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.

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Workbook Preview

Grade 2 Health Unit
Personal Thoughts-Feelings-Actions

	Curriculum Expectations	Pages
USC2.1a	Develop a common understanding and use of respectful language to talk about thoughts, feelings, and actions (e.g., emotions, ideas, behaviours, choices, reactions, control).	7–13, 25–35, 66–67, 69–72, 75–82, 94–104
USC2.1b	Examine daily habits/routines that are healthy/unhealthy (e.g., eating breakfast/skipping breakfast, recycling/littering)	36–50, 53–56
USC2.1		10–24, 97
USC2.1		66–67, 96,
USC2.1e	Provide examples of how one can help others to understand self by sharing thoughts and feelings.	25–31, 66–70, 88–95, 98–104
USC2.1f	Discuss the basic "cause-effect" relationship among thoughts, feelings, and actions (e.g., If I think I am smart, I will feel "content/confident" and I will try to learn. If I think I am "dumb", I will feel sad/frustrated and I may not participate in class.).	7–11, 13–24, 55–60, 62–63, 65, 71–72, 80–82
USC2.1g	Determine that people are responsible for personal thoughts, feelings, and actions.	21–24, 32, 41–47, 51, 53, 71–74, 80–93
AF2.1	Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions.	52–53, 88–93, 97

Preview of 70 pages from this product that contains 145 pages total.

PERSONAL THOUGHTS-FEELINGS-ACTIONS



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Name: _____ 6

Teacher/Parent Intro Letter

Dear Families,

This term, our class is starting an exciting new health unit called **"My Thoughts, My Feelings, My Actions."** We'll be learning that what we *think* affects how we *feel* — and how we feel affects what we do. Most importantly, your child will learn that they can understand and take responsibility for all three.

What We'll Be Learning:

- To identify and name our thoughts, feelings, and actions
- How one thought can lead to a feeling, which can lead to an action (a "chain")
- How to share our feelings with others
- Simple tools to use when feelings feel big
- That we are each responsible for our own thoughts, feelings, and choices
- How to plan, take, and reflect on positive action

Key Words You'll Hear at Home:

- **Thought** – an idea in my brain
- **Feeling** – an emotion in my heart, like happy or mad
- **Action** – what my body does
- **Chain** – how a thought leads to a feeling, which leads to an action

Ask Your Child:

1) What's one thought you had today, and how did it make you feel?
2) Can you show me your "calm-down toolbox" tool?
3) What's something you're responsible for this week?
4) What's a kind way to tell someone how you're feeling?
5) What's one action you're proud of today?

We're so excited to grow these skills together!

Warmly,

_____

PREVIEW

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Name: _____ 7

MEET THE BIG 3



THOUGHT

What my brain thinks



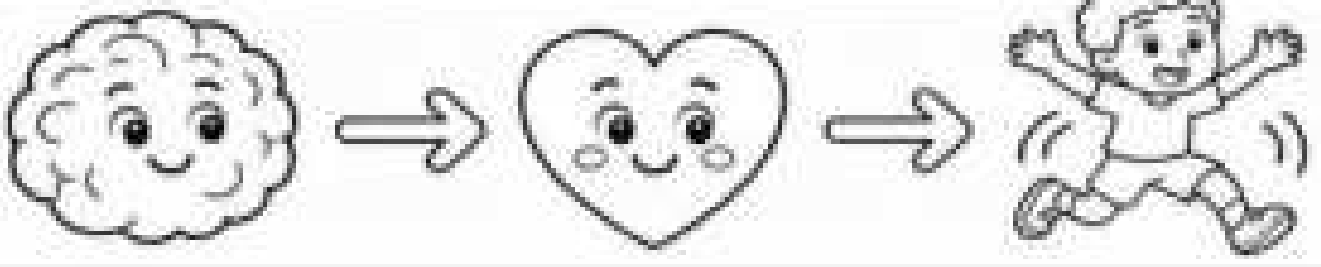
FEELING

What [illegible] feels



ACTION

What my body does



PREVIEW

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Name: _____ 6

My Thoughts, Feelings, and Actions

Meet the Three Words

	Thought	Feeling	Action
Meaning	An idea that appears in the brain	Something felt deep inside the heart	Something the body does that others can see
Exam	king, "I can do puzzle!"	Feeling proud, excited, or a little nervous	Smiling, trying again, or asking for help
Wher Happens		Inside the chest, like a warm glow	Out loud, where everyone can see
Why It Matters	Good lead to go	lings guide what a chooses to do	Actions show others how someone feels inside

PREVIEW

How They Are Connected

Thoughts, **feelings**, and **actions** work together ... of them work alone.

One thought can create a feeling. That ... tion. This happens fast, almost like magic.

For example, thinking **"I am brave"** can create a fee... of confidence can lead to **trying something new and exciting**.

But thinking **"this is too hard"** can create a feeling of **worry**. That worry can lead to **giving up too fast**, before even trying.

This connection happens inside every person, every single day, whether they notice it or not.

Each person is in charge of their own thoughts, feelings, and actions. Nobody else controls them. This is an important power to understand.



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Name: _____ 9

Define What do the terms below mean?

Thought	
Feeling	
Act	

True or False [illegible] false?

1) A feeling happens quic[illegible] yo[illegible]	True	False
2) Actions are things that other peop[illegible]	True	False
3) Feelings can guide what a person c[illegible]oses to [illegible]	True	False
4) Good thoughts can lead to good feelings.	True	False
5) Every person controls someone else's thought[illegible] [illegible]gs.	True	False

What is It? Read each sentence. Write Thought, Feeling or A[illegible]

1) Maya thinks, "I know this answer!"	
2) Sam smiles and waves at his friend.	
3) Ben feels nervous before his spelling test.	
4) Priya raises her hand in the air.	
5) Leo has an idea: "This game looks fun to try."	
6) Ava feels proud after finishing her drawing.	



PREVIEW

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Name: _____ 10

Cut & Glue Cut out each card below. Glue it under the correct heading.



PREVIEW

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Name: _____ L1

Thought	Feeling	Action



Name: _____ L2

Word Wall Match-Up Draw a line to match each term to its correct definition. Definitions are mixed up — read carefully!

Thought ○	○ Feeling sure that you can do something
Feeling ○	○ What you think, feel, or do right after something happens
Acti… ○	○ Something your body does that others can see
Em… ○	○ Feeling peaceful and relaxed, not upset or rushed
Idea ○	○ A feeling of being unsure or a little scared
Behaviour ○	○ Another word for a feeling, like joy or anger
Choice ○	○ Being in charge of your own thoughts and actions
Reaction ○	○ …a person acts or does th…
Control ○	○ …when there … or m… tions
Confidence ○	○ A … …u think of
Worry ○	○ An idea that ap… …n your brain
Calm ○	○ Something you feel deep inside, like happy or worried

PREVIEW

Bonus Challenge Pick one word from the list and use it in your own sentence about something that happened to you today.

_____

_____

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Exit Cards

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

Name: _____ Mark: ____

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

	Thought
	Feeling
	Action

A) Something the body does that others can see

B) An idea that appears in the brain

C) Something felt deep inside the heart

Name: _____ Mark: ____

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

	Thought
	Feeling
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	Thought
	Feeling
	Action

A) Something the body does that others can see

B) An idea that appears in the brain

C) Something felt deep inside the heart

PREVIEW

Name: _____ 1A

The Thought-Feeling-Action Chain

What Is the Chain?

A **thought** can lead to a **feeling**, and that feeling can lead to an **action**. This is called a **cause-effect chain**. It happens inside your brain every sin… often very fast, sometimes so fast … notice it happening at all.



PREVIEW

Two Ex… the Ch…

If you think "I … you … confident, and you might try to le… If you think "I am dumb," you might … and you might not want to join in class. … lead to two very different chains, all … thought you choose.



- One small thought can start a whole ch… feelings.
- Different thoughts about the same thing lead to different chains.

Why This Chain Matters



Noticing your own chain helps you understand why you feel and act certain ways. You have the power to notice your thoughts and choose ones that lead to feelings and actions that help you, both in school and everywhere else.

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Name: _____ 15

Fill in the Blank

Match the shared feeling to the helpful response.

1) A thought can lead to a feeling, and a feeling can lead to an _____.

2) Thinking "I am smart" can lead to feeling _____.

3) Thinking "I am dumb" can lead to feeling _____.

4) Feeling confident might lead to the action of _____.

5) Feeling [illegible] might lead to the action of _____.

True or False

[illegible] true or false?

1) The thought-[illegible] happens outside of your brain.	True	False
2) A cause-effect chain [illegible] many days.	True	False
3) Noticing your thoughts can help you [illegible] your feelings.	True	False
4) One small thought cannot start a [illegible] feeling.	True	False
5) Choosing helpful thoughts can lead to helpful [illegible].	True	False

Making Connections

Answer the questions [illegible]

1) Describe a time when thinking "I can do this" helped you try.

2) Share a time when a worried thought changed how you acted.

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Name: _____ 16

Fill-the-Chain

Remember: a **thought** can lead to a **feeling**, and that feeling can lead to an **action**. This is called the **thought–feeling–action chain**. Practise completing the whole chain for each scenario below.

Instructions Practise completing the whole chain for each scenario below.

Scenario 1: You are about to try out for the school play.

Thought	Feeling	Action

Scenario 2: You fo[illegible] your h[illegible] home.

Thought	Feeling	Action

Scenario 3: A classmate invites you to sit with them at lunch.

Thought	Feeling	Action

PREVIEW

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Name: _____ L7

Cause-Effect Chain

A **cause-effect chain** shows how one **thought** leads to a **feeling**, and that feeling leads to an **action**. Practice writing out full chains using the sentence frame below.

Example: If I think "I am smart," I will feel confident, and I will try to learn.

Your Turn — Complete each sentence to write out your own thought-feeling-action.

PREVIEW

1

If I think _____,

I will feel _____,

and I will _____.

2

If I think _____,

I will feel _____,

and I will _____.

3

If I think _____,

I will feel _____,

and I will _____.

4

If I think _____,

I will feel _____,

and I will _____.

Name: _____ 18

Rewrite the Stuck Chain

Sometimes our thoughts get **"stuck"** in an unhelpful pattern. The good news is that we can rewrite a stuck chain into a more helpful one.

Instruction Read each stuck chain below, then rewrite it with a more helpful thought, feeling, and action.

Stuck Cha hought: "I always mess up." → **Feeling**: Discouraged → **Action**: Gives up right

My H Chain:

Feeling _____ ction _____

Stuck Chain 2: Tho "No play with me." → **Feeling**: Lonely → **Action**: Sits by them esn

My Helpful Chain: Thought: _____

Feeling _____ Action _____

Stuck Chain 3: Thought: "This is too hard, I c t." ustrated → **Action**: Stops trying and pushes the work away

My Helpful Chain: Thought: _____

Feeling _____ Action _____

Stuck Chain 4: Thought: "Everyone is looking at me." → **Feeling**: Emb ssed → **Action**: Hides and avoids the group

My Helpful Chain: Thought: _____

Feeling _____ Action _____

Why is it helpful to notice when a thought is stuck?

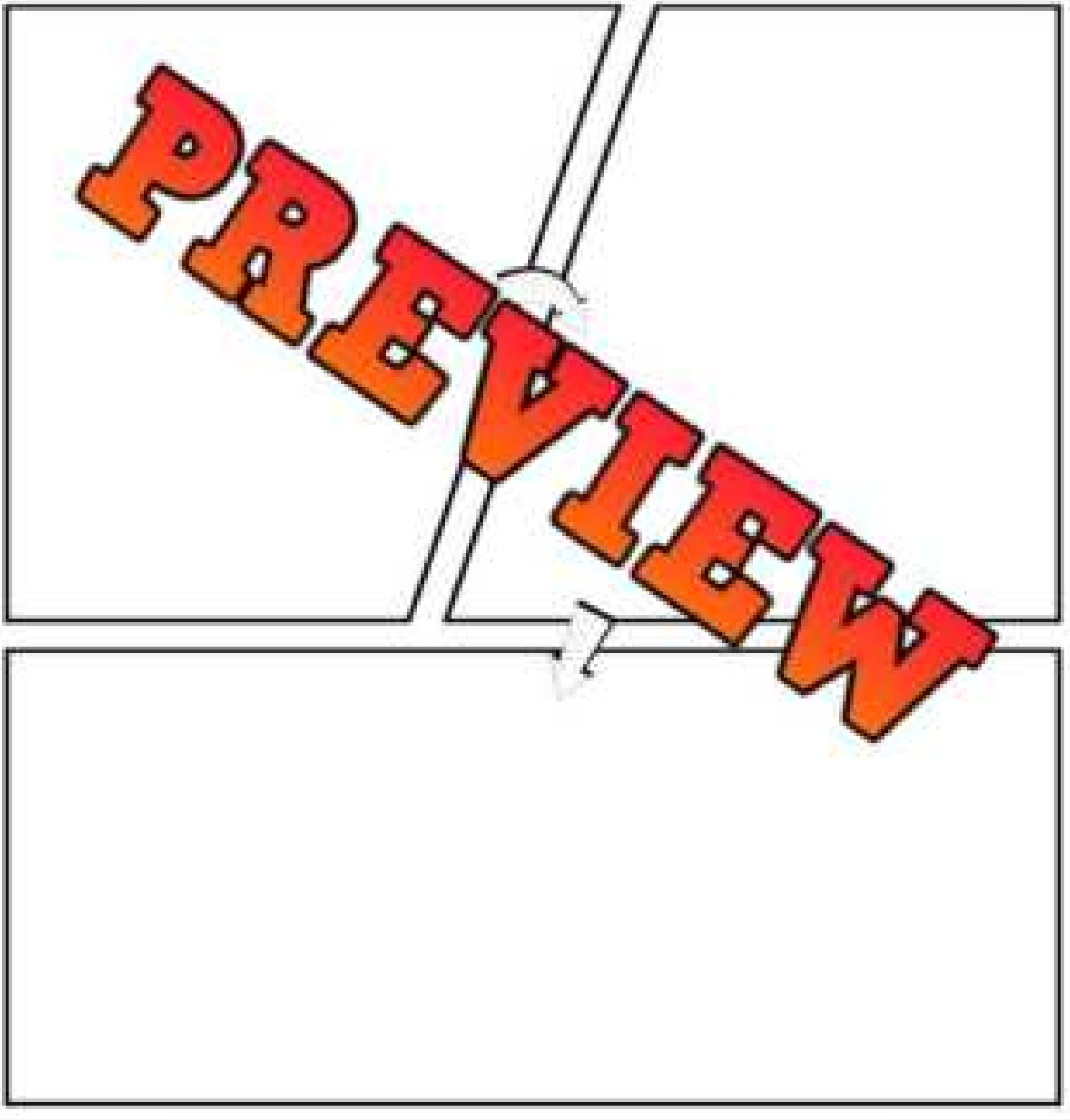
PREVIEW

Name: _____ 19

Build-a-Comic: My Chain

Instruction

Think of a real **thought-feeling-action** chain from something that happened to you. You are going to turn it into your very own three-panel comic strip.



