join the game.



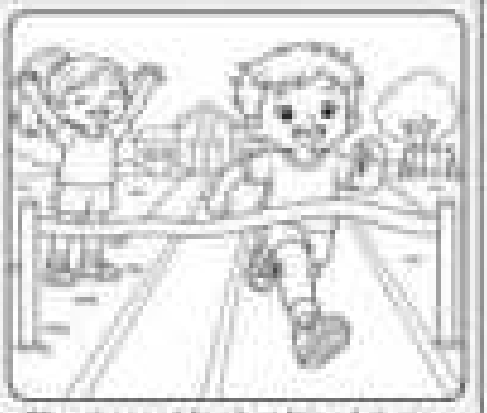
He grabbed the ball without asking.



She [illegible] a



He ignored his friend who was feeling left out.



She cheered for her friend during the race.



She helped her friend clean up spilled paint.

PREVIEW

© Super Simple Stories

Name: _____ 43

Curriculum Connection: [illegible]

Be a Good Friend: Script It

Skill: Writing supportive things to say to a nervous friend.

SUPPORTIVE PHRASES		
You can do it!	It's okay to feel nervous.	Let's try it together.
I'll stay right here with you.	I believe in you.	

Instructi[illegible]dan is nervous to try the monkey bars for the first time. Fill in what [illegible]friend (Character B) would say to help, using the phrases above.

PREVIEW

JORDAN: *[illegible]h[illegible]onkey bars before. What if I fall?*

YOU: _____

JORDAN: *Okay... but what if the oth[illegible]laugh*

YOU: _____

JORDAN: *Will you go first so I can watch how you do it?*

YOU: _____

JORDAN: *Okay... I think I can try now.*

YOU: _____

© Super Simple Stories

Name: _____ 48

What to Do When Someone Isn't a Friend Yet

Podcast — Meeting Someone New

Host (Leah): Hi, friends! Today we're talking about what to do when someone isn't your friend yet. Welcome, Coach Malik!

Coach Malik: Thanks, Leah! Meeting someone new can feel tricky, but a few simple moves can fix that fast.

Leah: What's the first thing to try?

Coach Malik: Say hello and ask their name. That's the door to every whole friendship.

Leah: What if we're already playing a game?

Coach Malik: Invite them in. Asking "Want to play?" takes two seconds to say.

Leah: What about lunch?

Coach Malik: Sit with them, even just one day. Nobody should eat alone on their first day.

Leah: What if they don't know how to play our game?

Coach Malik: Show them! Walk them through the rules so they can join in.

Leah: What should we not do?

Coach Malik: Skip ignoring someone new, and skip whispering about them. Both make a new kid feel invisible.

Leah: So, one hello really can change someone's whole day?

Coach Malik: Every single time. Thanks for asking, Leah!

Leah: Thanks, Coach Malik! Friends, now you know exactly what to do when someone isn't a friend yet.



PREVIEW

Name: _____ 49

Healthy or Unhealthy?

Sort each choice as Healthy or Unhealthy.

1) Inviting a new kid to join your game.	Healthy	Unhealthy
2) Whispering about a new kid with your friends.	Healthy	Unhealthy
3) Saying hello and asking a new kid's name.	Healthy	Unhealthy
4) Sitting with a new kid at lunch, even once.	Healthy	Unhealthy
5) Ignoring a new kid completely.	Healthy	Unhealthy
6) Pretending a new kid isn't even there.	Healthy	Unhealthy

Visualization

...picturing while you were reading? Describe it.

PREVIEW

In Your Life

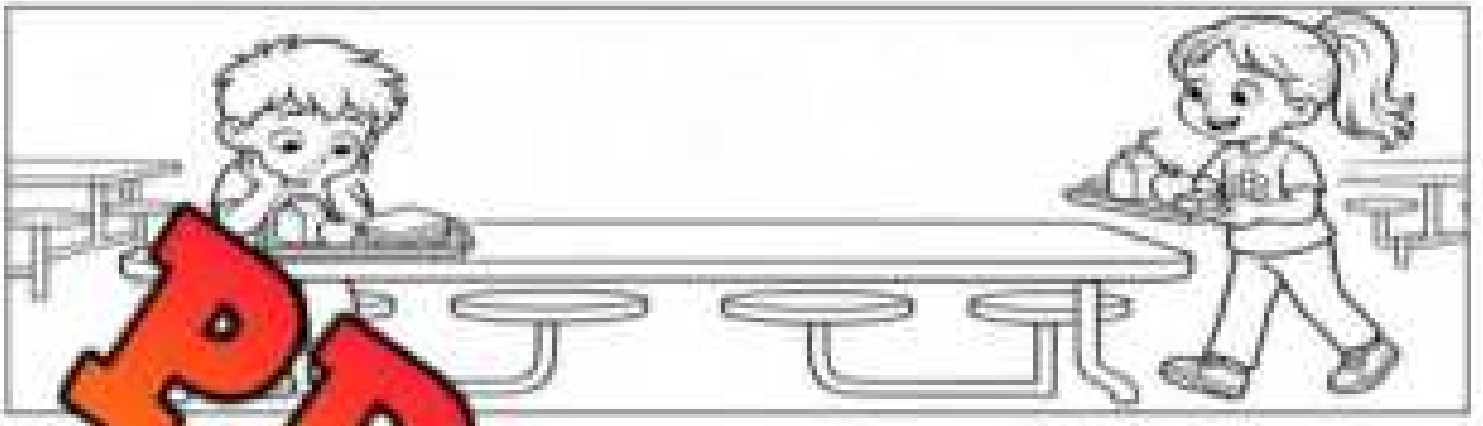
Think of a time someone new joined your class. What did you do?

© Super Simple Stories

Name: _____ 10

The New Kid

Skill: Reading about a healthy welcome, then thinking of your own ideas.



Read ...y b...out Ben's first day at a new school.

It was Ben's first d... h... didn't know anyone, and he sat alone at lunch, twisting his sleeve... ...ing ... tray.

Across the room, Aisha notic... ...itting ... ...ll. She picked up her lunch tray and walked over. "Hi, I'm Aisha! D... ...want ... ...s?" she asked with a smile.

Ben looked up, surprised. "Sure," he said — and fa... ...irs... smiled too.

Your Turn What would you add to make Ben feel even more welcome? Write your idea below.

PREVIEW

© Super Simple Phonics
superstorybooksociety.com

Name: _____ 51

Helpful and Hurtful Words

Words With Power

Every word you say can help a friend feel good or hurt their feelings fast — sometimes without you even noticing. Here is exactly what each one sounds like, so you can [illegible] in the moment.

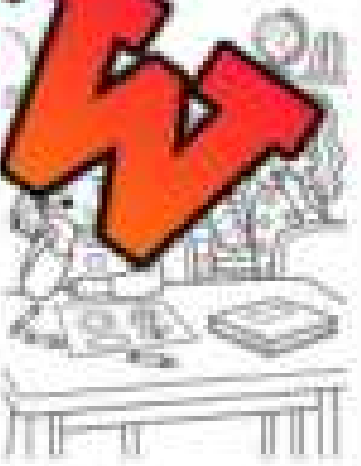
H[illegible]

- "Thank[illegible] someone did
- "I like how yo[illegible] good work
- "Can I help?" — offer[illegible]
- "Great job!" — cheering someone



Hurtful Words

- Name-calling — like calling someone "dumb" or
- "You can't play" — leaving someone out on purpose
- "That's dumb" — putting down someone's idea
- Interrupting rudely — talking over someone mid-sentence
- "Stop crying" — brushing off someone's real feelings



Even one of these five hurtful phrases can make someone feel small in seconds — and it's just as fast to build them back up. Picking helpful words is a choice you get to make, every single time you talk — at recess, in class, or at home.

PREVIEW

Name: _____ 52

Sorting Sort each word to Helpful or Hurtful

"Thank you"	
Helpful	Hurtful

Name-calling	
Helpful	Hurtful

"Can I help?"	
Helpful	Hurtful

"You can't play"	
Helpful	Hurtful

"Great job!"	
Helpful	Hurtful

"That's dumb"	
Helpful	Hurtful

Sortin action to Helpful or Hurtful

1) W it ca someone uses a mean word	Sharing	Name-calling	Cheering
2) Which phra s so work?	"Stop crying"	"You can't play"	"I like how you did that"
3) Which phrase offers	Can I	"That's dumb"	"Stop crying"
4) What do you call it when someone talks over you before you finish?	Tha	eering	Interrupting
5) Which phrase brushes off someone's real feelings?	ob		"Thank you"

Draw & Write Think of a time someone said something he ou Draw it in a speech bubble with a helpful word phr

PREVIEW

Name: _____ 53

Fill the Speech Bubble

Skill: Writing a genuinely helpful thing to say to someone.

Instructions Write something helpful you could say to each in the empty speech bubble.

Sam just got a low mark on a spelling test and feels upset.



Leo was picked last for the team in gym [illegible] feels [illegible].



PREVIEW

Name: _____ 54

Words That Help, Words That Hurt

Skill: Telling apart helpful words and hurtful words.

Instructions Read each phrase below. Circle Helpful or Hurtful for each one.

"You did that so well!"



HELPFUL or HURTFUL

"Nobody wants you here."



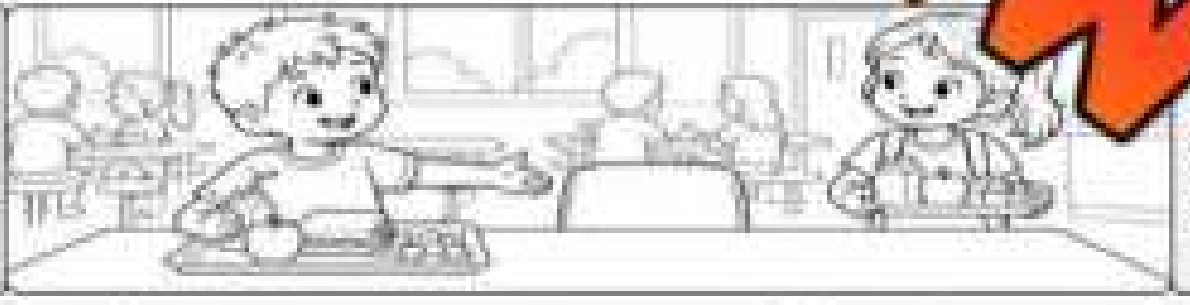
HELPFUL or HURTFUL

"That's a dumb idea."



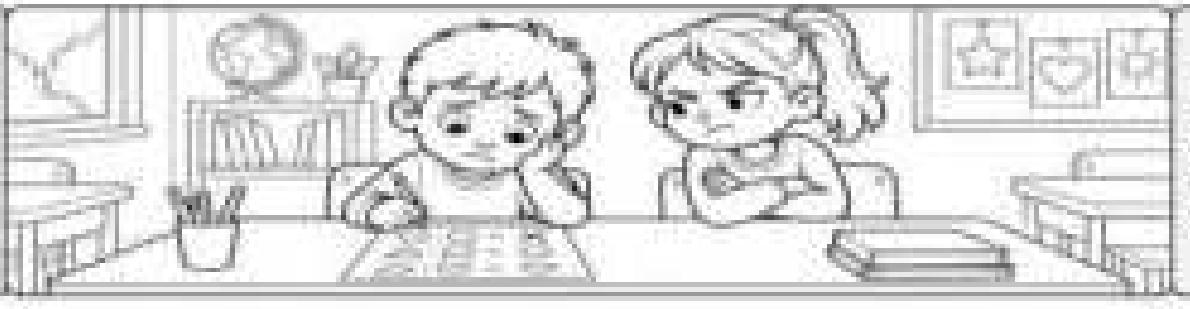
HELPFUL or HURTFUL

"Can I sit with you?"



HELPFUL or HURTFUL

"You always mess up."



HELPFUL or HURTFUL

PREVIEW

© Super Simple Stories

Name: _____ 38

Helpful Hands Puppet

Skill: Acting out a helpful action.

Teacher Prep Cut out the puppet along the dashed line. Tape or glue a craft stick to the back of the handle.

Student Instructi Draw a friendly face on your puppet. Then pick ONE helpful action below and use your puppet to act it out for a partner.



Choose One Circle the action you will act out with your puppet.

Picking up something someone dropped	Holding a door open for someone	Sharing your crayons with a classmate
Helping a friend tie their shoe	Saying "good job!" to a teammate	Helping clean up spilled blocks
Letting someone go first in line	Inviting someone new to play	Giving a classmate a kind compliment

© Super Simple Poems

Exit Cards

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

Name: _____ | Mark: ____

Write each phrase beside the correct heading.

Word Bank: Hold the door - Wait your turn - Cutting in line - Rolling your eyes - Grabbing without asking - Help pick something up

Helpful			
Hurtful			

Name: _____ | Mark: ____

Write each phrase beside the correct heading.

Word Bank: Hold the door - Wait your turn - Cutting in line - Rolling your eyes - Grabbing without asking - Help pick something up

Helpful			
Hurtful			

Name: _____ | Mark: ____

Write each phrase beside the correct heading.

Word Bank: Hold the door - Wait your turn - Cutting in line - Rolling your eyes - Grabbing without asking - Help pick something up

Helpful			
Hurtful			

PREVIEW

Name: _____ 60

Owning My Own Thoughts and Feelings

Owning Your Feelings

You have needs every day. A need is something your body or your feelings are asking for, and needs are not silly — they are real. Knowing your own needs is a healthy [illegible] can practise, just like tying your shoes or washing your hands.

My [illegible] in Li

☐ **Qui[illegible]** When yo[illegible]om feels too loud or too busy, your brain might need a [illegible] calm again.

☐ **Personal space.** W[illegible] ov[illegible] line-up feels too close, your body might need a bit more ro[illegible]eel co[illegible]

☐ **Being listened to.** When something [illegible]ou, [illegible]ed a person to really listen, not just tell you to feel better.

☐ **Help asking a grown-up.** Sometimes you know wh[illegible] you words are hard to find. It is okay to ask a grown-up to help you.

☐ **The right to say no to a hug.** Your body belongs to you. If you do not want a hug today, saying "no thank you" is allowed, even with someone you love.



Remember: Noticing your own needs is not being difficult — it is a healthy habit that helps you take care of yourself, every day.

PREVIEW

Name: _____ 6.1

True or False

Circle whether the statement is true or false.

1) A need is something silly your brain makes up.	True	False
2) Quiet time can help your brain feel calm again.	True	False
3) Personal space means wanting more room in a crowd.	True	False
4) Being [illegible]tened to means someone tells you to feel better.	True	False
5) Your [illegible]s not belong to you at all.	True	False
6) [illegible] a healthy habit to practise.	True	False

Questions

1) You know what [illegible]re hard to find. What nee[illegible]	
2)You don't want a hug tod[illegible] fr[illegible] someone you love. What need is this?	
3) Something upset you, and you wan[illegible] someone to really listen instead of telling y[illegible] to feel better. What need is this?	
4) Your classroom feels too loud and busy, and your brain wants some calm. What need is this?	
5) A crowded hallway feels too close, and your body wants more room. What need is this?	

PREVIEW

In Your Life

Answer the questions below.

1) Which of these five needs is easiest for you to notice?
2) Which of these five needs is hardest for you to ask for?

Name: _____ 62

My Needs Check-In

Skill: Noticing my own needs today.

Everyone has **needs** that help them feel okay — things like quiet time, space, or being heard. Needing these things is normal, and it's always okay to ask for them.

Instruct

Check the box for each need that is true for you today.

PREVIEW

☐	I had [illegible] time [illegible]	☐	I felt safe today.
☐	I got some [illegible] space when I [illegible] it.	☐	Someone said something kind to me today.
☐	Someone listened to me today.	☐	I got [illegible] to share my [illegible]
☐	I got help asking for something I needed.	☐	I g[illegible] tired.
☐	I remembered it's okay to say no to a hug.	☐	I got a hug or [illegible] when I wanted one.
☐	I got to move my body and play today.	☐	I was able to ask for help when I needed it.
☐	I had a healthy snack or meal when I was hungry.	☐	I got to choose something for myself today.

© Super Simple Poems

Name: _____ 63

What Do I Need Right Now?

Skill: Matching a real situation to the need it points to.

Instructions Read each situation below. Circle the need that fits best.

SITUATION 1

Recess just ended and it was really loud.



Quiet time | Personal space | Being listened to | Help asking

SITUATION 2

Your little brother keeps standing r… …y… …won't back up.



Quiet time | Personal space | Being listened to

SITUATION 3

You tried to tell your friend something, but they kept talking over you.



Quiet time | Personal space | Being listened to | Help asking

PREVIEW

© Super Simple Printables

Using "I" Messages to Share Feelings

The "I Feel" Formula

Want to tell someone how you feel without starting a fight? Follow these three steps, in order, and watch how differently the conversation goes.

Step 1: Name the Feeling Start with "I feel," then name the real feeling — like frustrated or worried. Naming it calms you down before you even finish the sentence.

Step 2: Say What Happened Next, say "when," then describe exactly what happened — not what's wrong with the other person.

Step 3: Say What You Need Finish with "I need," then say exactly what would help. This part is easy to forget, but it's the part that actually fixes the problem.

PREVIEW



Put Together

"I feel frustrated when you grab my pencil without asking. I need you to ask me first."

The Old Way

Compare that to "You always take my stuff!" That sentence blames, and it makes the other person want to argue back instead of listen.

© Super Simple Stories

Name: _____ 66

True or False

Read each sentence and decide if it is True or False.

1) An "I" message tells a friend exactly what you need.	True	False
2) Shouting blame at someone is a calm way to talk.	True	False
3) Blaming someone usually makes them want to listen closely.	True	False
4) Naming your feeling first can help you stay calmer.	True	False
5) An "I" message skips saying what actually happened.	True	False

Sequence

...ch part of an "I" message in order.

1) What comes ... ...feeling, or saying wha...	
2) What comes se... saying what happened	
3) What comes last: saying wha... saying the feeling?	

Turn It Into an "I" Message

Read what h... T... "I" message.

1) Your friend keeps cutting in front of you in line. W... ...u ...g "I feel"?

2) Someone laughs at your drawing. What could you say using "I feel"?

3) A friend interrupts you every time you talk. What could you say using "I feel"?

4) Someone teases you about a mistake you made. What could you say using "I feel"?

PREVIEW

Name: _____ 69

Build Your Own "I" Message

Skill: Using the "I" message formula to share a feeling.

An "I" message is a calm way to tell someone how you feel, using the words "I feel ___ when ___ I need ___." It helps you share your feelings without blaming anyone.

Instructio Fill in the blanks to build your own "I" message for each situation below.

SI ...s in front of you in line.

I feel _____

when _____

I need _____

SITUATION: Someone keeps talking over you

I feel _____

when _____

I need _____

SITUATION: Someone takes the toy you were using without asking.

I feel _____

when _____

I need _____

PREVIEW

© Super Simple Stories

Name: _____ 20

Turn It Into an "I" Message

Skill: Rewriting a blaming statement as a calm "I" message.

Instructions Each speech bubble on the left says something in a blaming way. Rewrite it as a proper "I" message in the empty bubble.

WHAT WAS SAID	YOUR "I" MESSAGE
"...ignore me!"	
"You never let me pick	
"You always mess up my stuff!"	
"You never share with me!"	

PREVIEW

Name: _____ 18

Showing Feelings Through Art

Feelings Without Words

Talking is not the one way to show a feeling. You can also show feelings with art and with movement. Here are two real, tr[illegible]hat people use to work through big feelings.



A [illegible]ing

Scribble dr[illegible] w[illegible]w a big feeling, like anger. You do[illegible]thing. You scribble — fast, messy lines that go wherever your ha[illegible]to. There's no wrong way to do it.

Many people pick a colour that [illegible] and black are colours some people use for anger. Colours can mak[illegible] fe[illegible]low for happy, blue for calm, grey for sad. You can pick your colou[illegible] dr[illegible] one line.



After scribbl[illegible] say the feeling feels "let[illegible] it is like the feeling moved out of their body and onto the page. Some people stop there. Others add more colour or turn the scribble into a brand new picture once the big feeling is gone.

PREVIEW

© Super Simple Poems

Name: _____ ?9

Questions Answer using what the report says

1) What is scribble drawing a real way to show?
2) When you scribble, are you drawing a picture of something?
3) What kind of lines do you make when you scribble?
4) Is there a wrong way to scribble?
5) What do most people say it feels like after scribbling?

Colouring Which Colour Am I? Colour the box with the colour of the answer.

1) I'm a colour for anger, and I rhyme with "sounds like a cat". What colour am I?
2) I'm a colour for anger, dark as night. What colour am I?
3) I'm a colour for happy, bright like the sun. What colour am I?
4) I'm a colour for calm, like a clear sky. What colour am I?
5) I'm a colour for sad, between black and white. What colour am I?

Scribble Pick a colour that matches a feeling you have right now, and scribble it out — fast, messy lines, no wrong way to do it.

PREVIEW

Name: _____ 80

Draw Your Mood

Skill: Showing a feeling through colours and shapes instead of faces.

Feelings can be shown in more ways than just a face! Colours and shapes can show a mood too — jagged lines might feel angry, soft circles might feel calm, and bright colours might feel excited.

Instruct only colours and shapes (no faces or scenes) to show how you

PREVIEW

My mood today is like this because: _____

© Super Simple Stories

Name: _____ 81

Showing Feelings Through Dance

A Real Way: Shake It Out



Shake it out is a real movement break. Classrooms use it to help with big feelings, like frustration. When it feels to[illegible] sit still, you can stand up. You shake yo[illegible]s for about ten seconds, like you are shak[illegible]



[illegible]ing, you slow down. A calm-down st[illegible]ch your arms up high, then breathe ou[illegible] Th[illegible]hing takes less than a minu[illegible]cial tools.

Shake it out works beca[illegible] body can help a big feeling go away[illegible]g and breathing slowly together helps your body feel calm again, so you are ready to sit back down and learn.

THE BIG IDEA – Art and movement are healthy, real ways to show a feeling when words feel too hard to find.

PREVIEW

Name: _____ 82

True or False Read each sentence and decide if it is True or False.

1) Moving your body can help show a big feeling.	True	False
2) Words are the one way to show a feeling.	True	False
3) A movement break can help a stuck feeling move out.	True	False
4) Big feelings should stay bottled up inside forever.	True	False
5) A mo[illegible] break needs lots of special, expensive tools.	True	False

Dra[illegible] [illegible] the Big Idea — art AND movement, side by side, both [illegible]ng.

PREVIEW

Copy the Move Try shaking your hands for a few seconds right now. How does your body feel after?

© Super Simple Stories

Name: _____ 83

Shake It Out!

Skill: Matching a feeling to a movement that helps.

Instructions For each feeling below, stand up and try the movement shown! Your body can help your feelings too.

FRUSTRATED



Shake out your hands and arms like you're shaking off water.

ANXIOUS



...rms up high and ...ch ... growing tall.

EXCITED



Wiggle your whole body in a silly happy dance!

SA...



Wrap your arms around yourself for a gentle self-hug.

PREVIEW

Name: _____ 84

Skills That Make Our Classroom a Healthy Place

Classroom Day Log – A Real Day in Grade 1

8:45 a.m. — Morning Meeting: Participation – The teacher asks, "What makes you happy today?" You raise your hand, and share that your dog learned a new trick. Par[illegible] means joining in, even when your idea is different from someone

10:15 a.m. — [illegible]ing Attention – The teacher gives a two-step direction: "[illegible] pe[illegible] back down." You keep your eyes on the teacher, so you cat[illegible]. P[illegible]tion means your eyes and ears stay on what matters right now.

11:30 a.m. — Art Project: Sharing – Your ta[illegible] on[illegible] markers for four kids. You use the blue marker for about two [illegible] without being asked. Sharing means letting someone else use something with you, even before your turn comes again.



2:50 p.m. — Clean-Up Time: Cooperation – The bell will ring soon, and the craft table is covered in scraps and glue sticks. Your table group each grab a job — one collects scissors, one wipes the table, one stacks papers. Cooperation means working together toward the same goal.

PREVIEW

Name: _____ 85

Dialogue Detective Read the dialogue closely to answer each question.

1) What does participation mean, based on the morning meeting?

2) What does paying attention mean, based on carpet time?

3) Wh… …ring mean, based on the art project?

4) What doe… …m… …ced on clean-up time?

PREVIEW

Log it Use the word ba… …in…

Attention	Cooperati…	P…	Sharing
9:00 a.m. — Circle Time: You listen closely a… every direction. That's paying…			
12:15 p.m. — Group Story: You raise your hand to s… your own idea, even though it's different. That's…			
1:00 p.m. — Snack Time: You let a friend use your napkin before your turn is done. That's…			
3:15 p.m. — Tidy Time: Everyone picks a different job to finish faster together. That's…			
2:50 p.m. — Clean-Up Time: Your table group splits up the scissors, wiping, and stacking jobs. That's…			
8:45 a.m. — Morning Meeting: You share that your dog learned a trick. That's…			
10:15 a.m. — Carpet Time: You catch both steps of the teacher's direction. That's paying…			
11:30 a.m. — Art Project: You pass the blue marker on without being asked. That's…			

Name: _____ 86

Classroom Skills Game Board

Skill: Practicing the skills that make our classroom a healthy place.

A healthy classroom needs everyone practicing a few important skills: Cooperation (working together), Participation (joining in), Paying Attention (listening and watching), and Sharing (letting others use or have some too).

How To P

Use a small object (a button or an eraser) as your game piece. Roll a and move that many spaces. When you land on a letter space, act or name a real example of that skill!



PREVIEW

Letter Key Remember what each letter stands for.

- (C) Cooperation
- (P) Participation
- (A) Paying Attention
- (S) Sharing

© Super Simple Stories

Name: _____ 87

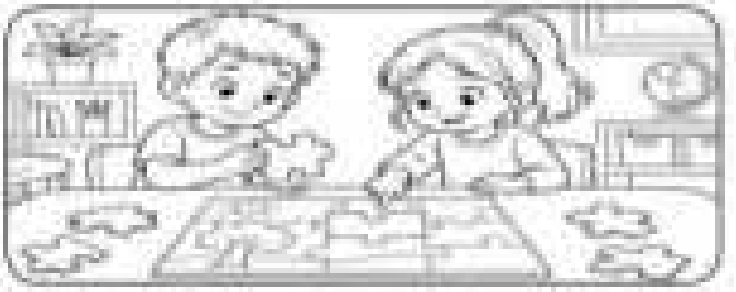
Healthy Classroom or Not?

Skill: Telling apart healthy classroom skills from ones that need work.

Instructions Read each classroom moment below. Circle Healthy Skill or Needs Work.

1 Two kids are working together to finish a puzzle.

HEALTHY SKILL | NEEDS WORK



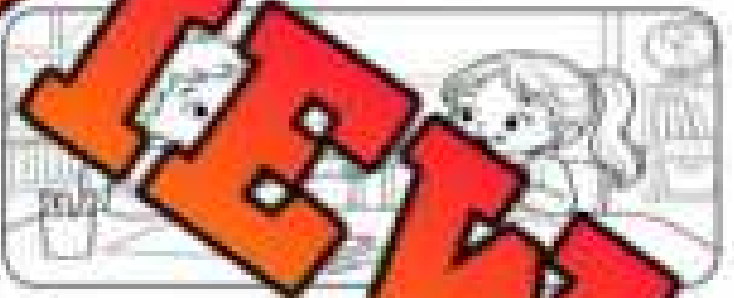
2 A [illegible] interrupts [illegible]

HEALTHY SKILL | [illegible]



3 A kid offers a marker to a table-mate who doesn't have one.

HEALTHY SKILL | NEEDS WORK



4 A kid stares out the window during instructions.

HEALTHY SKILL | NEEDS WORK



5 One kid does all the work in a group project.

HEALTHY SKILL | NEEDS WORK



PREVIEW

© Super Simple Stories

Name: _____ 93

Communicating Without Speaking

Talking Without Talking

You "say" things all day without ever opening your mouth — with your hands, your face, a crayon, or even a sticky note. Here is exactly how.

	Real Examples
	umbs up, a wave, pointing, a "shh" finger over your lips
Expres	ows show surprise, a smirk, a furrowed brow
Drawings	you feel, with no words at all
Written Words	A noti

PREVIEW

Some of these happen in less than a second, like a raised eyebrow, while a drawing can travel even further — taped to a locker, it keeps saying the same thing long after you've walked away.





Why It Matters

Your hands, your face, and even a piece of paper can send a real message — sometimes faster than words ever could.

© Super Simple Poems

Name: _____ 94

Fill in the Blank

Use the word bank to fill in each blank.

wave	smirk	eyebrows	thumbs

1) A _____ up gesture can mean "good job."

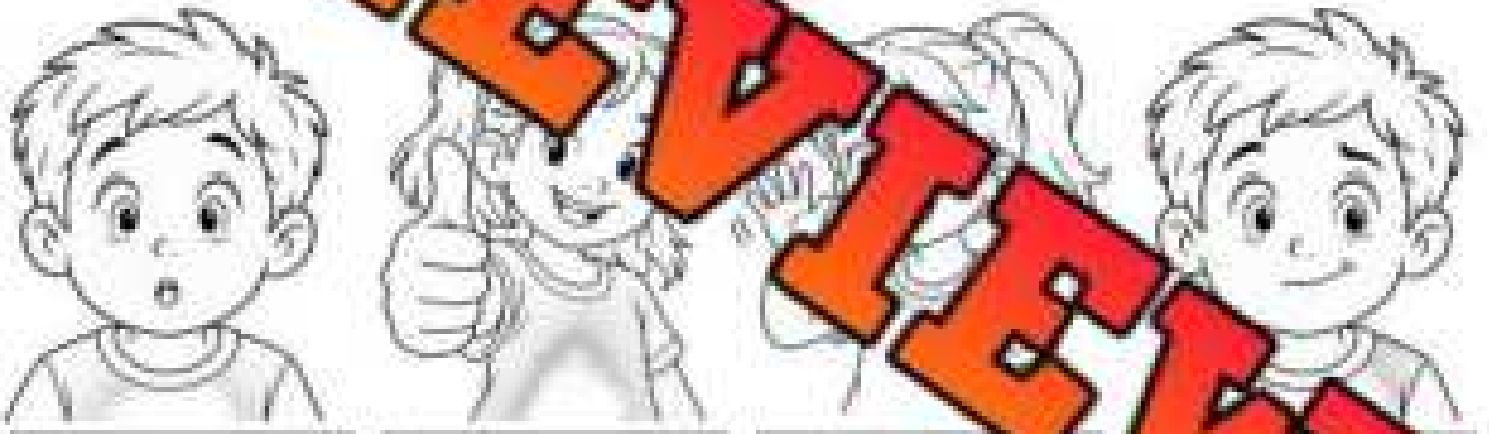
2) A _____ across the room can say hello with no words.

3) R_____ can show surprise.

4) _____ can hint that someone knows a secret.

PREVIEW

Gesture or Fac... ...ssio... ...esture or Facial Expression



In Your Life

Draw a gesture and facial expression you use a lot.

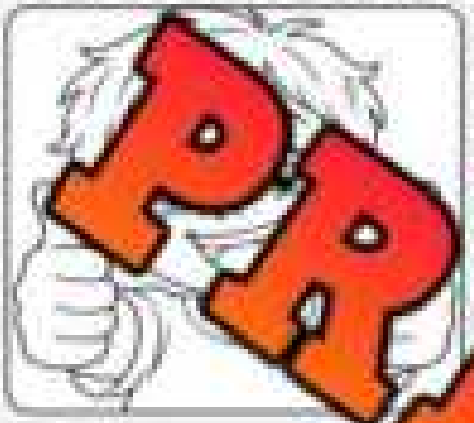
© Super Simple Phonics

Name: _____ 95

Gesture Guessing Cue Cards

Skill: Sending and reading messages through gestures, without any words.

Instructions: Cut apart the cards below. Take turns reading a card silently, then acting out the gesture for a partner. Can they guess what it means without any words?



Two thumbs pointing u



lips.



Arms crossed and stomping one foot.



A hand waving side to side.



Shoulders raised up high, palms turned up.



A hand cupp the ear.



Nodding your head up and down.



Patting the seat beside you.



A hand held over your heart.

PREVIEW

© Super Simple Stories

supersimplestories.com

Name: _____ 96

Face Reading Detective

Skill: Reading a facial expression to figure out a feeling, without any words.

Instructions Detective, look at each face below. Write the feeling you think it shows in the box.

Raised eyebrows and an open mouth.



Furrowed brow and tight lips.



Wide smile and crinkled eyes.