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?

	Noticing your thoughts can help you understand your feelings.
	Once you feel a big feeling, you cannot choose what you do next.
	If you think "I am good at this," you may feel ready to try

Name: _____ | Mark

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

	Noticing your thoughts can help you understand your feelings.
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2 Truths and a Lie – Can you find the one that's not true?

	Noticing your thoughts can help you understand your feelings.
	Once you feel a big feeling, you cannot choose what you do next.
	If you think "I am good at this," you may feel ready to try

PREVIEW

Name: _____ 21

Story: Finn's Emotional Adventures

Finn the fox was fast asleep in his cozy den. His tummy grumbled loudly, waking him up.

"I'm so hungry," Finn said, rubbing his sleepy eyes. He went outside to search for food. Dark clouds rumbled above him. Finn grabbed his umbrella just in time.

Rain [illegible] down hard, soaking his fur. "This rain is ruining my search!" Finn growled.

[illegible] rain stopped. But Finn felt worried. "Wh[illegible]ore I find food?"

Sure enough, rain [illegible] even harder. Finn hid under [illegible] than before.

Finally, the rain stopped again. [illegible] "Yes! No more rain!" Finn cheered, feeling ha[illegible]

But he looked around. Still no food any[illegible] shoulders drooped. "I've looked everywhere," Finn [illegible]

Just then, he turned a corner. There, sitting under a [illegible] food!

"Whoa!" Finn gasped, feeling surprised. "I've never seen this much food in my whole life!"

Finn smiled and began to eat, grateful the rainy day finally led him somewhere wonderful.

"Today I felt hungry, angry, worried, happy, sad, and surprised," Finn said softly. "That's a lot of feelings for one day!"

He smiled, warm and full. Finn learned something important: feelings come and go, like rain and sunshine, and every single one is okay to feel.



PREVIEW

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Name: _____ 22

Finn's Feelings!

Read each clue from the story. Write the feeling Finn had at that moment.

1) When Finn's tummy grumbled and he had not eaten yet, Finn felt...	
2) When the rain poured down hard and ruined his search, Finn felt...	
3) When the rain stopped, but Finn was scared it might come back, Finn felt...	
4) When [illegible] back again, even harder than before, [illegible]	
5) When the rain [illegible] and the sun peeked out, Finn felt...	
6) When Finn looked everywhere and could not find food, Finn felt...	
7) When Finn turned the [illegible] of food, Finn felt...	
8) When Finn sat down and finally [illegible] eat, [illegible] felt...	

True or False

Is the statement true or false?

1) Finn felt the exact same way from morning to night.	True	False
2) Finn thought only happy feelings were okay to have.	True	False
3) The weather in the story kept changing, just like Finn's feelings.	True	False
4) Finn believed feeling angry meant something was wrong with him.	True	False

Lesson Learned

What did Finn learn by the end of the story?

PREVIEW

Name: _____ 23

Colouring | Colour Finn the Fox as he feels each emotion



PREVIEW

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Exit Cards

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

Name: _____ | Mark

Read the clue. Write the feeling.

1) You smile big and feel light, how are you feeling?	
2) Your face feels hot and mad, how are you feeling?	
3) You feel heavy and want to cry, how are you feeling?	
4) Your eyes feel heavy, you want rest, how are you feeling?	

Name: _____ | Mark

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1) You smile big and feel light, how are you feeling?	
2) Your face feels hot and mad, how are you feeling?	
3) You feel heavy and want to cry, how are you feeling?	
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2) Your face feels hot and mad, how are you feeling?	
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4) Your eyes feel heavy, you want rest, how are you feeling?	

PREVIEW

Name: _____ 25

Feelings Thermometer

How to Build It Follow the 4 steps below to build your thermometer.

A Cut out the thermometer shape (Part A).

B Cut along the dotted slot line down the middle.

C Cut out the long slider strip (Part B).

D Push the strip through the slot from behind, then slide it up and down.

PREVIEW



Push the strip through the slot from behind the thermometer, so the small box at the top peeks out the front. Slide the strip up to show a big feeling, or down to show a small feeling.

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Name: _____ 26

Try It Read each situation. Slide your thermometer to show how big that feeling might be, then write the size in the box.

Situation	How Big Is the Feeling?
1) You dropped your pencil on the floor.	
2) Your best friend moved to a new school.	
3) Someo[illegible] in front of you in line.	
4) You[illegible] toy.	
5) You go[illegible] sn[illegible] yo[illegible] knee.	
6) It's your birthda[illegible]y!	
7) You spilled a little wate[illegible]	
8) Your pet is very sick.	
9) A classmate shared their crayons with yo[illegible]	
10) You couldn't find your favourite shirt.	
11) You won first place in a school contest.	
12) Someone said something unkind to you.	
13) You have to wait one more minute for recess.	
14) You got lost in a big store for a moment.	
15) Your team lost the game after trying hard.	

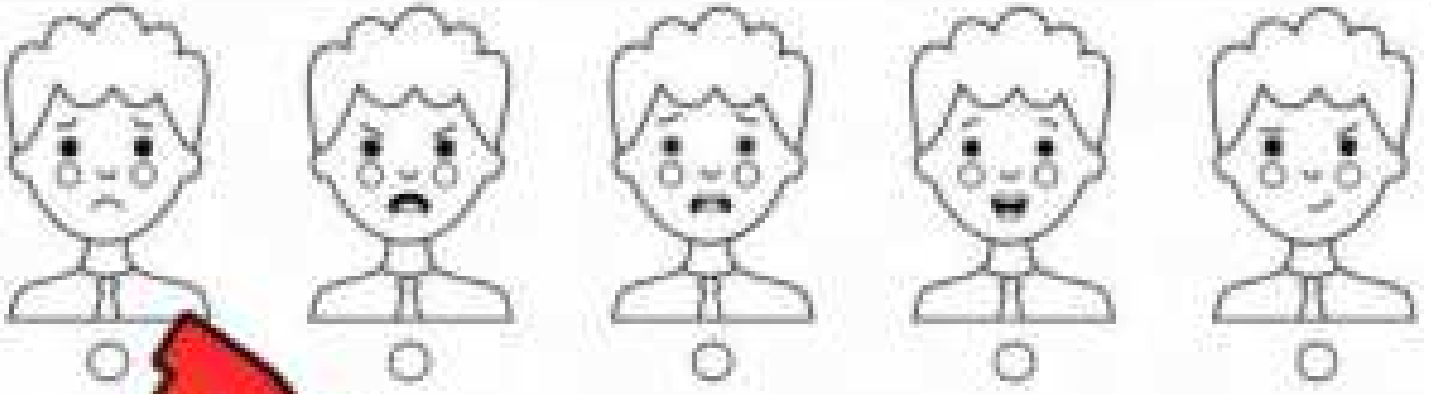
PREVIEW

The Point: *Not every feeling is the same size, even if it has the same name. Two people can both feel "sad," but one sadness might be small and the other might be very big. Noticing the size of a feeling helps us know how to handle it.*

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Name: _____ 27

Matching Draw a line from the face to the word that matches how the boy feels.



HAPPY SAD [illegible] ANGRY SCARED

PREVIEW

Fill in the Blank Write the word that finis[illegible]ch s[illegible]rectly.

1) When something scary happens, my face feels _____.
2) When I get a gift, I feel _____.
3) My face turns red and my fists get tight when I feel _____.
4) When my friend shares their snack with me, I feel _____.
5) When I hear a loud, sudden noise, I feel _____.

Relate Tell about a time you felt angry. What made you feel that way?

_____

_____

_____

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Name: _____ 28

Draw Look at the word next to each face. Draw a face to show that feeling.

happy





surprised

sad





scared

PREVIEW

Remembering My Feelings Think of the last time you felt each emotion belo[illegible]e when it was.

Happy	Surprised

Sad	Scared

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Name: _____ 29

Body Language

What Is Body Language?

You don't always need words to share your feelings. Your face, your voice, and the way you stand can show feelings too. This is called **body language**, and people use it every day without even noticing.



Ways We Show Feelings

Your face can smile, frown, or stay still. Your voice can sound loud, soft, shaky, or calm. Even your whole body can lean close or step far away. Other people are always reading these small signals, even when you are not saying a single word out loud.

- A big smile and open arms often show happiness.
- Crossed arms and a tight frown often show anger.
- Standing tall with your chin up can show confidence.
- Looking down and stepping back can show worry or fear.

Kind or Unkind Body Language

Some body language is kind, like a warm smile or a high five. Other body language can hurt someone, like rolling your eyes or turning your back. You get to choose body language that is respectful and kind, even when your feelings are big and hard to control.

PREVIEW

Name: _____ 30

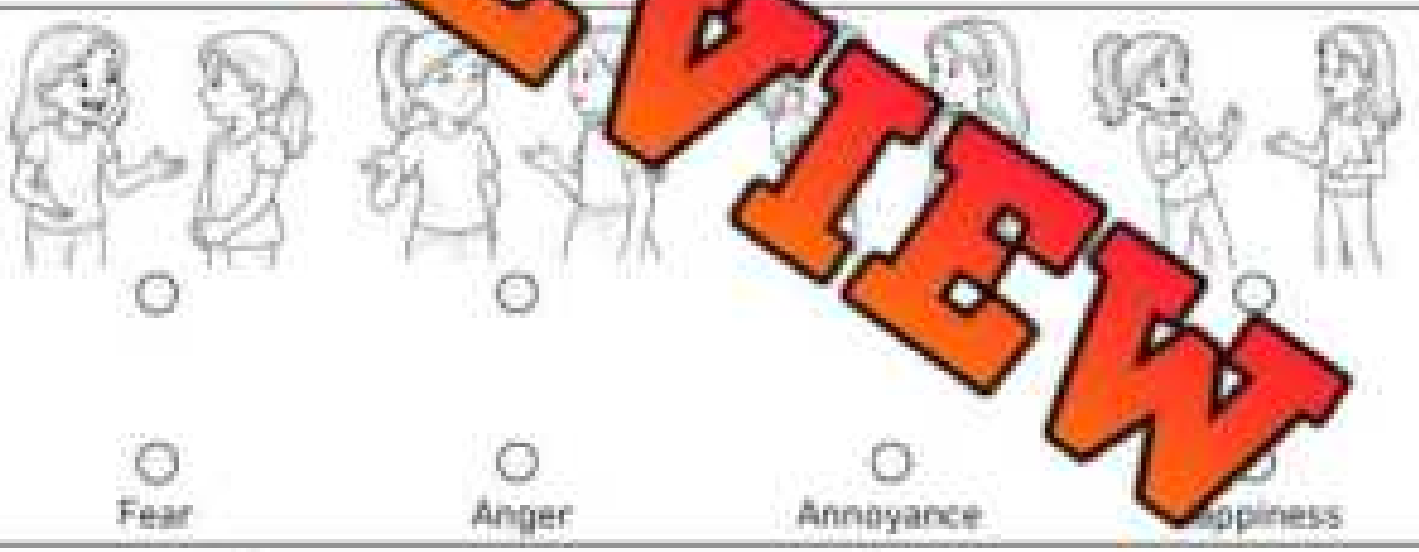
Questions Answer the questions below.

1) What is body language?

2) List two examples of body language that shows anger.

PREVIEW

Matching Match the feeling.



○ Fear ○ Anger ○ Annoyance ○ Happiness

True or False Is the statement true or false?

1) Body language can share feelings without spoken words.	True	False
2) A person's tone of voice cannot show any feelings.	True	False
3) Standing tall with your chin up can show confidence.	True	False
4) Turning your back on someone is a kind choice.	True	False
5) A loud, shaky voice might show feeling calm inside.	True	False

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Name: _____ 31

Reading Body Language

Look at each picture. Write what Ben and Sara might be feeling, based on their body language.