Wide [illegible] and [illegible]



PREVIEW

© Super Simple Stories

Name: _____ 97

Play Dough Feelings Faces

Objective What are we learning about?

Using a face outline and play dough, students will build feeling faces while talking about how emotions like happy, sad, angry, and scared change a face's expression and body language. This is a hands-on way to build feeling vocabulary.

Materials What we need for our activity?

- Face outline printouts (one per student)
- Feelings Vocabulary Cards (one set)
- Play dough
- Criteria and Rubric



Instructions How will we complete our activity?

1) Look at the Feelings Vocabulary Cards to pick a feeling to build.
2) Take a face outline printout and a piece of play dough.
3) Use the play dough to build eyebrows, eyes, and a mouth on the face that show your chosen feeling.
4) Think about how the feeling changes the face — for example, a scared face might have wide eyes and raised eyebrows.
5) Once your face is done, share with a partner which feeling you built and how the play dough shows it.
6) Build a second face showing a different feeling.
7) Talk together as a class about how different feelings change how a face looks.

PREVIEW

© Super Simple Stems

Name: _____ 98

Feelings Vocabulary Cards Use these cards to help you pick and build a feeling.

Feeling	What the Face Might Look Like
Happy	Eyes crinkled up, mouth curved into a smile
Sad	Eyebrows drooping down, mouth turned down
Ang	Eyebrows pulled together, mouth pressed tight
Sc	wide open, eyebrows raised high
S ed	open, mouth in a round "oh" shape
Calm	oft and still
Worried	iddle, mouth in a small line
Excited	Eyes brigh mile
Proud	Chin lifted up, smal
Tired	Eyes drooping half-closed,
Confused	One eyebrow raised higher than th side
Embarrassed	Eyes looking down, small awkward smile

PREVIEW

Criteria Use the criteria below to complete the activity.

Criteria	Description
Feeling Accuracy	Shaped the play dough to clearly show the chosen feeling
Use of Play Dough	Used the play dough carefully to build a clear face
Explaining the Feeling	Could explain which feeling was built and how it shows on the face
Participation	Took part in building and sharing both faces

Name: _____ 99

Face Outline | Plan your feeling face here before building it with play dough.

Feeling #1:	

Sketch your plan

Feeling #2:	

Sketch your plan

PREVIEW

Name: _____ LOO

Class Gallery Walk:	Walk around the classroom to look at your classmates' play dough faces. Write down two feelings you saw and how you could tell.

Feeling I saw:	How I could tell:

Feeling I saw:	How I

PREVIEW

Name: _____ 101

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Feeling Accuracy	Feeling unclear	Feeling showed some detail	Feeling was fairly clear	Feeling was clear and believable
Use	ed play with re	Used play dough with some care	Used play dough carefully	Used play dough carefully and skillfully
Explaining the Feeling	d not in	ed with il	Explained fairly clearly	Explained clearly and confidently
Participation	Did not take part	T	art well	Took part fully in both faces

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

© Super Simple Stories

Name: _____ L11

My Feelings Are Mine

Owning Your Feelings

Sometimes, other people can make us feel something. For example, a friend might say something unkind. You might feel hurt or sad. **It is okay to have those feelings.** But you can choose what to do next. You might take some deep breaths, talk to a trusted [illegible] do something that helps you feel better. Other people's words can affect [illegible] they do not have to control your whole day.

THE BIG IDEA [illegible] affect someone else. But your thoughts and feelings still belong to [illegible] and [illegible] to them, every single time.

What About Other People's Feelings?

We also cannot control how other people feel. Maybe you share your favourite toy with a friend, but your friend is still feeling sad or upset. That does not mean you did something wrong. Your friend gets to have their feelings, just as you get to have yours.



PREVIEW

The Other Side

No matter how kind you are, you can't control how someone else feels. Their mood just belongs to them, not you.

One Idea to Remember

Other people can affect our feelings, but we can choose what to do with our feelings.

Name: _____ L12

Scenario	Name whose feeling or choice this is.
1) A friend says something mean, and you feel hurt right away. **Whose feeling is that?**	
2) You are very kind to a friend, but they still feel upset. **Whose fault is that?**	
3) Someone says something mean, and you decide to talk to a trusted adult instead of staying upset. **What are you doing?**	
4) [illegible] for their bad mood all day. **Is that [illegible] you control?**	
5) Your act[illegible] but they choose how long to [illegible] **Wh[illegible] that?**	

True or False	Read [illegible] if it is True or False.

1) A friend's mean words control yo[illegible]	True	False
2) You can choose to feel better after [illegible]	True	False
3) A friend's bad mood is your fault, no matt[illegible]	True	False
4) Being kind means a friend will feel good.		False
5) Talking to a trusted adult can help you feel better.		[illegible]

Would You Rather	Would you rather blame yourself for a friend's bad [illegible] remember it isn't your fault? Why?

PREVIEW

© Super Simple Stories
supersimplestories.com

Name: _____ 113

It's Not My Fault: Case File

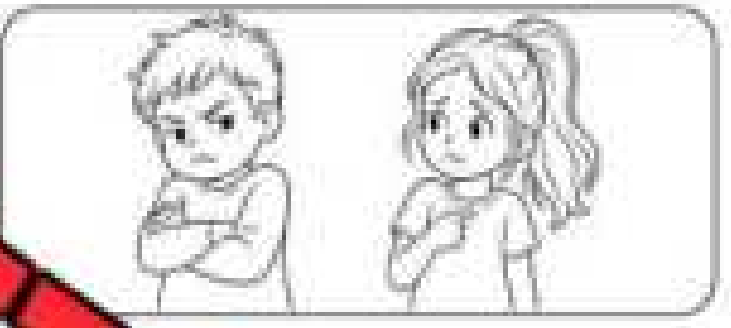
Skill: Understanding that my thoughts and feelings belong to me, not to what others do.

My own thoughts and feelings belong to me — they are not caused by someone else, and someone else's feelings are not caused by me. I also get to choose how I respond and how long I stay upset.

Instructi …etective, read each statement below. Circle True or False.

PREVIEW

1 If … grumpy, it's … did …



2 I get to choose how long I … upset about something.

TRUE | FALSE



3 Other people are in charge of how I feel.

TRUE | FALSE



4 If someone yells at me, I have to yell back.

TRUE | FALSE



© Super Simple Stories

Name: _____ 114

My Feelings, My Choice

Skill: Using what I've learned about feelings to help someone else.

Instructions Read the letter below from a kid who needs advice. Then write back with your best advice, using ideas you've learned about feelings and friendship.

DEAR [illegible]SSROOM ADVICE COLUMN

M[illegible]d sa[illegible]ng mean to me at recess, [illegible]een [illegible]t it all day. I keep thin[illegible] it a[illegible] don't know what to do. Sh[illegible]d I upset, or is there something else I could try?

— Feeling Stuck



PREVIEW

Your Advice Write your advice for Feeling Stuck below.

© Super Simple Stories

Name: _____ 116

Total
/

Unit Test

Healthy Relationships

Mark	/

1. What colour do many people pick to show anger?

A) Red or black

B) Yellow

C) Blue

D) Grey

2. What facial expression can show surprise?

A) A smirk

B) A frown

C) Raised eyebrows

D) A furrowed brow

3. Wh[illegible] adult?

A) [illegible]

B) Only [illegible]

C) Only a [illegible]

D) A teacher, coach[illegible]

4. What is Step 1 of an "I" message?

A) Say what you need

B) Say what happened

C) Say sorry first

D) Say the feeling

5. Which is one of the to[illegible] poo[illegible] friend?

A) Picking the game every time

B) Talking over a friend

C) Listening when a friend talks

D) Keeping the best crayons for yourself

[illegible]t should you do when someone isn't [illegible]t?

A) Wh[illegible]ut them with others

B) [illegible]hen[illegible]ately

[illegible]or t[illegible]first

D) Sa[illegible]k the

7. Which is a helpful phrase to say to a friend?

A) "Can I help?"

B) "That's dumb"

C) "You can't play"

D) "Stop crying"

8. Which is a [illegible]ac[illegible] classmate?

A) Holding the door f[illegible]

B) Excluding someone on p[illegible]e

C) Waiting your turn patiently

D) Helping pick up something dropped

9. What kind of scribble could you draw to show you're angry?

A) Neat, careful lines

B) Fast, messy lines

C) Straight ruler lines

D) Tiny dotted lines

10. What shows respect on the playground?

A) Skipping others in a turn

B) Including others in a game

C) Playing alone the whole time

D) Taking all the equipment

PREVIEW

© Super Simple Resources

Matching Match each term to its meaning.

Mark /

Friendship ○

Cooperation ○

Proud ○

Ang

Nervous ○

Frustrated ○

Lonely ○

Surprised ○

○ Treating someone's feelings, space, and things as important

○ A jittery feeling before doing something new or hard

○ A sudden, wide-eyed feeling when something unexpected happens

○ A caring connection between people who choose to spend time together

○ A stuck, annoyed feeling when something isn't working out

○ Understanding and sharing how someone else feels

○ A feeling of missing company or connection

○ g together with someone to ame goal

○ m satisfaction after g

○ hen

PREVIEW

True or False Feelings & Actions — Is the statement true or fal

1) Crossing your arms usually shows you feel happy inside.		False
2) A racing heartbeat can be a clue you feel scared.	True	False
3) Crying is the wrong way to show sadness.	True	False
4) Frowning usually shows a feeling of happiness inside.	True	False
5) A big smile and bright eyes can show happiness.	True	False
6) Taking a time-out can help you show anger safely.	True	False
7) A stiff, frozen body can show you feel scared.	True	False
8) Hugging someone usually shows a feeling of anger.	True	False

© Super Simple Stories

Complete the Sentence | Healthy Ways to Show Feelings. Fill in each blank to complete the sentence.

Mark /

1) When you feel angry, you could take a _____.

2) When you feel sad, you could ask for a _____.

3) When you feel happy, you could do a happy _____.

4) When you feel scared, you could take deep _____.

5) When you feel bored, you can ask for _____.

6) When your brain needs a break, you need _____ time.

7) When you don't know what you need, ask _____ for help.

8) When someone says "no thank you" to a hug, show them _____.

PREVIEW

List | List 5 ways you can show respect at school

Mark /

1	
2	
3	
4	
5	

© Super Simple Resources

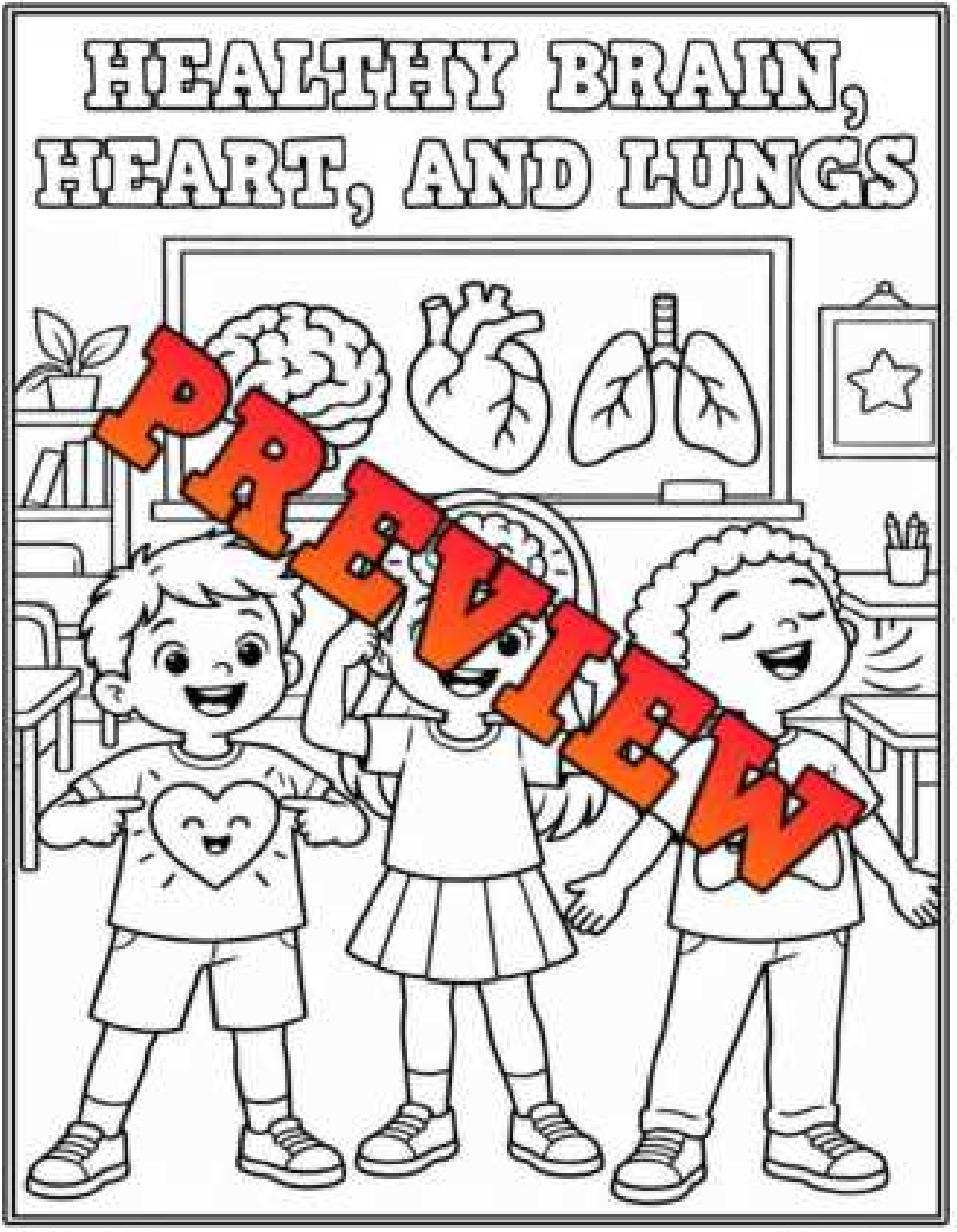
Workbook Preview

Grade 1 Health Unit
Healthy Brain, Heart, and Lungs

	Curriculum Expectations	Pages
USC1.2a	Use common and accurate language to talk about the brain, heart, and lungs (e.g., heart beat, blood, oxygen, breath, thoughts)	6-7, 9, 11, 13, 58, 74, 85-89
USC1.2b	Identify where the heart, brain, and lungs are located	10-12, 85-89, 92
USC1.2c	Recognize that the heart is a "pump" about the size of a clenched fist	13-19, 24-27, 47-49
USC1.2d	Feel and describe the sensation of one's heart beat (i.e. chest, neck, wrist) while standing still and after physical activity	29-34, 47-49
USC1.2e		65-66
USC1.2f		58-61, 3
USC1.2g		71-73
USC1.2h	Describe the function of the lungs to breathe air/oxygen	54, 62-66, 71-73
USC1.2i	Determine that blood carries "food" and oxygen for the body	38-46
USC1.2j	Reflect on the connection between lungs and voice (i.e., breathe to make sounds, words, and songs – recognizing that many First Nations cultures have teachings about the "gift of breath")	67-70, 100
USC1.2k	Realize that the brain is the part of ourselves that helps us manage personal thoughts, feelings, and actions.	74-84
USC1.2l	Describe what happens if one or more of our brain, heart, and lungs is/are not healthy	71-73, 90-99, 101-107
API.1	Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours.	92, 94, 103-107

Preview of 75 pages from this product that contains 148 pages total.

HEALTHY BRAIN, HEART, AND LUNGS



© Super Simple Learning
superSimpleFamily.com

Name: _____ 6

Words We Use for Our Heart, Brain, and Lungs

This unit is all about your **heart**, your **brain**, and your **lungs**. Here are fifteen words you will hear again and again — learn them well!

Organ	A body part with an important job.
Heart	The organ that pumps your blood. It's about the size of your own clenched fist.
Brain	The organ inside your head that helps you think.
Lungs	The two organs in your chest that help you breathe.
Heartbeat	The thump-thump you feel from your heart working. You can feel it in your chest or wrist.
Blood	The red liquid that travels through your body, pushed along by your heart.
Oxygen	Part of the air you breathe. Your body needs it to work.
Breath	Air moving in and out of your lungs.
Thoughts	What your brain makes when it is thinking — like a memory, an idea, or a plan.
Chest	The front part of your body, between your neck and your tummy.
Pump	Something that pushes a liquid along, again and again.
Rib cage	The curved bones that protect your chest.
Voice	The sound you make when you talk or sing.
Feelings	Things like happy, sad, or excited.
Actions	Things you do, like running, waving, or writing.

PREVIEW

© Super Simple Stories

Name: _____ 7

Matching

Match each word to its meaning.

Heartbeat ○	○ The thump-thump feeling of your heart
Oxygen ○	○ Hard bones that curve around your chest
Breath ○	○ Your brain makes these all day, even when you are quiet
Though	○ You cannot see this, but it is part of the air around you
R	○ Something you can feel with your hand near your mouth

PREVIEW

Think It Through

ich describing?

1) About the size of your	
2) Helps you notice your own feeling	
3) There are two of these inside your chest.	
4) These hard bones curve around your chest.	

Word Search

Find the words in the word search.

Heartbeat	Blood
Oxygen	Breath
Thoughts	Chest
Heart	Brain
Lungs	Voice

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

© Super Simple Printables

Name: _____ 6

Word Sort

Skill: Learning new words about our body

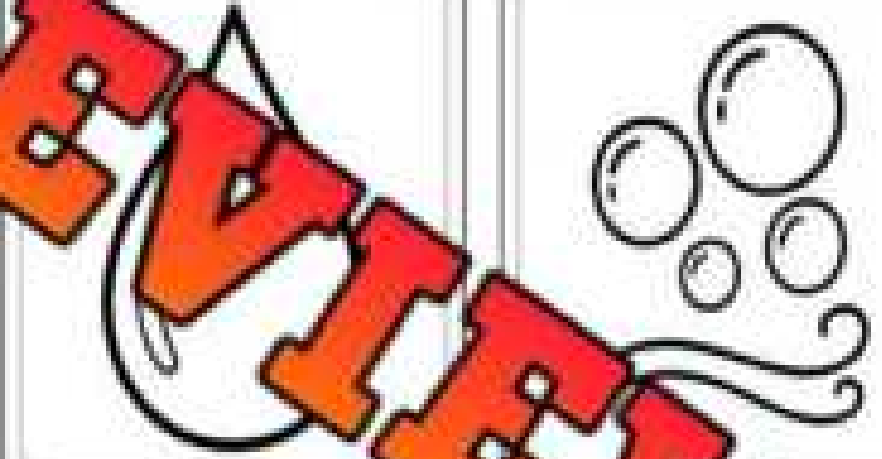
Your body has amazing parts working every day, even when you don't notice! Your heart pumps to keep you going, your lungs help you breathe, and your brain is always busy with ideas. Look closely at each picture below — can you figure out which wo[illegible]tches it?

Instruct[illegible] correct label, then colour the image.

PREVIEW



Heartbeat | Breath



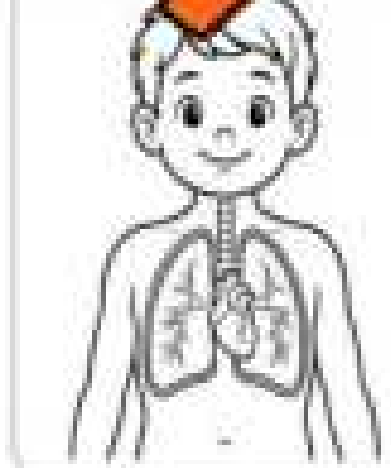
Oxygen | Blood



Thoughts | Breath



Thoughts | Breath



Organ | Oxygen

© Super Simple Stories

Name: _____ 10

Where Are My Heart, Brain, and Lungs?

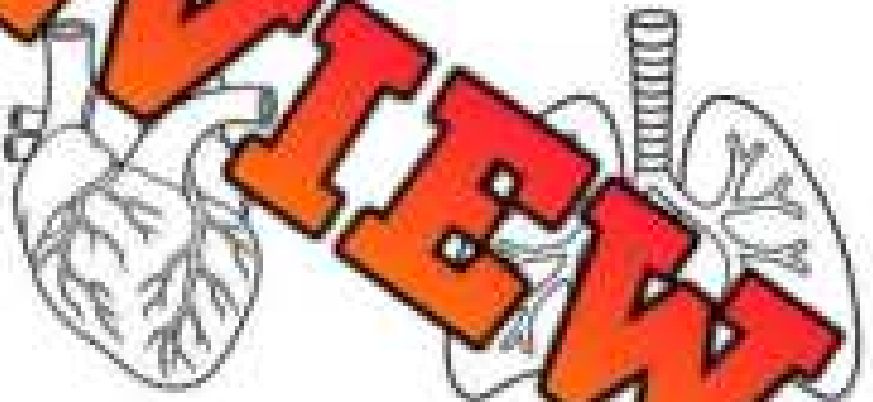
Two Neighbourhoods Inside Your Body

Your body has three important organs working right now: your **brain**, your **heart**, and your **lungs**. They live in just two spots — your head, and your chest.

Organ Addresses		
Organ	**Where It Is**	**What Protects It**
Brain	[illegible]ead	Your hard skull
Heart	[illegible]tle to the left	Your rib cage
Lungs	Fill[illegible] chest, one on each [illegible]	Your rib cage

PREVIEW





Built-In Bone Protection

Your **skull** is made of hard, curved bones fitted together like a puzzle. Your **rib cage** is made of [illegible]ed bones too — you can feel them if you press gently on your own chest.

Not Quite Twins

One of your lungs is even a little smaller than the other, to leave room for your heart right beside it. Each of these three organs has its own special job — you'll learn about that later in this unit.

© Super Simple Science

Name: _____ L1

Our **brain**, **heart**, and lungs are always inside our body, each in its own special spot! Your brain is inside your head, your heart is in your chest, and your lungs are in your chest too, on either side of your heart.



PREVIEW

© Super Simple Stories

Name: _____ L2

Odd One Out — Write the one that does not belong.

1) Which is NOT found in your chest: heart, lungs, or brain?	
2) Which is NOT protected by your rib cage: heart, lungs, or brain?	
3) Which is NOT a bone: skull, rib cage, or brain?	
4) Which [illegible] organ: brain, heart, or skull?	
5) Wh[illegible] NOT f[illegible] around your head: brain, skull, or heart?	
6) Which is NOT [illegible] left s[illegible] chest: left lung, heart, or brain?	

True or False — Read each [illegible] is True or False.

1) Your brain is round, shaped kind of [illegible] your [illegible]	True	False
2) Your heart sits exactly in the middle of yo[illegible]t.	True	False
3) Lungs are found inside your nose, not your ch[illegible]	[illegible]e	False
4) Your skull is soft and bendy, like rubber.	[illegible]	False
5) One lung is a little smaller than the other.	[illegible]	False
6) Your brain and heart use different protector bones.	[illegible]	False

If You Could... — If you could shrink down and visit one of these three organs, which would you pick, and why?

PREVIEW

© Super Simple Science

Name: _____ L3

Meet Your Heart!

Your **heart** is a strong muscle inside your chest. It works every single day, all day and all night, to keep your whole body healthy and full of energy!

Instructions Colour in the picture below and read each fact about your heart!



PREVIEW

Name: _____ 1A

My Heart Is a Pump

Two Kinds of Pumps

A **pump** is something that pushes a liquid to where it needs to go. There are pumps all around us — and one very special pump is inside your own body!

A W[illegible]p

- [illegible]er through pipes
- W[illegible]again
- [illegible]ds [illegible]d rest



Your Heart

- Pushes blood [illegible]
- Works again and aga[illegible] after
- Never stops — not even whil[illegible]eep!



PREVIEW

About the Size of Your Fist

Your heart is about the size of your own **clenched fist**.

Make a fist right now — that's about how big your heart is!

One Muscle That Never Rests

Every single day, your heart squeezes and relaxes, squeezes and relaxes, pushing your blood along, all day and all night, without you ever having to think about it. Your heart is a muscle, just like the muscles in your arms and legs — but it's the one muscle that never gets to rest, not even for a second.

Name: _____ 15

Curriculum Connections
pNGSS

Questions

Answer each question in your own words.

1) Your heart squeezes tight. What happens because of that?

2) Your heart relaxes for a moment. What is it getting ready to do next?

3) Your h[illegible]r stops working. What does that mean for when you are asleep?

PREVIEW

Visualization

[illegible]re y[illegible]ng while you were reading? Describe it.

True or False

Read each sentence and decide if it is True or False.

1) Your heart is about the size of your own fist.	True	False
2) Your heart stops completely for a few minutes each night.	True	False
3) Your heart is made of soft, fluffy cotton.	True	False
4) Your heart is a muscle that works on its own.	True	False
5) Your heart squeezes and relaxes to make one heartbeat.	True	False

© Super Simple Science
supersimplescience.com

Name: _____ 16

Activity - Playdough Heart Model

Objective What are we learning about?

Using a real reference photo (not a cartoon heart), students will sculpt a heart shape out of playdough, then hold it next to their own clenched fist to compare the size. This helps students understand that the heart is about the size of a fist.

Materials What do we need for our activity?

- Playdough
- A reference photo of a human heart (see description below)



Instructions How will we complete the activity?

1) Look closely at the Reference Guide below to see what a heart looks like.
2) Take a piece of playdough and start shaping it into a heart.
3) Keep checking your model against the reference as you shape it.
4) Once your heart model is finished, make a fist with your own hand.
5) Hold your playdough heart right next to your fist.
6) Compare the size of your heart model to the size of your fist.
7) Record what you notice on the Fist Comparison Page.
8) Talk with a partner about what you both noticed when comparing your models to your fists.
9) Clean up your playdough and wash your hands once you are finished.

PREVIEW

Name: _____ L7

Reference Guide Look closely at a real heart photo before you begin. A real heart is:

- Rounded and a bit lumpy, not a smooth cartoon heart shape
- Wider at the top and narrower toward the bottom
- About the size of a closed fist
- Reddish-brown in colour, not bright red

Drawing Sc ketch what you notice from the reference photo before you start ring.

PREVIEW

Name: _____ 18

Reference Look closely at the real heart on the left. Now compare it to your playdough heart.



PREVIEW

Criteria Use the criteria below to comple[illegible]

Criteria	Descrip[illegible]
Following the Reference	Shaped the model to match the real heart r[illegible] cartoon shape
Size Accuracy	Made a model close to the size of a closed fist
Comparison	Compared the model to their own fist and recorded the result
Participation	Took part in building and comparing the model

Fist Comparison Compare your playdough heart to your fist.

1) Is your playdough heart bigger, smaller, or about the same size as your fist?

☐ Bigger	☐ Smaller	☐ About the same size

Name: _____ 20

My Resting Heartbeat

What Is a Heartbeat?

Every time your heart squeezes tight and then relaxes, that's one **heartbeat**. All that squeezing and relaxing is what makes the thump-thump feeling you find on your own body.

Find Your Pulse: A Checklist

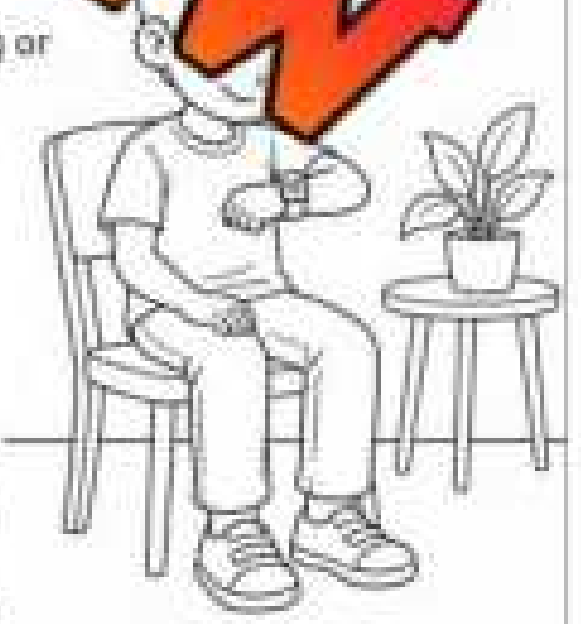
- Try [illegible] your heart.
- Try the [illegible] your jaw.
- Try the inside of [illegible] thumb.

Use two fingers to press gently [illegible] your thumb, which has its own little thump.



What a Resting Heartbeat Feels Like

When your body is **resting** — sitting still, not running or jumping — your heartbeat feels steady and calm. It isn't racing or pounding. That's because your body isn't working hard right now, so your heart doesn't need to rush.



Some smart watches and fitness trackers can measure your heartbeat for you, right on your wrist.

PREVIEW

Name: _____ 21

Yes or No Ways to Find My Heartbeat Check off Yes or No for each one

1) Your chest, right over your heart.	Yes	No
2) The side of your neck, under your jaw.	Yes	No
3) The inside of your wrist, below your thumb.	Yes	No
4) The bottom of your foot.	Yes	No
5) A smar[illegible]ch or fitness tracker that measures heartbeat.	Yes	No

Define [illegible] difference between **Heartbeat** and **Resting Heartbeat?**

Heartbeat	
Resting Heartbeat	

PREVIEW

Word Scramble Unscramble the words from [illegible]

Word Bank

Heart, Move, Jump, [illegible], Beat, Run, Play, Air, [illegible]

OMEV		BETA	
ERHAT		RNU	
SRTE		UCMLES	

In Your Life Can you feel your heartbeat?

Put two fingers on your wrist. Can you feel your heartbeat?	
Yes	**No**

Put two fingers on your neck, under your jaw. What do you notice?	
Yes	**No**

© Super Simple Stems

Name: _____ 24

Activity - Marshmallow Pulse

Objective — What are we learning about?

Using a marshmallow and a toothpick, students will make their own heartbeat visible. When balanced on the wrist over the pulse point, the toothpick bounces with every heartbeat. This turns the invisible act of the heart pumping into something students will see for themselves.

Materials — What do we need for our activity?

- 1 marshmallow per student
- 1 toothpick per student



Instructions — How will we complete the activity?

1) Push the toothpick into the top of your marshmallow so it stands straight up.
2) Turn your wrist so your palm faces up.
3) Follow the How to Find Your Pulse steps below to find your pulse point on your wrist.
4) Rest the marshmallow on your wrist, right on top of your pulse point, with the toothpick pointing up.
5) Hold very still and watch the toothpick closely.
6) Watch for the toothpick to bounce or wiggle slightly with each heartbeat.
7) Record what you see on the Observation Page.
8) Talk together as a class about what the bouncing toothpick shows about the heart.

PREVIEW

Name: _____ 25

How-to Guide Follow these steps to get your marshmallow bouncing.



1) Turn your wrist so your palm faces up.

2) Rest the marshmallow gently on the inside of your wrist, near your thumb, with the toothpick pointing straight up.

3) Watch the toothpick closely for a few seconds.

4) If the toothpick moves, move the marshmallow a tiny bit in different spots until you feel it in the spot that makes it bounce.

5) Once you find the spot where the toothpick bounces, keep your wrist still and keep watching.

PREVIEW

Prediction Before we start, make your prediction!

1) What do you think will happen to the toothpick when you balance the marshmallow on your pulse?

☐ It will bounce	☐ It will stay still	☐ I'm not sure

2) Why do you think that?

© Super Simple Science

Name: _____ 26

Observation What did the toothpick do when you rested the marshmallow on your pulse point?

Draw ...mallow and toothpick balanced on your wrist

PREVIEW

What We Learned What does this experiment show about your h...

Name: _____ 27

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Prediction	Did not make a prediction	Made a simple prediction	Made a clear prediction	Made a clear, thoughtful prediction
Pulse-F	Could not get the toothpick bounce	Got it bouncing with help	Got it bouncing independently	Got it bouncing quickly and easily
Observation	...d w...	Recorded a little	Recorded most of what happened	Recorded everything clearly
Understanding	Cou... connect... experiment to the heartbeat	M...	Made a clear ...nection	Made a clear, thoughtful connection

PREVIEW

Teacher Comments

...lark

Student Comments – What Could You Do Better?

© Super Simple Science

Name: _____ 28

My Heartbeat After Moving

Why Your Heartbeat Changes

1) You start running, jumping, or playing hard.
2) Your muscles begin working harder than before.
3) Your hard-working muscles need extra oxygen to keep going.
4) Your heart begins pumping faster to deliver that oxygen.
5) You can feel your heartbeat beating faster and stronger — still in your chest or wrist.
6) You stop moving, and your heart begins to slow down.
7) Your muscles relax and need less oxygen.
8) Your heartbeat slows back down to its steady, resting speed.