Ben	



Ben	Sara



Ben	Sara



Ben	Sara

PREVIEW

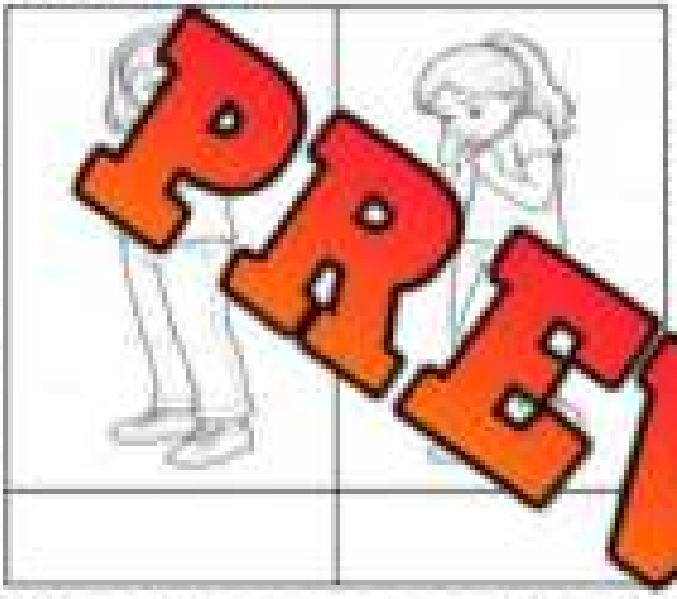
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Exit Cards

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

Name: _____ | Mark

Name the feeling from the body language.



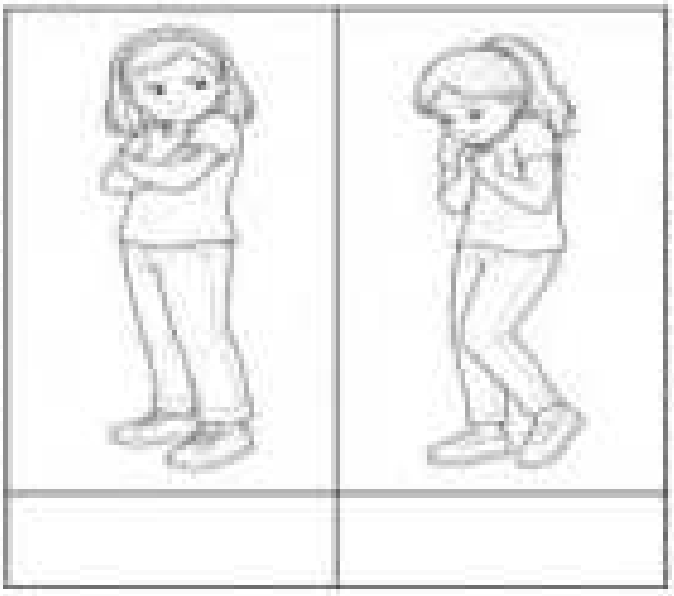
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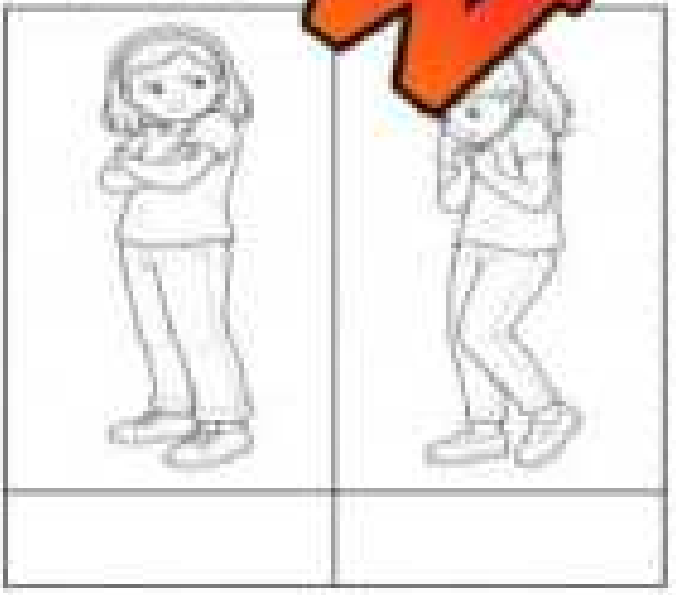
Name: _____ | Mark

Name the feeling from the body language.



Name: _____ | Mark

Name the feeling from the body language.



PREVIEW

Name: _____ 36

Healthy and Unhealthy Habits

What Is a Habit?

A **habit** is something a person does often, almost every day. Habits can be actions, and actions can affect how a person feels and how healthy their body stays.

Healthy and Unhealthy Habits	
Healthy Habit	Unhealthy Habit
Eating [illegible]	Skipping breakfast
Re[illegible]er	Littering on the ground
Drink[illegible] wate[illegible]	Drinking too much sugary juice
Washing ha[illegible] eati[illegible]	Forgetting to wash hands
Going outside to p[illegible]	Sitting too long without moving

PREVIEW

Small Habits, Big Differences

One small habit, repeated many time[illegible]p o[illegible]ple week. Eating breakfast each day can give the brain steady energy for l[illegible]g. [illegible]g just one bottle may not seem like much, but a whole class [illegible]g t[illegible] keeps a lot of garbage out of the ground.

How Habits Affect the Body and Earth

Some habits help the body stay strong, like eating breakfast or drinking water. Other habits help the Earth stay clean, like recycling instead of littering. Skipping healthy habits can make a person feel tired, and littering can hurt animals and ruin spaces everyone shares.



Habits Are Actions

A habit is a kind of action a person repeats. Choosing healthy habits helps both people and the world around them feel and stay better.

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Name: _____ 37

True or False

Is the statement true or false?

1) Eating breakfast can give the brain steady energy.	True	False
2) Littering helps keep clean spaces for animals.	True	False
3) A habit is something done rarely, almost by accident.	True	False
4) Going outside to play is listed as a healthy habit.	True	False
5) Small habits repeated often can create a big difference.	True	False

Questions

Answer the questions below.

1) What is the difference between a healthy and unhealthy habit?

2) How can one small habit add up over time?

PREVIEW

Draw It!

Draw one healthy habit and one unhealthy habit in the boxes below.

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Exit Cards

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

Name: _____ Mark

Healthy or **Unhealthy**? Label each habit.

1) Brushing your teeth every night.	
2) Staying up very late on school nights.	
3) Watching TV for many hours in a row.	
4) Going to bed at the same time each night.	
5) Stretching before playing sports.	

Name: _____ Mark

Healthy or **Unhealthy**? Label each habit.

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2) Staying up very late on school nights.	
3) Watching TV for many hours in a row.	
4) Going to bed at the same time each night.	
5) Stretching before playing sports.	

PREVIEW

Name: _____ 43

Story: A Healthy Habit for Our Planet

Draw Draw pictures to illustrate the story.

The Cleanest Choice

Ben loved the little creek behind his school. He watched minnows dart between the rocks every recess.

One day, Ben ran to the creek and stopped. Trash floated on top of the water and piled near the rocks.

PREVIEW

"Who did this?" Ben whispered, his chest tight with sadness.

He looked closer. The minnows were gone. Even the ducks that usually visited were nowhere in sight.

At lunch, Ben told his friend Aisha what he saw. "The creek looks sick," he said, poking his sandwich without eating.

Aisha frowned. "My mom always says recycling is a habit, like brushing your teeth. Maybe people forgot their habit."



That afternoon, Ben and Aisha asked their teacher for help. Together, the whole class walked to the creek with gloves and bags.

Ben's hands shook as he picked up the first bottle. It felt heavy, like a piece of the problem, but also like the start of a fix.

Name: _____ 45

One by one, classmates filled their bags. Slowly, the creek bank turned from messy to clean.

"Look!" Aisha shouted, pointing at the water. A small duck paddled back to the rocks.

Ben felt his sadness melt into something warmer. "One habit really can change everything," he said.



The next week, the class started a recycling bin right by the creek path. Every day, fewer bottles floated by.

Ben smiled, watching minnows dart between the rocks again. His small choice, repeated daily, had helped bring his creek back to life.

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Matching

Draw a line to match each character to what they did.

Ben ○	○ Helped the class go clean the creek
Aisha ○	○ Filled bags with trash together
The teacher ○	○ Noticed the trash in the creek first
The whole class ○	○ Compared recycling to a daily habit

Ordering

Number the events from 1 to 8 in the order they happened in the story.

	the creek with gloves and bags.
	notic ating in the creek water.
	Ben te st h the creek.
	Aisha comp habit.
	Ben and Aisha a he
	The class builds a recy th.
	A duck paddles back to the ro the c
	The class fills their bags with trash fr cre



PREVIEW

What Did You Learn?

Think about the whole st sw

1) Explain what Aisha's mom always says about recycling.

2) What lesson did Ben learn about small daily choices?

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Exit Cards

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

Name: _____ Mark

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

1) A habit means doing something just one time.	T / F
2) A habit only affects the person doing it.	T / F
3) Skipping a healthy habit has no real effect.	T / F
4) Small choices, repeated daily, can add up over time.	T / F
5) Recycling helps keep water and creeks clean.	T / F

Name: _____ Mark

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

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3) Skipping a healthy habit has no real effect.	T / F
4) Small choices, repeated daily, can add up over time.	T / F
5) Recycling helps keep water and creeks clean.	T / F

PREVIEW

Name: _____ 55

The Voice Inside My Head

What Is Self-Talk?

Every day, you say things inside your own head, without speaking out loud. This is called **self-talk**. It happens all day, even when you don't notice it.

Two Kinds of Self-Talk	
Helpful Self-Talk	Unhelpful Self-Talk
"I am g[illegible]"	"I can't do this as well as she can."
"I [illegible]"	"This is too hard for me."
"I will [illegible]"	"I will never get this right."

PREVIEW

Catching Unhelp[illegible]-Tal[illegible]

Sometimes unhelpful [illegible] you even notice it happening. If you catch yourself thinking **"I ca[illegible]** swap it for **"I can try."** This small swap chang[illegible] exact moment, even if the task itself hasn't ch[illegible]



How Self-Talk Changes Your Feelings

The words you choose inside your head can change h[illegible] right away. Thinking **"I am good at this"** can make you feel pro[illegible] and ready to try. Thinking **"I can't do this as well as she can"** can make you feel small and unsure, even before you start. The task stays exactly the same either way — only your feeling about it changes.

You Choose Your Words

Your self-talk is something only you can hear. That means you get to choose which words to say inside your head, and those words can shape your whole day. Nobody else can hear your self-talk, which also means nobody else can change it for you — that job belongs only to you.

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True or False

Is the statement true or false?

1) Self-talk is something you say out loud to friends.	True	False
2) Helpful self-talk can make a task feel easier to try.	True	False
3) The task itself changes when your self-talk changes.	True	False
4) Catching an unhelpful thought means you can swap it.	True	False
5) Self-talk happens all day, even without you noticing.	True	False

Questions

Answer the questions below.

1) Describe how you can change a feeling right away.

2) Describe what happens when you swap an unhelpful thought.

Swap the Self-Talk!

Read each unhelpful self-talk sentence. Write a helpful version of the same thought on the line.

Unhelpful: "I'm going to lose this game anyway."

Helpful:

Unhelpful: "I always forget my homework."

Helpful:

Unhelpful: "I can't draw as well as my friend."

Helpful:

Unhelpful: "This math question is impossible."

Helpful:

PREVIEW

Exit Cards

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

Name: _____ | Mark

Helpful or **Unhelpful?** Label each self-talk.

1) "I'll figure this out."	
2) "I'm terrible at everything."	
3) "Nobody wants me on their team."	
4) "Mistakes help me learn."	
5) "I'll never be as good as him."	
6) "There's no point in trying."	

Name: _____ | Mark

Helpful or **Unhelpful?** Label each self-talk.

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Name: _____ | Mark

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Name: _____ | Mark

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4) "Mistakes help me learn."	
5) "I'll never be as good as him."	
6) "There's no point in trying."	

PREVIEW

Name: _____ 58

Podcast Script: Growing My Mindset

Samantha: Hi everyone, welcome back! Today we're talking about **mindsets**. I'm here with Ms. Patel, our gym teacher. Thanks for joining me.

Ms. Patel: Happy to be here. This topic matters because how we think about tasks changes how we feel about them, and even how hard we try.

Samantha: Let's start with a **fixed mindset**. What does that sound like?

Ms. Patel: A fixed mindset sounds like, "I can't do this as well as she can." It means you think you're set and can't grow, no matter how much you practise.

Samantha: What about a **growth mindset**?

Ms. Patel: A growth mindset is like, "I can't do this yet, but I'll get better if I practise." It believes effort and practice help you grow over time.

Samantha: Can you give us an example?

Ms. Patel: Sure! Two kids try skipping rope for the first time. One thinks, "I'm just bad at this," and stops after tripping twice.

Samantha: What happens with the other kid?

Ms. Patel: The other kid thinks, "I'm still learning this," and keeps trying. Same rope, same number of tries, but very different feelings and results.

Samantha: So, the thought really does change everything?

Ms. Patel: Exactly! One thought leads to giving up early. The other thought leads to trying again, and eventually, getting better.

Samantha: Thanks, Ms. Patel! Now we know growth mindset thoughts help us keep going, even when something feels hard at first.

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Define What do the terms below mean?

Fixed Mindset	
Growth Mindset	

Two Tr… …ed each group. Tick ✓ the two true ones. Mark ✗ the one lie.

	A fixed mi… …can grow with…		Ms. Patel says effort can help a skill grow over time.
	A growth mind… …more can build a sk…		Thinking "I'm still learning this" is a fixed mindset thought.
	The two kids tried skippi… …e the same number of times.		…dsets can change how hard a …ries at something.

Fixed Mindset or Growth Mindset? Read each quote below. …ixed… …Growth Mindset next to it.

1) "I'll never be good at soccer, so why try?"	
2) "I didn't get it today, but I'll try again tomorrow."	
3) "Some kids are just born smart, and I'm not one of them."	
4) "I can't draw as well as her, so I'll just stop."	
5) "Mistakes help me learn new things."	
6) "If I practise more, I know I can improve."	
7) "I'm just not a math person."	
8) "Everyone struggles at first — that's part of learning."	

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Story: A Day Inside My Head

Yesterday, Maya answered a question incorrectly. A few kids laughed before Ms. Bell asked them to stop.

Today, Ms. Bell asked another question. Maya's heart started pounding fast.

"What if I get it wrong again?" Maya thought. "Everyone might laugh."

That thought made her stomach twist into a tight knot. Her hands felt shaky under her desk.

She sat down in her chair. She didn't raise her hand, even though she knew the answer.

"Maya, would you like a turn?" Ms. Bell asked gently. "No thank you," Maya whispered, looking down at her shoes.

At recess, her friend Oliver sat next to her and quiet. "What's wrong?" he asked, sitting beside her.

"I got a question wrong yesterday," Maya admitted. "Now I'm scared to try again."

Oliver nodded. "That happened to me too. But everyone forgets it fast. Trying again felt way better than staying quiet."

Maya thought about that all afternoon. The next day, when Ms. Bell asked a question, a new thought popped into her head.

"Even if I'm wrong, that's okay," Maya thought bravely.

She raised her hand high. Her voice felt strong. And when she answered correctly, Maya's whole body filled with proud, sparkling joy.



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Ordering Put these story events in the correct order by numbering them 1 to 6.

	Maya raises her hand and answers correctly.
	Maya answers a question incorrectly and some kids laugh.
	Maya slides down in her chair and stays quiet.
	Oliver tells Maya that trying again felt better than staying quiet.
	Maya thinks, "Even if I'm wrong, that's okay."
	Ms. [illegible]ks another question the next day.

Yes or [illegible] question below. Circle Yes or No.

1) Did Maya r[illegible] time Ms. Bell asked?	Yes	No
2) Did Oliver he[illegible] cess?	Yes	No
3) Did the kids keep l[illegible] ked them to stop?	Yes	No
4) Did Maya feel proud afte[illegible] next day?	Yes	No
5) Did Maya stay scared to try again?	Yes	No

Questions Answer the questions below.

1) Maya's first thought was "Everyone might laugh." How did that thought make her do?

2) Maya's second thought was "Even if I'm wrong, that's okay." What did that thought make her do?

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Sharing to Be Understood

Why We Share Our Feelings

Nobody can read your mind! If you don't share your thoughts and feelings, people around you may not know what you need. Sharing helps friends, family, and teach[illegible]derstand you better, and it helps them k[illegible] to support you.



Examples of S[illegible]U[illegible]tood

When you tell a [illegible]ou f[illegible]hey can invite you to join in. Wh[illegible]a fe[illegible]u feel confused, they can expl[illegible]in way. Small moments like these show[illegible]wer a few honest words can be, even when a feeli[illegible]s he[illegible]out loud.

- Telling a friend "I feel left out" can h[illegible]
- Telling a teacher "I don't understand" can g[illegible]re
- Telling a family member "I feel worried" can bri[illegible]you
- Staying quiet about a feeling can leave people guessi[illegible]



Sharing Builds Understanding

When you share your feelings, people can respond in ways that truly help. It also shows others that you trust them. Sharing your thoughts and feelings is one of the best tools you have for being understood by everyone around you, every single day.

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Questions Answer the questions below.

1) Describe what might happen if you never shared feelings.

2) Describe how sharing builds trust between you and others.

PREVIEW

Matching Match the sharing ... response.

"I feel left out." ◯
"I feel confused." ◯
"I feel worried." ◯
"I feel proud." ◯
"I feel scared." ◯

◯ ...ber gives comfort
◯ ...e to help you
◯ ...
◯ Someone ce...
◯ Friend invites you ...

Would You Rather Circle your choice.

1) Would you rather share your feelings **with a friend or a family member?**
2) Would you rather **talk about a bad day or keep it to yourself?**
3) Would you rather **ask for help or stay stuck alone?**
4) Would you rather **tell someone** they hurt your feelings **or say nothing?**
5) Would you rather **celebrate alone or share your good news** with someone?

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Helping a Friend Understand Me

When we share our feelings with someone, it helps them understand us better. If we stay quiet, people around us might not know what we need or how to help. **Sharing our feelings** is one of the best ways to be understood.

Think of a Time

Think of a real or imagined time you shared a feeling with someone, and ped them understand you better. Tell the story.

1) Tel

2) Who did you share it with?

3) What did you say or do to share your feelings?

4) How did sharing help the other person understand you?

5) What might have happened if you did not share your feelings?

PREVIEW

Exit Cards

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

Name: _____ | Mark

Circle Yes or No for each question.

1) Can people read your mind without you sharing?	Yes / No
2) Can telling a friend "I feel left out" help them include you?	Yes / No
3) Does sharing show that you trust someone?	Yes / No
4) Does staying quiet help people understand you?	Yes / No
5) Can honest words help even when it's hard?	Yes / No

Name: _____ | Mark

Circle Yes or No for each question.

1) Can people read your mind without you sharing?	Yes / No
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Name: _____ | Mark

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5) Can honest words help even when it's hard?	Yes / No

PREVIEW

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Personal Responsibility

What Does Responsible Mean?

Being responsible means being in charge of something. You are in charge of your **own thoughts**, your **own feelings**, and your **own actions**. Nobody else controls these things for you, no matter how big or small they feel.



Feelings Are Different Than Actions

Every feeling is okay to have, even ones like anger. Feeling angry is okay. But what you do with that feeling is something you choose, and that choice is your responsibility. This is an important difference for you to understand, since feelings and actions are not the same thing.

- Feeling angry is okay; it is a normal feeling.
- Choosing to hit someone is not okay; it is a choice.
- You cannot always choose your feelings, but you can choose your actions.
    - Being responsible means owning your feelings and your mistakes.



Why This Matters

When you understand you are responsible for your own actions, you can make better choices, even during big feelings. This is an important skill that helps you and the people around you every single day, at school, at home, and everywhere in between.

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Name: _____ 72

Yes or No Read each question. Circle Yes or No.

1) Are you responsible for your own actions?	Yes	No
2) Is feeling angry the same as acting on anger?	Yes	No
3) Can you choose your actions, even during big feelings?	Yes	No
4) Does owning a mistake show responsibility?	Yes	No
5) Do other people control your feelings for you?	Yes	No

Question the questions below.

1) What does being responsible for yourself really mean?

2) List two examples of choosing your actions responsibly.

1	
2	

PREVIEW

Word Search Find the words in the word search.

Responsible	Choice
Feelings	Actions
Thoughts	Angry
Control	Owning
Mistakes	Problem
Understand	Normal

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

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Stoplight Choices

Just like a stoplight helps cars know when to go, stop, or wait, we can use the same colours to help us make good choices. **Green** means it's a good choice. **Yellow** means think first. **Red** means stop and reconsider.

GREEN Go	YELLOW Think first	RED Stop and reconsider
	Yellow	Red

PREVIEW

Instructions Read the cards below. Colour them green, yellow, or red according to the code above then cut and paste them into the correct column.

- Sharing your snack with a friend
- Telling the truth about an accident
- Pushing a classmate out of your way
- Wanting to grab a toy someone put down
- Inviting a lonely classmate to play
- Hiding a classmate's things as a joke
- Calling a classmate a mean name
- Wanting to skip the line
- Feeling like yelling when losing a game

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My Responsibility Pledge

My Responsibility Pledge

I [illegible] that my thoughts, my feelings, and my actions [illegible]. I promise to try my best to make good choices [illegible] when it is hard. I am in charge of me.

My Promises

- ☐ I will try to [illegible] my actions.
- ☐ I will share my feelings [illegible] ways.
- ☐ I will think before I choose my actions.
- ☐ I will remember that my feelings [illegible] even [illegible] ones.
- ☐ I will keep trying, even when something feels [illegible].

Signed: _____

Date: _____

Witnessed by (parent/guardian or teacher):

_____

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Memory Game – Thoughts, Feelings, and Actions

Objective What are we learning about?

Students will play a memory matching game using thoughts, feelings, actions, and other key words to build a shared vocabulary. This helps them talk about their own thoughts, feelings, and actions in a respectful, clear way.

Materials What do you need for the activity?

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



Instructions How will you complete the activity?

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

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Cards | Memory Game Cards

Thought	An idea or picture that happens in your mind before you feel or do something.
Feeling	An emotion, like happy or sad, that you notice inside your body.
Action	Something you do, like the choices you make with your words.
Habit	Something you do often enough that it becomes an easy, regular part of your day.
Self-control	Staying calm and choosing your actions carefully, even when you have big feelings.

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Cards | Memory Game Cards

Self-talk	The words you say quietly to yourself inside your busy mind each day.
Gro[illegible]	Believing that you can get better at something with practice and effort.
Responsibility	[illegible] the jobs and [illegible] are yours [illegible] of.
Courage	Being brave [illegible] try something, even [illegible] when it feels hard or scary.
Reaction	What you say or do right after something surprising happens to you.

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Cards | Memory Game Cards

Emotion	Another word for a feeling inside you, like happiness, anger, surprise, or sadness.
Co[illegible]	Something that happens because of a choice or action that you made.
Empathy	U[illegible]nding and caring [illegible] [illegible]ther person is [illegible]eir heart.
Frustration	A feeling o[illegible]et when somethi[illegible]eels hard, slow, or unfair.
Body Language	The way your body moves or looks that shows how you feel inside.

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Self-Control

What Is Self-Control?

Self-control is the skill of pausing between a feeling and an action. When you feel a big feeling, self-control helps you stop, think, and choose an action you can feel proud of later, instead of reacting right away without thinking it through.

PREVIEW



How

Big fee[illegible] happ[illegible] actions don't have to happen right [illegible] cost[illegible] a tiny pause button inside [illegible] slow down before you speak [illegible] a moment to catch up with you[illegible]

- Notice the big feeling happ[illegible] inside your body.
- Pause and take a slow, deep breath.
- Think about what action would help, not hurt.
- Choose an action you will feel proud of later.



Why Self-Control Matters

Having self-control doesn't mean you never have big feelings. It means you get to choose your actions thoughtfully, even during those big feelings. This skill takes practice, but it helps you and everyone around you every single day, both at school and at home.

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Yes or No Does this show self-control? Yes or No?

1) Maya feels mad and takes a deep breath before speaking.	Yes	No
2) Jake yells at his brother the second he feels annoyed.	Yes	No
3) Liam waits his turn instead of grabbing the ball.	Yes	No
4) Sam pauses and thinks before answering a hard question.	Yes	No
5) Ella thr[illegible] her book down when she gets stuck on a problem.	Yes	No
6) Noah [illegible] door when he feels frustrated.	Yes	No

Ques[illegible] [illegible] questions below.

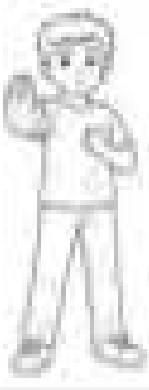
1) How is self-[illegible] [illegible] having no feelings at all?

2) What does self-control help you do with [illegible]ings?

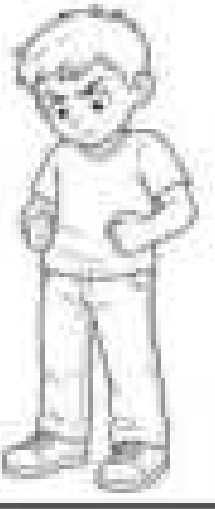
PREVIEW

Sequence It Put these self-control steps in order. Number 1–5.

	Choose that action.
	Notice the big feeling.
	Think of a helpful action.
	Take a deep breath.
	Pause.







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Blog Post: The I-Statement

The Magic Words That Help You Share Your Feelings

Date: July 20, 2026 *Author:* Ms. Carter 5-minute read

Have you ever felt upset but didn't know how to say it? There's a special way to share feelings called an **"I-Statement."** It sounds like this: **"I feel ___ when ___ because ___."**

For example, instead of yelling "You're so annoying!", you could say, "I feel frustrated when you take my pencil because I need it for my work." Both sentences share the same idea, but one helps people understand you better!

Some kids keep their feelings inside instead of sharing them. This can make feelings grow bigger, like a balloon filling with air. Other kids blame or yell, which can hurt friendships and get kids in trouble.

I-Statements work because they focus on your own feelings, not on blaming someone else. Teachers, counsellors, and even police officers use I-Statements to help people communicate calmly.

Try it today: pick one feeling and turn it into an I-Statement.

PREVIEW

Comments:



Jordan_M – July 20, 2026

This really works! I used an I-Statement with my brother yesterday and we didn't even fight!

Like Reply 1d ago



TaylorK22 – July 21, 2026

I agree it helps, but I think yelling sometimes gets noticed faster in an emergency. Studies show calm words work better for everyday problems, though!

Like Reply 30m ago

Name: _____ 95

True or False Is the statement true or false?

1) An I-Statement blames someone else for a problem.	True	False
2) "I feel ___ when ___ because ___" is an I-Statement.	True	False
3) Bottling up feelings can make them grow bigger inside.	True	False
4) Yelling helps people understand your feelings more clearly.	True	False
5) Two different sentences can share the exact same feeling.	True	False
6) I-State[illegible]an help fix problems without hurting friendships.	True	False

Instruc[illegible] [illegible]e an I-Statement using "I feel ___ when ___ because ___"

1) Your friend [illegible]r[illegible]bout asking.