PREVIEW



The Big Idea Moving your body harder means your heart has to work harder too — and that's a good, healthy thing! Your heart is built to speed up when you need it, and to slow back down once you don't.

© Super Simple Science

Name: _____ 29

Put It in Order

These moments are mixed up. Write the numbers 1 to 8 that show the order they really happen.

	Your heartbeat slows back down to its steady, resting speed.
	You start running, jumping, or playing hard.
	Your muscles relax and need less oxygen again.
	You feel your heartbeat beating faster and stronger.
	pumping faster to deliver more oxygen.
	to rest.
	tra oxygen.
	fore.

PREVIEW

Resting or Active?

Choose **Resting** or **Active**.

1) Which state has a faster heartbeat?		Active
2) Which state has a calmer, steadier heartbeat?		tive
3) Which state happens after you sit still for a while?		Active
4) Which state means your muscles need more oxygen?	Resting	Active
5) Which state lets your heart go back to its normal speed?	Resting	Active

Questioning

Write two big questions you have about your heartbeat.

Name: _____ 30

Resting or Active?

Skill: Telling whether an activity gives a resting or active heart rate.

When you sit quietly, your heart beats slow and steady. But the moment you start running, jumping, or dancing, your muscles need more oxygen fast — so your heart speeds up to keep up with you!

Instructions Look at each activity. Circle Slow or Fast to show what your heartbeat would do.













PREVIEW

© Super Simple Science

Name: _____ 31

Activity - Jumping Jack Heart Rate Experiment

Objective What are we learning about?

In pairs, students will compare their resting heartbeat to their heartbeat right after exercise. This is a real before-and-after experiment that shows a resting heart beats slower than an active one and helps build on pulse-finding skills from earlier in the unit.



Materials we need for our activity?

- Stopwatch
- Partner Pulse Recording Sheet (1 per pair, provided)

Instructions How will we

1) Get into pairs.
2) Decide who will be the first "counter" and who will be the "mover."
3) Review the How to Find a Pulse page together. Make sure both know exactly how to do it.
4) With the mover sitting still, the counter finds the mover's pulse and counts the beats for 15 seconds.
5) Record the resting pulse count on the Partner Pulse Recording Sheet.
6) The mover does 20 jumping jacks.
7) Right after, the counter finds the mover's pulse again and counts the beats for 15 seconds.
8) Record the active pulse count on the Partner Pulse Recording Sheet.
9) Switch roles and repeat the experiment with the new mover.
10) Compare the resting and active numbers together as a class.

PREVIEW

© Super Simple Science

Name: _____ 32

Prediction Before we start, make your prediction.

1) What do you think will happen to your pulse after doing jumping jacks?		
☐ Faster	☐ Slower	☐ The same

2) Why do you think that?

How to Find a P Fo eps to find and count your partner's pulse.

1) Have your partner si el d on the table.
2) Gently place two fingers (your p ger iddle finger, not your thumb) on the inside of their wrist, just below th a.
3) Press down lightly until you feel a soft tappi
4) That tapping is the pulse.
5) If you can't feel it on the wrist, try two fingers gently placed on of the neck, just under the jaw.
6) Once you feel the tapping clearly, get ready to count.
7) When your teacher or timer says "start," count each tap you feel.
8) When the timer says "stop" after 15 seconds, stop counting right away and remember your number.
9) Write that number down on the Partner Pulse Recording Sheet.

PREVIEW

Name: _____ 33

My Pulse Have your partner count your pulse and record your results below.

Name	Resting Pulse (15 sec)	Active Pulse (15 sec)

Results Compare your numbers.

1) My Re[illegible]se:	
2) M[illegible]	
3) Which num[illegible]ger?	☐ Resting Pulse ☐ Active Pulse
4) Draw two bars, [illegible]se and one for your active pulse, to show which was bigger	

PREVIEW

What We Learned Answer the questions below after the experim[illegible]

1) Was your active pulse faster or slower than your resting pulse?	faster	slower
2) Why do you think your heart beats faster after moving?		

© Super Simple Science

Name: _____ 35

Blood's Vlog — Live From Inside Your Body

Draw Draw what Blood films at each stop on the vlog!

Blood: Pumped by the Heart

Hey everyone, it's your boy Blood, live from inside your chest — welcome back, let's [illegible] into it!

My [illegible] gave one big squeeze, and boom — I got shot into a blood ves[illegible] than you'd believe.

PREVIEW

I'm racing right now, tunnel after tunnel, faster than you can blink — and I love this part of the job.

First stop: all the way down your arm, right to the tips of your fingers. Fingertip subscribers, wave hello!

Then I'm back on the road, down your legs, all the way to the tips of your toes. No stop is too far for me.



Quick fact while I'm out here: some of us squeeze through spots so close to your skin, you can spot us as a tiny blue line on your wrist. And get this -- line up every blood vessel in your body, and we'd wrap around the whole world.

Okay, turnaround time! No breaks for me — I'm heading home now, back the way I came, but through a brand new tunnel.

Mile after tiny mile, I'm racing back toward your chest, toward the heart that sent me out here.



And... I'm home! My heart squeezes again, and the whole loop starts right back over from the top.

That's the whole trip, start to finish, in under one minute — and I do this over and over, all day and all night, for your entire life. Don't forget to like and subscribe — I'll be back before you know it!

Name: _____ 38

Fill in the Blank

Use the word bank to fill in each blank.

Squeezes	Branches	World	Loop
Blue	Vessels	Minute	Tree

1) Blood travels through tiny tubes called blood _____.

2) Your heart _____ tight to push blood out.

3) Blood comes back in a big _____.

4) One [illegible] loop [illegible] is _____.

5) Some blood [illegible] lo[illegible] _____ lines under your skin.

6) Laid out in one line, your [illegible] wrap around the whole _____.

PREVIEW

Draw & Write

Draw yourself with your [illegible] the [illegible] going out to your fingers and toes to show your blo[illegible]. [illegible]lain the loop below.

© Super Simple Science

Name: _____ 39

Blood's Journey

Blood is always moving through your body! It starts at your heart, travels around carrying food and oxygen to every part of you, and then comes right back to the heart to start the trip all over again.

Instructions Colour in the picture below & follow blood's journey all the way around!



PREVIEW

Name: _____ 40

Activity - Circulation Circle

Objective — What are we learning about?

In groups of 5, students will act out the path blood takes through the body by tossing a juggling bag in the correct order between roles: Heart, Lungs, Artery, Vein, and Body. Timed for one minute, groups count how many full cycles they can complete. This physically shows how the heart pumps blood and what blood delivers around the body.

Materials — What we need for our activity?

- 1 small juggling bag per group (a small fabric toss pouch or gym bean bag)
- 5 nametags per group: Heart, Lungs, Artery, Vein, Body (provided)
- Timer or stopwatch



Instructions — How will we complete our activity?

1) Get into groups of 5.
2) Each student puts on one nametag: Heart, Lungs, Artery, Vein, Body.
3) Stand in your assigned spots so you can toss the juggling bag to the next player.
4) Review the Circulation Order card together so everyone knows the correct toss order.
5) When your teacher says "go," start tossing the juggling bag in the correct order.
6) Keep tossing in the same order over and over for one minute.
7) Count how many full cycles your group completes and record it on the Cycle Counting Log.
8) Switch roles and try again, so everyone gets a turn with a different role.
9) Talk together as a class about what the juggling bag's path shows about how blood moves through the body.

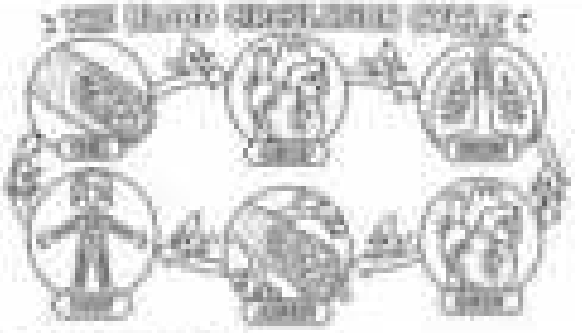
PREVIEW

Name: _____ 41

Circulation Order

This is the correct order to toss the juggling bag. One full cycle is all 6 tosses.

1) Vein passes to Heart
2) Heart passes to Lungs
3) Lungs passes to Heart
4) Heart passes to Artery
5) Arter[illegible]s to Body
6) Bo[illegible]in — and the cycle starts again!



Role Ca[illegible]

C[illegible] cards and hand one to each student in the group.

Role	What You Do
Heart	Receive the [illegible] and from Lungs. Pass it to Lungs and to Artery.
Lungs	Receive the juggling bag [illegible] back to Heart.
Artery	Receive the juggling bag from Heart[illegible] it t[illegible]
Body	Receive the juggling bag from Arte[illegible]
Vein	Receive the juggling bag from Body. Pass[illegible]

Group List

Write your group's names and roles.

Player	Name	Role
Player 1		
Player 2		
Player 3		
Player 4		
Player 5		

PREVIEW

© Super Simple Poems

Name: _____ 42

Nametags Cut out the name tags below

Heart	Heart
Lungs	Lungs
Artery	Artery
Body	Body
Vein	Vein

PREVIEW

Name: _____ 43

Cycle Counting Log

Count how many full cycles your group completes each round.

Round	Number of Full Cycles (in 1 minute)
Round 1	
Round 2	

My Role

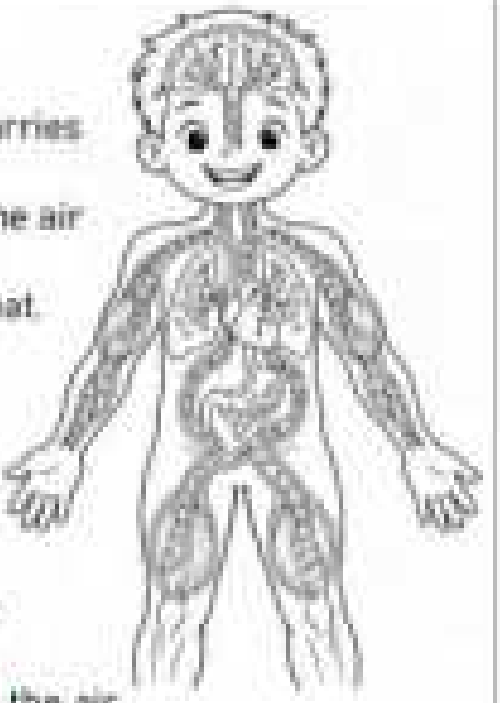
...w a picture of your role during Circulation Circle.

PREVIEW

What Blood Carries: Food and Oxygen

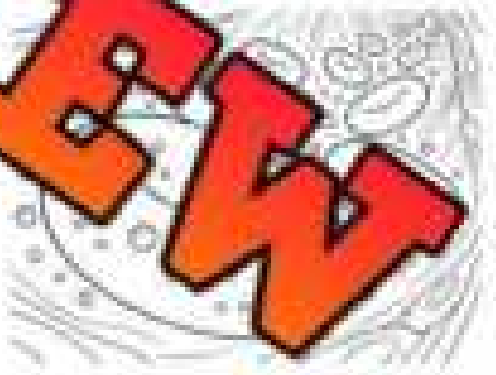
Two Things Blood Delivers

Blood is like a delivery service for your whole body. It carries two important things everywhere it goes: oxygen from the air you breat[illegible] tiny bits of "food" from the meals you eat.



The [illegible] Route

1) You eat [illegible] your [illegible] breaks the food down into tiny [illegible] to carry.
2) You breathe in, and your [illegible] from the air.
3) Both the tiny food bits and the [illegible] may [illegible] blood.
4) Your blood travels through blood vesse[illegible] reaching every single part of your body.
5) Your muscles, your brain, and every other part use that oxygen and food for energy.
6) Blood heads back to pick up more, and the whole delivery route starts again.



PREVIEW

Why Every Part Needs a Delivery

Your muscles need energy to move, and your brain needs energy to think — and both of those come from the oxygen and food your blood delivers. Without these deliveries, every part of your body would slowly run out of energy.

© Super Simple Science

Name: _____ 45

Sort It **Oxygen**, **Food**, or **Both**? Sort each clue as Oxygen, Food, or Both.

1) Comes from the air you breathe.	
2) Comes from the meals you eat.	
3) Gets carried by your blood to every part of your body.	
4) Gives y[illegible]cles energy to move.	
5) P[illegible]	
6) Broken do[illegible]ts [illegible]your blood can carry it.	
7) Helps your brain [illegible]	

PREVIEW

True or False Read each sentenc[illegible]de[illegible] True or False.

1) Without oxygen and food, your body woul[illegible]t o[illegible]	True	False
2) Whole sandwiches travel through your blood [illegible]e		False
3) Blood carries just oxygen and nothing else.		False
4) Blood vessels carry blood all through you.		False
5) Blood delivers to every part of your body.	[illegible]	False
6) The delivery route happens again and again, all day.	True	False

Think Do you think it's amazing that this delivery happens all day without you noticing? Are you surprised about how your body works?

© Super Simple Science

Exit Cards

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

Name: _____ | Mark

Circle the correct answer.

1) If food never became tiny bits, could blood still carry it?	Yes / No
2) If blood never travelled back to pick up more, would deliveries continue?	Yes / No
3) If your muscles used up their energy, would they need a new delivery?	Yes / No
4) If your lungs picked up oxygen, could that oxygen reach your brain?	Yes / No

Name: _____ | Mark

Circle the correct answer.

1) If food never became tiny bits, could blood still carry it?	Yes / No
2) If blood never travelled back to pick up more, would deliveries continue?	Yes / No
3) If your muscles used up their energy, would they need a new delivery?	Yes / No
4) If your lungs picked up oxygen, could that oxygen reach your brain?	Yes / No

Name: _____ | Mark

Circle the correct answer.

1) If food never became tiny bits, could blood still carry it?	Yes / No
2) If blood never travelled back to pick up more, would deliveries continue?	Yes / No
3) If your muscles used up their energy, would they need a new delivery?	Yes / No
4) If your lungs picked up oxygen, could that oxygen reach your brain?	Yes / No

Name: _____ | Mark

Circle the correct answer.

1) If food never became tiny bits, could blood still carry it?	Yes / No
2) If blood never travelled back to pick up more, would deliveries continue?	Yes / No
3) If your muscles used up their energy, would they need a new delivery?	Yes / No
4) If your lungs picked up oxygen, could that oxygen reach your brain?	Yes / No

PREVIEW

Name: _____ 47

Fact or Fiction: Heart Facts

Objective What are we learning about?

Students will listen to statements about the heart and walk to the 'Fact' or 'Fiction' side of the room based on what they believe. This is a fast-paced check that students understand the heart works as a pump, and that how fast it beats changes with how active the body is.

Materials What you need for the activity?

- Fact or Fiction: Heart Facts
- 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 space for students to move to either side



PREVIEW

Instructions How will you complete the activity?

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

Name: _____ 48

Fact or Fiction Read the statements to the class.

#	Statement	Ans
1	Your heart gets smaller every time it beats.	Fiction
2	Holding your breath can slow your heartbeat.	Fact
3	Laughing hard can speed up your heartbeat.	Fact
4	Sle[illegible] running give you the same heart rate.	Fiction
5	[illegible] your heart skip a beat.	Fact
6	Y[illegible] of your chest.	Fiction
7	A hummin[illegible] than a human's.	Fact
8	Your heart rests [illegible] beat.	Fiction
9	Feeling scared can spee[illegible]	Fact
10	A fast heartbeat can never slow[illegible]	Fiction
11	Standing up makes your heart work a [illegible]	Fact
12	Swallowing food stops your heart for a second.	Fiction
13	A heart beats about 100,000 times a day.	[illegible]
14	Holding still stops your heart from moving too.	Fiction
15	Cold weather can speed up your heartbeat a little.	Fact
16	Your heart only pumps blood while you're awake.	Fiction
17	Yawning can slightly change your heart rate.	Fact
18	Faster breathing always means a slower heartbeat.	Fiction
19	Hugging someone can sync your heartbeats together.	Fact
20	Hiccups make your heart stop completely.	Fiction

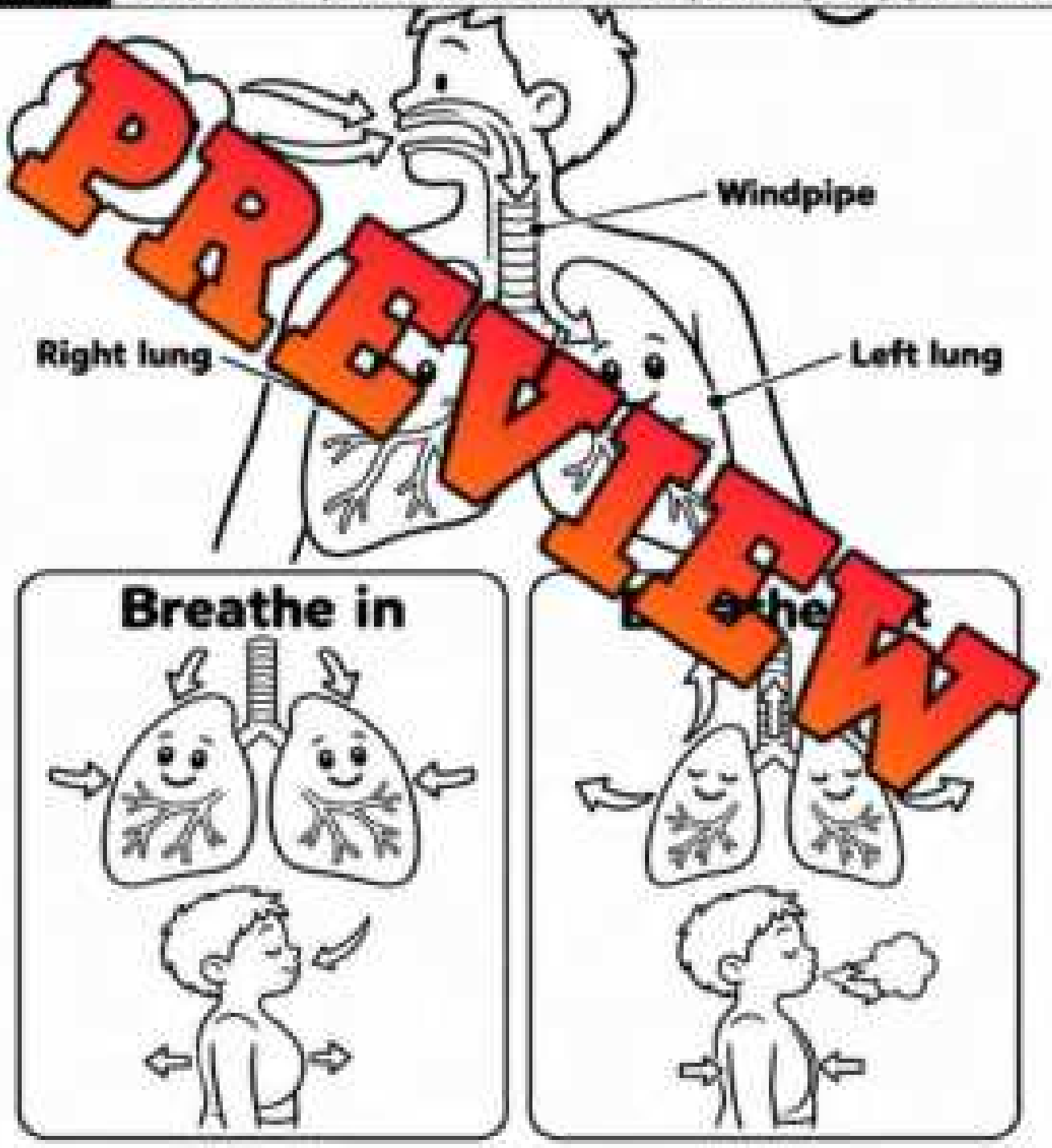
PREVIEW

Name: _____ /10

Meet Your Lungs!

Every time you breathe, air travels down a tube in your neck called your **windpipe** and into your two **lungs**. Your lungs work together, filling up with air and then letting it back out, all day and all night!

Instructions Colour in the picture below & learn how your lungs help you breathe!



You have two lungs!

PREVIEW

Name: _____ 51

I Have Two Lungs

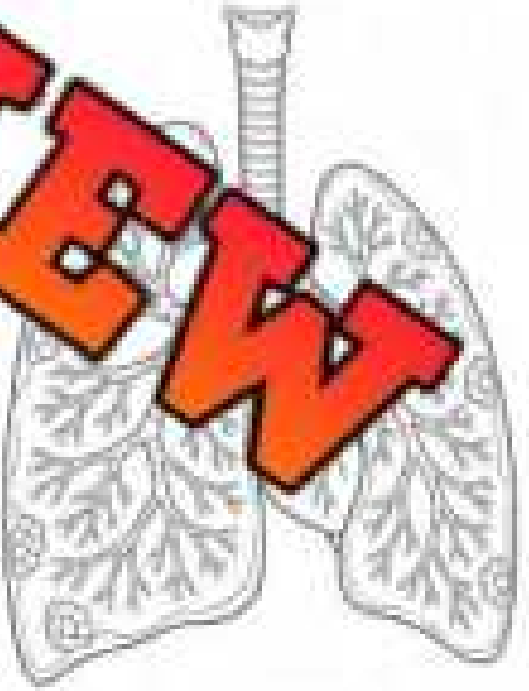
Meet Your Lungs

Your body has two lungs, tucked inside your chest. They are soft and spongy, almost like a sea sponge you might use in the bath. A healthy lung is a pinkish [illegible] and it is packed with millions of tiny [illegible] air sacks. You could never spot even one [illegible] your [illegible].



Two, But Not Twins

You have one lung on the left side of your chest and one on the right. Your curved rib cage wraps around both lungs like a safety cage, protecting them from bumps and bangs. But your two lungs are not perfectly matching — your left lung is a little smaller, leaving room for your heart right beside it.



Lung Team

Unlike your heart, your lungs are not muscles themselves — they can't move on their own. A dome-shaped muscle below your lungs, called your diaphragm, pulls down every time you breathe in and pushes back up every time you breathe out.

PREVIEW

Name: _____ 52

Multiple Choice Circle the best answer.

1) What colour are healthy lungs?		
A) Bright yellow	B) Pinkish-grey	C) Deep purple
2) What do your lungs feel like?		
A) Hard like a rock	B) Sharp and pointy	C) Soft and spongy
3) How many lungs do you have?		
	B) Two	C) Three
4) Which lung is smaller, to leave room for your heart?		
	B) Right lung	C) Neither
5) What protects your lungs from bumps?		
A) Your	ur rib cage	C) Your hair
6) What are your lungs full of?		
A) Tiny air pockets		C) Sand

PREVIEW

Define What do the terms below mean?

1) What does "**air pocket**" mean?	
2) What does "**diaphragm**" mean?	

What Would You Say? Answer what you would say in each moment.

1) You touch a model lung, and it feels hard like a rock. What would you say about real lungs?	
2) Someone tells you both lungs are the exact same size. What would you tell them?	

© Super Simple Science

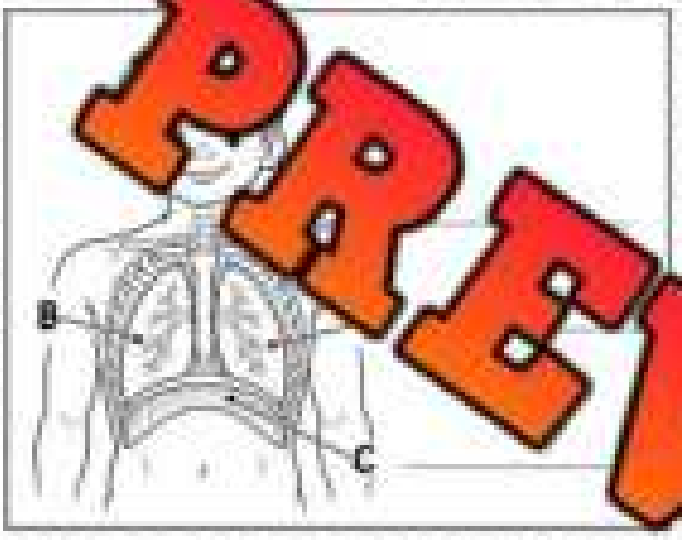
Exit Cards

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

Name: _____ Mark

Write the correct word next to each letter.

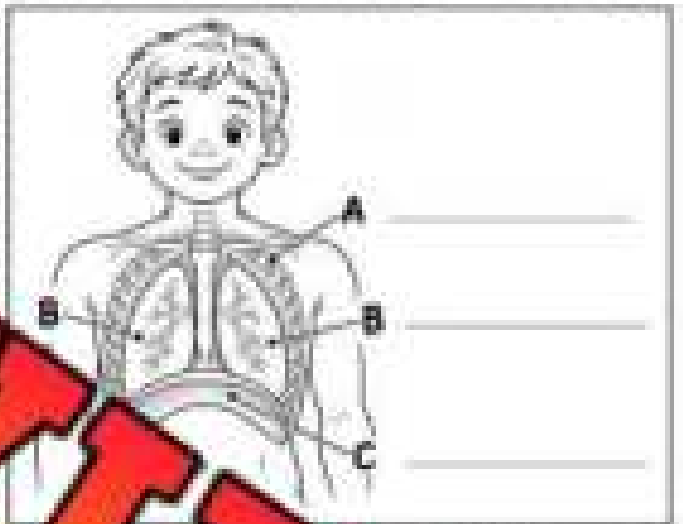
Word Bank: lung · rib cage · diaphragm



Name: _____ Mark

Write the correct word next to each letter.

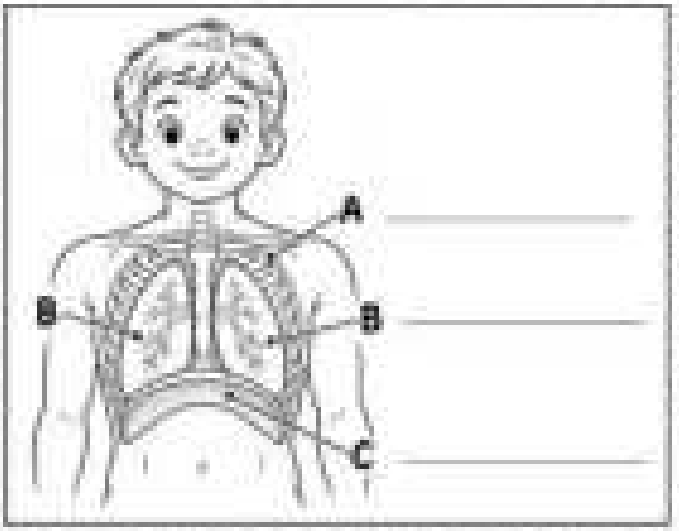
Word Bank: lung · rib cage · diaphragm



Name: _____ Mark

Write the correct word next to each letter.

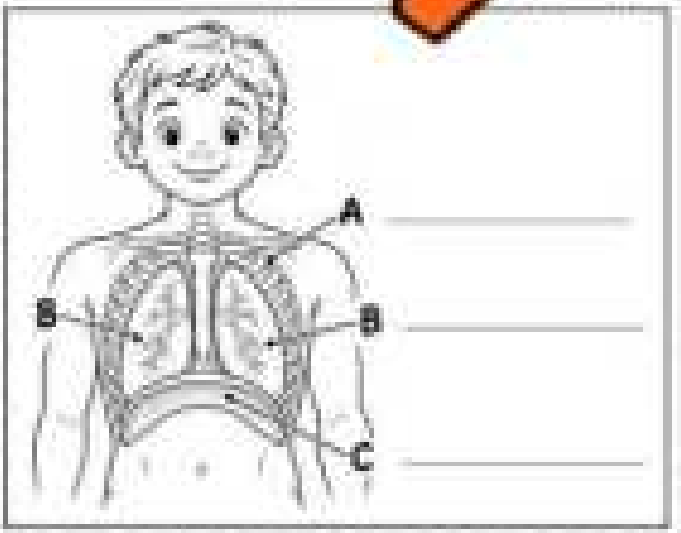
Word Bank: lung · rib cage · diaphragm



Name: _____ Mark

Write the correct word next to each letter.

Word Bank: lung · rib cage · diaphragm



PREVIEW

Name: _____ 55

Feeling My Lungs Fill with Air

Lungs Like Balloons

Your lungs work like balloons tucked inside your chest.

Breathe in, and air rushes inside, puffing them up bigger.

Breathe o… they shrink back down — over and

over, a…



Quiet Breath … Deep Breath

		Deep Breath
Chest	… a	Rises a lot
Rib cage	Barely m…	…es outward, big-time
When it happens	Sitting, resting, cal… …awn…	…huge breaths

Your Rib Cage: The Real Numbers

Your rib cage isn't just one bone — it's built from 12 pairs of cu… ribs, 24 in total. Every time you take a deep breath, your ribs lift up … …ing outward, just like the handle of a bucket lifting up.

How Many Breaths Is That?

While you're resting, you take about 20 to 30 breaths every single minute. Add that up, and by the end of today, you'll have taken about 30,000 breaths everyday — without ever once having to think about it. That is about 7 million breaths a year!

PREVIEW

© Super Simple Science
supersimplescience.com

Name: _____ 56

True or False

Read each sentence and decide if it is True or False.

1) Your rib cage is built from 14 pairs of ribs.	True	False
2) A deep breath makes your ribs lift and swing outward.	True	False
3) Quiet breathing makes your rib cage stretch outward a lot.	True	False
4) Resting breathing happens about 20 to 30 times a minute.	True	False
5) You take about 30,000 breaths in one single year.	True	False

Cause & Effect

Answer each question.

1) You breathe in deeply. What happens to your lungs?	
2) You breathe out all the air. What happens to your lungs?	
3) You take a deep breath on purpose. What do your ribs do?	
4) You yawn a big yawn. What kind of breath is that?	
5) Your lungs stretch and shrink every single breath, all day. What does that mean for how long they can keep going?	

PREVIEW

In Your Life

Talk about each question with a partner or your class.

1) Count your own breaths for one minute while sitting still. How many did you get?

2) Take one huge, deep breath. Can you feel your ribs lift and swing outward?

3) Put your hands on your rib cage. Can you feel all those curved bones?

4) Why do you think your rib cage barely moves during quiet breathing?

5) Why do you think it's helpful that breathing happens without you thinking about it?

© Super Simple Science

Name: _____ 87

Big Breath or Small Breath?

Skill: Deciding whether an activity needs a big breath or a small breath.

Instructions Look at each activity. Colour Big Breath or Small Breath.

Blowing Out Candles		Big Breath	Small Breath
Whispering a secret		Bre	Small Breath
Blowing up a balloon		Big Breath	Small Breath
Smelling a flower		Big Breath	Small Breath

PREVIEW

© Super Simple Stories

Name: _____ 62

Why We Breathe: The Job of the Lungs

Ask-a-Doctor Podcast — Why We Breathe

Host (Zara): Hi, friends! Today we're asking a real doctor why we breathe. Welcome, Dr. Bello!

Dr. Bello: Thanks, Zara! Lungs are way more amazing than people think.

Zara: Okay, what's the big job of our lungs?

Dr. Bello: They take oxygen out of the air — and it happens inside about 300 million tiny sacs called alveoli.

Zara: Whoa, 300 million?! That's huge!

Dr. Bello: If you spread them flat, they'd cover about as much area as a tennis court.

Zara: No way. So, what happens inside those tiny pockets?

Dr. Bello: A trade! Oxygen moves into your blood, and at the very same second, a leftover gas called carbon dioxide moves out of your blood and into the air.

Zara: Both things happen at once?

Dr. Bello: Yes — in less than one second, every single time you breathe.

Zara: Does breathing out ever empty your lungs all the way?

Dr. Bello: Never completely! A little air always stays behind, so your lungs never fully collapse.

Zara: So that's why breathing matters so much!

Dr. Bello: Exactly. Your muscles, your brain, your heart — none of them work without oxygen. Thanks for asking, Zara!

Zara: Thanks, Dr. Bello! Friends, now you really know what your lungs are doing.



PREVIEW

© Super Simple Science

Name: _____ 63

Vocabulary Answer each question in your own words.

1) What does "**alveoli**" mean?	
2) What does "**carbon dioxide**" mean?	

Cause & E Answer each question.

1) Yo ppens inside your millions of alveoli?

2) Your body nee en What happens if it doesn't get any?

3) You breathe out as hard as you po h. W happens to your lungs?

4) Your alveoli are spread out flat. What do they

Diagram Draw one tiny alveolus with oxygen going in one way and n dioxide going out the other way.