2) Your sibling turns o[illegible]urn[illegible]

3) A classmate cuts in front of you in[illegible]

4) Someone laughs at your drawing.

5) Your partner doesn't listen during group work.

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Comment What comment would you post to the blog post?

Like Reply Just now

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Role Play – Sharing Feelings with an I-Statement

Objective What are we learning about?

In pairs, students will role-play a small conflict. First, they will use blaming words. Then, they will try again using an I-statement, such as 'I feel ___ when ___ because ___.' This helps students learn a respectful way to share their feelings so others can understand them.

Materials What will we need for our activity?

- Scenario cards (different situations) (provided)
- Props or costume [illegible]
- Timer or stopwatch



Instructions How will we complete our activity?

1) Divide the class into pairs.
2) Give each pair a scenario card that describes a [illegible]
3) Ask partners to act out the scenario first using blaming w[illegible] always...'
4) Ask partners to act out the same scenario again, this time using an I-statement.
5) Remind students that an I-statement sounds like: I feel ___ when ___ because ___.
6) Give partners a few minutes to practise both versions quietly.
7) Invite a few pairs to perform their 'after' version for the class.
8) Talk as a class about how the I-statement version felt different from the blaming version.

PREVIEW

Name: _____ 100

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Use your imagination. Make your character feel real with actions and faces.
Voice	Speak clearly and at a good volume. Use a voice that matches your character.
Movement	Use body movements that match what your character is doing.
Stay in	character from start to finish, even if it feels funny.
Teamwork	ur partner. Share ideas and listen to each other.

Scenario Cards below.

Scenario		Description
1.	The Borrowed Crayons	Ben and Maya sit together at the a[illegible] a big box of crayons, and Maya has only a f[illegible] and takes Ben's blue crayon without asking. Ben feels [illegible] get [illegible] aya keeps colouring, not noticing that Ben looks ups[illegible] decides to tell her how he feels. (Say your I-State[illegible] ___ when ___ because ___.)
2.	The Loud Recess Game	Priya and Noah play tag together at recess. Noah bumps into Priya by accident, and she falls on the grass. Priya feels a sting on her knee and looks up at Noah. Noah freezes, unsure if she is hurt or upset with him. Priya brushes off her knee slowly, and the two stand facing each other. (Say your I-Statement here: I feel ___ when ___ because ___.)

PREVIEW

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Name: _____ 101

Scenario Cards | Cut out the scenarios below.

Scenario		Description
5.	Missing Puzzle Piece	Liam and Grace build a puzzle together at indoor recess. Grace notices one piece is missing and looks at Liam's pocket. Liam had picked up a piece and forgot to put it back. Grace feels frustrated because they were almost done. She searches under the table while Liam sits quietly. Grace decides to talk to Liam to talk about the missing piece. (Say your I-Statement here: I feel ___ when ___ because ___.)
4.	Sharing the Swing	Jayden has been on the swing for a long time. His friend Mia waits nearby, hoping for a turn. She notices a loot and sighs, but Jayden does not notice. Mia checks the clock and sees recess will end soon. She takes a breath, walks over, and gently tells Jayden how she feels. (Say your I-Statement here: I ___ when ___ because ___.)
6.	The Group Project Mix-Up	Zoe and Malik work together on a poster. Malik accidentally spills water near the poster corner. Zoe notices the smudge on her drawing. Malik feels nervous about how Zoe will react. She takes a slow breath, looks at Malik, and prepares to share her feelings. (Say your I-Statement here: I feel ___ when ___ because ___.)
6.	The Line-Up Squeeze	Carter and Amara line up at the door after lunch. Carter cuts in front of Amara without asking, and she loses her spot. Carter does not look back, focused on his own thoughts. Amara stands with crossed arms, feeling the line move without her. She steps forward and taps Carter's shoulder to talk about what happened. (Say your I-Statement here: I feel ___ when ___ because ___.)

PREVIEW

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Name: _____ 102

Scenario Cards | Cut out the scenarios below.

Scenario		Description
7	The Borrowed Book	Harper lends her favourite book to her friend Leo. When Leo returns it, Harper notices a torn page near the back. Leo looks worried, unsure if she has seen it yet. Harper flips through the book slowly, her face ...ging. She closes the book gently and turns to Leo to talk about how ... (Say your I-Statement here: I feel ___ when ___ because ___.)
8	The Team Colouring Contest	Aid... c... a large mural together. Aiden wants bright co... Nora ... posing darker shades instead. Aiden watches Nora co... ...ion without asking. He puts down his crayon and fa... ...th... ward Nora, ready to explain how he feels about the m... ...ent here: I feel ___ when ___ because ___.)
9	The Forgotten Turn	Emily and Jack take turns using ... has been waiting patiently while Jack keeps bui... ...t no... ...her turn is next. Jack adds another block, completely fo... ...d ... taps her fingers on the table, feeling more impatie... ...t is time to remind him about her turn. (Say your I-Statemen... ...e: I feel ___ when ___ because ___.)
10	The Noisy Group Table	Isabella tries to finish her writing while her tablemate Daniel talks loudly about his weekend. The noise makes it hard for Isabella to think of her next sentence. She looks up at the clock, worried she will not finish in time. Daniel does not notice her frustrated expression. Isabella puts her pencil down and turns to Daniel, ready to share how she feels. (Say your I-Statement here: I feel ___ when ___ because ___.)

PREVIEW

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Name: _____ 104

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Very little effort shown	Some effort shown	Creative and thoughtful	Very creative and fun
Voice	Hard to hear or unclear	Sometimes clear	Clear voice	Clear and confident voice
Ma	ments atch	Some matching movements	Movements matched well	Movements matched perfectly
Stay in Role	n ou	etimes in cter	Mostly in character	Stayed in character the whole time
Teamwork	Did not wo well together	tion	Worked well gether	Excellent teamwork

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

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Name: _____ 105

Take-Home Family Letter

Over the past several weeks, your child has been learning about how their thoughts, feelings, and actions are all connected, and how each of these things can affect their health and well-being. We built a shared vocabulary for talking about thoughts, feelings, and actions, explored healthy and unhealthy daily habits, practised ...ing how certain thoughts make us feel, learned respectful ways to share fe... others, discussed the cause-and-effect chain that links a thou... ...ction, and talked about how each of us is responsible for our own ...ions. We also explored simple calming tools your child can use w... ...ing feeling.

Here are conversation st... ...at home:

- "What is one thought you ... today? How did it make you feel?"
- "Can you think of a healthy habit ... unh... ...you noticed today?"
- "What is something you are responsible ... we..."
- "What is your go-to calming tool when you ... ...eling?"

Ways to support this learning at home:

- Model naming your own feelings out loud during the day.
- Ask your child to teach you their favourite calming tool.
- Praise effort and trying, not just getting the right answer.

Thank you for supporting your child's learning at home.

Warmly,

Your child's teacher

_____

PREVIEW

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...

Name: _____ Date: _____

Total
/

Unit Test

Personal Thoughts-Feelings-Actions

Mark	/

1. What connects a thought to an action?

A) A habit

B) A feeling

C) A rule

D) A choice

2. Which is an example of an action?

A) Feeling nervous

B) Thinking "I can do this"

C) Smiling and trying again

D) Feeling proud

3. Thinking "I'm dumb" often leads to feeling...

A) Confident

B) Sad or frustrated

C) Calm

D) Proud

4. Who controls your thoughts and feelings?

A) Your friends

B) Your teacher

C) Nobody

D) Only you

5. Which is unhelpful self-talk?

A) "I will never get this right."

B) "I will get better with practice."

C) "I can try my best."

D) "I am good at this."

6. A growth mindset sounds like...

A) "I'm really good at this."

B) "I'm perfect, just born smart."

C) "I'll try, and if I mess up, I'll learn from it."

D) "This is hard, so I'll quit."

7. A fixed mindset believes skills...

A) Grow with practice

B) Depend on luck

C) Change every day

D) Are set and can't grow

8. Crossed arms and looking down usually show...

A) Happiness

B) Confidence

C) Calm

D) Anger

9. Is feeling angry the same as acting on anger?

A) Yes, always

B) No, feelings and actions differ

C) Only at school

D) Only at home

10. What is the first step of self-control?

A) Notice the big feeling

B) Choose an action

C) Take a break

D) Say sorry

PREVIEW

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I-Statement Turn it into an I-Statement (I feel _____ when _____ because _____)

Mark /

1) "You always take my stuff without asking!"

2) "You're so annoying when you interrupt me!"

3) "Stop [illegible] to me!"

4) "Why do yo[illegible]

PREVIEW

Matching Draw a line to match [illegible] means.

Mark /

Body Language ○	[illegible] person does often,
Self-Talk ○	○ [illegible] feel
Habit ○	○ Something [illegible] happy or worried
Self-Control ○	○ Showing your feelings without using any words
Thought ○	○ An idea that appears quietly inside your brain
Feeling ○	○ Something your body does that others can see
Action ○	○ The words you say inside your own head
Responsibility ○	○ Being in charge of your own choices, even mistakes

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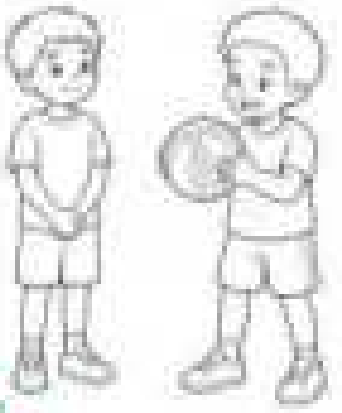
Yes or No | Is this helpful self-talk?

	Mark	/
1) Maya thinks, "I can try my best."	Yes	No
2) Sam thinks, "This is too hard for me."	Yes	No
3) Ella thinks, "I am good at this."	Yes	No
4) Leo thinks, "I'm not a math person."	Yes	No
5) Jake th… "I always mess everything up."	Yes	No



Yes or … | …how self-control?

	Mark	/
1) Liam wait… …bbing the ball.	Yes	No
2) Ella throws her… …ck.	Yes	No
3) Maya takes a deep br…	Yes	No
4) Zoe stops to think before she…	…s	No
5) Jake yells the moment he feels an…	Ye…	



Questions | Answer each question in a full …

	Mark	/
1) List 3 ways you can share your feelings to help people …		
2) List 3 body language signs and what each one means.		
→		
→		
→		

PREVIEW

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Workbook Preview

Grade 2 Health Unit
Healthy Snacking

	Curriculum Expectations	Pages
USC2.2a	Develop a common understanding and use of respectful language used to talk about snacking (e.g., diet, food, preferences, likes/ dislikes, energy, healthy/unhealthy, sugar, portions).	4-12, 19-21, 44-45, 93-95
USC2.2b	Investigate the role food and water play in being healthy (e.g., food – energy; vitamins – growth; water – 2/3 of one's body composition, regulates body temperature, eliminates waste).	13-18, 27-32, 43-58, 66-67, 92
USC2.2		-93
USC2.2		
USC2.2e	...imited to growth and development, increased concentration, healthy weight, improved oral health)	-65, 68-72
USC2.2f	Illustrate how healthy snacking provides sustained energy throughout the day.	43-56, 59-63, 66-67
USC2.2g	Examine why people choose particular snacks (e.g., culture, cost, preference, availability, media).	73-88
USC2.2h	Recognize a variety of snacking patterns (e.g., three meals/day with a few snacks, times of day/night for snacking).	89-91
USC2.2i	Examine personal preferences for snacking (e.g., class survey).	8, 27-32, 37-42, 92
AP2.1	Act upon health-related understandings, skills, and confidences to make healthy connections related to healthy snacking.	37-42, 78-80, 92

Preview of 70 pages from this product that contains 135 pages total.

HEALTHY SNACKING



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Name: _____ 6

Healthy Snacking

What Counts as a Snack

A **snack** is any small food eaten between breakfast, lunch, and dinner. Your stomach empties the food from your last meal in about three or four hours. That is why you start feeling hungry again by mid-morning or mid-afternoon, even if you already ate a big meal. Your body does best with one or two snacks a day, spaced between meals.



Two Kinds of Snacks

Everyday snacks, like fruit, vegetables, or **whole-grain crackers**, give you energy and important vitamins. Sometimes snacks, like **candy** or **chips**, taste great for a while but have more sugar and fewer nutrients. Both kinds can fit into a healthy way of eating.

PREVIEW

Snacking Is Not New

People have snacked between meals for thousands of years, long before packaged food existed — early humans ate nuts, berries, and roots as they travelled and worked. Snacking is a normal, natural part of being human, not a modern habit to feel guilty about.



Building Smart Snack Habits

Choosing an everyday snack most of the time, and saving sometimes snacks for special moments, helps your body get what it needs while still letting you enjoy treats. Paying attention to your own hunger signals helps you build habits that last a lifetime.

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Name: _____ 7

True or False Is the statement true or false?

1) Your stomach empties food in about three or four hours.	True	False
2) Feeling hungry again means something is wrong with you.	True	False
3) Snacking between meals is a brand new modern habit.	True	False
4) Candy and chips are considered everyday snack choices.	True	False
5) Whole-[illegible] crackers can be a smart everyday snack choice.	True	False

Questi[illegible] [illegible]he questions below.

1) What is snac[illegible] in your own words.

2) Explain the difference between an everyday [illegible] and a sometimes snack.

PREVIEW

Sorting Everyday or sometimes snacks? Sort each snack into its group.

Cookies	Apple Slice	Orange	Cheese Cube
Chocolate Bar	Carrot Sticks	Candy	Chips

Everyday snacks		Sometimes snacks	

© Super Simple Stories

Name: _____ 6

My Favourite Snack

Everybody has a favourite snack! It might be a snack that helps your body grow, or one that is just for fun. There is no wrong answer — a favourite snack is simply the one YOU enjoy the most.

Colouring Look at the snacks below. Colour the one you would put in your lunchbox in bright, bold colours.



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Exit Cards

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

Name: _____ Mark

List five examples of everyday and sometimes snacks.

Everyday	Sometimes

Name: _____ Mark

List five examples of everyday and sometimes snacks.

Everyday	Sometimes

Name: _____ Mark

List five examples of everyday and sometimes snacks.

Everyday	Sometimes

Name: _____ Mark

List five examples of everyday and sometimes snacks.

Everyday	Sometimes

PREVIEW

Name: _____ L3

Food Fuels Your Body

Your Body Uses Food

Food contains **nutrients**. Your body breaks food into tiny parts during digestion. Some parts become **glucose**, a kind of sugar your cells can use for energy. E[illegible]ts your heart beat, your lungs breathe[illegible]cles move. Even while you slee[illegible]y



What food [illegible]	How [illegible]ody uses it	Snack example
Carbohydrate	[illegible] and [illegible]	Banana or whole-grain bread
Protein	Helps [illegible] parts	Yogurt, cheese, egg, or [illegible]ans
Vitamins and minerals	Help bones, skin, blood, a[illegible] eyes work	Fr[illegible]getables

PREVIEW

From Snack to Play

Imagine you eat breakfast, learn for two hours, then run at recess. Your muscles use stored fuel as you chase a ball. A **snack** later can add fuel before lunch. Food also gives building materials.



- **Calcium** helps bones and teeth.
- **Iron** helps your blood carry oxygen.
- **Vitamin C** helps your body heal and helps you take in iron from some foods.

Key idea: One food does not do every job. Eating different foods over time gives your body different nutrients. Growth happens slowly, day after day.

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Name: _____ 1A

Curriculum Connections
(ASCD)

Multiple Choice

Circle the correct answer.

1) Carbohydrates give your body:	quick fuel	strong bones	clear eyesight
2) Protein helps your body:	see in the dark	build and repair parts	carry oxygen
3) Calcium mainly helps your:	blood	bones and teeth	muscles move fast
4) Iron he[illegible] blood:	carry oxygen	make glucose	digest food faster
5) Vita[illegible] body take in:	protein	calcium	iron
6) Gluco[illegible] is a[illegible]	vitamin	sugar	mineral
7) A good carb[illegible] snac[illegible]	egg	banana	yogurt
8) Your body uses ener[illegible]	[illegible] while you	even while you sleep	only during recess

PREVIEW

Questions

Answer the questions b[illegible]

1) What happens when your body does not g[illegible]ugh [illegible]

2) How do you think glucose helps you play at recess?

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Name: _____ 15

Text Thread: The Importance of Water



Zoe: Hey did you drink water today?

Beckett: Not yet, why?

Zoe: My mom said our body is mostly water. like 60%!!

Beck Whoa that's a lot. what does it even do

Zoe: It h d move around and helps your brai

Beckett: does it help when we play soccer?

Zoe: Yes!! when y ying your skin to cool you down

Beckett: so that's w after gym lol

Zoe: Haha yeah. water also helps yo stuff your body doesn't need

Beckett: Wait so water helps us go to th

Zoe: Kind of! it carries the waste out

Beckett: Ok I'm gonna drink some water right now

Zoe: Good idea! drink some at breakfast, lunch, and after recess too

Beckett: What about snacks, do they have water?



Zoe: Yep! watermelon and oranges are full of water

Beckett: I'm having orange slices at recess then

Zoe: Perfect plan

Beckett: Thanks for the water facts, Zoe

Zoe: Anytime!

PREVIEW

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Name: _____ 16

Cause and Effect Fill in the missing effect.

Cause	Effect
1) You play hard at recess.	
2) Your body needs to cool down.	
3) You eat watermelon.	
4) Water [illegible] waste from your kidneys.	
5) Yo[illegible] enough water.	

Ordering Nu[illegible] the order they happened.

	Beckett drinks [illegible] right.
	Zoe explains kidneys [illegible] ou[illegible]er.
	Zoe asks if Beckett drank wa[illegible]ay.
	Beckett thanks Zoe for the water fac[illegible]
	Zoe suggests orange slices at recess.
	Zoe explains water helps blood move.
	Beckett asks about snacks with water.
	Beckett realizes why he feels sweaty after gym.



Question What job does water do for your body?

PREVIEW

Name: _____ L7

Lift-the-Flap Page: Why We Need Water

Water is one of the most important things our bodies need every day! It helps us in many ways, like keeping us cool, helping our bodies grow, and cleaning out waste. Let's build a flap booklet to explore three big reasons why we need water.

Did You Know?

- More than half of your body is made of water!
- D… say kids should drink about 5 cups of water a day.
- W… no taste, colour, or smell — that's what makes it special!
- … water on hot days or after playing sports.
- …tables have water in them too!
- …er c… d (ice), a liquid, or a gas (steam)!

Cut Out Your Flaps and Write a Fact on the Back!

C… thr… low along the solid outer lines. Do not cut along … the glue tab! Flip each flap over and write the … act f… Fact Bank on the back, then fold the flap backwar… s … lore moving to Page 2.

Fact Bank — copy one fact onto the … each

- Water cools our body down when w…
- Water helps our bodies grow strong.
- Water cleans waste out of our bodies.

PREVIEW

Glue Tab (fold here)



Glue Tab (fold here)



G… here)



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Name: _____ 18

Assemble & Colour

Glue only the dotted tab of each flap onto the box below. Once glued, lift each flap to reveal the fact you wrote on the back! When your page is assembled, colour the big water bottle and each flap.

WHY WE NEED WATER

Glue Zone



PREVIEW

Name: _____ 19

What Makes a Snack Healthy or Unhealthy?

Become a Snack Detective

A granola bar looks healthy sitting next to the fruit at the store, but is it really an everyday snack or a sometimes snack? Real detectives check the **ingredient list**, since items are listed from most to least — so sugar near the top means a lot.

Three Clues to Check

- **Ingredients:** Sugar can hide under other names, like syrup or juice.
- **Portion size:** a portion that fits in your fist is often a reasonable size for one sitting.
- **Comparison:** an everyday snack usually has a short ingredient list you can easily recognize.

NUTRITION FACTS	
Per 1 granola bar (35 g)	
Calories	150
Fat	5 g
Carbohydrate	25 g
Fibre	3 g
Sugars	8 g
Protein	3 g
Sodium	100 mg

PREVIEW



Why These Clues Matter

Using these three clues turns any snack into a solvable mystery, without needing a strict rule to follow. The more snacks you investigate, the faster you will notice the clues, and the smarter your choices become over time. Even a favourite snack deserves a second look once in a while, and that habit alone can change how you shop and snack for life.

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Name: _____ 20

Matching

Draw a line to match each term to its meaning.

Ingredient list ○	○ A reasonable portion guide.
Portion size ○	○ Shows items from most to least.
Fist-sized amount ○	○ Another word for sugar on a label.
Short ing[illegible]t list ○	○ Often found on sometimes snacks.
Long [illegible] ○	○ Often found on everyday snacks.
Dext[illegible]	○ How much you eat at once.

PREVIEW

Two Truths and a Li[illegible]

[illegible]ck ✓ the two true ones. Mark ✗ the one lie.

	Ingredients are listed[illegible] least		A fist-sized portion is a helpful [illegible]
	Sugar can hide under other names		[illegible]s are always sugar-[illegible]e
	Portion size never matters at all.		[illegible] practice.

List

Answer the questions below.

1) List three clues a snack detective checks.

2) List two skills that improve with label-reading practice.

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Exit Cards

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

Name: _____ | Mark

Underline the correct answer for each question.

1) Real snack detectives check the...
Ingredient list / Price tag

2) Sugar near the top of the list is a...
Good sign/Warning sign

3) A good portion size is about the size of your... **Foot / Fist**

4) An everyday snack usually has a...
Short / Long ingredient list

Name: _____ | Mark

Underline the correct answer for each question.

1) Real snack detectives check the...
Ingredient list / Price tag

2) Sugar near the top of the list is a...
Good sign/Warning sign

3) A good portion size is about the size of your... **Foot / Fist**

4) An everyday snack usually has a...
Short / Long ingredient list

Name: _____ | Mark

Underline the correct answer for each question.

1) Real snack detectives check the...
Ingredient list / Price tag

2) Sugar near the top of the list is a...
Good sign/Warning sign

3) A good portion size is about the size of your... **Foot / Fist**

4) An everyday snack usually has a...
Short / Long ingredient list

PREVIEW

Name: _____ 22

Snack Detective: Is This Snack Healthy?

Detectives gather clues before deciding. For each case file below, look closely at the evidence — sugar, fruit, and portion size — then decide: is this snack healthy or unhealthy?

Instructions Examine the evidence for each snack. Then colour a thumbs-up if it's a healthy choice, or a thumbs-down if it's an unhealthy choice.

PREVIEW

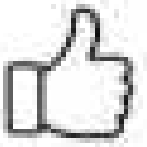
Case File #1

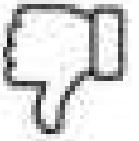


Sugar: Loaded with sugar — more than a body ...ds in one sitting.

Fruit: ...s no real fruit, fibre, or nutrients ...t all.

Portion: ...ar is packed with ...





Case File #2
Grapes



Sugar: Only has the n... sugar ...ide real fruit.

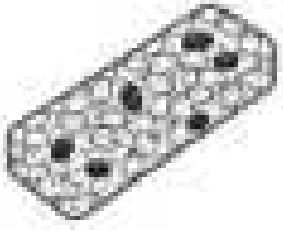
Fruit: It's an actual fruit, full ... a... water.

Portion: A small handful is a perfectly ... amount to enjoy.





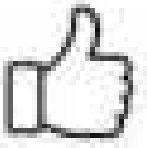
Case File #3
Granola Bar

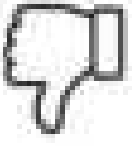


Sugar: Has a bit of added sugar mixed in with the oats.

Fruit: Often includes oats and small bits of dried fruit.

Portion: One bar makes a reasonably balanced snack size.





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Name: _____ 23

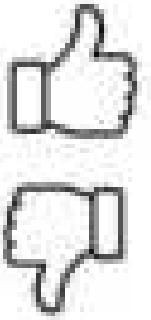
Case File #4
Pop



Sugar: Extremely high in sugar — often more than a whole day's worth.

Fruit: Has no real fruit juice or nutrients inside at all.

Portion: Even one can holds far more sugar than a body needs.



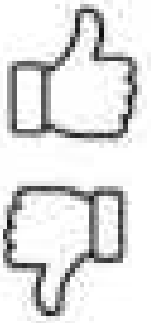
Case File #5
Cake



Sugar: Full of sugar from both the cake and the [illegible] on top.

Fruit: [illegible] no fruit or fibre to help balance [illegible]

Portion: [illegible] an occasional treat, not [illegible]



Case File #6
Ice Cream



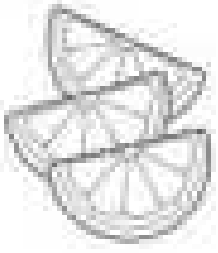
Sugar: High in sugar, [illegible] added on.

Fruit: Usually contains no real [illegible]

Portion: Best kept to a small scoop as an occasional treat.



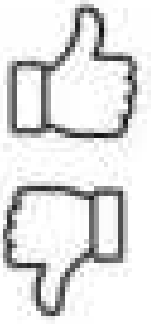
Case File #7
Orange Slices



Sugar: Only has the natural sugar found in the fruit itself.

Fruit: A real fruit, packed with vitamin C and water.

Portion: A few slices make a refreshing, healthy snack.



PREVIEW

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How Can We Figure Out If a Snack Is Healthy?

Comic Strip: Sam and His Dad's Kitchen Talk



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Comic Strip: Sam and His Dad's Kitchen Talk



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True or False Is the statement true or false?

1) Apple slices have absolutely no sugar in them.	True	False
2) Fibre and protein can help your body feel full.	True	False
3) Dad said granola bars are a totally wrong snack.	True	False
4) Comparing two snacks can help you choose wisely.	True	False
5) Sam decided to eat the whole granola bar alone.	True	False

Question questions below.

1) Why [illegible] Dad [illegible] the label with Sam?

2) What did Sam notice about [illegible]?

3) What's the difference between the apple's sugar [illegible]'s?

PREVIEW

If you were Sam... Would you choose the granola bar, apple slices, or both? Why?

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Name: _____ 27

Drawing Contest – Design a Healthy Snack Plate

Objective What are we learning about?

Students will draw their own version of a balanced healthy snack plate, using at least two food groups. This helps students think through what makes a snack nourishing for their body.

Material you need for the activity?

- Drawing paper (1 per student)
- Crayons, markers or coloured pencils
- Pencils and erasers
- Reference list of drawing ideas (optional)



Instructions How will you complete the activity?

1) Talk together about what makes a snack healthy and balanced.
2) Look at the Reference List for ideas or think of your own healthy snack.
3) On your paper, draw your own healthy snack plate. Use at least two different food types, like fruit and cheese, or veggies and crackers.
4) Add colour and details to your drawing to make it special.
5) When you are finished, be ready to explain what you included and why it is a healthy choice.
6) Display all entries around the classroom.
7) Vote together on fun categories like "Most Colourful" or "Most Creative" rather than picking one single winner, so every entry is celebrated.