PREVIEW

© Super Simple Science

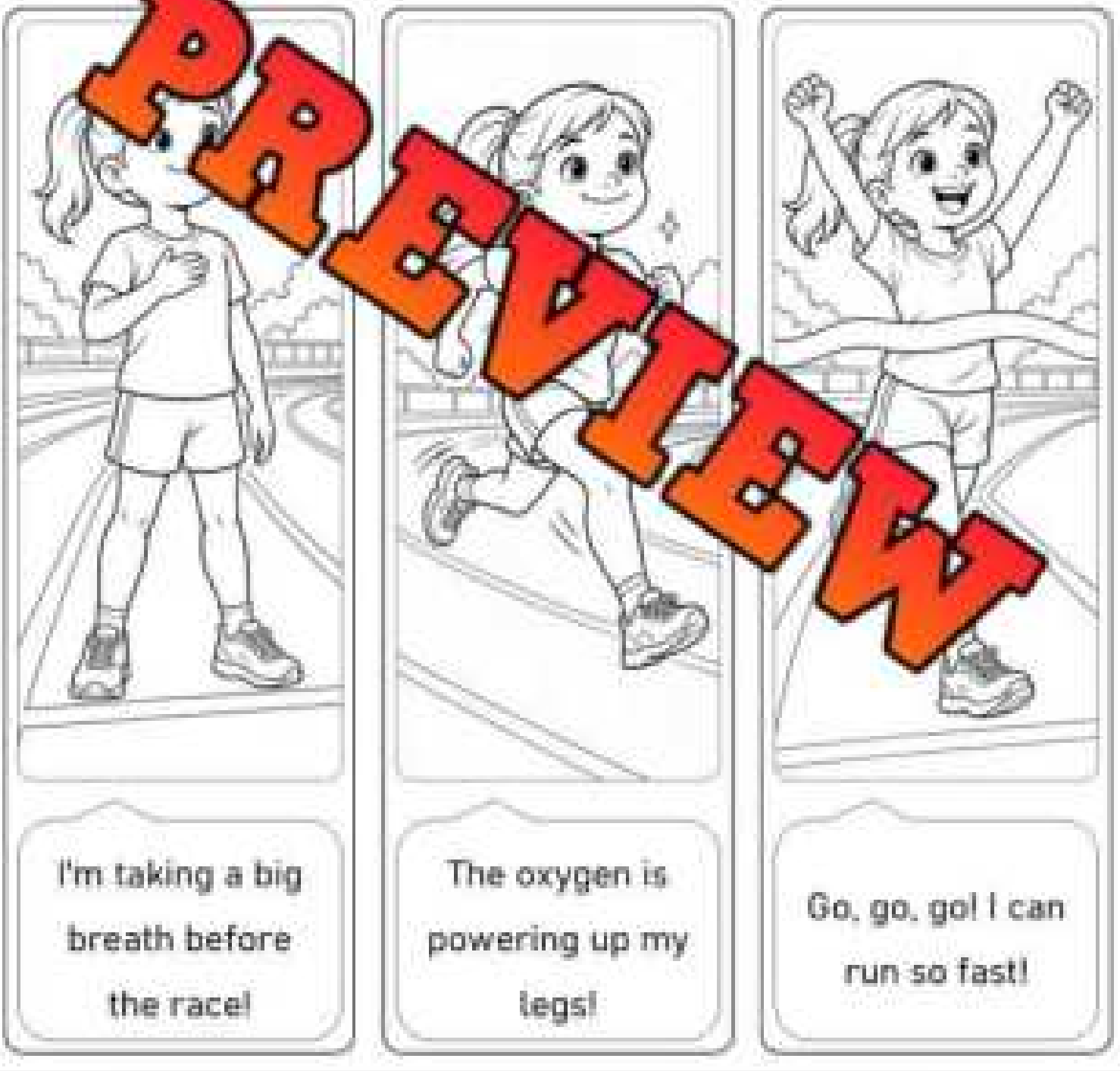
Name: _____ 64

Why We Breathe

Skill: Understanding that breathing brings in oxygen your body needs for energy.

On your mark, get set... breathe! Follow this runner through the race and see why a big breath helps her legs move fast.

Instructions Read and colour the comic strip below to find out why we breathe before we run and play!



PREVIEW

Name: _____ 67

Breath and Voice

Words About Your Voice

- **Voice box** — a small part in your throat where your voice is made.
- **Vocal cords** — two tiny folds inside your voice box that vibrate to make sound.
- **Bre** — the air that powers your voice; without it, no sound comes out.
- **P** — how high or low your voice sounds.
- **V** — how quiet your voice sounds.
- **Hum** — to sing gently with your mouth closed, using your



How Loud or Quiet

Push out a little breath, and your voice com quiet. Push out breath with a lot more force, and y com loud. You are in control of your own volume, any time you talk, sing, or shou



How High or Low

Try humming a high note, then a low one. When your vocal cords vibrate fast and tight, your voice sounds high. When they relax and vibrate slower, your voice sounds low. Singers use this control to make songs with all kinds of notes.

PREVIEW

Name: _____ 66

This or That Loud/Quiet or High/Low? Circle the correct match for each one.

1) Pushing out a little breath makes your voice:	Loud	Quiet
2) Pushing out breath with a lot of force makes your voice:	Loud	Quiet
3) Fast, tight vocal cord vibrations make your voice:	High	Low
4) Slower, looser vocal cord vibrations make your voice:	High	Low
5) Humming a very deep note is an example of:	High	Low
6) Humming a very squeaky note is an example of:	High	Low

Match Match each word to its meaning.

Pitch ○ ○ How loud or quiet your voice sounds

Breath ○ ○ Where your voice is made, in your throat

Voice box ○ ○ Air that powers your voice

Volume ○ ○ Tissues that vibrate to

Vocal cords ○ ○ [illegible] voice

PREVIEW

Short Questions Answer each question in your own words.

1) Put your fingers on your throat and hum. Can you feel it vibrate?

2) Why do you think every person's voice sounds a little different?

Name: _____ 71

Fact or Fiction: Lung & Breathing Facts

Objective — What are we learning about?

Students will listen to statements about lungs and breathing and walk to the 'Fact' or 'Fiction' side of the room based on what they believe. This game covers having two lungs, how breathing works, why we breathe, and how clean air keeps lungs healthy.

Materials — 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 space for students to move to either side



PREVIEW

Instructions — How will you complete the activity?

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

Name: _____ 72

Fact or Fiction Read the statements to the class.

#	Statement	Ans
1	Your right lung is bigger than your left lung.	Fact
2	Yawning happens because your lungs are too small.	Fiction
3	Sneezes can push air out faster than coughs.	Fact
4	Dee[illegible]ing can help your body feel calmer.	Fact
5	[illegible]orever without breathing out.	Fiction
6	A [illegible]ething from your airway.	Fact
7	Colder air [illegible]n it.	Fiction
8	Lungs float on wa[illegible]	Fact
9	Breathing fast always m[illegible]	Fiction
10	Talking uses your breath just [illegible]owing.	Fact
11	You can't breathe and swallow at the [illegible]	Fact
12	Holding your breath makes your lungs strong[illegible]	Fiction
13	You breathe out warm air, even when it's cold.	[illegible]ct
14	Coughing and breathing use totally different body parts.	Fiction
15	Blowing up a balloon uses your breathing muscles.	Fact
16	Exercise makes your lungs permanently bigger in size.	Fiction
17	Your lungs work harder when you climb stairs.	Fact
18	Breathing through your nose skips your lungs completely.	Fiction
19	Newborn lungs are pink and darken slowly over years.	Fact
20	Once smoke enters your lungs, it disappears instantly.	Fiction

PREVIEW

Name: _____ 73

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

Name: _____ Mark: ____

Is the statement true or false?

1) Hiccups happen from a sudden pull in your diaphragm.	True	False
2) Smoke fills your lungs the same as clean air.	True	False
3) Breathing through your nose still fills your lungs.	True	False
4) Your left and right lungs are the same size.	True	False
5) Whistling uses a slow, steady stream of breath.	True	False

Name: _____ Mark: ____

Is the statement true or false?

1) Hiccups happen from a sudden pull in your diaphragm.	True	False
2) Smoke fills your lungs the same as clean air.	True	False
3) Breathing through your nose still fills your lungs.	True	False
4) Your left and right lungs are the same size.	True	False
5) Whistling uses a slow, steady stream of breath.	True	False

Name: _____ Mark: ____

Is the statement true or false?

1) Hiccups happen from a sudden pull in your diaphragm.	True	False
2) Smoke fills your lungs the same as clean air.	True	False
3) Breathing through your nose still fills your lungs.	True	False
4) Your left and right lungs are the same size.	True	False
5) Whistling uses a slow, steady stream of breath.	True	False

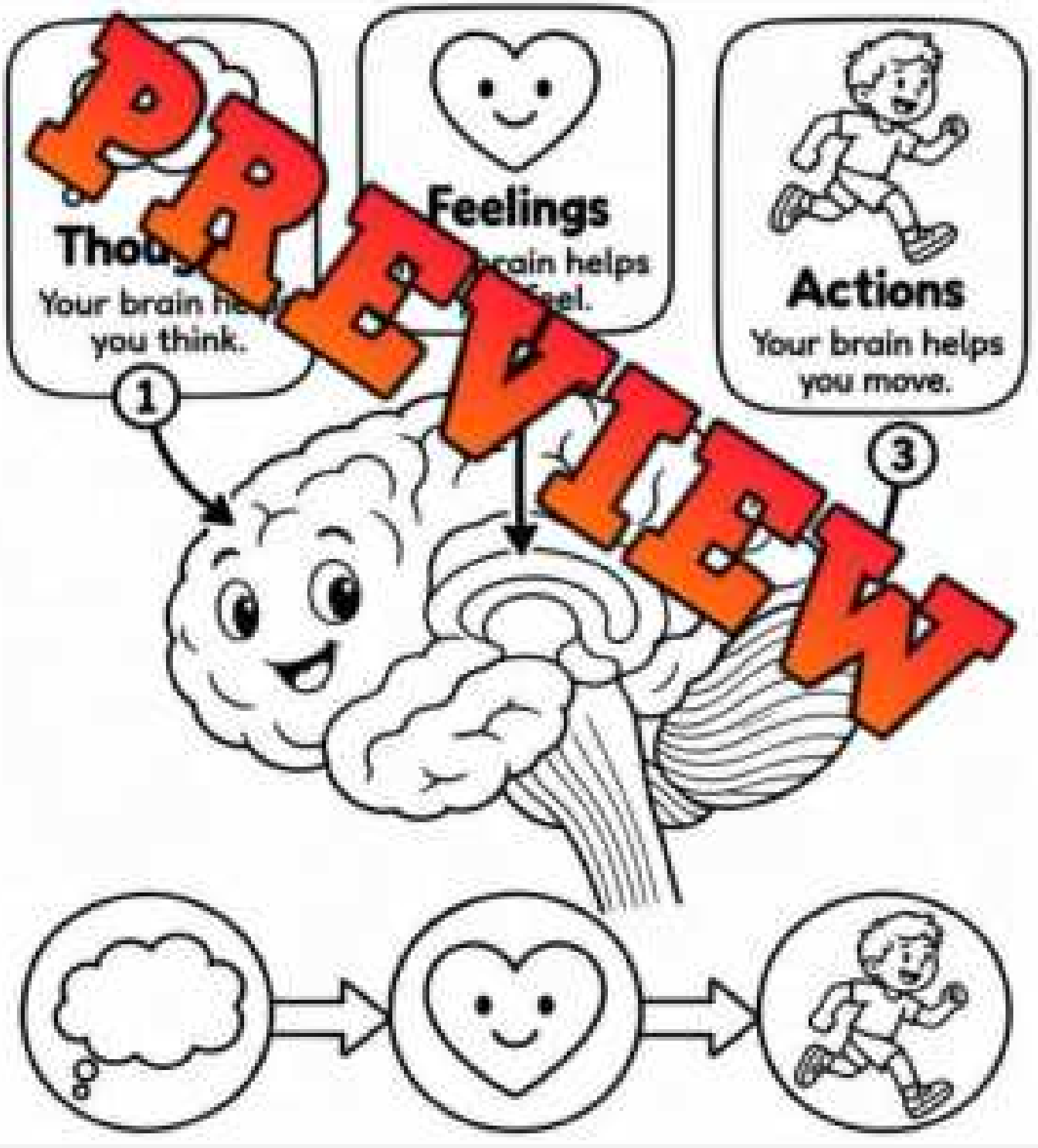
PREVIEW

Name: _____ 74

Meet Your Brain!

Your brain is in charge of so much! It helps you **think**, it helps you **feel**, and it helps your body **move**, all at the same time, every single day.

Instructions Colour in the picture below and learn what your brain does!



PREVIEW

© Super Simple Stories

Name: _____ 75

My Brain: Thoughts, Feelings, and Actions

Your Brain's Big Job

Your brain is in charge of three huge jobs, all day, every day: making your **thoughts**, noticing your **feelings**, and controlling your **actions**. It sends its messages through nerves — [illegible]ths that carry brain signals all throu[illegible] than you can blink.



Your Brain's J[illegible]ckl

- **Thoughts** — [illegible]ld with blocks, or rem[illegible]g friend's name
- **Feelings** — like feeling excited the n[illegible]or
- **Actions** — like telling your legs to run duri[illegible]f t

Even while you sleep, your brain keeps making thoughts. dream is. The more you practise an action, like riding a bike, the bet[illegible]r brain gets at controlling it.

How the 3 Jobs Work Together

Your three jobs are not separate — they team up. A feeling like excitement might make your brain choose an action, like jumping up and down. Your brain is working every second, linking your thoughts, feelings, and actions together.

PREVIEW

Name: _____ Y6

Curriculum Connections: y5/c3c, 6a

Vocabulary

Answer each question in your own words.

1) What does **"thought"** mean?	
2) What does **"feeling"** mean?	
3) What does **"action"** mean?	

Complete the Sentence

Fill in each sentence with the missing word.

1) Your brain's three big jobs are thoughts, feelings, and...	
2) Planning what to build with blocks is an example of a...	
3) Feeling excited before your birthday is an example of a...	
4) While you sleep, your brain keeps making thoughts — that's called a...	
5) Your brain sends messages through tiny paths called...	

PREVIEW

True or False

Read each sentence and decide if it is True or False.

1) Your brain takes full days off from working.	True	False
2) Practising an action can help your brain control it better.	True	False
3) Feelings have nothing to do with your actions.	True	False
4) Your brain stops working completely while you sleep.	True	False
5) Dreaming means your brain has completely shut down.	True	False

© Super Simple Poems

Name: _____ 85

Memory Game – Heart, Brain, and Lungs

Objective What are we learning about?

Students will match organ names and body-systems vocabulary to their meanings in a classic memory matching game. This reviews the vocabulary for naming the heart, brain, and lungs and helps students connect these words to what they do and where they are found in t

Materi eed for the activity?

- Set of Mem cards roup (provided)
- A small table or clear are



Instructions How will you complete the activity?

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

PREVIEW

© Super Simple Science

Name: _____ 86

Cards | Memory Game Cards

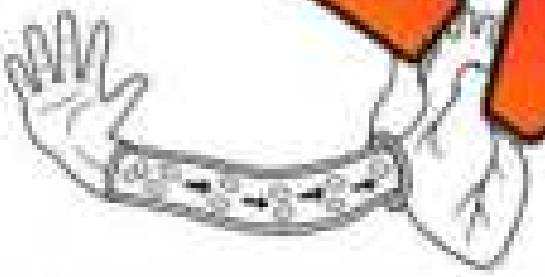
Heart		Pumps blood through your whole body so it can reach every single part
Brain		Controls your thoughts, feelings, and actions, and tells your body what to do
Lungs		[illegible] breathe air in and [illegible] body gets the [illegible]
Blood		A liquid tha[illegible] and oxygen all ar[illegible] your body to keep it working
Breath		The air you take in and let out every single time you breathe

PREVIEW

© Super Simple Science

Name: _____ 87

Cards | Memory Game Cards

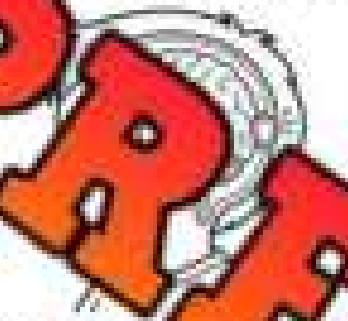
Pulse 	The beat you can feel on your wrist when blood moves through your body
Artery 	A tube inside your body that carries blood away from your heart to your body
Vein 	A tube inside your body that ... back toward ...
Diaphragm 	The muscle u... ...ngs that helps you bre...e air in and out
Oxygen 	Something found in the air that your whole body needs to stay alive

PREVIEW

© Super Simple Science

Name: _____ 88

Cards | Memory Game Cards

Chest		The part of your body where your heart and your lungs are found
Skull		The hard bone around your brain that helps keep your brain safe
Ribs		The ...ed bones that wrap ... protect your ... lungs
Exhale		The word fo... air out of your lungs and back into the air
Inhale		The word for breathing air into your lungs from the air around you

PREVIEW

© Super Simple Printables

Name: _____ 89

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

Name: _____ Mark

Read each meaning below and write the word that matches it.

Pum[illegible]od through your [illegible] can reach [illegible]	Controls your thoughts, feelings, and actions, and tells your body what to do

Name: _____ Mark

Read each meaning below [illegible] matches it.

Pumps blood through your whole body so it can reach every single part	[illegible]nt[illegible] thoughts, feelings, [illegible]act[illegible] and tells your body [illegible]

Name: _____ Mark

Read each meaning below and write the word that matches it.

Pumps blood through your whole body so it can reach every single part	Controls your thoughts, feelings, and actions, and tells your body what to do

PREVIEW

© Super Simple Science

Name: _____ 90

Social Media Post: If My Brain Isn't Healthy

MT **Milo T.** · following
@milo_thinks

Anyone else have days where your brain feels tired and foggy? What helps YOUR brain feel great?

2:47 PM · Apr 28, 2026 · 3,412 shares · 18,204 likes

8 comments

ZP **Zara_p** – Same!! Some days I'm tired even after just a little play, and I can't focus on anything.
♡ 987

TW **Theo_w** – Yes! I get grumpy too, and I forget stuff way more than usual on those days.
♡ 987

PM **Priya_m** – Honestly sleep is the big one for me. If I don't get enough sleep, and my brain feels so much better the next day.
♡ 1,530

ZP **Zara_p** – Yeah, I noticed that too! I also drink a lot of water, and my brain feels way sharper.
♡ 1,877

DL **Dani_l** – Wait, food matters too? I started eating way healthier lately and I have so much more brain energy!
♡ 412

TW **Theo_w** – For real! And taking quiet rest time, plus lots of fun playtime, both help my busy brain recharge big time.
♡ 2,341

PM **Priya_m** – Also just hanging out with people who really care about you makes your whole brain feel safe and happy too.
♡ 3,109

DL **Dani_l** – True! And if your brain feels tired or foggy a lot, just tell a trusted adult. Best first step ever.
♡ 1,187

PREVIEW

© Super Simple Reads

Name: _____ 91

Sign or Healthy Habit? Sort each one as a Sign (your brain needs a break) or a Habit (helps keep your brain healthy).

1) Feeling very tired even after just a little play.	Sign	Habit
2) Getting enough sleep every night.	Sign	Habit
3) Having trouble focusing on what you're doing.	Sign	Habit
4) Feeling extra grumpy or crabby.	Sign	Habit
5) Forget[illegible]ngs more than usual.	Sign	Habit
6) Drink[illegible]ter during the day.	Sign	Habit

Fill in the Blank [illegible] blank with the correct answer.

1) Drinking enough _____ helps your brain stay sharp.

2) Eating _____ [illegible] brain energy.

3) Taking quiet _____ [illegible] brain recharge.

4) Telling a trusted _____ is a great first st[illegible] ed or foggy.

Draw & Colour It Draw yourself doing one healthy habit that helps yo[illegible] sleeping, drinking water, or resting.

PREVIEW

© Super Simple Poems

Name: _____ 93

A Tired Brain

Skill: Recognizing what helps a tired, overwhelmed brain feel better.

Read Read Sam's diary entry below, then answer the question.

Dear Diary,

Today w[illegible]D loud! There was a fire drill, a noisy [illegible]y whole class was talking at [illegible] lunch [illegible]fternoon, my head felt full and fuzz[illegible]ouldn[illegible]straight.

I found a quie[illegible]he l[illegible]ook and sat there for a few min[illegible]wi[illegible] didn't even read it — I just breath[illegible]slowly, let things get calm.

After a little while, my brain felt so much better. I felt ready to learn again!

Your friend, Sam



PREVIEW

Respond What did Sam do to help their tired brain feel better?

© Super Simple Phonics

Name: _____ 96

If My Heart Isn't Healthy

Your Hard-Working Heart

Your heart works every single moment of your life, so it needs care too. The good news is that keeping your heart healthy can be part of your everyday fun.

Ways I Ca[n] My Heart Healthy

- [**Be**]ing active — running, jumping or dancing helps make your heart strong
- **Eating he[althy]** foods like fruits and vegetables
- **Getting enou[gh] sleep** [each night]
- **Drinking enough wa[ter]** throughout the day
- **Laughing** and spending time wi[th] people you love
- **Taking rest breaks** during active play



PREVIEW

A Normal Sign to Slow Down

After playing hard, it's normal for your heart to beat fast and for you to be out of breath — that's just your heart working hard, like it's supposed to! That's your body's cue to slow down and rest for a bit. If your heart ever feels racing when you haven't been moving at all, telling a trusted adult is a great idea.

Why This Matters

Your heart works for you every day, your whole life — so a little everyday care goes a long way in keeping it strong and happy.

© Super Simple Science

Name: _____ 97

Odd One Out Pick the one that does not belong and be ready to say why.

1) Which is NOT a way to help your heart stay healthy: running, eating vegetables, sitting all day long?

2) Which is NOT a heart-healthy habit: drinking water, skipping rest breaks, getting enough sleep?

3) Wh… that can make your heart feel good: Laughing, spending time … being alone and bored for hours?

Two Truths and a Lie …the two true ones. Mark ✗ the one lie.

	Moving your body can help mak… your heart strong.
	Sitting still all day makes your heart stronger.
	Running and playing are good for your heart.

	…enough sleep helps your … even while you …
	…oth… …o with your hea…

Draw & Colour It Draw a big, happy heart surrounded by healthy foods … people you love.

PREVIEW

Name: _____ 98

Song: Take Care of My Lungs

Sing to the tune of "Twinkle, Twinkle, Little Star"

Stanza 1

My lungs breathe air, day and night,
Keep them healthy, treat them right,
Fresh air helps them stay so strong,
Smoke and dust just don't belong.
lungs breathe air, day and night,
healthy, treat them right.

Stanza 2

feel strong.
long.
Cover each cough
Moving helps my lu
Running, jumping, all

Stanza 3

Resting helps my lungs feel new,
That's a healthy thing to do,
If I cough, or can't breathe right,
Tell a grown-up, day or night,
Resting helps my lungs feel new,
That's a healthy thing to do.

Closing Tag

Twinkle, twinkle, that's the way,
I care for my lungs, every day.











PREVIEW

© Super Simple Poems

Name: _____ 99

Yes or No Which Habits Help My Lungs? Check off Yes or No for each one.

1) Breathing fresh, clean air.	Yes	No
2) Staying near campfire or cigarette smoke.	Yes	No
3) Moving your body and exercising.	Yes	No
4) Taking a walk outside for fresh air.	Yes	No
5) Covering your mouth when you cough or sneeze.	Yes	No
6) Ignorin[illegible]n breathing feels hard.	Yes	No

Quest[illegible] [illegible]ch question in your own words.

1) If you stay [illegible]m[illegible]hat do you predict could happen to your lungs?

2) If you exercise regula[illegible]y[illegible]ll happen to your lungs over time?

3) If you notice you're coughing a lot, what do y[illegible]edic[illegible]ungs might need?

Draw & Colour It Draw yourself taking a walk outside, breathing [illegible]

PREVIEW

Name: _____ 100

Sing a Breath Song

Skill: Connecting breathing to singing and making music.

Instructions Read the song out loud together. Then fill in the missing rhyming words using the word bank.



Take a breath, in and _____ .

Feel your lungs move all about.

Sing a note both high and _____ .

Watch the music start to _____ !

low | out | flow

© Super Simple Stories

Name: _____ 108

Total
/

Unit Test

Healthy Brain, Heart, and Lungs

Mark	/

1. Where is your heart located?

A) Inside your head

B) Down inside your tummy

C) Inside your chest, a little right

D) Inside your chest, a little left

2. About how big is your heart?

A) About the size of your head

B) About the size of your fist

C) About the size of your thumb

D) About the size of your foot

3. What p… your lungs and heart?

A) Yo…

B) Yo…

C) Your skin

D) Your diaphragm

4. How many lungs does a person have?

A) One

B) Two

C) Three

D) Four

5. What colour is a heal…

A) Pink

B) Bright yellow

C) Deep purple

D) Solid black

…hat do your lungs feel like?

…e a rock

B) Sh… …inty

C… …nd …

D…

7. What muscle helps pull air into your lungs?

A) Your heart

B) Your skull

C) Your voice box

D) Your diaphragm

8. What … … … lungs called?

A) Alveoli

B) Vocal cords

C) Blood vessels

D) Nerves

9. What two things does blood carry in you?

A) Water and bones

B) Thoughts and feelings

C) Food and oxygen

D) Sound and breath

10. Where can you feel your own heartbeat?

A) Your elbow, knee, or ankle

B) Your thumb only

C) Your chest, neck, or wrist

D) Your hair

PREVIEW

© Super Simple Physio

Matching Draw a line to match each number and quantity to what it describes.

Mark /

About how many ribs are in your rib cage?	About 300 million
About how long does one full loop of blood take?	24
About how many breaths do you take a minute at rest?	20 to 30
About [illegible] alveoli fill your lungs?	About 30,000
About [illegible] do you take [illegible]	Less than one minute

Cause & Effect [illegible] Effects — finish each sentence.

Mark /

1) List 3 healthy habits that help take care of your **heart**.	
2) List 3 healthy habits that help take care of your **lungs**.	
3) List 3 healthy habits that help take care of your **brain**.	

PREVIEW

© Super Simple Physio

Odd One Out Pick the one that does not belong, and write why.

Mark /

1) Brain, heart, lungs, skull	
2) Skull, rib cage, windpipe	
3) Heartb… thought… actio…	
4) Pitch, … volume, voca…	
5) Oxygen, carbon dioxide, diaphragm, food	

Fill in the Blank Use the word bank to fill in… bl…

Mark /

Oxygen	Pink		…rteries
Blue	Veins	Lu…	…

1) Blood travels through tiny tubes called blood _____

2) Blood carries food and _____ to your body.

3) _____ carry oxygen-rich blood away from your heart.

4) _____ carry oxygen-poor blood back to your heart.

5) Some blood vessels look like tiny _____ lines under your skin.

6) After blood visits your fingers and toes, it heads back to your _____.

PREVIEW

© Super Simple Physio

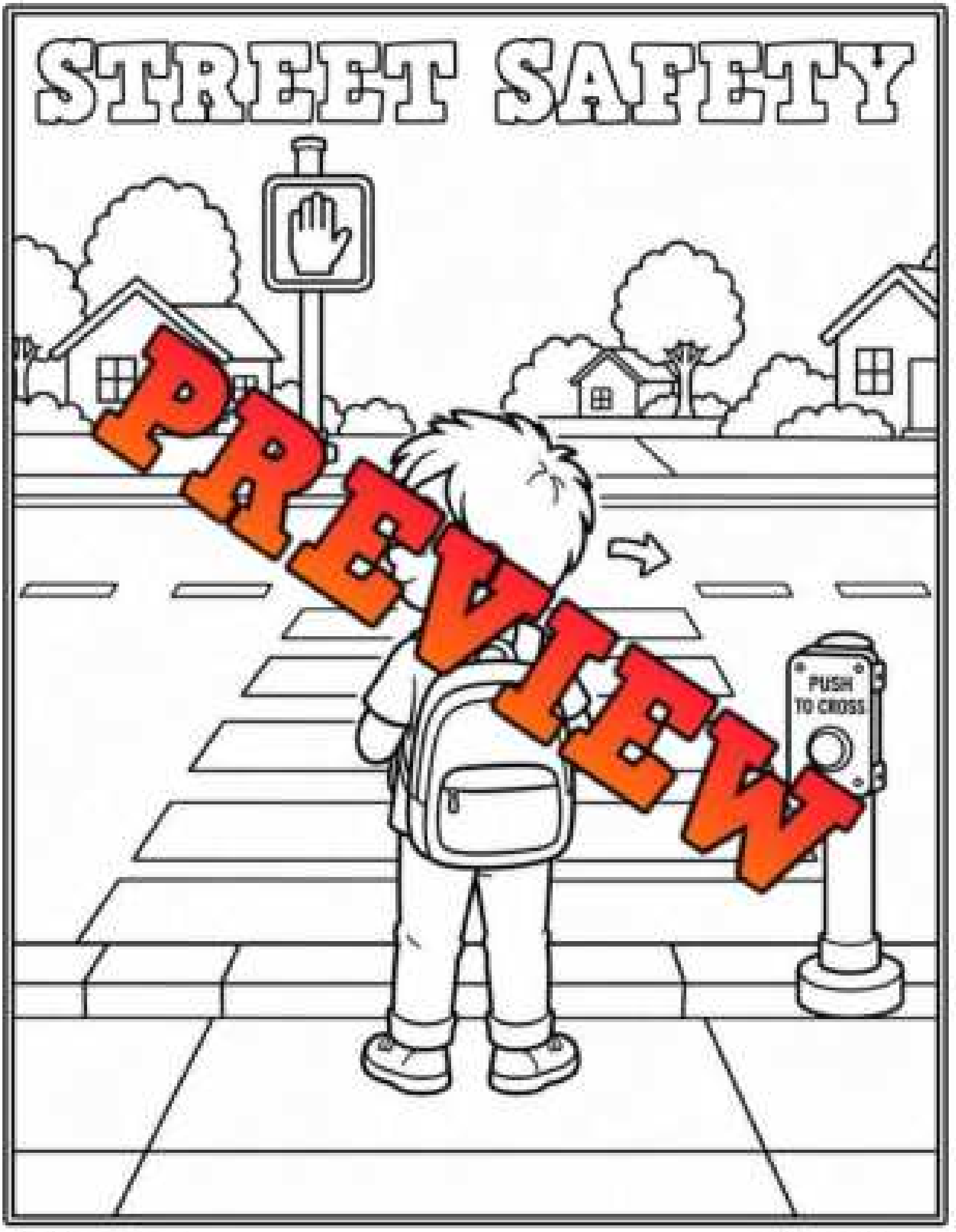
Workbook Preview

Grade 1 Health Unit
Street Safety

	Curriculum Expectations	Pages
USC1.4a	Use common and respectful language to talk about pedestrian/street safety (e.g., danger, risk, stop, look, and listen).	6–10, 15–17, 44–47
USC1.4b	Examine what is meant by danger (i.e., harmful consequences).	6–10, 54–57
USC1.4c	Observe and identify safe/unsafe practices in own family and community (e.g., crossing at corners or crosswalks as opposed to crossing wherever one wants to).	11–14, 23, 44–47, 54–57
USC1.4d	Recognize possible street dangers (e.g., stray animals, traffic, strangers, gang behaviours, isolated areas, dangerous items [including needles]).	9, 28–36, 85–90, 93–94
USC1.4e		
USC1.4f		47
USC1.4g		
USC1.4h	Describe additional expectations for pedestrian safety (e.g., know parents'/caregivers' telephone number or other ways to make contact; always let a trusted adult know where you are going and the 'path' you are taking; walk with a buddy; follow established bussing, walking, and biking routes; cross at pedestrian crossings, "Point, Pause, Proceed" at cross walks/corners).	14, 58–81, 99–105
USC1.4i	Identify and practise ways to exercise avoidance, caution, and/or refusal in potentially dangerous situations (e.g., seek out a safe adult, say no, walk away, "be a tree" around strange dogs [hold your branches – hands, watch your roots grow – feet, count in your head until the dog goes away or help comes], stay away from animals if they are feeding or with their young).	54–57, 82–105
AP1.1	Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours.	13–14, 23, 36, 62, 68–75, 77–81, 84

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

© Super Simple Resources
supersimpleresources.com


STREET SAFETY
PREVIEW
PUSH
TO CROSS

Name: _____ 6

Danger and Risk

What Danger Means

Danger means something could lead to real harm — a true chance of getting hurt.

There are three specific kinds: **physical harm**, like a car not stopping at a crosswalk or touching a hot stove; **getting lost**, like wandering in a crowd or down the wrong aisle; and **being separated from a trusted adult**, like losing sight of them at the mall or park.



What Risk Means

Risk is different from danger. Risk means not knowing which way something will go — some outcomes could be fine, and some could lead to danger. Crossing the street just as a light is about to change might work out fine, or a car might not stop in time. Walking near a dog you don't know might be fine and friendly, or the dog might feel scared and snap.



How They're Different

Danger is the harm itself. **Risk** is the uncertain moment before you know how things will turn out. Noticing a risky moment — before you know the outcome — is the first step to choosing safely.

PREVIEW

Name: _____ 7

Define What do the terms below mean?

Danger	
Risk	

Danger or Risk? Read each scenario and choose the letter with the correct answer.

1) Layla is about to cross the street as the light turns yellow. She isn't sure if a car will stop in time.		
A) Danger		C) Neither
2) Grace sees a dog on a leash across the street. She isn't sure yet if it's friendly.		
A) Danger	B) Risk	C) Neither
3) Malik is riding his bike without a helmet and has fallen off. He scrapes his elbow.		
A) Danger	B) Risk	C) Neither
4) Priya is sitting quietly at her desk, colouring a picture.		
A) Danger	B) Risk	C) Neither
5) Amir wanders away from his group at a fair and can't see any of his friends.		
A) Danger	B) Risk	C) Neither

Sort It Sort each danger as Getting Lost, Physical Harm, Separated from an Adult

1) Running with scissors.	
2) Wandering down the wrong aisle in a store.	
3) Turning around in a store and your mom isn't there.	

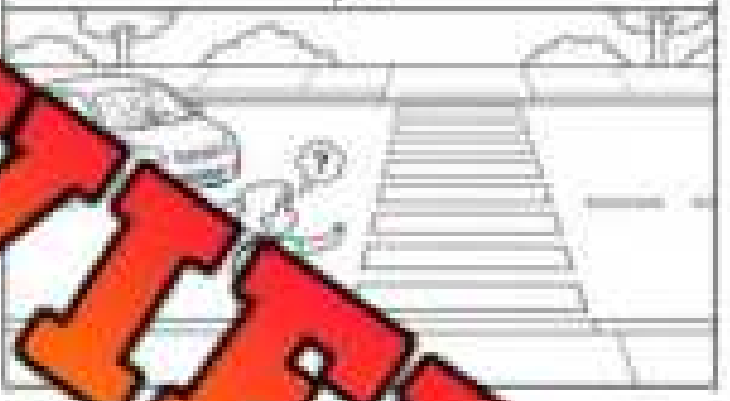
PREVIEW

Name: _____ 6

Danger vs. Risk — What's the Difference?

Skill: Telling danger and risk apart.

Compare & Reflect Read each column. Then add your own example of a danger and a risk in the bottom row.

DANGER What it means S… that can hurt me.	RISK What it means Not knowing what might happen.
Example A …	Example Not knowing if a driver has seen me yet.
	
Your own example	… example

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 9

Case File: Dangerous or Not?

Skill: Telling the difference between something dangerous and something safe, out in my community.

Instructions Look at each case below. Circle DANGEROUS or NOT DANGEROUS.

A strange dog growling at you



Dangerous | Not Dangerous

Waiting for the crossing guard to wave you across



Dangerous | Not Dangerous

Running into a street full of traffic



Dangerous | Not Dangerous

Walking to school holding a trusted adult's hand



Dangerous | Not Dangerous

Picking up a needle found on the sidewalk



Dangerous | Not Dangerous

Dangerous | Not Dangerous

PREVIEW

© Super Simple Sheets

supersimplesheets.com

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) Danger means a real chance something harmful could happen.	T / F
2) Risk means you already know exactly what will happen.	T / F
3) Crossing when a light is about to change is risky.	T / F
4) Noticing a risky moment can help you choose safely.	T / F

Name: _____ | Mark

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

1) Danger means a real chance something harmful could happen.	T / F
2) Risk means you already know exactly what will happen.	T / F
3) Crossing when a light is about to change is risky.	T / F
4) Noticing a risky moment can help you choose safely.	T / F

Name: _____ | Mark

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

1) Danger means a real chance something harmful could happen.	T / F
2) Risk means you already know exactly what will happen.	T / F
3) Crossing when a light is about to change is risky.	T / F
4) Noticing a risky moment can help you choose safely.	T / F

Name: _____ | Mark

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

1) Danger means a real chance something harmful could happen.	T / F
2) Risk means you already know exactly what will happen.	T / F
3) Crossing when a light is about to change is risky.	T / F
4) Noticing a risky moment can help you choose safely.	T / F

PREVIEW

Name: _____ L1

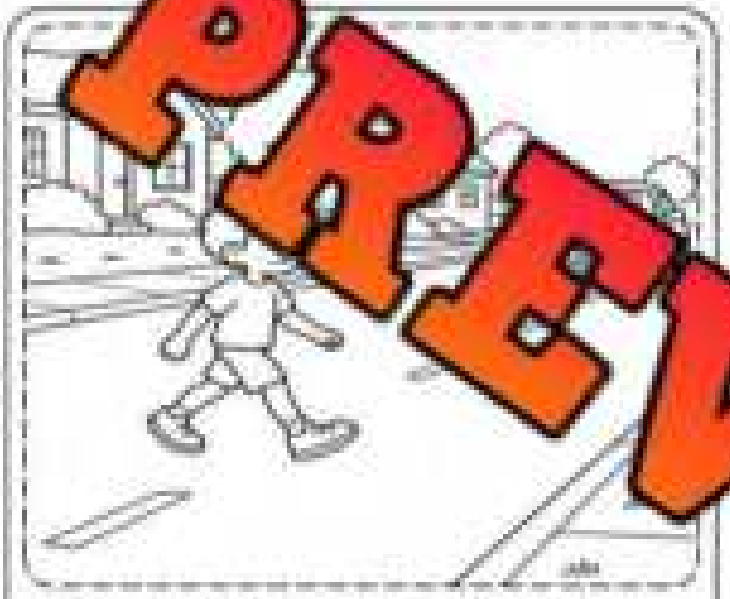
Spot the Safe Choice!

Skill: Telling a safe street habit apart from an unsafe one.

Some habits keep us safe near streets and traffic, and some habits are risky. Safe habits — like crossing at a marked crosswalk — help keep us safe from cars. Let's compare some real examples!

Instruct For each pair below, colour the safer choice.

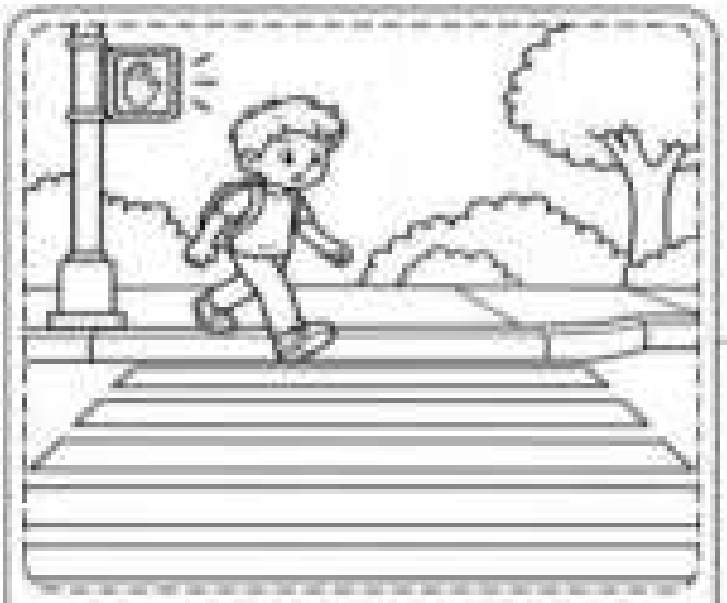
PREVIEW



Crossing in the middle of the street



[illegible] crosswalk



Crossing on the red light



Waiting for the walk signal

© Super Simple Sheets

Name: _____ L2

Instructions | For each pair below, colour the safer choice



Walking alone on the road



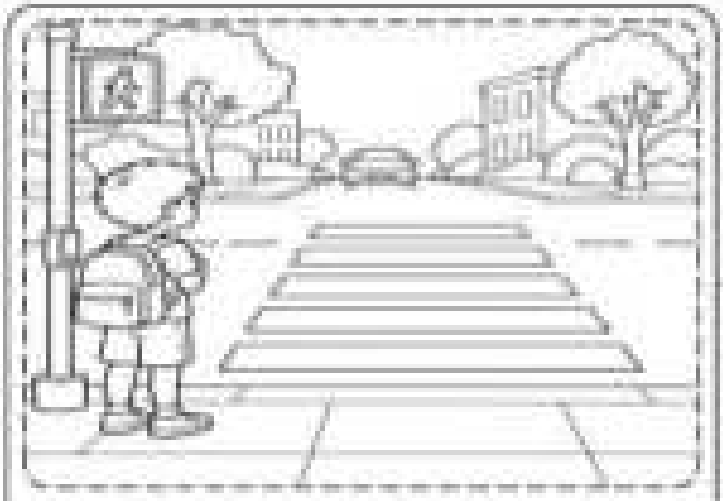
Walking on the sidewalk



Standing alone near traffic



Holding a grown-up's hand



Stopping to look both ways



Running into the street without stopping

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 18

Danger: Stray Animals

Signs of a Stray

A stray animal is one without an owner nearby to look after it. You can often tell by watching for a few real signs: no collar or tag, wandering alone with no person ... moving in a jumpy or unpredictable ... sniffing, then suddenly darting somewhere else.



A Family Pet	A Stray or Unknown Animal
Wears a collar or leash	Has no collar or tag
Stays close to its owner	Wanders alone, ignores one calling it
Moves in a calm, familiar way	Moves in a jumpy, unpredictable way

Why "Friendly-Looking" Isn't Enough

An animal can look calm and still act unpredictably — even a sc... can turn into a snap in seconds if the animal feels scared or cornered. Because you don't know this animal's history, you can't guess how it will react, even if it looks gentle. That's exactly why these signs matter most in the moment before you decide whether to go near an unfamiliar animal at all.



PREVIEW

Name: _____ 19

Define What does the term below mean?

Stray Animal	_____

Multiple Choice Is this a Stray sign or a Family Pet sign?

1) The ... collar or tag.	A) Stray sign	B) Family pet sign
2) ... person calling its na...	A) Stray sign	B) Family pet sign
3) The anim... suddenly darts ...	A) Stray sign	B) Family pet sign
4) The dog is wander... one around.	A) Stray sign	B) Family pet sign

Draw & Colour It Draw and col... below.

1) Draw a family pet, with a collar and an owner nearby.	... with no collar and ...

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 20 _____

Clip It: Stray or Family Dog?

Skill: Noticing the signs that tell a stray animal apart from a family pet.

Instructions Cut out the 6 cards at the bottom of the page. Clip or glue each one onto the correct zone below.

STRAY
clip cards here

PREVIEW



No collar, wandering alone



A leash held by a person



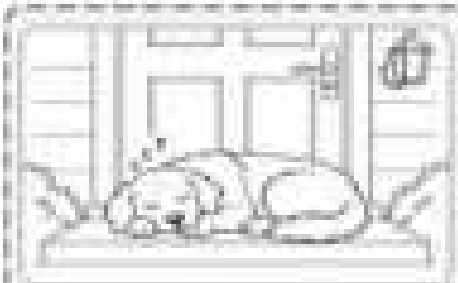
Growling and pacing



Sniffing alone around the schoolyard



A name tag visible on the collar



Sleeping at the door of a house

© Super Simple Sheets

supersimplesheets.com

Name: _____ 21

Danger: Traffic

Traffic Isn't Just "Watch for Cars"

Cars and trucks are big, heavy, and fast. Even the best driver can't always stop right away. That's why you should watch for a few real dangers, not just cars in general.

Traffic [illegible] Checklist

- **Driver [illegible]n't see you.** Drivers can miss you [illegible] at a busy corner.
- ✓ **A car that [illegible]** turning at a red light may [illegible] for
- ✓ **A car or truck backing up.** A [illegible] of a driveway may not see you behin
- ✓ **A bike on a shared path.** Bikes move fast [illegible] see you if you're not looking.



The danger is always the same: something big and fast is movin[illegible] may not stop in time — even if the driver wants it to.

Some Helpers Keep You Safer

A red light means stop, and a green light means go. A crossing guard holds up a sign, so cars stop for you. These helpers make crossing easier, but you should still look both ways every single time.

PREVIEW

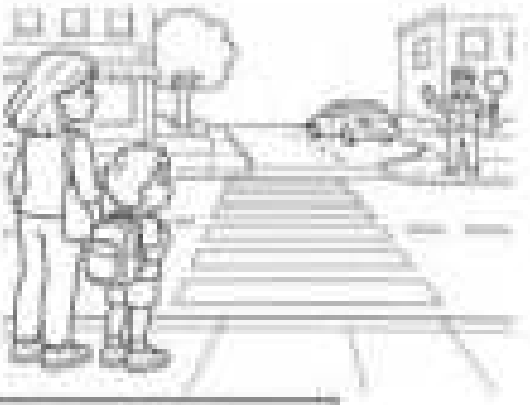
© Super Simple Sheets

Name: _____ 22

Sequencing

These steps are *mixed up*. Write the number (1–4) showing the correct order for each set.

	Cross when it looks clear.
	Stop at the edge of the street.
	Watch for cars that might be turning.
	…then right, then left again.



Fix …

…entence has a mistake. Fix it to make it true.

1) You don… …k fo… …cars at a crosswalk.

2) Bikes on shared paths …ov… …d.

3) A truck backing up can always see everythi… …nd …

4) A car turning at a red light doesn't need to check …

5) A green light means you never have to look both ways.

PREVIEW

In Your Life

Talk about each question with a partner or your class.

1) Think of a street you cross a lot. What do you check first?
2) Think of a driveway near your home. How do you stay safe walking by it?
3) Have you walked or biked on a path with others? How did you stay safe?
4) Why does looking both ways twice help, even at a crosswalk?

© Super Simple Pages

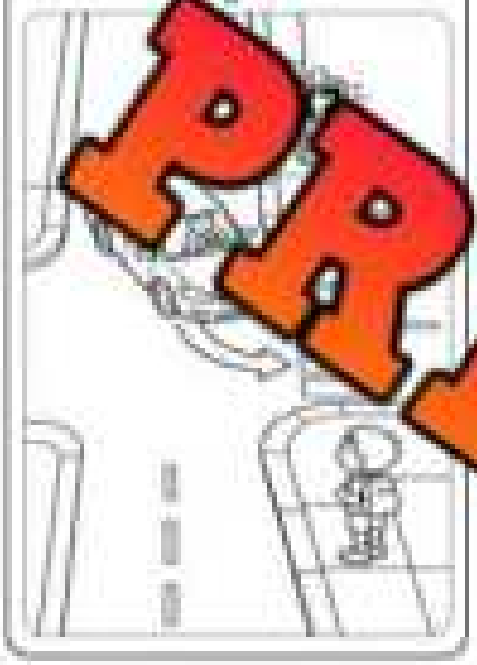
Name: _____ 23

Case File: Watch Out or Safe to Go?

Skill: Reading traffic situations to know when it's safe to go.

Instructions Colour the safe cases green. Colour the Watch Out cases red.

A car turning on a red light



A truck backing out of a driveway



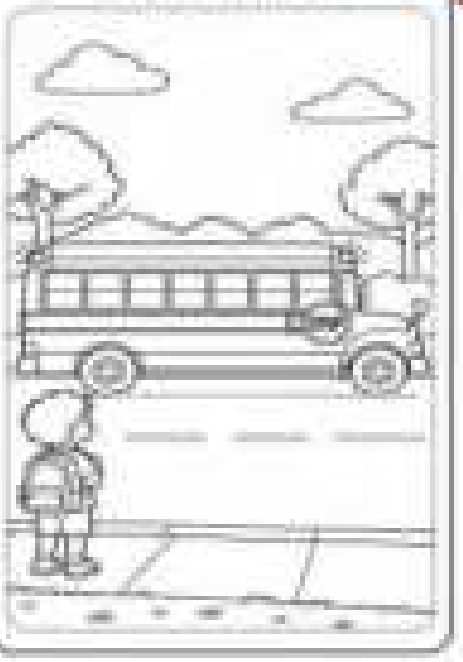
A cyclist riding on a shared path

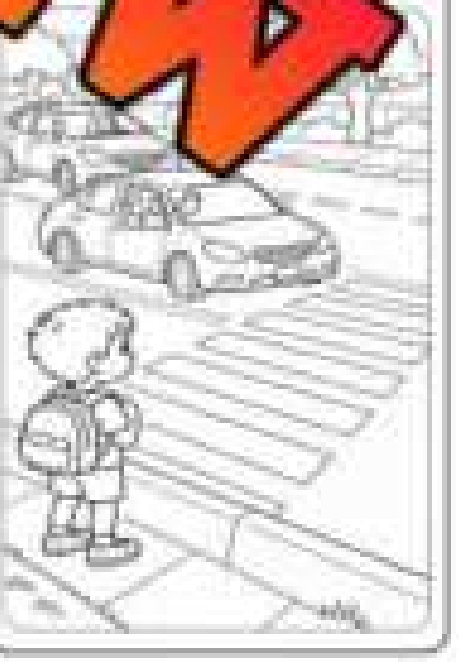


A delivery van with lights flashing



A school bus with stop-arm out





PREVIEW

© Super Simple Sheets

supersimplesheets.com

Exit Cards

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

Name: _____ Mark ____

Circle DANGER or SAFE for each one.

1) A crossing guard holding up a sign.	DANGER	SAFE
2) Looking both ways before crossing.	DANGER	SAFE
3) A truck backing out of a driveway.	DANGER	SAFE
4) A bike moving fast and quiet on a shared path.	DANGER	SAFE
5) Waiting for a green light before you go.	DANGER	SAFE

Name: _____ Mark ____

Circle DANGER or SAFE for each one.

1) A crossing guard holding up a sign.	DANGER	SAFE
2) Looking both ways before crossing.	DANGER	SAFE
3) A truck backing out of a driveway.	DANGER	SAFE
4) A bike moving fast and quiet on a shared path.	DANGER	SAFE
5) Waiting for a green light before you go.	DANGER	SAFE

Name: _____ Mark ____

Circle DANGER or SAFE for each one.

1) A crossing guard holding up a sign.	DANGER	SAFE
2) Looking both ways before crossing.	DANGER	SAFE
3) A truck backing out of a driveway.	DANGER	SAFE
4) A bike moving fast and quiet on a shared path.	DANGER	SAFE
5) Waiting for a green light before you go.	DANGER	SAFE

PREVIEW

Name: _____ 25

Danger: Strangers

Who Is a Stranger?

A stranger is someone you and your grown-ups don't know yet. Seeing a stranger isn't unsafe by itself — walking by or sitting nearby isn't wrong. What matters is what th

Watch for These	
Do	Why It's Not Safe
Asks you to come closer to their car	You don't need to stand by a car to talk
Offers you a ride so	Your grown-up already knows your
Offers candy or a toy to lead you	to get you to leave is a warning
Asks you to keep a secret from your grown-up	Grown-ups do not ask you to hide from mom

PREVIEW

The Same Warning, Every Time

No matter which one happens, it looks the same: someone you don't know wants you to go somewhere, get closer, or hide something.



A Stranger Can Help, Too

Not every stranger is unsafe — some can help you! A store worker, someone in a uniform, or a mom with kids nearby can be safe to ask for help.

Name: _____ 26

Two Truths and a Lie

Read each group. Tick ✓ the two true ones. Mark ✗ the one lie.

	A stranger is just someone you don't know yet.
	All strangers are unsafe.
	A stranger nearby is not always un

	A ride offer from someone new is a safe way to make a friend.
	A gift used to get you to go somewhere is a warning sign.
	A surprise ride offer is a warning sign.

Better

d each scene and circle the letter that has the better answer.

1) A ger ride. Better choice:

A) Say a gr	B) Get in if they seem nice

2) A stranger asks r car. Better choice:

A) Stay where y	Walk closer to hear them

3) A stranger offers you candy to go ere m. Better choice:

A) Go quietly	ay a grown-up

4) A stranger asks you to keep a secret from y ice:

A) Agree to keep it	B) Te wn

5) A stranger sits nearby reading a book. Better choice:

A) Just notice what they do	B) Think they're u

PREVIEW

In Your Life

Answer each question in your own words.

1) What would you do if a stranger asked you to come closer to their car?

2) What's one warning sign from this topic you'll remember?

Name: _____ 29

Danger: Isolated Areas

What Makes a Place Empty

Some places have very few people around — maybe none at all. It would be hard to get help fast if something went wrong there.

- An empty alley with no shops or windows facing it
- A street at night, with no lights and no cars going by
- A path far from other walkers or joggers

Why a Busy Street Is Safer

A busy street with shops, people, and cars going by means help is close if you need it. An empty alley has none of that — no one to notice you, and no one nearby to call to.



The Safer Choice

Picking the busier street over the shorter, empty one is a real safety choice — even when the empty path looks like a shortcut.

A Few Extra Minutes

Walking the longer, busier way might take a few more minutes. That's worth it: those minutes get you shops, lights, and other people the whole way, instead of an empty stretch where no one would notice you.

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 30

True or False Is the statement true or false?

1) An isolated area usually has plenty of people around.	True	False
2) A busy street makes it hard to find help.	True	False
3) A dark trail far from hikers makes help hard to find.	True	False
4) A shortcut through an isolated area is the safest path.	True	False
5) Shop[illegible]eetlights can help you feel noticed and safe.	True	False

Sor[illegible] [illegible] into Busy or Isolated.

1) A street [illegible]ops [illegible]pers	Busy	Isolated
2) An empty back[illegible]	Busy	Isolated
3) A trail section far from[illegible]er	Busy	Isolated
4) A dark path with no traffic	Busy	Isolated
5) A sidewalk with people walking by	[illegible]y	Isolated

Question Why might a shortcut not be the sa[illegible]

Rank it Rank each set of three places from Safest (1) to Least Safe (3).

An empty dark alley	A quiet street with houses	A busy street with shops

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 31

Mia Notices the Warning Sign

Skill: Noticing an unsafe situation and knowing the right response.



PREVIEW

Read Read carefully be

Mia was walking home from school when a car slowed down beside her. Someone she didn't know rolled down the window and said, "Get in. I can get you home faster!" Mia's tummy felt funny. She said no thank you and kept walking toward the busy street where lots of people could see her. As soon as she got home, she told her mom exactly what happened.

Answer Write your answer on the line for each question.

1) What exact thing did the stranger do that was unsafe?

2) What did Mia do right?

© Super Simple Poems
supersimplesheets.com

Name: _____ 32

Count Who's Around

Skill: Noticing how many people are nearby to help if I need it.

Instructions Count how many people you see in each picture. Mark one box in the tally strip for each person.



THE BUSY STREET

HOW MANY PEOPLE?

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

HOW MAN

☐ ☐ ☐

PREVIEW

The busy street has _____ people. The quiet lane has _____ people.

Which feels safer to walk through alone? _____

Why? _____

_____

© Super Simple Rooms

supersimplesheets.com

Exit Cards

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

Name: _____ Mark ____

Circle SAFE or RISKY for each place.

1) A busy street with shops and people walking.	SAFE	RISKY
2) A part of a trail far from other walkers.	SAFE	RISKY
3) A dark path at night with no lights.	SAFE	RISKY
4) A street where cars are going by.	SAFE	RISKY
5) An empty alley with no windows facing it.	SAFE	RISKY

Name: _____ Mark ____

Circle SAFE or RISKY for each place.

1) A busy street with shops and people walking.	SAFE	RISKY
2) A part of a trail far from other walkers.	SAFE	RISKY
3) A dark path at night with no lights.	SAFE	RISKY
4) A street where cars are going by.	SAFE	RISKY
5) An empty alley with no windows facing it.	SAFE	RISKY

PREVIEW

© Super Simple Pages www.supersimplesheets.com

Name: _____ 36

Never Touch, Always Tell

Skill: Knowing what to do if I find something dangerous.

Don't Touch These

If you ever see something like this, remember: never touch it.

A needle



Broken glass



An unknown pill bottle



PREVIEW

My Promise Checklist

Check each box if you p

	I would NOT touch it.
	I WOULD tell a trusted adult right away.
	I would point out exactly where it is instead of moving it.

I promise to Never Touch, Always Tell.

_____

© Super Simple Poems

supersimplesheets.com

Name: _____ 37

Signs That Slow Cars Down

Colour each sign to match its description

Stop Sign



This sign is red and [illegible] shape you won't see [illegible] sign. It means every car must come [illegible] a full stop, even if the street looks empty.

Yield Sign



This sign is a red and white [illegible] that points down. It tells [illegible] to slow way down and let [illegible] people go first before [illegible] ahead.

School Zone Sign



This five-sided sign is bright yellow-green. It tells drivers to drive much slower near a school, especially when kids are arriving in the morning or leaving in the afternoon.

[illegible]



This diamond-shaped sign is also bright yellow-green. It warns drivers that kids might be playing close to the road, so drivers need to watch closely and slow down.

PREVIEW

© Super Simple Sheets

Name: _____ 38

Signs That Warn You

Colour each sign to match its description

Railway Crossing Sign



Shaped like a big white [illegible] with black letters, this sign warns [illegible] tracks cross the road just ahead. Trains are heavy and take a long time to stop, so look and listen carefully.

Pedestrian Crossing Sign



[illegible] sign is a yellow diamond with a black picture of a person [illegible] warns drivers that people [illegible] the road right at that [illegible]

Sidewalk Closed Sign



This orange sign with black letters tells you the sidewalk ahead is blocked, maybe for workers fixing something. It means you need a different, safe path to walk.



This sign is also a yellow diamond, but it shows a black picture of a deer instead of a person. It warns drivers that wild animals might suddenly run across the road nearby.

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 39

Lights and Signals

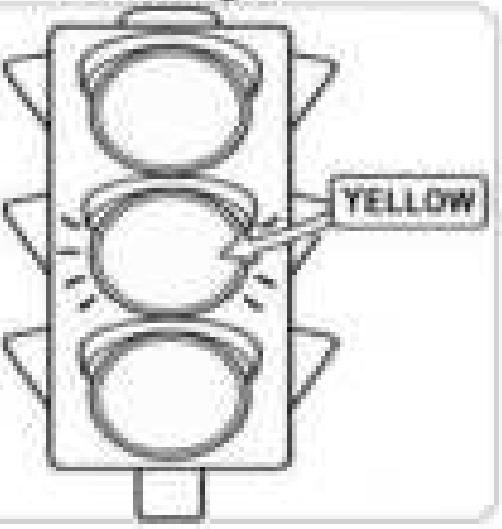
Colour each sign to match its description

Red Light



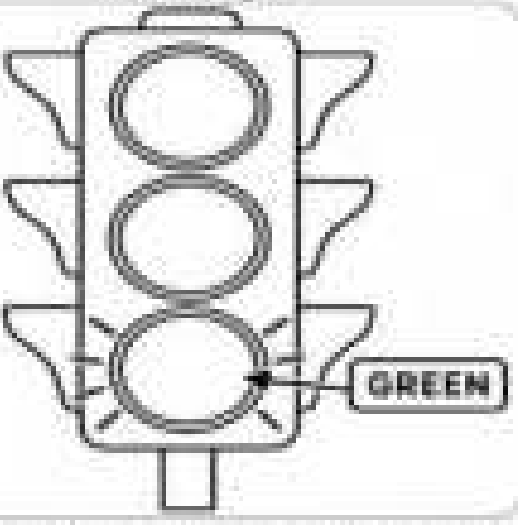
When the light is red, [illegible] come to a full stop, and you wait patiently before you step onto the road.

Yellow Light



A yellow light means cars are [illegible] to slow down and get ready to [illegible] the light is about to [illegible] red.

Green Light



A green light means cars may go, but you should still stop, look both ways, and check for turning cars before you cross.



When you see a white walking person, it means you may start crossing. When the red hand starts flashing, it means don't start crossing.

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 40

Marks and Helpers on the Road

Colour each picture to match its description.

Crosswalk Lines



These are the white [illegible] painted [illegible] right on the road. They [illegible] exactly where it is safest to [illegible] always try to walk between the [illegible] instead of outside them.

Crossing Guard



[illegible] is a grown-up in a bright orange [illegible] who holds up a red stop paddle [illegible] affic and uses hand signals [illegible] the exact moment it is [illegible] cross.

Push-Button Signal



This is a small yellow button standing next to a crosswalk. Pressing it tells the traffic light that someone is waiting to cross, so the walk signal can turn on sooner.

[illegible]



This is a low bump, painted with yellow and black stripes, built into the road. It makes cars slow down as they drive over it, which helps keep people walking nearby safer.

PREVIEW

Name: _____ 41

What Does It Mean?

Answer each question in your own words.

1) What does a Stop sign tell drivers to do?
2) What does a push-button signal do?
3) Wh… …y Crossing sign warn you about?
4) What do… …mp… …s?
5) What does a flashing re… …ll

PREVIEW

Colour Clues

Answer each question abo… …ol…

1) Which colour tells cars to stop?	
2) Which colour tells cars to slow down and get ready?	
3) Which colour means cars may go?	
4) Which colour is a Yield sign?	
5) What colour flashes on a Don't Walk hand signal?	
6) What colour is the walking person on a Walk signal?	

© Super Simple Sheets

Name: _____ 42

Right Move

Decide what you should do in each situation.

1) The Walk signal shows a white walking person. What should you do?	
2) The hand is flashing red and counting down. What should you do?	
3) A crossing guard raises the stop paddle. What should you do?	
4) You [illegible] with a push-[illegible] you do?	
5) You see a [illegible] ahead. What [illegible] do?	

True or False

[illegible]?

1) A Stop sign has eight sides and is [illegible]	True	False
2) A Yield sign is shaped like a diam[illegible]	True	False
3) A flashing red hand means you should ke[illegible]ing.	True	False
4) A green light means you don't need to look.		False
5) A Deer Crossing sign warns about animals near ro[illegible]		False
6) Crosswalk lines show you exactly where to cross.		

In Your Life

Talk about each question with a partner or your class.

1) Which street sign do you see most on your way to school?

2) Have you ever used a crosswalk with a crossing guard? What happened?

3) Why do you think School Zone signs tell drivers to slow down?

4) Name one sign or signal near your home you could describe to a friend.

5) What's one thing you'll watch for more closely now at crosswalks?

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Exit Cards

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

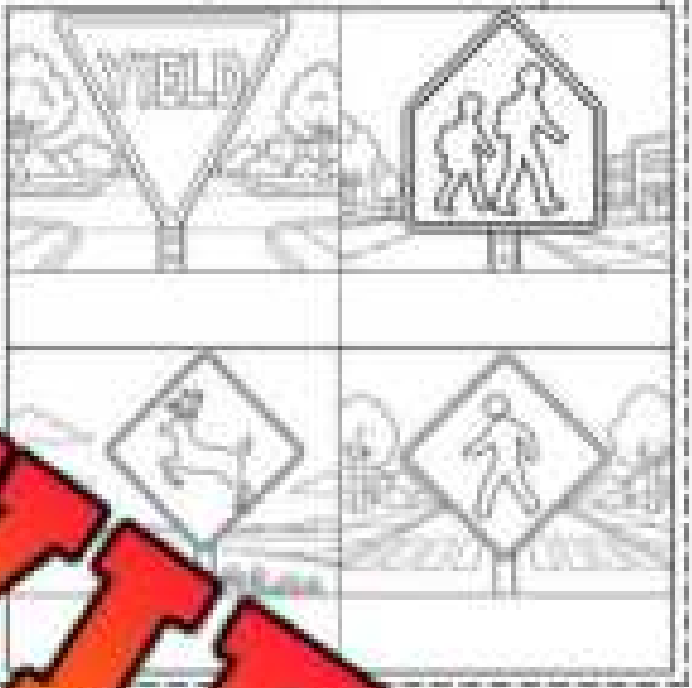
Name: _____ Mark

Label the signs below.