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Reference List of drawing ideas

#	Drawing Idea
1	Apple slices, cheese cubes, and a few crackers
2	Carrot sticks, hummus, and a boiled egg
3	Banana slices, peanut butter, and granola
4	Grapes, yogurt, and a small handful of nuts
5	Cel[illegible]ks, cream cheese, and raisins
6	D[illegible] cheese, and whole grain crackers
7	[illegible] rry tomatoes, and pita bread
8	Strawb[illegible] a sprinkle of granola
9	Apple w[illegible] pe[illegible] and a few pretzels
10	Melon cubes, [illegible]es
11	Whole wheat crack[illegible]e,
12	Veggie sticks with a small bow[illegible]
13	Trail mix with dried fruit and se[illegible]
14	Mini sandwich, apple slices, and a gla[illegible]k
15	Rice cakes, banana slices, and a small dri[illegible]





PREVIEW

Criteria Use the criteria below to complete the activity

Criteria	Description
Understanding of Healthy Snacks	Shows an understanding of what makes a snack healthy.
Balance and Variety	Includes at least two different healthy food groups.
Creativity	Uses imagination to design a unique and personal snack plate.
Details and Effort	Adds colour, details, and care to the drawing.
Explanation	Clearly explains what was included and why it is a healthy choice.

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Reference Example	A plate with three apple slices, a small pile of baby carrots, two cheese cubes, and five whole grain crackers arranged in neat sections around the plate.



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Draw | Draw your ideal Healthy Snack Plate here.



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Fruits as a Healthy Snack

Fruit: Nature's Juicy Snack

Fruit is one of the easiest healthy snacks to grab. It grows on plants and comes packed with natural sugar, called **fructose**, plus water and vitamins.

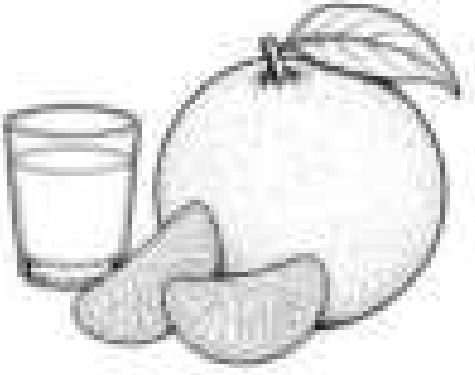
Fruit Sen[illegible]rt

	What You Notice	Health Bonus
Ap[illegible]	[illegible]y, sweet-tart taste, loud [illegible]und	Fibre for your tummy
Orange	[illegible] sm[illegible]u, tangy [illegible]e	Vitamin C for healing cuts
Banana	[illegible]ft, [illegible]eet smell	Potassium for strong muscles
Strawberry	Bumpy red skin, juicy	[illegible]ts of water, about 91%
Watermelon	Juicy, crunchy seeds, sw[illegible] watery taste	A[illegible] water, keeps you
Grapes	Smooth skin, sweet, pops wh[illegible] bitten	C[illegible]k energy
Kiwi	Fuzzy brown skin, bright green inside, tiny crunchy seeds	Ev[illegible]mo[illegible] an oran[illegible]
Blueberry	Small, smooth, sweet-tart juice burst	Antioxidants t[illegible]lp protect your body

PREVIEW

Why Fruit Counts as Healthy

Fruit gives you **natural sugar** instead of added sugar. It also has **fibre**, which helps your digestion, and **water**, which keeps you from getting thirsty. Next time you eat fruit, notice its taste, smell, and crunch, just like you practised with your senses before!



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Name: _____ 44

Explain Explain why fruit is a good snack for your body

Fill in Write the missing word in the blank.

1) The natu[illegible]ed _____

2) An apple is abo[illegible] _____

3) Oranges are known for [illegible] _____

4) Bananas have potassium that h[illegible] _____ work well.

5) Grapes grow on a plant called a _____

6) Blueberries have _____ that [illegible] you.

7) Fruit gives you natural sugar instead of _____

8) A ripe fruit often smells _____ than an unripe

Draw Draw your favourite fruit snack and write one health benefit next to it.

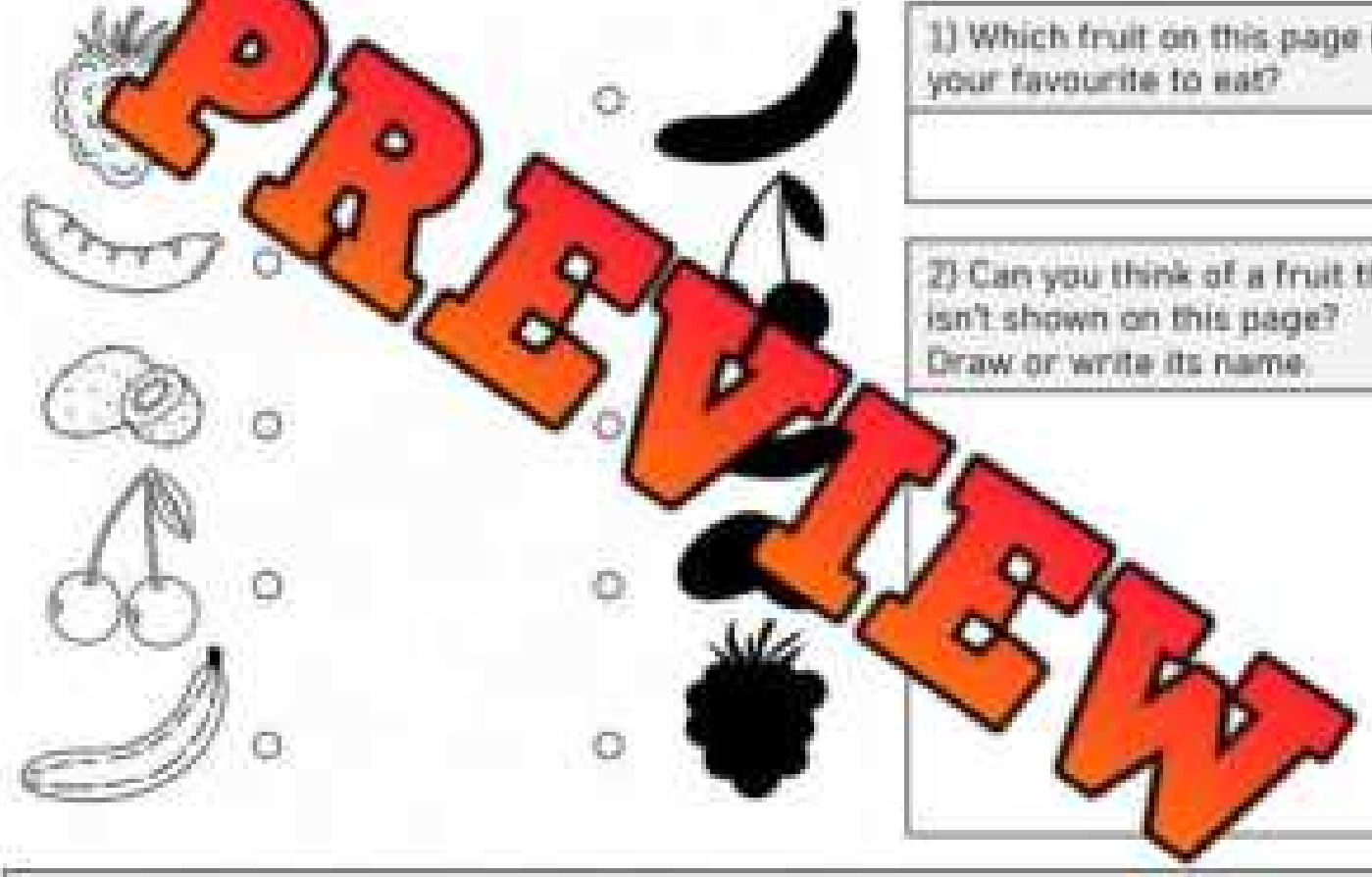
PREVIEW

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Shadow Matching: Fruit Shapes and Shadows

A shadow shows the outline of an object without any colour or detail inside — just its shape! Even without seeing the colour, we can often guess what a fruit is just by its outline.

Instructions Draw a line connecting each fruit on the left to its matching black shadow on the right.



1) Which fruit on this page is your favourite to eat?

2) Can you think of a fruit that isn't shown on this page? Draw or write its name.

3) What's a fun way you like to eat one of these fruits, like in a smoothie or on cereal?

4) Who in your family or your friends loves one of these fruits the most?

Name: _____ 46

Mystery Snack! - 1

Clue — Why it's a great snack: It has fibre and vitamin C, and its natural sugar gives your body a boost of energy.

Clue — When to eat it: Great anytime — before recess, after school, or alongside lunch.

Clue — Healthy or treat? A healthy choice — it's great to eat any day of the week!

Instructions: Use the clues above, then connect the dots from 1 to 29 in order to reveal the mystery snack. Once it's complete, colour your picture and write your guess below!

PREVIEW



This mystery snack is a: _____

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Mystery Snack! - 2

Clue — Why it's a great snack: It's full of potassium, which helps keep your muscles working strong.

Clue — When to eat it: Perfect before or after playing sports, or as a quick energy boost.

Clue — Healthy or treat? A healthy choice — it's great to eat any day of the week!

Instructions: Use the clues above, then connect the dots from 1 to 44 in order to reveal the mystery snack. Once it's complete, colour your picture and write your guess below!

This mysterious snack is a _____



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Copy the Watermelon

Watermelon is a juicy fruit that is mostly water — that's how it got its name! It's full of vitamin C and is a refreshing, healthy snack for a hot day. Since it's naturally sweet, it's a great choice any day of the week.

Instructions

Look at one square in the grid below. Copy exactly what you see into the matching square on the empty grid on the next page. Work one square at a time until the picture is complete, then colour it in!



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Making Connections Read the sentence starter below. Finish it with your own connection, then write a little more about it.

This reminds me of a time I ate watermelon or another juicy fruit, when...

_____

_____

_____

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Vegetables as a Healthy Snack

Checklist: Tasting a Vegetable Snack

Vegetables are a different kind of healthy snack than fruit. They often taste less sweet, but they are packed with **vitamins** and **minerals** that help your body grow strong and fight off germs. Use this checklist to try one!



My Vegetable Exploration Checklist

- ✓ **Look at it.** Carrots are orange, celery is green, peppers can be red, green, and beets are deep purple-red.
- ✓ **Smell it.** Some vegetables, like celery and cucumber, have almost no smell at all, while others, like garlic, smell strong.
- ✓ **Feel it.** Cucumbers feel cool and smooth and are about 95% water! Carrots and celery feel hard and crunchy.
- ✓ **Taste it.** Peppers can taste sweet, spinach can taste mild, and broccoli can be crunchy, and some greens taste a little bitter.
- ✓ **Listen while you bite.** Celery makes a loud, wet crunch, while cooked vegetables are much quieter.
- ✓ **Think about vitamins.** Carrots and sweet potatoes have vitamin A for your eyes. Peppers have lots of vitamin C. Broccoli has vitamin C and vitamin K for strong bones. Spinach has iron, which helps carry oxygen in your blood.

Keep Exploring

Try a new vegetable every week. The more colours you try, the more vitamins and minerals you collect! Vegetables help your body grow, heal, and stay strong, and trying new ones helps you find exciting new favourites.

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True or False Is the statement true or false?

1) Cucumbers are almost completely dry on the inside.	True	False
2) Peppers can have more vitamin C than oranges.	True	False
3) Celery makes a quiet sound when you bite it.	True	False
4) Broccoli contains both vitamin C and vitamin K.	True	False
5) Garlic has almost no smell at all.	True	False

Scenario ...e or talk about what you would do.

1) Yo... vitam... vegetable would you choose?

2) You are packing ...nch... vegetable would you pick?

3) A friend has never tried broccoli. ... them?

4) You want a snack that is mostly water. Which vege... ...s?

5) Your recipe needs a red vegetable. What could you use?

Comparison How is a carrot different from a cucumber?

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Healthy Veggies Word Search

Vegetables come in all shapes, colours, and sizes, but they all help our bodies in big ways! They're full of vitamins, minerals, and fibre that help us grow, keep our tummies working well, and give us energy to play. Eating a rainbow of different veggies each week is one of the best things you can do for your body.

Wordsearch

The vegetables pictured around the Wordsearch are what you're looking for in the grid below! Circle the word once you find it, check it off the list, then colour in its picture too!

PREVIEW



Artichoke	Pepper	Mushroom	Broccoli	Onion	Radish
Spinach	Asparagus	Corn	Peas	Kohlrabi	Potato

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Deputy Broccoli's Great Snack Ride

Out in the Wild West town of Snack Gulch, Strumming Tomato has a big job to do! They need to find 3 routes to get healthy veggies — crunchy carrots, zuchinni, and succulent squash — to Grampa Broccoli before sundown, so the townsfolk have good energy for tomorrow's big rodeo. The desert trail is full of twists and turns! Help guide them safely through the maze from START to FINISH so the healthy veggies make it to Grampa on time.

Maze Game

path with your pencil from START to FINISH from each numbered time and look ahead before you commit to a turn!

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Grains and Protein Work Together

Grains and Protein: Two Different Powers

A food does not contain just one nutrient. Whole-grain crackers provide carbohydrates, fibre, vitamins, and some protein. Cheese provides protein, calcium, and fat. Hummus contains protein, carbohydrates, fibre, and healthy fat. We can group foods by what they provide most, but the groups can overlap.

What [illegible] Provide

Cr[illegible]kes, oats, and tr[illegible] are [illegible]. These carbohydrates [illegible]ken [illegible] glucose, which your [illegible] energy.