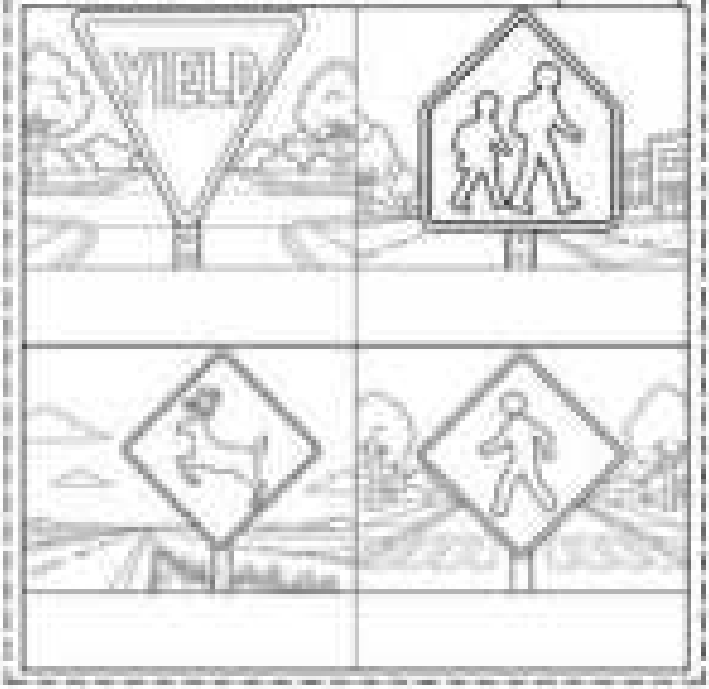
Name: _____ Mark

Label the signs below.

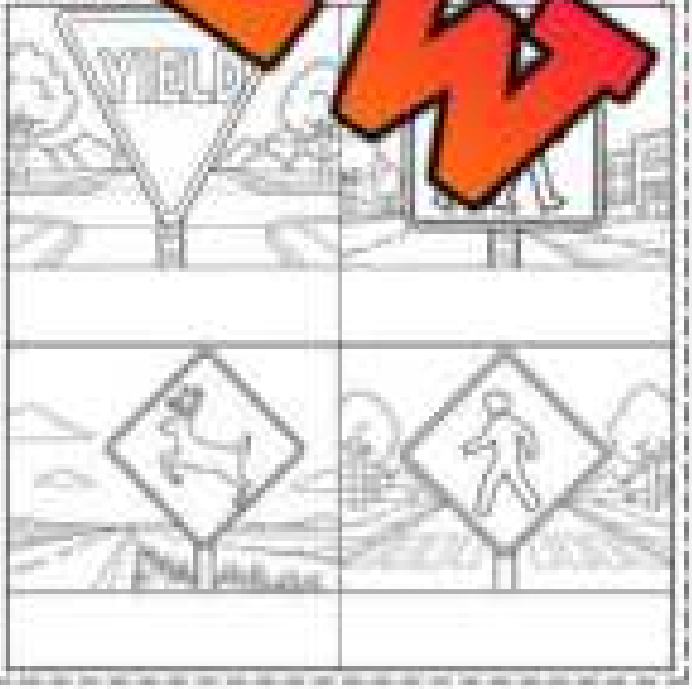


Name: _____ Mark

Label the signs below.



Mark



PREVIEW

Name: _____ 48

Safety Factor: Light and Dark

Skill: Understanding how darkness changes street safety, and what helps.



...d you know?

It's much harder ... once it gets dark outside — especially someone wearing dark cl... you to see cars coming clearly. That's why we're extra care... at night, and before sunrise: wearing **bright or light-coloured c...** ...strips or tags, and taking extra time to look and listen all help ...

PREVIEW

Show What You Know — Circle the best answer for each quest...

1) Which colour is easiest for a driver to spot at night?		
A) Black	B) Bright yellow	C) Dark brown
2) What can help drivers see you when it's dark outside?		
A) A dark hoodie	B) Walking faster	C) Reflective strips
3) When should you be extra careful about being seen?		
A) Dusk or before sunrise	B) Sunny afternoon	C) Lunchtime
4) Why is it harder for a driver to see you in the dark?		
A) You are taller	B) You walk slower	C) Less light bounces off you

© Super Simple Sheets

Name: _____ 10

Safety Factor: Time of Day

Skill: Understanding how the time of day changes street safety.



...you know?

Streets aren't equ... ...**ush hour**, more cars are on the road and drivers are often in a ... ...t time, extra kids and buses are all moving at once. **Late at night,** t... ...fewe... ...also fewer people around to help if something goes wrong. K... ...the t... ...elps you know how extra-careful to be.

PREVIEW

Show What You Know

Use the word bank to fill in each blank. E... once.

Buses	Rush Hour	Help	Dismissal	Night

1) _____ is when many drivers are in a hurry to get to work.

2) At school _____ time, extra kids and _____ are all moving at once.

3) Late at _____, there are fewer people around to _____ if something goes wrong.

© Super Simple Sheets

Name: _____ 51

Safety Factor: Age

Skill: Understanding why extra safety rules apply at my age.



know?

Being your age is one r[illegible] rules near streets — and that's nothing to feel bad about! Yo[illegible] ar[illegible] so it's harder for drivers to see over parked cars. Your brain [illegible] arn[illegible] how fast a car is moving. That's exactly why crossing busy str[illegible] up or a buddy is such an important rule right now.

PREVIEW

Show What You Know Write your answer on the line for each quest[illegible]

1) Why can it be harder for a driver to see a shorter kid near a parked car?

2) Name one grown-up or buddy you can cross busy streets with.

© Super Simple Sheets

supersimplesheets.com

Name: _____ 52

Safety Factor: Weather

Skill: Understanding how weather changes street safety.



know?

Weather changes how s[illegible] and snow make roads slippery, so cars need more room to stop. F[illegible]avy [illegible]ke it harder for drivers to see very far ahead. Even extreme cold ar[illegible]n di[illegible]ker from paying close attention to traffic. Knowing the w[illegible] y[illegible]at extra care to take.

PREVIEW

Show What You Know

Draw a line to match each weather condition [illegible]afety response that goes with it.

Rain or snow on the road	Stay focused on traffic, even if you want to rush
Fog or heavy snow in the air	Find shelter and wait it out with a grown-up
Extreme cold or heat	Give cars extra time and space to stop
A sudden storm starts mid-walk	Watch extra closely — drivers can't see as far

© Super Simple Sheets

supersimplesheets.com

Exit Cards

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

Name: _____ Mark

Tick ✓ only the unsafe weather.

	Rain or snow on the road
	Fog or heavy snow in the air
	A clear sunny day with no wind
	Extreme cold or heat
	A sudden storm starting mid-walk
	A calm evening with clear skies

Name: _____ Mark

Tick ✓ only the unsafe weather.

	Rain or snow on the road
	Fog or heavy snow in the air
	A clear sunny day with no wind
	Extreme cold or heat
	A sudden storm starting mid-walk
	A calm evening with clear skies

Name: _____ Mark

Tick ✓ only the unsafe weather.

	Rain or snow on the road
	Fog or heavy snow in the air
	A clear sunny day with no wind
	Extreme cold or heat
	A sudden storm starting mid-walk
	A calm evening with clear skies

Mark

	Rain or snow on the road
	Fog or heavy snow in the air
	A clear sunny day with no wind
	Extreme cold or heat
	A sudden storm starting mid-walk
	A calm evening with clear skies

PREVIEW

Name: _____ 54

Safe or Unsafe? Mime & Simon Says

Objective — What are we learning about?

This fast, no-materials activity combines two games. In Part A, students act out the answer to a safety question using only their body. In Part B, the class plays Simon Says using safety keywords. Together, they check whether students can identify real-life safe versus unsafe habits, without needing a worksheet to do it.



Materials — What do we need for our activity?

- No materials needed
- An open space where students can

Instructions — How will we complete the activity?

1) Get ready in an open space with room to
2) Review the Dramatization Question Cards so you know what kind of questions to expect.
3) Play Part A: Dramatization, following the How to Play steps
4) Take turns until everyone has had a chance to act out an answer.
5) Review the Simon Says Keyword List so you know the actions.
6) Play Part B: Simon Says, following the How to Play steps below.
7) Use the Simon Says Practice Log to track how you did each round.
8) Switch between Part A and Part B again if there's time.
9) After playing, talk together about which safety choices felt easy or tricky.

PREVIEW

© Super Simple Rooms

Name: _____ 55

Dramatization Question Cards Your teacher will ask questions like these. Answer with your body, not words. An example gesture is shown beside each one.

#	Question	Example Gesture
1	What do you do when you see a "Red Hand" signal?	Freeze like a statue
2	What do you do when you see the "[illegible]an" signal?	March forward confidently
3	[illegible] for cars before [illegible]?	Swivel your head left, right, left like a lookout
4	What [illegible] you [illegible] you don't kn[illegible]	"Be a tree" — fold your arms, look down, stay still
5	How do you sho[illegible] you want to go with the[illegible]	Hold both palms out like "stop" and shake your head
6	What do you do if you see bro[illegible] glass on the ground?	Po[illegible] mime stepping [illegible]
7	How do you ask a crossing guard for help?	[illegible] and waving the[illegible]
8	What do you do if it starts raining while you're walking?	Mime openi[illegible] holding it up
9	How do you show you're buckling a seatbelt in a car?	Mime pulling a strap ac[illegible] your chest and clicking it
10	What do you do when you hear a loud horn honk nearby?	Jump slightly, cover your ears, then look around
11	How do you show you're riding a bike safely?	Mime gripping handlebars and turning your head to check
12	How do you show you're staying close to your walking buddy?	Mime walking shoulder-to-shoulder with someone beside you

PREVIEW

Name: _____ 56

Simon Says Keyword List	Listen for "Simon says" before doing these actions.

Word	Action
Stop	Freeze completely still
Look	Turn your head side to side
Li	Cup your hand by your ear
	March in place
	our arms in an X
Wait	wit hands behind your back
Go	rd
Caution	Hold up
Safe	Give a thumbs up
Watch	Point two fingers at your

PREVIEW

Simon Says Practice Log	Tally how many rounds you and h you missed.

Round	Did You Follow the Rule Correctly?	
1	☐ Yes	☐ No
2	☐ Yes	☐ No
3	☐ Yes	☐ No
4	☐ Yes	☐ No
5	☐ Yes	☐ No



© Super Simple Poems

Name: _____ §7

How to Play | Dramatization

1	Listen to the question your teacher reads.
2	Think about what you would really do.
3	Show your answer using only your body — no talking.
4	[illegible]ur classmates guess what you're showing.

How to Play | Simon Says

1	Listen for the words "Simon says" before every action.
2	If you hear them, do the action right away.
3	If you don't hear "Simon says," stay still and don't do it.
4	Keep listening closely, because [illegible] can come quickly.

Reflective Journal | Answer the questions below.

1) What is one unsafe habit we talked about today?

2) What should you do before crossing a street?

3) What should you do if a stranger asks you to come closer?

4) What is one safety word from today you want to remember this week?

PREVIEW

© Super Simple Poems

Name: _____ 98

Game Show Script - Safety Spin!

Know How to Reach a Trusted Adult

Host: Welcome to *Safety Spin!* Our player is here. Are you ready?

Player: I am ready!

Host: Ro[illegible]one. Why should you know your g[illegible] phone number?

[illegible] a helper can [illegible] my g[illegible]

Host: Ten p[illegible] my [illegible] are in a phone [illegible] in [illegible]

Player: Ten num[illegible]

Host: That is a lot. How do y[illegible]

Player: I say them in three chu[illegible]ee n[illegible]n three more. Then four.

Host: Smart! When do you practise?

Player: Every morning at breakfast. So[illegible] I [illegible]le, Twinkle, Little Star."

Host: Round two. What if you forget the number?

Player: I have a card in my backpack. My grown-up wrote [illegible]

Host: What else can help a helper find your family?

Player: My home address. That is my house number, my street name, and my town.

Host: Bonus round! Who else can you name?

Player: A trusted neighbour. Mine lives in the blue house next door.

Host: Last question. What number do you call in an emergency?

Player: 911. That is for big trouble, like a fire.

Host: You win! Now you know how to reach a trusted adult.



PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 59

True or False Is the statement true or false?

1) A phone number in Canada has ten numbers.	True	False
2) The player says the number in two big chunks.	True	False
3) The player practises the phone number once a year.	True	False
4) The backpack card was written by the player's grown-up.	True	False
5) Seeing [illegible] signs is enough to know what to do.	True	False
6) 911 [illegible]ber for your grown-up's phone.	True	False

Do I [illegible] **It?** [illegible] No. If you circle No, practise it with your grown-up this

1) Do you kno[illegible]rown[illegible] number?	Yes	No
2) Can you say it wi[illegible]	Yes	No
3) Do you know a second [illegible]'s [illegible]?	Yes	No
4) Do you know your house or apart[illegible]ber?	Yes	No
5) Do you know your street name?	Yes	No
6) Do you know the name of your town or ci[illegible]	Yes	No
7) Do you know the name of a trusted neighbour[illegible]	Yes	No
8) Do you know what number to call in an emergency?	Yes	No

Sing It! Sing this practice number to the tune of "Twinkle, Twinkl[illegible]" Then swap in your own number.



Practice number: 306-555-0142

Three, oh, six is where to start,
Keep it safe inside my heart.
Five, five, five comes next in line,
Oh, one, four, two — now it's mine!
Three, oh, six is where to start,
Keep it safe inside my heart.



PREVIEW

Name: _____ 60

Always Tell a Trusted Adult Your Path

Before You Go, Fill It In!

Before you leave, a trusted adult needs your plan. Saying "I'm going out" is not enough. Say where you are going. Say which way you will go. Here is a real trip plan card, fi

	My Answer
e am	To my friend's house on Oak Street.
Which	n Oak Street, past the library. Then left at sign.
Who is going	
When will I be back?	time for supper.
Who did I tell?	

PREVIEW

Why Each Part Matters

Where: Your grown-up knows the place to look

Which way: If you are late, your grown-up can walk your path. They will find you faster.

Who: Your grown-up knows you are not alone.

When: Your grown-up knows when to start looking.



Tell your grown-up face to face. A note on the fridge can fall off or get missed. Wait for them to say yes.

If your plan changes, tell your grown-up before you go a new way.

© Super Simple Sheets

Name: _____ 6.1

Full Plan or Not Enough? Read what each kid says. Does it tell the place AND the way? Circle Full Plan or Not Enough.

1) "I'm going out to play."	Full Plan	Not Enough
2) "I'm going to the park. I'll walk down Pine Street, past the store."	Full Plan	Not Enough
3) "I'm [illegible] Lee's house."	Full Plan	Not Enough
4) "[illegible] Lane to the rink with my brother.	Full Plan	Not Enough
5) "I'm [illegible] to Grandma's. Back before supper."	Full Plan	Not Enough
6) "I'm going som[illegible]	Full Plan	Not Enough

What Could Go Wrong? [illegible] what happens next.

1) You go to the park but tell no one. If you get hurt...	
2) You say "the park" but take a new way, so your grown-up might...	
3) You tell who you are with, so if you are late, your grown-up can...	

My Trip Plan Pick a place you like to go. Fill in your own trip plan.

1) Where am I going? _____

2) Which way will I go? _____

3) Who is going with me? _____

4) When will I be back? _____

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 62

Dear Safety Helper

Shift: Explaining why sticking to a known route and keeping a trusted adult in the loop keeps me safer.

Instructions Read each letter below. Then write back using the sentence starter and finish it with your own idea.

DEAR SAFETY HELPER

My [illegible]nts to try a new [illegible]alked behind. Sh[illegible]

My usual way is safer because...

_____

_____

_____

DEAR SAFETY HELPER

I forgot to tell my mom which way I was walking home from school today. Does that matter?

— Wondering in Grade 1

Tell[illegible] matters because...

_____

_____

_____

PREVIEW

DEAR SAFETY HELPER

I got off the bus at a different stop today. I didn't tell anyone at home. Was that okay?

— Second-Guessing in Grade 1

Next time, I should...

_____

_____

_____

© Super Simple Pages

supersimplesheets.com

Name: _____ 63

Story: Walk With a Buddy

Draw Draw pictures to illustrate the story.

Dash and Dusty Walk to School

Dash's school is just four blocks from his house. He walks there every morni[illegible] mom and dad start work early. They cannot walk with him. But Dash[illegible] alone. He walks with Dusty, his buddy from next door.

— D[illegible] Draw[illegible] Dash and Dusty walking to school together.



Their grown-ups helped them make a plan. Meet at Dusty's gate at 8:15. Walk side by side, close enough to talk. What should we do if we get split up? Go to the big maple tree by the school doors.

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 64

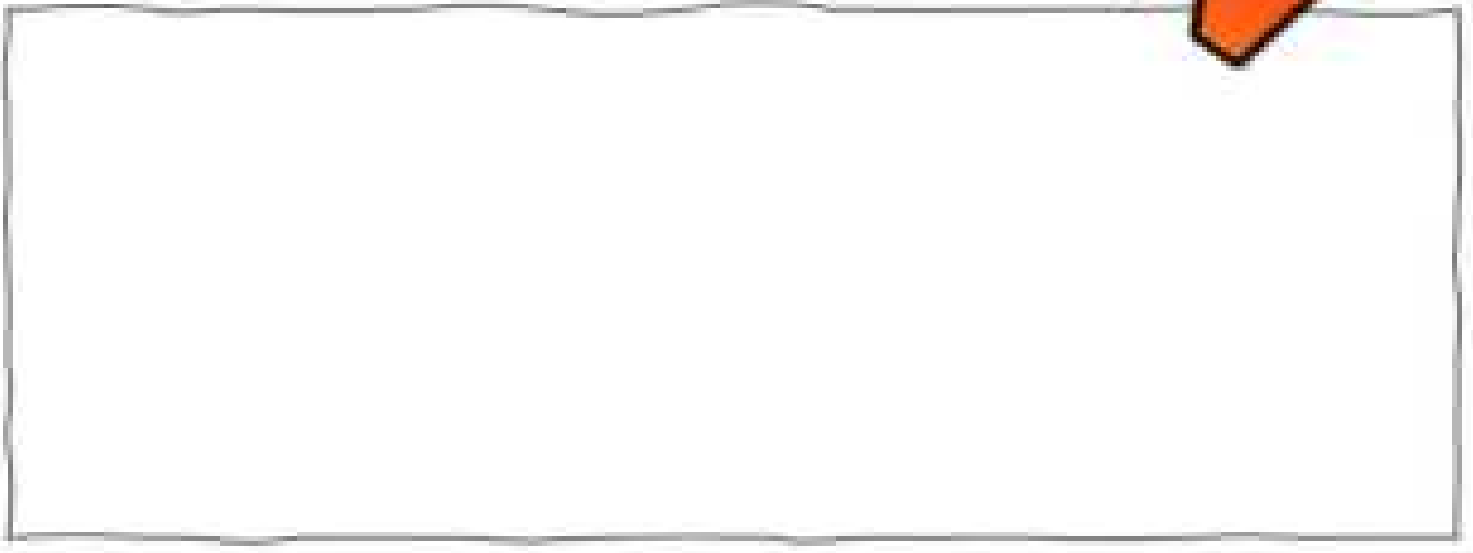
One morning, Dash was talking about his new hockey cards. Suddenly, Dusty grabbed his sleeve. "Stop!" A car was backing out of a driveway. Dash had not seen it! "Good thing there are two of us," he said.

— **Draw:** Draw a picture of Dusty stopping Dash before the car backs out.



In January, the sidewalk was icy. Dash [illegible]ed a[illegible]ed hard. His knee hurt too much to stand. "Stay here," said D[illegible]ie, [illegible]crossing guard at the corner. She came and helped Dash [illegible]

— **Draw:** Draw a picture of Dusty getting the crossing guard to [illegible]



PREVIEW

© Super Simple Poems
supersimplesheets.com

One Monday, Dusty had a cold. Dash stood at the gate alone. The school was so close. "I could just go by myself," he thought. But he remembered the plan. He went back inside and told his mom.

— Draw Draw a picture of Dash going back inside to tell his mom.

PREVIEW

Mom put on her boots. "A grown-up [illegible] a bu[illegible]," she said. "I will be late for work. That is okay." They walke[illegible]

— Draw Draw a picture of Mom putting on her boots [illegible]

On the way, Mom told him why buddies matter. "A buddy helps you spot danger. A buddy can get help. And people who want to cause trouble usually stay away from kids in a group."

— Draw: Draw a picture of Dash and his mom talking on their walk to school.

PREVIEW

On Wednesday, Dusty was back at th... Re...dy?" he asked. Dash grinned. "Ready!" They walked side b... a... big maple tree.

— Draw: Draw a picture of Dash and Dusty walking side by side...

Exit Cards

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

Name: _____ Mark

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

	A buddy can help you spot danger.
	A good buddy plan has a meeting time and place.
	If your buddy cannot walk with you, you should walk alone.

Name: _____ Mark

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

	A buddy can help you spot danger.
	A good buddy plan has a meeting time and place.
	If your buddy cannot walk with you, you should walk alone.

Name: _____ Mark

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

	A buddy can help you spot danger.
	A good buddy plan has a meeting time and place.
	If your buddy cannot walk with you, you should walk alone.

Name: _____ Mark

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

	A buddy can help you spot danger.
	A good buddy plan has a meeting time and place.
	If your buddy cannot walk with you, you should walk alone.

Name: _____ Mark

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

	A buddy can help you spot danger.
	A good buddy plan has a meeting time and place.
	If your buddy cannot walk with you, you should walk alone.

PREVIEW

Name: _____ 66

Point, Pause, Proceed at Crosswalks

Colour Colour the picture of the steps below.



You walk up to the **crosswalk**. It has white lines painted on the road. Stop at the **curb**. The curb is the edge of the sidewalk. Do not step off it yet. Stand where drivers can see you, not behind a parked car.

© Super Simple Press

Name: _____ 69

Colour Colour the picture of the steps below.



PREVIEW

Stretch your arm out straight. Point across the street, the way you want to go. You say: **"I want to cross!"** Drivers can see your arm. Now they know what you want to do. Pointing does not mean go yet. It asks drivers to stop.

Name: _____ /10

Colour Colour the picture of the steps below.



Stay at the curb. Turn your head. **Look left. Look right. Look left again.** Why left again? Cars in the closest lane come from the left. A car could come while you were looking right. Listen, too. Can you hear a car?

© Super Simple Poems

Name: _____ 71

Colour Colour the picture of the steps below.



Check that every car has stopped, in every lane. One stopped car is not enough. Try to see the driver's eyes. **A driver who sees you will look back at you.** Is a driver looking at a phone? Keep waiting.

© Super Simple Poems

Name: _____ 72

Colour Colour the picture of the steps below.



Now step into the crosswalk. Walk. Do not run. Running can make you slip, and roads get icy in winter. Stay inside the white lines. Keep looking left and right as you go, in case a car did not stop.

© Super Simple Poems
supersimplesheets.com

Name: _____ 73

Colour Colour the picture of the steps below.



You made it across! Step up onto the sidewalk. Use **Point, Pause, Proceed** at every crossing, every time. Use it on a busy street. Use it on a quiet street. Use it when a crossing guard is there, too.

© Super Simple Press
supersimplesheets.com

Name: _____ 74

True or False

Is the statement true or false?

1) Pointing means it is safe to walk right away.	True	False
2) Look left, right, and left again before crossing.	True	False
3) One stopped car means every car has stopped.	True	False
4) Keep looking both ways while you walk across.	True	False
5) Cars [illegible]ger to stop on icy roads.	True	False
6) [illegible]fer because it is faster.	True	False

Why It Works

[illegible]ch sentence with what happens next.

1) You point your [illegible]ut.
2) You look left again, so you catch [illegible]
3) You see the driver's eyes, so you know...

Safe to Proceed?

Is it safe to step into the crosswalk? Circle Yes [illegible]

1) Every car has stopped, and the drivers see you.	Yes	No
2) A car is turning toward the crosswalk.	Yes	No
3) One car stopped, but a truck in the next lane is still moving.	Yes	No
4) A driver is looking down at a phone.	Yes	No
5) The crossing guard holds up the stop sign and waves you on.	Yes	No
6) The walk signal is on, and every car has stopped.	Yes	No

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 75

Act It Out!

Practise at a real crosswalk with a grown-up. Tick each box when you do it.

	I stopped at the curb.
	I pointed my arm across the street.
	I looked left.
	I looked right.
	I looked left again.
	I waited until the shiny car had stopped.
	I walked slowly across.
	I kept looking while I crossed.

PREVIEW

Draw & Colour It

Draw yourself doing the PRINT at the crosswalk. Show your arm stretched out.

Exit Cards

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

Name: _____ | Mark

Number these steps 1 to 6 in the correct order.

	Walk across inside the lines
	Stop at the curb first
	Step onto the other sidewalk
	Point your arm out straight
	Check that every car stopped
	Look left, right, then left

Name: _____ | Mark

Number these steps 1 to 6 in the correct order.

	Walk across inside the lines
	Stop at the curb first
	Step onto the other sidewalk
	Point your arm out straight
	Check that every car stopped
	Look left, right, then left

Name: _____ | Mark

Number these steps 1 to 6 in the correct order.

	Walk across inside the lines
	Stop at the curb first
	Step onto the other sidewalk
	Point your arm out straight
	Check that every car stopped
	Look left, right, then left

PREVIEW

Name: _____ 82

Field Guide: Finding a Safe Adult

A Field Guide to Safe Adults

Are you lost? Does something feel wrong? Look for one of these helpers. Look for the clues!



Safe A… …orker With a Name Tag

W… …me t… …es, libraries, and malls. … …ta… … with the store's n…



… A Cashier – *Where to find*

them: In… …They stand behind the cou… …ues: … …ple pay at the checkout.



Safe Adult 3: A Police Officer – *Where to find them:* On the street. In a police car. At a big event. *Clues:* A uniform and a badge.



Safe Adult 4: A Grown-Up With Kids

Where to find them: At parks, stores, and the library. *Clues:* They hold a child's hand. Or they push a stroller.

PREVIEW

Name: _____ 83

Safe Sign or Warning Sign?

Sort each clue into the right group.

1) Wears a name tag at work...	Safe Sign	Warning Sign
2) Asks you to help find a puppy...	Safe Sign	Warning Sign
3) Stands behind a store counter...	Safe Sign	Warning Sign
4) Is wi[illegible] own kids...	Safe Sign	Warning Sign
5) Of[illegible]me...	Safe Sign	Warning Sign
6) [illegible]u to [illegible]t from your family...	Safe Sign	Warning Sign
7) Wears a [illegible]rm...	Safe Sign	Warning Sign
8) Says "Your mom [illegible]	Safe Sign	Warning Sign

PREVIEW

What Do I Say?

Finish what you [illegible]. Practise saying it out loud.

1) "Excuse me. I am _____ [illegible]

2) "Can you help me find my _____ [illegible]

3) "My name is _____" (write your name)

4) "My grown-up's phone number is _____" (write the number)

5) "My grown-up is wearing a _____" (write a colour)

6) "I last saw them by the _____" (write a place)

7) "Can you please _____ my grown-up?" (find)

8) "Thank you for _____ me!" (helping)

© Super Simple Poems

supersimplesheets.com

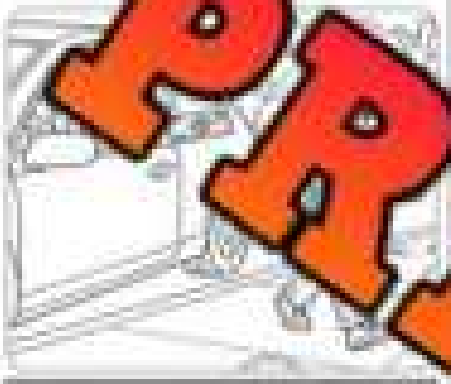
Name: _____ 84

Refuse and Report — Cue Cards

Skill: Practicing what to say and do in an unsafe situation.

Instructions For each cue card, fill in what you would say, then circle what you would do next.

Someone offers you candy to get in their car



I would say: "_____"

Then I would: walk away **or** tell a trusted adult

A stranger asks you to help find a lost puppy



I would say: "_____"

Then I would: walk away **or** tell a trusted adult

Someone tells you to keep a secret from your trusted adult



I would say: "_____"

Then I would: walk away **or** tell a trusted adult

Someone follows you and won't stop when you ask



I would say: "_____"

Then I would: walk away **or** tell a trusted adult

Someone in a car asks for directions and tells you to come closer



I would say: "_____"

Then I would: walk away **or** tell a trusted adult

Someone you don't know tries to [illegible] and



I would say: "_____"

Then I would: walk away **or** tell a trusted adult

PREVIEW

Name: _____ 85

Role Play – Say No and Walk Away

Objective — What are we learning about?

In small groups, students will act out refusing an unsafe request from a stranger, like being offered a ride or asked to "come look at something." Students will practise all three parts of the skill together: saying a firm no, walking away, and telling a trusted adult.

Materials — What will we need for our activity?

- Scenario cards [illegible] with different situations
- Props or costumes (optional)
- Timer or stopwatch



Instructions — How will we complete the activity?

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

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 86

Criteria Use the criteria below to complete the activity.

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

PREVIEW

Scenario Cards cena w.

Scenario		
1	**A Ride Offer**	Maya is walking hom sch she doesn't recognize slows down besi The ger, offers her a ride home. Maya remember y ste says, "No, thank you!" firmly, walks quickly t r teacher as soon as she gets back to school. H es her for handling it so well.
2	**Come Look at This**	Ben is playing near the playground fence when a stranger on the other side asks him to come closer to see a puppy. Ben feels unsure, so he says "No!" loudly, steps back, and runs to find his playground supervisor right away. The supervisor thanks Ben for telling her immediately.

© Super Simple Sheets
supersimplesheets.com

Name: _____ 87

Scenario Cards Cut out the scenarios below.

	Scenario	Description
3	[illegible] Request	Priya is at the park when someone she doesn't know asks her to keep a "secret game" just between them. Priya knows trusted adults never ask kids to keep secrets like that. She says "No, I don't [illegible] secrets like that," walks straight to her mom, and tells her [illegible] what happened. Her mom hugs her and says she did the ri[illegible]
4	The Candy Offer	[illegible] stop when a stranger offers him candy from a[illegible] [illegible]bers he should never take things from strange[illegible] [illegible]ay[illegible] you!" firmly, walks away quickly toward a grou[illegible] [illegible]er ki[illegible] tells the crossing guard what happened. The crossing [illegible] tells [illegible] right away.
5	Finding a Lost Pet	Ava is at the corner store when a [illegible] asks he[illegible] [illegible]p look for a lost dog around the back of the bu[illegible] Av[illegible] feeling in her tummy. She says, "No, I can't help [illegible] [illegible]e the store, and tells the cashier, who is a trusted adult[illegible]y. The cashier keeps her safe until her mom arrives.
6	Walking You Home	Noah is walking home from a friend's house when someone he doesn't know offers to walk him the rest of the way. Noah says, "No, thank you, I'm okay," and picks up his pace toward his own front door. Once inside, he tells his dad exactly what happened, and his dad is proud of him.

PREVIEW

© Super Simple Rooms
supersimplerooms.com

Name: _____ 88

Scenario Cards Cut out the scenarios below.

	Scenario	Description
7	Special Present	Zoe is at the park when a stranger says they have a special present in their bag if she comes closer. Zoe knows this isn't how trusted adults act. She says "No!" loudly, runs to her babysitter nearby, and explains what happened. Her babysitter thanks her for [illegible] right away.
8	Something in the C	[illegible] the parking lot when someone he doesn't know [illegible] something interesting in their car. Theo says "[illegible]" [illegible] away, and runs straight to the school crossing guard. [illegible] crossing guard makes sure Theo gets inside safely.
9	Too Many Questions	Ruby is walking to school when [illegible] her a lot of personal questions, like where she [illegible]. Ruby feels uncomfortable, so she says, "I don't need to [illegible]," keeps walking toward her friend's house, and tells her mom [illegible] what happened as soon as she arrives.
10	Pretending to Know Mom	Owen is at the library when someone he doesn't recognize says his mom sent them to pick him up. Owen knows his family's safe word, and this person doesn't know it. He says, "No, I'm waiting for my mom," walks straight to the librarian, and tells her what happened. The librarian stays with Owen until his mom arrives.

PREVIEW

© Super Simple Poems
supersimplesheets.com

Name: _____ 89

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



Name: _____ 90

Rubric How did you do on the activity?

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

PREVIEW

Teacher Comments

Mark

Student Comments – What could you do better?

© Super Simple Poems
supersimplesheets.com

Name: _____ 91

"Be a Tree": What to Do Around a Strange Dog

Q: What is "Be a Tree"?

A: It is a real way to stay safe near a dog you do not know. You turn yourself into a tree. There are four pa



Q: [illegible] one?

A: [illegible] Do not run. A dog may chase som[illegible]s. It is a game.

Q: What is [illegible]

A: Fold your branches [illegible] to your chest. Now your hand[illegible] are [illegible] the dog's face.

Q: What is part three?

A: Watch your roots grow. Look down at y[illegible]. Do not look in the dog's eyes. A dog can feel scared if you stare.

Q: What is part four?

A: Count in your head. Stay quiet. Count slowly, 1, 2, 3, and keep [illegible]

Q: Why does it work?

A: A still, quiet tree is boring to a dog. The dog will sniff you and walk away. Or a grown-up will come to help.

Q: What if a dog knocks me down?

A: Be a rock. Curl up in a ball. Cover your neck with your hands. Stay still and quiet.

PREVIEW

Name: _____ 92

True or False

Is the statement true or false?

1) Running away fast is part of "Be a Tree."	True	False
2) Folding your branches means hands close to your chest.	True	False
3) You should stare right into the dog's eyes.	True	False
4) You count out loud as loud as you can.	True	False
5) A sti… …ee is boring to a dog.	True	False
6) … …urting up and covering your neck.	True	False

PREVIEW

Why Do…s It W…

…w … to match each part to why it helps.

Stand still like a …

Fold your branches ○

Wait for help ○

No screaming ○

A still, quiet tree ○

○ A grown-up can come and call the dog away.

○ Loud sounds can get a dog excited.

○ …may chase someone

○ …e not waving …e.

○ … …og walks …

Act It Out!

Practise with a classmate. Tick each box when you …

	I stood still like a tree.
	I folded my branches in close to my chest.
	I watched my roots grow by looking at my feet.
	I counted quietly in my head and kept going.
	I stayed quiet the whole time.
	I practised "Be a Rock": I curled up and covered my neck.

© Super Simple Poems

supersimplesheets.com

Name: _____ 10s

Total
/

Unit Test

Street Safety

Mark	/

1. Which one is an actual danger?

A) Getting hurt by a car

B) Crossing as a light changes

C) Petting an unfamiliar dog

D) Tryi[illegible] shortcut

2. Why does rain make streets less safe?

A) Drivers see better

B) Cars go faster

C) Streets get emptier

D) Roads get slippery

3. Wha[illegible] "I want to cross"?

A) [illegible]

B) Ju[illegible]

C) Stretchi[illegible]

D) Standing very [illegible]

4. What shape is a Stop sign?

A) A red triangle

B) An eight-sided red shape

C) A yellow diamond

D) A round blue sign

5. Why is walking with [illegible] safer t[illegible]

A) It helps you spot danger

B) It is more fun

C) You walk faster

D) You get less tired

6. Why is a busy street safer than an empty one?

A) Help[illegible] by if needed

B) [illegible] noise

C) [illegible]

D) It [illegible]

7. What should you do if you find broken glass?

A) Pick it up carefully

B) Kick it out of the way

C) Cover it with a rock

D) Don't touch it, tell an adult

8. What can [illegible] wear when it's dark?

A) A dark hoodie

B) Reflective strips

C) Walking faster

D) Standing very still

9. What does a flashing red hand mean?

A) Cars must stop moving

B) Start crossing right now

C) Don't start crossing

D) The light turned green

10. What is a sign of a family pet?

A) It has no owner

B) It wanders alone

C) It wears a collar

D) It moves in a jumpy way

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Matching Draw a line to match each word to what it means.

Mark /

Danger ○
Risk ○
Stranger ○
Cro… ○
…ard ○
Reflecti… ○
Isolated ○
Trusted adult ○
Stray animal ○
Pedestrian ○

○ A grown-up who keeps you safe
○ A person you don't know
○ Painted lines that show where to cross
○ A place with very few people
○ A helper who stops cars for you
○ Something that can really hurt you
○ A person who is walking
○ …imal with no home
○ …n't know what will …app…
○ …so drivers …

PREVIEW

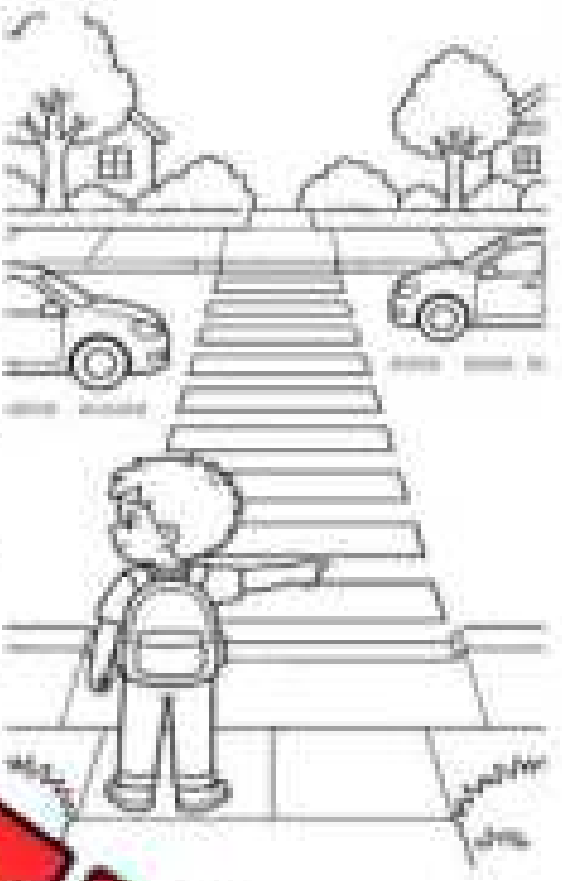
Danger or Risk Sort each item as Danger or Risk.

Item	Danger	Risk
1) Falling and hurting your knee	☐	☐
2) Trying a shortcut you don't know	☐	☐
3) Losing sight of your adult in a store	☐	☐
4) Saying hi to a dog you just met	☐	☐
5) Crossing before the light turns fully green	☐	☐
6) Stepping on broken glass	☐	☐

© Super Simple Sheets
supersimplesheets.com

Sequencing Number the steps 1 to 8 in the correct order. Mark /

	I checked that every car had stopped.
	I kept looking as I crossed.
	I stopped at the curb.
	right.
	run.
	I po… …street.
	I looked lef…
	I looked left.



Cause & Effect Finish each sentence with … Mark /

1) If you wear bright clothes at night, then drivers...	
2) If you feel very tired near traffic, then you...	
3) If a stranger offers you a ride, then you...	
4) If you find a needle on the ground, then you...	
5) If a strange dog starts to growl, then you...	
6) If it rains while you are walking, then the roads...	

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Label it | Label each sign or signal from the table below

Mark: /

Sidewalk Closed sign	Playground Zone sign	Railway Crossing sign
Deer Crossing sign	Stop sign	Walk signal
Yield sign	School Zone sign	Pedestrian Crossing sign

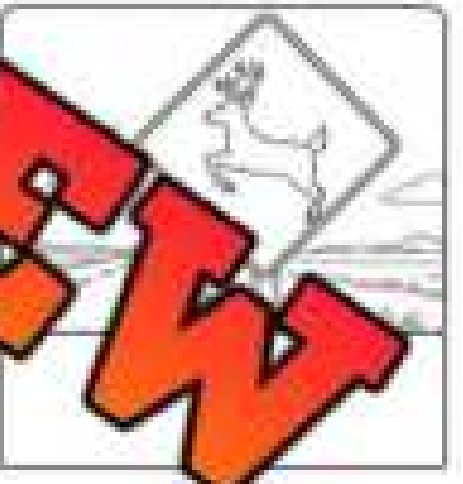


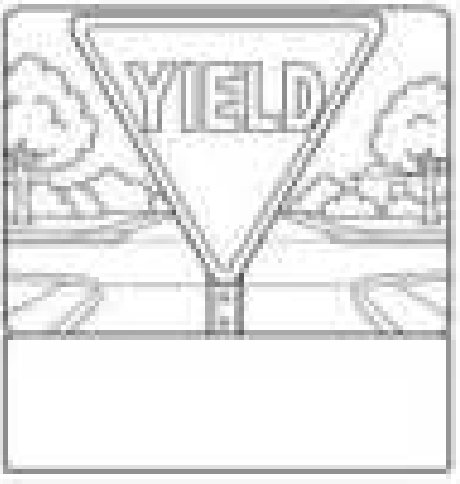




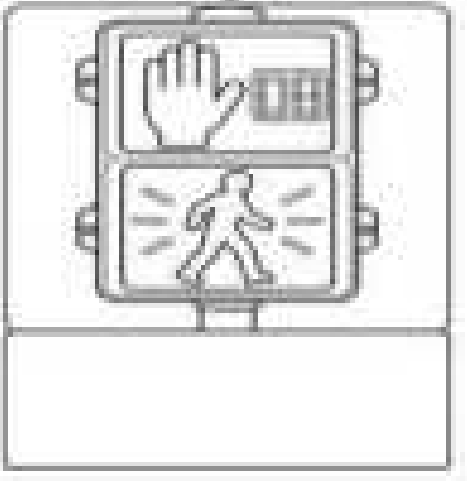












PREVIEW

© Super Simple Sheets

supersimplesheets.com

Workbook Preview

Grade 1 Health Unit
A Healthy Sense of Self and Others

	Curriculum Expectations	Pages
USC1.5a	Use common and respectful language to talk about self and others (e.g., appearance, abilities, gender, behaviours, culture).	34–37, 61–62, 65
USC1.5b	Recognize "self" as an individual who has particular physical and inherited attributes (e.g., height, freckles) and particular experiences that may or may not be similar to those of others (e.g., traditions).	6–21
USC1.5c	Identify factors that influence one's sense of self (e.g., gender, culture).	22–33
USC1.5d	[illegible]	[illegible]–33, [illegible]
USC1.5e	[illegible]	[illegible]–51
USC1.5f	[illegible] gardening – food, love and affection – pets).	73–88, 89
USC1.5g	Examine stories, traditions, and celebrations of others that foster a sense of self and a connection to others and the environment.	94–106
USC1.5h	Explore and represent one's many accomplishments in various authentic activities (e.g., "I can ...").	107–115
USC1.5i	Illustrate behaviours (e.g., compliments, acknowledgements, asking for more information) that embrace the uniqueness of others.	26–30, 34, 52–72
USC1.5j	Illustrate thoughts and behaviours that show a healthy connection to the environment.	85–93
AP1.1	Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours.	8, 61–64, 66–72, 76–78, 81–84, 90–93

Preview of 75 pages from this product that contains 157 pages total.

© Super Simple Pages
superstapleshop.com

A HEALTHY SENSE OF SELF AND OTHERS



© Super Simple Reports super.simplereports.com

Name: _____ 6

My Inherited Traits

What Is an Inherited Trait?

An inherited trait is something passed down to you from your family, like a gift you didn't pick out yourself. You didn't choose your eye colour, your hair colou[r] [h]ow tall you might grow — these came from [t]he family who came before you.



Traits You Mi[g]ht Share

Inherite[d]	Just Mine
Eye col[our]	My favourite colour
Freckles	[M]y favourite game
Curly or straight hair	[t]he way I laugh
Being tall or short	[f]riend

PREVIEW

Why Family Resemblance Happens

When you share a trait with a parent, grandparent, or sibling, [i]t was passed down through your family. This is why people might say you have your mom's eyes or your dad's smile.



Not Every Family Looks the Same

Some families don't share the same physical traits, and that's okay too. Families can be connected through love and care, not just matching eye colour or hair. Every kind of family is real.

© Super Simple Sheets

Name: _____ 7

Define What does the term below mean?

Inherited Trait	

Sort ...it into **Inherited** or **Just Mine**.

1) Eye colour		4) Best friend	
2) Favourite game		5) Curly hair	
3) Freckles			

In Your Life Draw using your own life.

1) Draw yourself and one family member, and colour in a trait you share.	2) Dr... ...g ... ...s you different ... ...re ... ...r family.

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 8

Me vs. My Family

Skill: Telling a trait I share with my family from a trait that is just mine.

A **trait** you share with your family, like freckles or curly hair, is **inherited**. Things you choose or learn are **not inherited**. They are just yours.

Draw and Write

Draw and write about one trait in each column. Then use the word bank to finish the sentence at the bottom.

PREVIEW

A trait [illegible] ons in my family	A trait that's just mine
My trait is _____	My trait is _____
Draw it here	Draw it here
I share it with _____	It is just mine because _____

WORD BANK – Chosen | Inherited | Learned

Sharing a trait with family is called _____

© Super Simple Sheets

supersimplesheets.com

Name: _____ L3

The Experiences That Make Me, Me

Nia's Scrapbook: My Story So Far

An experience is something that happens to you. It is something you see, do, or feel. Your experiences are part of your own story. Here are four pages from my scrapbook.

1) **First Day of Grade 1** – I wore my new blue shoes. My tummy felt jumpy. Then I found my name on a coat hook. I felt better.

2) **Pancake Sunday** – Every Sunday, Dad and I make pancakes. I crack the eggs. Dad flips them. This is a routine. A routine is a thing you do again and again. We do it each week.

3) **Grandma's Farm** – Last summer, we visited Grandma's farm. I fed the chickens. I held a baby goat! It was soft.

4) **Learning to Skate** – I fell down ten times at the outdoor rink. On my next try, I skated all the way across the ice.



My Friend Sam's Story

Sam had a first day of Grade 1 too. But Sam felt happy, not jumpy. Sam has never skated. Sam's family has Taco Tuesday. Sam has been on a plane! Some of our experiences match. Some do not. That is okay. Every story is worth telling.

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 1A

Curriculum Connections: UKCLOE

True or False Is the statement true or false?

1) An experience is something that happens to you.	True	False
2) A family routine is something you do again and again.	True	False
3) Two kids can have the same experience but feel differently.	True	False
4) Your experiences must match your friend's experiences.	True	False
5) Differe[illegible]periences make one kid better than another.	True	False

Same [illegible]ou have the same experience as Nia? Circle Same or [illegible]t.

1) Nia had a [illegible]erad[illegible]	Same	Different
2) Nia makes panca[illegible]	Same	Different
3) Nia visited a farm.	Same	Different
4) Nia learned to skate.	Same	Different
5) Nia fell down many times while learning [illegible]g n[illegible]	Same	Different

In Your Life Answer using your own life.

1) What is your favourite memory from this year?

2) Tell about a trip or visit you remember.

PREVIEW

© Super Simple Pages

supersimplesheets.com

Name: _____ 15

A Day I'll Never Forget

Skill: Telling about one memory in my own words and a picture.

Write Write about a day you remember. It can be a big day or a small day. Finish each sentence.

Dear Diary,

Date: _____

Today [illegible] time I _____

_____

_____

_____

It made me feel _____

This is part of my story because _____

PREVIEW

Draw Draw one picture of your memory.

© Super Simple Pages

supersimplesheets.com

Name: _____ 16

Ask My Grown-Up: A Memory Interview

Skill: Comparing an experience from a grown-up's life with an experience from mine.

Read Read the chat between ME & a GROWN-UP. A grown-up can read it with you.

ME	"What's one experience from when you were my age?"
GROWN	"We had no tablets or phones. I spent almost every day outside. [illegible] bikes and played tag until the streetlights came on."
[illegible]	[illegible] did you do inside the house?"
GROWN-UP	[illegible]ay[illegible]s and cards. We had only one TV, and [illegible] on ju[illegible]times a week."
ME	"How is that [illegible] [illegible]nce I've had?"
GROWN-UP	"You have tablets and vide[illegible] w[illegible] to friends far away! We spent more time ou[illegible] [illegible] of new things on screens. Tell me one of y[illegible]

PREVIEW

Your Turn Finish the sentence. Write about your own experience.

One experience of mine that's different from theirs is...

© Super Simple Poems
supersimplesheets.com

Name: _____ 22

Culture Corner

What Is Culture?

Culture is made up of the languages, foods, holidays, and traditions a family shares. It comes fr[illegible] family background, not something [illegible] your own. Culture is part of [illegible]



Parts of Culture Y[illegible]

Part of Culture	Example
Language	A language s[illegible]des or along with English
Food	A special dish [illegible]
Holiday	A holiday your family [illegible]
Tradition	A story, song, or custom pa[illegible]

PREVIEW

Culture Looks Different for Everyone

Two students in the same class might celebrate different holidays, [illegible]ifferent foods at home, or speak different languages. None of these differences make one student's culture better than another's — they're just part of who each student is.

Sharing Culture With Others

Sharing something about your culture, like a food or holiday, helps classmates learn about you. Asking instead of guessing is kind and respectful.

© Super Simple Sheets
supersimplesheets.com

Name: _____ 23

True or False

Is the statement true or false?

1) Every family's culture looks exactly the same.	True	False
2) A special dish can be part of your culture.	True	False
3) Culture is passed down from a family's background.	True	False
4) A tradition can be a story told for years.	True	False
5) Culture makes one student's family better than another's.	True	False

Scenario

part of culture each example shows.

1) Priya's family		home.	
A) Language		C) Holiday	D) Tradition
2) Ella's family celeb			
A) Language		Holiday	D) Tradition
3) Omar's family makes a special di		y fa	hering.
A) Language	B) Food	olid	D) Tradition
4) Dev's grandma tells the same story every			
A) Language	B) Food	C)	Tradition

In Your Life

Draw a food, holiday, or tradition from your ow

PREVIEW

Name: _____ 24

Postcard From My Culture

Skill: Showing one thing from my culture and why it is part of me.

Culture is the foods, holidays, languages and traditions your family shares.

Draw and Write

Cut out and glue the cards back to back. Draw your culture (food, holiday, word) on the FRONT. Finish the sentences on the BACK.

PREVIEW

This is part of my culture because

_____

_____

_____

_____

_____



To:

_____

_____

Name: _____ 25

What's In My Culture?

Skill: Naming one example of my culture in each part of my culture.

Fill the Map Write one example from your culture in each bubble. Then finish the sentence at the bottom.



PREVIEW

Finish the Sentence Tell why your culture matters to you.

My culture is part of who I am because

_____

_____

© Super Simple Sheets

Name: _____ 34

Talking About Abilities With Respect

Put the Person First!

Words matter. Our words can make people feel proud. Our words can also hurt.

When we talk about what people can do, we can use a real rule. It is called **people-first lang**

P ge means you say the person first. Then you say the thing about th . A w a . It is not the whole person.

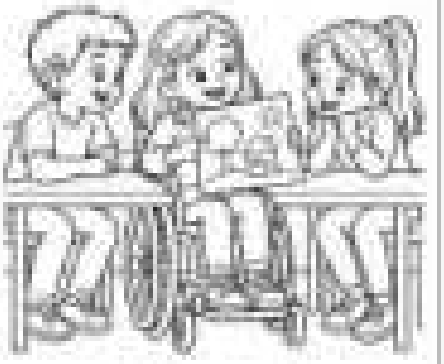
Word Swap Cha

Instead of...	
The wheelchair girl	The wh air
The hearing aid boy	The boy w ars h
The cane man	The man who use e c
The sign language kid	The kid who uses sign



Why It Matters

Every person is more than one thing. A girl who uses a wheelchair m ove soccer. She might tell great jokes. She might be the best speller in the class. Her wheelchair is just one part of her.



Not Sure? Ask!

Some people like other words for themselves. That is okay.

If you are not sure, ask kindly, "What words do you like?" Then use their words.

PREVIEW

© Super Simple Sheets

Name: _____ 35

Person or Thing First Does the person come first? Circle Person First or Thing First.

1) "my friend who uses a talking tablet"	Person First	Thing First
2) "a girl who has a service dog"	Person First	Thing First
3) "the scooter lady"	Person First	Thing First
4) "my cousin who reads big-print books"	Person First	Thing First
5) "the he[illegible] kid"	Person First	Thing First

Word Sw[illegible] [illegible]each one so the person comes first.

1) The crut[illegible] → [illegible] _____

2) The blind man → [illegible] _____

3) The walker lady → the lady who _____

4) The guide dog woman → the woman wh[illegible] _____

5) The glasses teacher → the teacher who _____

6) The leg brace boy → the boy who _____

7) The stutter kid → the kid who _____

The Kinder Word Circle the kinder, truer words.

Different	Weird
Stuck in a wheelchair	Uses a wheelchair
Is broken	Has a disability
Can't talk	Talks with sign language
Accessible washroom	Handicapped washroom

PREVIEW

© Super Simple Poems
supersimplesheets.com

Name: _____ 36

Guess the Respectful Phrase

Skill: Knowing what people-first language means.

Instructions Read each riddle. Find the phrase in the word bank. Write its letter on the line. Use each phrase one time.

Riddle #1

I tell about a person who cannot see. I put the person first. Which phrase am I?

My letter: _____

Riddle #2

I tell about a person who sits in a chair with big wheels to get around. I put the person first. Which phrase am I?

My letter: _____

Riddle #3

I tell about a person who uses a small hearing aid to hear better. I put the person first. Which phrase am I?

My letter: _____

Riddle #4

I tell about a person who holds a frame with handles to help them walk. I put the person first. Which phrase am I?

My letter: _____

Riddle #5

I tell about a student who learns in a different way. I put the student first. Which phrase am I?

My letter: _____

Riddle #6

I tell about a child who taps [illegible] to say words. I put the child first. Which phrase am I?

My letter: _____

PREVIEW

A A person who uses a hearing aid

B A student who learns differently

C A person who uses a wheelchair

D A child who uses a talking tablet

E A person who is blind

F A person who uses a walker

© Super Simple Pages

Name: _____ 37

Sort the Words: Respectful or Not Respectful?

Skill: Telling respectful words from words that are not respectful.

Respectful words are kind words. They show that you care about how someone feels.

Instructions Cut out each phrase and glue it under the right heading.

Respectful	Not Respectful
Glue here	Glue here
Glue here	Glue here
Glue here	Glue here
Glue here	Glue here

PREVIEW

✂ Cut along the dashed lines.

That's so weird

She's really good at math

Everyone's family looks different

You talk funny

Boys don't cry

A person who uses a wheelchair

That's a dumb way to say it

I like learning about your culture

© Super Simple Sheets

supersimplesheets.com

Why "Different" Doesn't Mean "Less"

Letter 1

Dear Leo,

My name is Ava. I am 6 years old. I am in Grade 1. My class is your pen pal class!

I am [illegible] at drawing. I can draw a horse with a long, wavy tail. I am good at reading. I [illegible] whole storybook by myself!

[illegible] math is hard for me. Adding big numbers makes my head spin. I am still learning.

What are you good [illegible]

Your pen pal, Ava

Letter 2

Dear Ava,

Thank you for your letter! I am 6 too.

I am good at math! I can count to 100 by tens. I can [illegible]. I am good at soccer too. I scored two goals last week!

Drawing is hard for me. My horses look like potatoes! Reading long words is hard for me too. I am still learning.

We are good at different things. That is okay. Being good at math does not make me better. Being good at drawing does not make you better. We both matter.

Can you teach me to draw a horse? I can teach you a math trick!

Your friend, Leo

PREVIEW

Name: _____ 39

True or False

Is the statement true or false?

1) Every person is good at some things.	True	False
2) Being good at math makes you better than others.	True	False
3) Something hard for you now stays hard forever.	True	False
4) Two friends can teach each other new skills.	True	False
5) Kids who draw well are smarter than kids who don't.	True	False
6) Saying "[illegible]" means you are still learning.	True	False

Kind W[illegible]

Read each one. Circle the kind thing to say.

1) Your friend [illegible] hard for me."	"You're bad at math."	"Want to practise together?"
2) Your friend's dra[illegible]	[illegible]ur colours!"	"That looks ugly."
3) Your friend misses the [illegible]	[illegible] again!"	"You miss every time."
4) Your friend reads slowly.	[illegible]	"Take your time."
5) Your friend says, "I am not good at anything."	"[illegible]	"You are great at [illegible]ing people laugh!"
6) Your friend wins a game.	"Gre[illegible]	[illegible]cheated."

Good at It or Not Yet?

Think about you. Circle Good [illegible] Not Yet.

1) Drawing	Good at It	Not Yet
2) Reading a book	Good at It	Not Yet
3) Singing	Good at It	Not Yet
4) Building with blocks	Good at It	Not Yet
5) Being a good friend	Good at It	Not Yet



In Your Life

What is something you're really good at, and something that's hard for you right now?

PREVIEW

Name: _____ 40

True or False: Different Isn't Less

Skill: Telling true statements from false ones about being different.

Instructions Read each case. Circle True or False.

Case 1

A grandparent is less important than a kid because they're older.

TRUE | FALSE



Case 2

[illegible] colour doesn't [illegible]

TRUE



Case 3

Everyone's family celebrates [illegible] the exact same way.

TRUE | FALSE



Case 4

Looking different from a friend is okay.

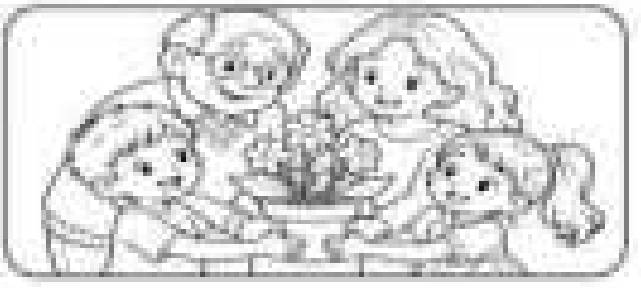
TRUE | FALSE



Case 5

People can be different in age, looks, and culture, and no one is better.

TRUE | FALSE



The big idea: different does not mean worse.

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 41

Grandma's Visit

Skill: Knowing that being different does not make anyone better or worse.



PREVIEW

Read "Read..."

Grandma came to ... at the table with me. Grandma is much older than me. She wears ... wear my favourite red shirt. Sometimes she talks in her first lan... and I ... few words. "We are so different," I said. Grandma smiled and held ... d. "T... ay," she said. "We both matter." Our ages, our clothes, and our ... ffer... t we matter the same. Most importantly, we are family.

Question "Answer using the story."

1) Name two ways the child and Grandma are different.

2) Did those differences make one of them better? Why not?

© Super Simple Poems

supersimplesheets.com

Name: _____ 42

Liza's Show and Tell

Ms. Park: It is Liza's turn for show and tell. What did you bring?

Liza: I brought words! At home, I speak Tagalog. It is a language from the Philippines. At school, I speak English.

Owen: You speak two languages?

Liza: I speak Tagalog with my Lola. Lola means grandma. She does not s

Ms. P you some Tagalog words?

Liza: "Kum mat" means thank you. "Isa, dalawa, t means one, two, three.

Class: Kumusta, Liza!

Owen: When you first came, you did not talk much. I thought you did not know many words.

Liza: I knew lots of words. They were Tagalog words! I was learning English words too.



PREVIEW

Ms. Park: That is a big job. Liza knows two languages. That is a strength.

Owen: What else can two languages help with?

Liza: I help Lola at the store. I tell her what the signs say. I talk with my cousins in the Philippines on video calls.

Ms. Park: No language is better than another. English, Tagalog, French, and Cree are all real languages. They all matter.

Owen: Salamat, Liza!

© Super Simple Stories

Name: _____ 43

True or False

Is the statement true or false?

1) Kids learning English do not know many words.	True	False
2) Knowing two languages can help you talk to more people.	True	False
3) English is a better language than Tagalog.	True	False
4) "Salamat" is how you say thank you in Tagalog.	True	False
5) A kid w[illegible]ays words differently is less smart.	True	False
6) Kids s[illegible] speaking their home language.	True	False

Kind a[illegible]nd

[illegible]d or Unkind.

1) "Can you tea[illegible] word?"	Kind	Unkind
2) "Talk normal!"	Kind	Unkind
3) "Your language sounds [illegible]"	Kind	Unkind
4) "Speak English or you can't play."	Kind	Unkind
5) Laughing at how someone says a word.	Kind	Unkind

Languages in My World

Fill in each line abo[illegible]

1) The language or languages I speak: _____

2) A language someone in my family speaks: _____

3) A language I hear in my school or town: _____

4) A word I know in another language: _____

5) A language I want to learn: _____

6) Someone who could teach me: _____

PREVIEW

Name: _____ 44

Spin and Say Hello!

Skill: Saying hello in more than one language.

Steps Make a hello spinner. Then spin it and say hello out loud!

Cut out the wheel.	Cut the hello words. Glue each one on its matching tab.	Cut the arrow. Poke a hole at the X. Attach it with a brad.	Spin and say hello!



PREVIEW

1. Cut out the hello words

Hello (English) | Bonjour (French) | Tânsi (Cree) | Ni hăo (Mandarin) | Hola (Spanish)

2. Cut out the arrow

Poke hole at X

© Super Simple Printables

Exit Cards

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

Name: _____ | Mark

2 Truths and a Lie – Check ✓ the two true ones.

	Two languages can help you talk with more people.
	English, Tagalog, French, and Cree are all real languages.
	English is better than Tagalog because we speak it at school.

Name: _____ | Mark

2 Truths and a Lie – Check ✓ the two true ones.

	Two languages can help you talk with more people.
	English, Tagalog, French, and Cree are all real languages.
	English is better than Tagalog because we speak it at school.

Name: _____ | Mark

2 Truths and a Lie – Check ✓ the two true ones.

	Two languages can help you talk with more people.
	English, Tagalog, French, and Cree are all real languages.
	English is better than Tagalog because we speak it at school.

Name: _____ | Mark

2 Truths and a Lie – Check ✓ the two true ones.

	Two languages can help you talk with more people.
	English, Tagalog, French, and Cree are all real languages.
	English is better than Tagalog because we speak it at school.

Name: _____ | Mark

2 Truths and a Lie – Check ✓ the two true ones.

	Two languages can help you talk with more people.
	English, Tagalog, French, and Cree are all real languages.
	English is better than Tagalog because we speak it at school.

PREVIEW

Name: _____ 46

Story: Zoe's Big Hair Day

Draw Draw pictures to illustrate the story.

Zoe's Big Hair Day: A Story About Value That Isn't Skin-Deep

Zoe has big, curly hair, just like her grandma. Every morning, Mom combs it with a wide com[illegible] she slides in a yellow headband. Zoe loves how her curls bounce like s[illegible]s.

One da[illegible]ped Max pointed at her. "Your hair looks like a bird's nest!" he sa[illegible]w. Zoe's cheeks got hot. She looked down at her shoes.

Draw: Draw a picture of Zoe and [illegible] boun[illegible]

PREVIEW

© Super Simple Sheets
supersimplesheets.com

That night, Zoe stood at the mirror. She pushed her curls down flat. Boing! They sprang right back up. She pulled her blue toque down over her ears. Now no one could see her hair.

The next day, Zoe wore her toque all day. It was hot and itchy. At recess, she did not r toque might fall off! Ms. Lee saw that Zoe looked sad.

— D t Zoe hiding her hair under her blue toque.

PREVIEW

Name: _____ 48

At story time, Ms. Lee read *I Like Myself!* by Karen Beaumont. The girl in the book has wild hair too. She likes her outside, and she likes her inside. Even if she looked silly or strange, she would still like herself.

Zoe thought about her own inside. She is kind to the new kid. She draws the best drag[illegible] class. She has a big, happy laugh. Max's words did not change any of tha[illegible]t hide it.

— **Draw:** Dra[illegible]ing Zoe likes about her inside.

PREVIEW

After school, Zoe told Mom about Max. Mom hugged her tight. "Your curls are beautiful," Mom said. "But they are not why I love you. I love you because you are you."

The next morning, Zoe looked in the mirror. She pulled off her toque. Boing! Out spra[ed] curls. Zoe smiled. "I like myself," she said. Then she ran to school, curls [bou]ncing merrily.

— Draw: Dra[w] Zo[e] running to school with her curls bouncing.

PREVIEW

Name: _____ SD

My Kind Self-Portrait

Skill: Knowing my value does not come from how I look.

Your **value** is how important and special you are. Your value does not come from how you look.

Draw

Draw and colour yourself in the frame.

Draw and colour yourself here



Finish the Sentence

Circle one or write your own.

I like myself even on days when...

My hair is messy | **I make a mistake** | **I'm having a bad day**

Or write your own: _____

Because my value doesn't come from how I look.

© Super Simple Poems

supersimplesheets.com

Name: _____ 51

Reading 'I Like Myself!'

Skill: Finding things I like about a person that are not about how they look.



Read Read [illegible] book.

This book is about a [illegible] likes herself when she is neat and tidy. She likes herself when [illegible] days she is goofy. Some days she makes a mistake. She still likes [illegible] that she is kind. She likes to sing and play. She likes her own ideas. She likes [illegible] inside and out.

A summary of the [illegible] Karen Beaumont

Answer Write your answer on the lines for each question.

1) What are two things the character says about herself that have nothing to do with how she looks?

2) Why doesn't her value depend on her appearance?

PREVIEW

Name: _____ 52

The Power of a Real Compliment

Our Compliment Wall

Mr. Daniels's Grade 1 class has a compliment wall. Kids write kind notes and stick them up. Some notes are nice. Some notes are super! Can you see the difference?

Nice Notes – "Nice shoes!", "You are cool." or "I like your shirt."

These are kind. But you could say them to anyone. They don't say what makes the person special.



Super Notes

- "Amir, you helped me with my homework! You taught me that strategy. Thank you!"
- "Rosa, you helped me carry the heavy box. That was so kind."
- "Ben, your rocket drawing has so many tiny details. You work so carefully!"
- "Kiri, you made Sam laugh when he was sad. You are a kind friend."

PREVIEW

What Makes a Compliment Super?

A super compliment notices something special about someone. It can be:

- a **skill**, like drawing or building
- an **interest**, like sharks or hockey
- a **way they helped** someone

Try this: "I noticed you _____. It made me feel _____."

Why It Matters

A super compliment shows you really see the person. It helps them feel proud of who they are. And when someone gives you a compliment, smile and say, "Thank you!"



© Super Simple Sheets

Name: _____ 53

Nice or Super?

Is it a nice compliment or a super compliment? Circle one.

1) "You're nice."	Nice	Super
2) "You shared your crayons with the new kid. That was kind!"	Nice	Super
3) "You built the tallest block tower, and it did not fall!"	Nice	Super
4) "Good job."	Nice	Super
5) "You kn[illegible]l the planets in order. Wow!"	Nice	Super
6) "Cool [illegible]"	Nice	Super

Make [illegible]n

[illegible]pliment is nice. Make it super!

1) "You're nice."	
2) "You're smart."	
3) "Nice drawing."	
4) "You're funny."	
5) "You're a good friend."	

My Compliment Wall

Write a super compliment for each pe[illegible] name.

1) A friend in your class:	
2) Your teacher:	
3) Someone in your family:	
4) A friend who helped you:	
5) Yourself:	

PREVIEW

Name: _____ 54

What's a Real Compliment?

Skill: Giving a kind compliment about something specific I noticed.

A real compliment is kind words about something specific you noticed. Say "I like how you help me clean up." Do not just say "You're nice."

Write Read about each classmate. Write one real compliment that matches.

Classmate 1 – **This classmate draws amazing dinosaurs.**
My real compliment:



Classmate 2 – **This classmate shares their snack.**
My real compliment:



Classmate 3 – **This classmate remembers everyone's birthday.**
My real compliment:



Classmate 4 – **This classmate is patient when helping others.**
My real compliment:



PREVIEW

© Super Simple Pages
supersimplesheets.com

Name: _____ 61

Curious, Not Judgmental

Noticing Something Different

When you notice something different about a classmate — their food, the way they talk, or a tradition they mention — you have two choices: **judge it** or **ask about it.** Only one [illegible] helps you learn something new.



The [illegible]dging and Asking

Judging mean[illegible] is strange without finding out [illegible] to understand, using kind [illegible] "What's that like?" or "Can you tell m[illegible]



Four Steps to Asking a Curious Question

1) Notice something different about a classma[illegible]
2) Ask a kind question instead of guessing.
3) Listen closely to their answer.
4) Thank them for sharing.

Why Asking Works Better Than Assuming

Assuming means guessing why someone does something, and guesses are often wrong. Asking a real question gets you a real answer and shows you care enough to listen. Over time, curious questions can even turn into new friendships.

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 62

Define What does each of the terms below mean?

Judging	
Asking	
Assuming	

PREVIEW

Ask or Assume? Choose... scribes each one.

1) "What's that like?"	...ng	B) Assuming
2) "That's just weird."	A) ...	B) Assuming
3) "I bet you don't like it."	...g	...Assuming
4) "Can you tell me more?"	...	...ing
5) "Why do you do that?"	A) Asking	...ng
6) "I guess that's just how your family is."	A) Asking	...ssuming

Ordering Write the number (1-4) showing the correct order.

	Thank them for sharing.
	Notice something different about a classmate.
	Listen closely to their answer.
	Ask a kind question instead of guessing.



© Super Simple Sheets

Name: _____ 63

Ask, Don't Assume: Cue Cards

Skill: Asking a kind question to find out, instead of guessing

To assume is to guess. To ask is to find out.

Cue Cards Read each cue card. Write a question you could ask to find out.

Cue Card 1

A classmate brings food for lunch that you have not seen before.
Instead of assuming, I could ask:

-



Cue Card 2

A classmate speaks a different language with their family at home.
Instead of assuming, I could ask:

-



Cue Card 3

A classmate does an activity in a way you did not expect.
Instead of assuming, I could ask:

-



PREVIEW

© Super Simple Poems

supersimplesheets.com

Name: _____ 64

Dear Curious Kid

Skill: Writing back to say that asking kind questions is better than guessing.

Read and Write | Read the letter. Then finish the sentence to write back.

Dear Curious Kid,

My new classmate Sam sits on the bench at recess.

Sam rarely plays with us. Sam just watches

and [illegible] Sam [illegible] voice and a big smile.

At lunch, Sam [illegible] and [illegible] talk much.

Some kids say Sam [illegible]

I am really curious about Sam [illegible]

is going on, or should I ask Sam a kind question?

— *Wondering in Grade 1*



PREVIEW

Your Reply

Instead of assuming, I should...

_____

_____

_____

A respectful question I could ask: _____

_____

Exit Cards

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

Name: _____ Mark

Circle the one in each row that does not belong.

"What's that like?"	"Can you tell me more?"	"That's weird."	"What is that called?"
Notice	Listen	Thank them	Judge
Judging	Asking	Assuming	Guessing
"I bet you don't like it."	"Can you tell me more?"	"I guess your family is just like that."	"That is strange."

Name: _____ Mark

Circle the one in each row that does not belong.

"What's that like?"	"Can you tell me more?"	"That's weird."	"What is that called?"
Notice	Listen	Thank them	Judge
Judging	Asking	Assuming	Guessing
"I bet you don't like it."	"Can you tell me more?"	"I guess your family is just like that."	"That is strange."

PREVIEW

Name: _____ 73

Class Garden Journal: From Seed to Table

Room 4 Garden Journal

Our class is growing radishes! Each of us has our own radish to care for.

Day 1 We poked holes in the soil and dropped in tiny seeds. We each put a name stick by our spot. Then we set the box by the sunny window.

Day 5 [illegible]nda yelled. Green sprouts were popping up. We cheered for our plants!

Day 8 After the [illegible]nd, our leaves were drooping. We felt so worried! We gave them water fast. [illegible] Our radishes need us.

Day 12 We pulled out extra sprouts so the [illegible] had room. This is called thinning. "Sorry, little sprout," said Leo.

Day 29 Harvest day! We each pulled up our own red radish. "I grew this!" said Mia. Crunch! We said thank you to our radishes.



What We Learned

A radish is alive, just like us. When you care for a living thing, you feel close to it. That is called being connected.

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 74

True or False Is the statement true or false?

1) Radish seeds need a dark closet to sprout.	True	False
2) Pulling out extra sprouts gives the others room to grow.	True	False
3) A tiny seed is a living thing.	True	False
4) Watering drooping sprouts helps them stand up.	True	False
5) Caring for a plant makes you feel close to it.	True	False

Seed to Sprout The steps are mixed up. Write the numbers 1 to 8 to show the order a radish goes from seed to table.

_____ Pull out the weeds. _____ Poke a hole in the soil. _____ Water the drooping sprouts. _____ Put the pot by the window. _____ Drop in two tiny seeds. _____ Pull up, wash, and eat the radishes. _____ Green sprouts push up. _____ Cover the seeds and give them water.

How Would You Feel? Write a feeling word for each one. Answers will vary.

1) You see your first sprout pop up.	
2) Your sprout droops after the weekend.	
3) You taste a radish you grew yourself.	
4) A friend says, "Your plant is growing so well!"	
5) You see your name stick beside your sprout.	

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 75

From Seed to Table

Skill: Putting the steps of growing food in order, from seed to table.

Glue Think about how food grows. Glue each card on top of a box. 1 to 5.

1 First

Glue the card here

2 Next

Glue the card here

3 Then

Glue the card here

4 Th

Glue the card here

5 Last

Glue the card here

Done! Tell a grown-up how food grows.

PREVIEW

Cut Out Cut out the 5 picture cards. They a

✂ Cut



A small sprout grows

✂ Cut

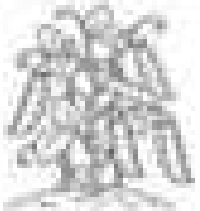


Eat the vegetable



Plant the seed

✂ Cut



A big plant with vegetables

✂ Cut



Water it



Cut on the dashed lines. Then put them in order!

© Super Simple Sheets

supersimplesheets.com

Name: _____ Yr

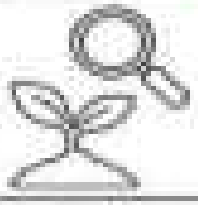
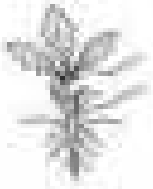
My Garden Helper Tracker

Skill: Caring for a plant each day and feeling close to the food I grow.

Connected means you feel close to something and you care about it. When you help a plant grow, you can feel connected to it.

Check the Box

Each day you help a plant, check the box. Do 5 days!

Job	Day 1	Day 2	Day 3	Day 4	Day 5
 W	☐	☐	☐	☐	☐
 Checking sprouts	☐	☐	☐	☐	☐
 Pulling a weed	☐	☐	☐	☐	☐

No garden at home? Help with a plant at school [illegible] ce.

PREVIEW

Finish the Sentence

Finish the sentence. Write or draw your [illegible]

Growing my own food helps me feel connected to it because...

© Super Simple Poems

supersimplesheets.com

Name: _____ 77

Activity – Classroom or School Food Garden

Objective — What are we learning about?

Students will plant, care for, and eventually harvest something edible as a class. Watching and caring for a real plant over time helps students build a genuine connection to a living thing.

Materials — What will we need for our activity?

- Seeds (lettuce, beans, or herbs work well)
- Soil
- Pots or a garden bed
- Watering can
- Garden Journal (provided)
- Watering Schedule (provided)



Instructions — How will we complete our activity?

1) As a class, choose what you will plant.
2) Explain that growing food takes real time and care, and that we will track it together.
3) Fill the pots or garden bed with soil.
4) Plant your seeds or seedlings together, following the spacing on the seed packet.
5) Water the plants right after planting.
6) Set up a Watering Schedule so a different student checks and waters the garden each day.
7) Each week, observe your plant and record its growth in the Garden Journal.
8) When your plant is ready, harvest the food together as a class.
9) Share or taste the harvest together (check for allergies first) and talk about everything it took to grow it.

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 18

Watering Schedule

Write a student's name for each day of the week.

Day	Student's Name
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Garden Journal

Choose a plant to observe each week and record what you notice.

Week	Height	What I Observed	Drawing
1			
2			
3			
4			

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 81

How I Care for My Pet: A Mini Booklet

Skill: Naming three ways to care for a pet: feeding, giving love, and playing.

How to Make Your Booklet | Follow the 4 steps below to make your booklet.

1) Cut out the long strip. Cut on the dashed line.
2) Draw a pet in each box. It can be a pet you would like to have.
3) Fold [illegible] solid lines. Fold forward, then back, like a fan.
4) Sta[illegible] up. Show it to someone!



Cut here

[illegible]

Giving my pet love and attention

Playing with my pet



PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 82

My PET Acrostic

Skill: Remembering that pets need care, and time together builds a strong bond.

Instructions Read the lines with P and T. Then find the line that start with E. Write them on the line.

P Pets need love and care.

E _____

T Tim[illegible] a strong bond.

Cats can sleep a lot

Ev[illegible]. th[illegible] need food [illegible]ogs like to run wat[illegible]



Draw Draw a pet you love or would like to have.

© Super Simple Poems

supersimplesheets.com

Name: _____ 83

Activity – Pets in the Classroom

Objective — What are we learning about?

Students will take turns doing simple, supervised care tasks for a classroom pet — feeding, a gentle check-in, and cleaning its space. Caring for a living thing consistently helps students build a real connection to it.

Materials — What will we need for our activity?

- A [classroom pet] (guinea pig, or another approved classroom animal)
- Pet food and water
- Simple cleaning supplies for the space
- Pet Care Schedule (provided)
- Pet Care Checklist (provided)
- Pet Care Journal (provided)



Instructions — How will we complete our activity?

1) Introduce the classroom pet and talk together about how we can keep it healthy and happy.
2) Explain the Pet Care Schedule — each day, a different pair of students has the care job.
3) Review the Pet Care Checklist together: feeding, fresh water, a gentle check-in, and cleaning the space.
4) The teacher demonstrates how to do each task safely and gently.
5) Each day, the scheduled pair completes their care tasks with teacher supervision and checks them off on the Pet Care Checklist.
6) After their turn, the pair records what they did in the Pet Care Journal.
7) As a class, talk about any changes you notice in the pet over time.
8) Rotate the schedule so every student gets a turn.
9) Talk together about why it's important to care for a living thing.

PREVIEW

© Super Simple Sheets
supersimplesheets.com

Name: _____ 84

Pet Care Schedule

Write two students' names for each day.

Day	Students' Names	
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

PREVIEW

Pet Care Checklist

Check each task after you complete it.

Check	Task
☐	Gave fresh food
☐	Gave fresh water
☐	Did a gentle check-in
☐	Cleaned or tidied the pet's space



Pet Care Journal

Record what you did and noticed after your turn.

Date	What We Did	What We Noticed

© Super Simple Pages

Name: _____ 85

Composting and Recycling

What Composting and Recycling Mean

Composting means letting food scraps break down into soil. **Recycling** means turning used things into new things. Both keep waste out of the garbage.

	Composting	Recycling
What goes in	Banana peels, apple cores, eggshells	Paper, glass jars, metal cans, plastic bottles
What happens	Worms and tiny living things break it down for weeks	Machines sort, clean, and melt or shred it
What you get	Dark, crumbly soil called compost	New paper, jars, cans, and bottles

PREVIEW

Where Compost Goes

Gardeners mix compost into soil. It helps plants so they grow big and strong.



Where Recycled Things Go

A metal can may become a new can in about 60 days. Some plastic bottles become fleece jackets.

What You Can Do

Rinse cans and jars so they are clean. Put scraps in the compost bin and cans in the recycling bin. Ask your school or town which bins to use, because they can be different.

© Super Simple Sheets
supersimplesheets.com

Name: _____ 86

Define What does each of the terms below mean?

Composting	
Re	

PREVIEW

True or False Read ea ce d it is True or False.

1) Compost is made from glass jars ts.	True	False
2) Banana peels belong in the recycling bin, hpo	True	False
3) Recycled paper can turn into new paper.		False
4) Composting means turning used things into new th		False
5) Plastic bottles are made into dark, crumbly soil.		lse

Compost or Recycle? Where does each one go? Sort it into the r t bin.

Banana Peel	Glass Jar	Apple Core	Eggshells
Newspaper	Carrot Peels	Plastic Bottle	Metal Can

Compost		Recycle	

© Super Simple Sheets www.supersimplesheets.com

Name: _____ 87

Compost, Recycle, or Trash?

Skill: Sorting everyday items into compost, recycle, or trash

Compost is old food and plants that turn into soil. Recycle means an old thing is made into a new thing. Trash goes in the garbage.

Look Look at the 9 pictures. Each one has a number.

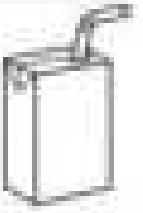
1 [illegible]

2  Milk Jug

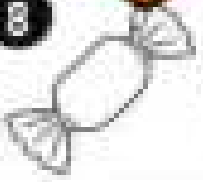
3  Used Tissue

4 Card[illegible] Box

5 Dry [illegible]

6  Juice Box

7  Foam Cup

8  Wra[illegible]

Watermelon Rind

PREVIEW

Stickers Find the number of each item. Put a sticker on that n[illegible] box. You can colour the number instead.

Compost	Recycle	Trash
1 2 3	1 2 3	1 2 3
4 5 6	4 5 6	4 5 6
7 8 9	7 8 9	7 8 9

© Super Simple Sheets

Name: _____ 88

What Happens to a Banana Peel?

Skill: Putting the steps in order to show what happens to a banana peel.

Glue Think about what happens to a banana peel. Glue the cards in order from 1 to 4.

1 First

Glue the card here

2 Next

Glue the card here

3

Glue the card here

4 Last

Glue the card here

PREVIEW

Cut Out Cut out the 4 cards. They are mixed



It breaks down into soil over time



[illegible]ana is e[illegible]n as a snack



The soil helps new plants grow



It's thrown in the compost bin

© Super Simple Sheets

supersimplesheets.com

Name: _____ 90

Nature Walk Field Notes

Walking in Nature: Noticing and Caring for Outdoor Spaces

Today my class walked the trail by the creek. I wrote what I noticed, what I thought, and what I did.

I Notice	I Think	I Do
A lit[illegible] [illegible] dee-dee	it is a chickadee. These trees are its home.	I stay quiet so I do not scare it.
A tree has whi[illegible] leaves shake and cla[illegible] the wind.	[illegible] aspen tree. [illegible] can	I touch the bark gently.
Purple wildflowers grow by the path.	Bees [illegible] for fo[illegible]	[illegible]ve them growing.
A chip bag is stuck in the grass.	An animal might [illegible] and get sick.	[illegible]oves and
An ant hill sits right next to the trail.	If I step off the path, I could squash it.	I stay o[illegible]th.

PREVIEW



When I notice, I think. When I think, I care.

© Super Simple Sheets
supersimplesheets.com

Name: _____ 91

Caring or Careless Thought

What is the kid thinking? Circle Caring or Careless.

1) "These trees are a bird's home."	Caring	Careless
2) "It's just one wrapper. Who cares?"	Caring	Careless
3) "Bees need these flowers."	Caring	Careless
4) "If I step there, I might squash something."	Caring	Careless
5) "Someone else will pick up that litter."	Caring	Careless
6) "Peeling bark looks fun."	Caring	Careless

If..., Then...

Finish each sentence with a word from the word bank.

Word bank: food · hurt · bugs · clean · bird · more

1) If you yell, the bird _____

2) If you pick the flowers, the bees _____

3) If you pick up litter, the trail stays _____

4) If you leave litter, an animal might eat it and get _____

5) If you step off the path, you might squash some _____

6) If you peel the bark, the tree can get _____

In Your Life

What is one thing you will do to care for nature?

PREVIEW

Name: _____ 92

A Walk in the Park

Skill: Choosing to care for an outdoor space by picking up litter safely



PREVIEW

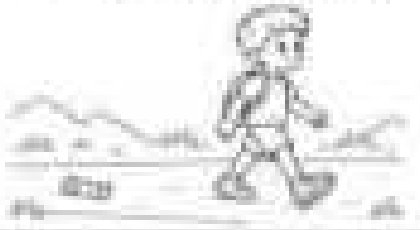
Read Read [illegible] to make a choice.

Sam went for a wa[illegible]s out and the birds were singing. Then Sam saw a wrapper on [illegible] **checked that it was safe. If something is sharp or yucky, [illegible]** wrapper was just paper.

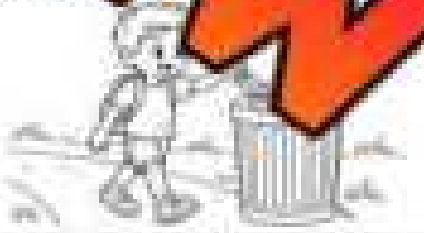
What should Sam do?

Circle Circle the caring choice.

Leave it on the path



Pick it [illegible]



Finish the Sentence Tell why the caring choice is a good one.

The caring choice is good because...

© Super Simple Poems

supersimplesheets.com

Name: _____ 93

My Nature-Care Checklist

Skill: Checking how I notice and care for outdoor spaces.

Check Read each sentence. Check the box that is true for you.



I noticed something interesting outside

(A bird, a bug, a leaf)

☐ Always ☐ Sometimes ☐ Not yet



I stayed on the path instead of

☐ Always ☐ Sometimes ☐ Not yet



I picked up litter I saw [illegible]

of walking past it

☐ [illegible]times ☐ Not yet

PREVIEW

Stay safe: pick up litter only if it is safe. If it is sharp or y[illegible]-up.

Write and Draw Finish the sentence. Then draw what you noticed.

One thing I noticed on my last walk outside was...

_____

Draw it here

© Super Simple Sheets

supersimplesheets.com

Name: _____ 94

Blog Post: The Seven Sacred Teachings

We Learned the Seven Sacred Teachings!

Date: October 10, 2026 *Posted by Mrs. Gray's Grade 1 class* *5-minute read*

An Elder came to our class this week. She shared the **Seven Sacred Teachings**. They come from the **Anishinaabe people**. Each teaching has an animal helper. The animals show us how to live in a good way.



1) **[illegible]** Be kind to yourself and others.



2) **[illegible]** buffalo gave people food, clothes, and homes. Take [illegible]



3) **Bear — Courage.** [illegible] it is hard.



4) **Sabe — Honesty.** Sabe [illegible] Say what is true.



5) **Beaver — Wisdom.** Use your [illegible]



6) **Wolf — Humility.** You are not better [illegible]



7) **Turtle — Truth.** Know what is real and be true to [illegible]

This week, our class picked courage!

PREVIEW

Comments:



Tess's mom – October 11, 2026

Tess told us about the bear at supper. The next day, she jumped in the deep end at swimming!

Like Reply 1d ago



Room 2 – October 12, 2026

Wow, Tess! That is courage!

Like Reply 30m ago

Name: _____ 95

Who Am I?

Read the clues. Write the animal or helper.

1) I am a tall giant of the forest. I teach honesty. Who am I?	
2) I keep my cubs safe, even when it is scary. I teach courage. Who am I?	
3) I live and hunt with my pack. I teach humility. Who am I?	
4) I build [illegible] with sticks and mud. I teach wisdom. [illegible]	
5) I [illegible] pack. I teach truth. Who [illegible]	
6) I fly high in the [illegible] each [illegible] am I?	
7) I am big and shaggy [illegible] clothes, and homes. I teach [illegible]	

PREVIEW

Which Teaching is It?

Write the [illegible] each [illegible] owing.

Word Bank: love - respect - courage - hon[illegible]isd[illegible]y - truth

1) Zara uses her drawing gift to help her class paint a mural.	
2) Ruby listens quietly when her grandpa talks.	
3) Jonah is scared to read out loud, but he tries.	
4) Mia broke a cup. She told her mom right away.	
5) Omar wins the race. He says, "Good race, everyone!"	

In Your Life

Which animal helper do you like best? Why?

© Super Simple Pages
supersimplesheets.com

Name: _____ 96

Eagle Teaches Love

Skill: Learning that Eagle teaches love.

Hello! I am **Eagle**. I fly higher then any other bird, so I can see the whole world. I teach **love**. Love means caring about other people and being kind to them.

Colour Colour me in any way you like. Use bright colours!



"I share my big heart with everyone I meet."

— Eagle, teacher of Love

© Super Simple Poems

Name: _____ 97

Buffalo Teaches Respect

Skill: Learning that Buffalo teaches respect.

Hello! I am **Buffalo**. I am big and strong, but I am always gentle. I teach **respect**. Respect means being kind to people, to animals and to the Earth.

Colour Colour me in any way you like. Use bright colours!



"I listen, I share and I am gentle with everyone."

— Buffalo, teacher of Respect

© Super Simple Poems
supersimplesheets.com

Name: _____ 98

Bear Teaches Courage

Skill: Learning that Bear teaches courage.

Hello! I am **Bear**. This log looks wobbly and I feel scared, but I am going to try anyway! I teach **courage**. Courage means trying something even when you feel scared or nervous.

Colour Colour me in any way you like. Use bright colours!



"I felt scared, but I tried anyway. My friend cheered me on!"

— Bear, teacher of Courage

© Super Simple Poems
supersimplesheets.com

Name: _____ 99

Sabe Teaches Honesty

Skill: Learning that Sabe teaches honesty.

Hello! I am **Sabe**. I am big, but I am kind and gentle. I put my hand on my heart when I tell the truth. I teach **honesty**. Honesty means saying what is true and doing what you said you would do.

Colour Colour me in any way you like. Use bright colours!



"I tell the truth from my heart, so people can trust me."
— Sabe, teacher of Honesty

© Super Simple Poems
supersimplesheets.com

Name: _____ 100

Beaver Teaches Wisdom

Skill: Learning that Beaver teaches wisdom.

Hello! I am **Beaver**. I plan before I build my dam, and I work hard on my home. I teach **wisdom**. Wisdom means using what you learn to make good choices.

Colour Colour me in any way you like. Use bright colours!



"I think first, then I build. That is wise!"

— Beaver, teacher of Wisdom

© Super Simple Poems

Name: _____ 101

Wolf Teaches Humility

Skill: Learning that Wolf teaches humility.

Hello! I am **Wolf**. I am strong, but I never brag. Look, I am making a leaf crown for my small friend. I teach **humility**. Humility means not bragging, because everyone matters.

Colour Colour me in any way you like. Use bright colours!



"I am strong, but I am not better than anyone. Everyone matters."
— Wolf, teacher of Humility

© Super Simple Poems
supersimplesheets.com

Name: _____ 102

Turtle Teaches Truth

Skill: Learning that Turtle teaches truth.

Hello! I am **Turtle**. I carry my home on my back, and I take my time. I teach **truth**. Truth means knowing what is real and being true to who you are.

Colour Colour me in any way you like. Use bright colours!



"I take my time, and I am true to myself."

— Turtle, teacher of Truth

© Super Simple Poems

Name: _____ 107

Growth Mindset: From "I Can't Yet" to "I Can"

The Power of the Word "Yet"

Big Idea: "I can't" sounds stuck. "I can't yet" means you are still learning.

Turning a Hard Thing into a Goal



Maybe yo[illegible]e your shoes yet. Make a goal:

"I can [illegible]es." Practise a little

each da[illegible]ne d[illegible]ey: I can tie

my shoes!" A go[illegible]tart

"I can" helps you keep g[illegible]



W[illegible]ppens in Your Brain

Your brai[illegible]tro[illegible]u practise, like a

muscle. Hard th[illegible]icky [illegible]because

your brain is making new lin[illegible]

that your brain is working. Each t[illegible]u try

again, those links get stronger.

Everyone Starts as a Beginner

Babies fall many times before they walk. Riding a bike takes many wobbly tries.

Reading starts with one small sound, then a word, then a whole book.

Try Saying: "I can't do it yet, but I can keep trying."

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Name: _____ 108

Stuck or Growing?

Decide if each sentence sounds stuck or growing.

1) "I can't do it, so I quit."	Stuck	Growing
2) "I can't do it yet, so I will keep trying."	Stuck	Growing
3) "Reading gets easier when I practise."	Stuck	Growing
4) "I made a mistake, so I'm bad at this."	Stuck	Growing
5) "I made a mistake, so now I know what to fix."	Stuck	Growing
6) "I [illegible] this."	Stuck	Growing

Add the Word "Yet"

Write a sentence with "yet" at the end.

1) "I can't tie my shoes."	
2) "I can't read this book."	
3) "I can't ride a bike."	
4) "I can't swim across the pool."	

In Your Life

Answer using your own life.

1) What is something you can't do yet?

2) What was hard for you before, but you can do now?

3) What is a goal you have? Say it with "I can."

PREVIEW

© Super Simple Pages
supersimplesheets.com

Name: _____ 109

The 'I Can' Pathway Game Board

Skill: Saying what I am still learning and what I can already do.

Get Ready "Not Yet" means I am still learning it. "I Can" means I can already do it. Play with a friend and take turns.

You Need
1) A die
2) A coun

How to Play	
1) Roll a die and move that many spaces.	3) Land on "I Can"? Say one thing you can already do.
2) Land on "Not Yet"? Say one ng you are still learning.	4) Reach the flag to win!



PREVIEW

© Super Simple Poems
supersimplesheets.com

Name: _____ 114

Build My All-About-Me Pocket

Skill: Showing what I can do, what I finished, and what I am proud of.

Build Your Pocket Make a pocket to keep your best work. You need scissors, glue, crayons, and one sheet of paper.



Cut
Cut along the dashed line around the whole pocket.

Fold the flaps
Fold the 3 gray flaps back on the fold lines.

Glue the 3 edges
Glue the flaps onto a sheet of paper. Keep the top open!

Decorate
the front of your

Slide

Cut Out Write or draw on each card. Then cut along the dashed lines.

Something I can do:	Something I finished:	Something I am proud of:

PREVIEW

© Super Simple Pages

Name: _____ L15

My Accomplishment Certificate

Skill: Naming things I can do, things I am proud of, and things I want to learn.

Self-Quiz Answer the 3 questions. Then sign your certificate.

1. Name one thing you can do now that you couldn't do last year.

2. [illegible] proud of making or finishing.

3. Name one new thing you want to [illegible]

PREVIEW



Certificate

I am proud of what I can do!

Signed: _____ Date: _____

© Super Simple Pages

supersimplesheets.com

Name: _____ L16

Total
/

Unit Test

A Healthy Sense of Self and Others

Mark	/

1. Which trait do you get from your family?

A) Favourite game

B) Eye colour

C) Best friend

D) Favour[illegible]

2. What do language, food, and holidays make up?

A) Culture

B) Hobby

C) Habit

D) Talent

3. What [illegible] "Diwali" mean?

A) A [illegible]

B) A big [illegible]

C) A new seas[illegible]

D) A row of lights

4. What does the word "yet" tell you?

A) You already finished it

B) You do not need to learn it

C) You are still learning

D) You are not allowed to try

5. Which way of talking ab[illegible]on respectful?

A) "The wheelchair boy"

B) "The disabled kid"

C) "The boy who uses a wheelchair"

D) "That wheelchair kid"

[illegible] does a purring, leg-rubbing cat

A) It [illegible]

B) [illegible]s s[illegible]s you

C) [illegible]

D) It is [illegible]

7. What does a drooping sprout need?

A) A bigger pot

B) Plant food

C) More soil

D) Water

8. Which is tru[illegible]abo[illegible]

A) No language is [illegible] other

B) English is the best lan[illegible]ge

C) Some languages are not real

D) French is harder than Cree

9. You notice something different. What do you do next?

A) Say it looks weird

B) Ask a kind question

C) Guess what it is

D) Look away

10. What does composting turn food scraps into?

A) Rich soil

B) Dry sand

C) Clean water

D) Strong wood

PREVIEW

© Super Simple Sheets

supersimplesheets.com

Matching Write the letter from the Teachings of the Anishinaabe People that matches each animal.

Mark /

	Eagle	**A)** Teaches **wisdom**: using what you learn to make good choices
	Buffalo	**B)** Teaches **truth**: knowing what is real
	Bea	**C)** Teaches **love**: being kind to yourself and others
	[illegible]	**D)** Teaches **humility**: not bragging, because everyone matters
	Beaver	**E)** [illegible] **honesty**: saying what is true
	Wolf	**F)** [illegible]g even when you feel scared
	Turtle	**G)** Teache[illegible] people, animals, and the Earth

Compost or Recycle Check ✓ Compost or R[illegible]

Mark /

Item	Compost	Recycle
1) Banana Peel	☐	☐
2) Apple Core	☐	☐
3) Glass Jar	☐	☐
4) Eggshells	☐	☐
5) Newspaper	☐	☐
6) Plastic Bottle	☐	☐
7) Metal Can	☐	☐
8) Dry Leaves	☐	☐



PREVIEW

© Super Simple Sheets

supersimplesheets.com

Curious or Judgmental?

Read what each person did. Write **Curious** or **Judgmental** in each box.

Mark: /

1) Jack asks, **"What is that food called?"**	
2) Lily says, **"That's just weird."** about a classmate's lunch.	
3) Grace whispers, **"I bet they don't like it here."**	
4) Noah [illegible] **tell me more about your holiday?"**	
5) Ivy [illegible] about a classmate's hearing aid.	
6) Maya thinks, [illegible] **He has no friends. He is alway[illegible]**	
7) Caleb asks, **"What is that [illegible]**	
8) Finn listens, then says, **"Thank you [illegible]**	

PREVIEW

True or False

Read each sentence. Circle T[illegible]

Mark: /

1) Asking a kind question helps you learn the truth.	[illegible]	[illegible]
2) A real compliment can make a friend feel happy.	Tr[illegible]	False
3) Two kids can have different experiences, and both matter.	True	False
4) Every language deserves the same respect as yours.	True	False
5) Gender decides what games a person must like.	True	False
6) Being good at math makes you better than others.	True	False
7) Your value does not come from how you look.	True	False
8) "I can't do it yet" means you are still learning.	True	False

© Super Simple Papers
supersimplesheets.com