Whole grains also contain fibre. Fibre slows digestion and helps you feel full longer. Whole-grain foods usually provide steadier energy than highly refined grains.

Why Protein Matters

Protein helps your body grow and repair muscles and other tissues. Cheese, yogurt, eggs, and hummus are protein-rich snacks. However, they also provide other nutrients. For example, cheese and yo[illegible] calcium for strong [illegible]. Hummus contains fibre [illegible] chickpeas.

PREVIEW



Build a Balanced Snack

Combining foods can provide different nutrients in one snack. You could try:

- Whole-grain crackers with cheese
- Whole-grain toast with an egg
- Oat crackers with hummus

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Yes or No Read each question. Circle Yes or No.

1) Does popcorn come from a grain plant?	Yes	No
2) Do cheese and yogurt give you calcium for your bones?	Yes	No
3) Can a food give your body more than one nutrient?	Yes	No
4) Does fibre make your body digest food faster?	Yes	No
5) Do whole grains give steadier energy than refined grains?	Yes	No
6) Can combining two foods build a balanced snack?	Yes	No

Questi ...stions below.

1) Why is it a ... eat ...in foods and protein foods every day?

2) List three different foods that count as grain fo...

Word Search Find the words in the word search.

Grain	Protein
Cracker	Popcorn
Toast	Wheat
Fibre	Energy
Glucose	Cheese
Yogurt	Calcium

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

PREVIEW

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Exit Cards

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

Name: _____ Mark: _____

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

1) Popcorn is a grain food.	T / F
2) Protein cannot help repair your muscles.	T / F
3) Cheese gives your body calcium.	T / F
4) Fibre can help you feel full longer.	T / F
5) A balanced snack cannot mix grains and protein.	T / F

Name: _____ Mark: _____

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

1) Popcorn is a grain food.	T / F
2) Protein cannot help repair your muscles.	T / F
3) Cheese gives your body calcium.	T / F
4) Fibre can help you feel full longer.	T / F
5) A balanced snack cannot mix grains and protein.	T / F

Name: _____ Mark: _____

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

1) Popcorn is a grain food.	T / F
2) Protein cannot help repair your muscles.	T / F
3) Cheese gives your body calcium.	T / F
4) Fibre can help you feel full longer.	T / F
5) A balanced snack cannot mix grains and protein.	T / F

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Diary Entry: My Growing Diary

Dear Diary,

Guess what! Today my teacher told us that snacks help kids grow! I learned the food I eat gives my body what it needs to get bigger and stronger every day. I never knew snacks could do that!

For example, one time I ate a cheese cube and some grapes. My teacher said cheese has something called protein. Protein helps my muscles get strong! Grapes have vitamin C. Vitamin C helps my body heal better and keeps yucky germs away.

I asked my teacher how I never see myself growing. She said growing happens slowly, even while I sleep. She said my body uses my snacks all night long to make new parts that is special.

We talked about milk too. Milk has calcium in it. Calcium makes my bones and teeth super strong! My teacher said I'm kind of like a plant. A plant needs sun, water, and dirt to grow big and tall. I need yummy snacks and good food to grow big too, just like a plant!

Tomorrow, I want to try a brand new snack I have never had before. I bet my body will love it!

Goodnight, Diary!

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True or False Is the statement true or false?

1) Cheese has protein that helps make muscles strong.	True	False
2) Grapes have vitamin C that helps heal small cuts.	True	False
3) Growing happens only while a person is wide awake.	True	False
4) Milk has calcium that makes bones and teeth strong.	True	False
5) A plant and a growing kid need similar things.	True	False

Questi questions below

1) List two fo ave calcium in them.	
2) List the two snacks	
3) List two body parts that calcium	strong.
4) List one food from the diary that has vitamin C.	5) L from y that has protein.

PREVIEW

Diary Entry Write a short diary entry about your snack day today.

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Name: _____ 64

FAQ Page: Snacking and a Healthy Weight

Q: What does "healthy weight" mean for a kid?

A: It means your body has just the right amount of energy stored to grow, play, and learn well.

Q: Why does snacking too much lead to extra weight?

A: Food gives your body energy. If you eat more snacks than your body uses up playing, the extra energy gets stored as fat. Too much stored fat can make it harder for your body to move and stay healthy.

Q: Why does skipping too little cause problems too?

A: If you do not eat enough, your body may not have enough fuel. This can make you feel tired, weak, and unable to grow the way it should.

Q: What happens when I eat a balanced snack?

A: Snacks like apple slices with cheese have protein and fiber. They take longer to digest, so you feel full and may not want to overeat later.



Q: What happens if my snack is mostly sugar?

A: Sugary snacks give quick energy that runs out quickly. You get hungry again soon, so you may eat more snacks than your body actually needs, which adds extra energy your body must store.

Q: Why does snack size matter?

A: A small handful can fill you up just as well as a big bag. Eating slowly helps your body know when it has enough, so you do not eat more than you need.

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Questions Answer the questions below.

1) Why is eating too many snacks and too few snacks not good?

2) W[illegible]ht" mean for a kid?

PREVIEW

Two Truths and a Lie Read each gro[illegible] ✓ th[illegible]ones. Mark ✗ the one lie.

	Extra snack energy your body doesn't use gets stored as fat.
	Eating too little food gives your body extra energy.
	Not eating enough snacks can make you feel tired and weak.

	[illegible]help your body [illegible]
	A sh[illegible] fu[illegible] filling a[illegible]
	Balanced snac[illegible] hungry again very quickly.

Questioning Write 2 questions you have about snacking and a healthy weight.

1)	
2)	

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How Snacks Give You Energy All Day

Your Snack-Powered Day

Your body needs energy all day long, and snacks help keep that energy steady. Here is how a healthy snack schedule can look.



A Day of

1) **M** est, your body starts us energy. A mid-morning snack, lik with pairs natural fruit sugar with protein, giving r for class instead of a quick spike.
2) **Afternoon:** By early ours after lunch, your energy naturally dips. A snack wi abre eggies and hummus, helps you stay focused until dinner ins of fee
3) **Evening:** A small snack before bed, like has sting protein that can help your muscles repair while you

PREVIEW

Quick Burst vs. Steady Energy



A sugary snack, like candy, c blood sugar quickly, giving you a fast bu energy. But that **burst** is followed by a **crash** within about an hour, and you feel tired and cranky soon after. **Healthy snacks** with fibre and protein digest more slowly, releasing energy over 2 to 3 hours, so you feel good for longer. That is why spacing out healthy snacks every 3 to 4 hours keeps your energy steady, not bumpy, all day long.

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Cause & Effect

Write what happens for each cause.

1) If you eat candy, what happens to your blood sugar right away?

2) If you eat a sugary snack, what might happen after the burst?

3) If you [illegible]ack with protein and fibre, what happens to your energy?

4) If [illegible] long, how might you feel?

5) If you eat a sm[illegible]ck [illegible]t might happen?

Comparison

Compare a quick ener[illegible]s st[illegible]

Word Scramble

Unscramble the words from the word bank.

Word Bank

Energy, Burst, Fibre, Steady, Hydration, Snack, Breakfast, Sugar, Crash, Balance

SCHRA		EEYNGR	
RESBAKTAF		ALCBEAN	
SEYTDA		SBTUR	

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Memory Game – Healthy Snack Benefits

Objective What are we learning about?

Students will match snack-related terms with their meanings in a memory card game. This helps students understand the specific benefits of healthy snacking, like growth, concentration, healthy weight, and healthy teeth.

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.

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Cards | Memory Game Cards

Energy	Power your body needs to run, jump, and play all day.
	Helps your body get bigger and stronger as you grow up.
Concentration	focus and pay school.
Healthy Weight	Helps keep you y at a size that is right for you.
Strong Teeth	Helps keep your teeth healthy and free of holes.

PREVIEW

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Cards | Memory Game Cards

Strong Bones	Helps your bones grow strong and hard.
Strong Muscles	Helps your muscles grow strong for running and playing.
Healthy Heart	Helps keep your heart [illegible] and [illegible] well.
Good Digestion	Helps your tummy digest food and feel comfortable.
Better Mood	Helps you feel happier and less grumpy during the day.

PREVIEW

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Cards | Memory Game Cards

Good Sleep	Helps your body rest and sleep well at night.
Strong [illegible]	Helps your body fight off germs and stay well.
Healthy Skin	[illegible]ep your skin [illegible] glowing.
Healthy Eyes	Helps keep [illegible] healthy and [illegible] clearly.
Lasting Energy	Helps keep your energy steady between meals.

PREVIEW

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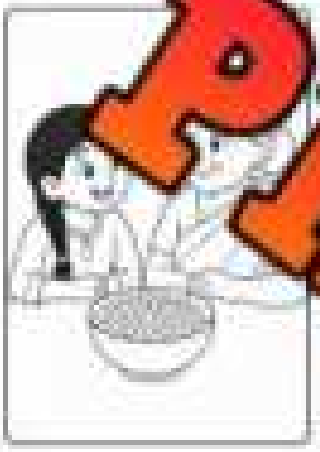
Name: _____ 73

Snack Choices Around the World

Postcards from Around the World

From: Priya, visiting family in India

"Dear friend, today Nani made roasted chickpeas for our snack!



They're crunchy [illegible] little spicy [illegible] some [illegible] Priya"

From: Tomas, visiting family in the Philippines

"Hi! My Lola showed me how to make plantain chips today.



They're sliced thin and fried until crispy. This snack has been in my family for a long time! – Tomas"

From: Ines, visiting family in Latvia

"Hello from Latvia! We snacked on cheese and rye crackers with my Latvian grandparents. It's a simple snack, but it's part of our family's tradition. – Ines"



From: [illegible] staying home in [illegible]wan

"Hi! [illegible] doesn't travel far [illegible] Sa[illegible]wan grows tons of them, and my family has snacked on them for years. – Malik"



Every family and culture has its own special snacks, shaped by traditions, the land they live on, and stories passed down through generations. There is no single "right" snack — trying different snacks is a fun way to learn about the world!

PREVIEW

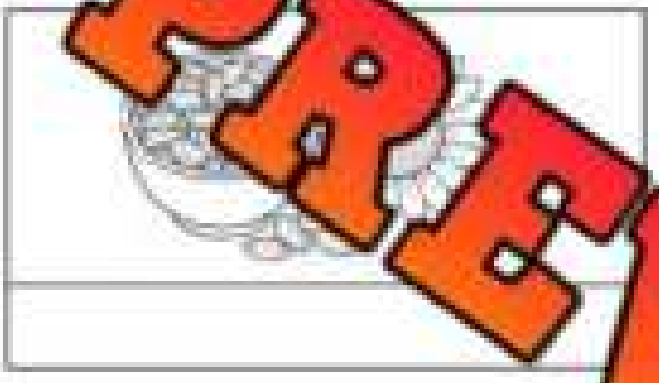
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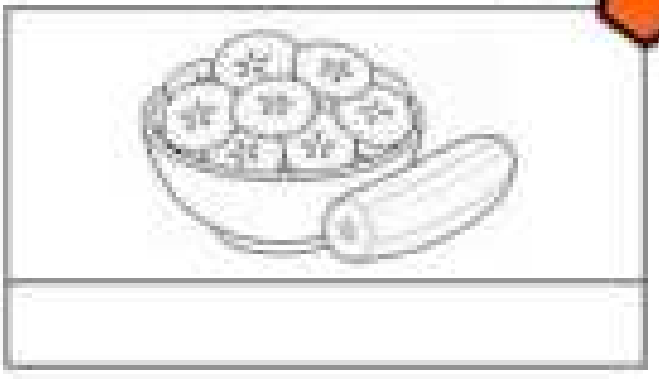
True or False Is the statement true or false?

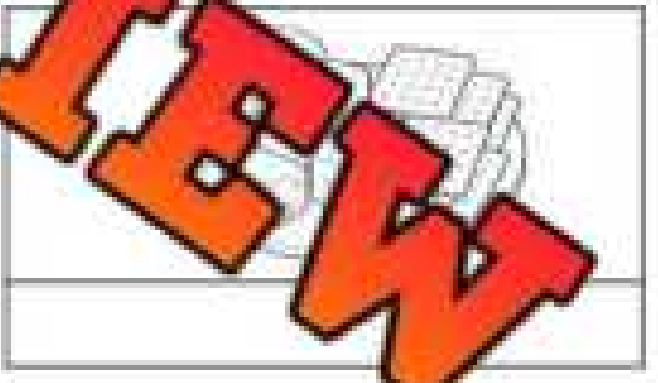
1) Every family around the world eats the exact same snack.	True	False
2) Priya's family snacks on roasted chickpeas together.	True	False
3) Snacks can be shaped by family traditions and the land.	True	False
4) Malik's family travels far away for their favourite snack.	True	False
5) There is one snack that's correct for everyone.	True	False

Colour and Colour the snacks below and label the culture each one is from.









PREVIEW

Making Connections What snack does your family eat that comes from your culture? Tell us about it!

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Why Snack Choices Are Different

Why Snacks Aren't the Same for Everyone

Have you ever wondered why your friend's snacks look different from yours? Many things affect what people snack on.

> **Key Message:** The snacks in your lunch box do not show what kind of person you ar[illegible] family's situation is different, and that is okay.

Reas[illegible] Different



- **Co[illegible]** some h[illegible]ks, like fresh berries, can cost mor[illegible] cr[illegible]
- **Store distance:** [illegible] has a grocery store nearby with fr[illegible] v[illegible] An area like this is sometimes call[illegible]
- **Season:** Fruit like strawberries c[illegible] twi[illegible] winter as it does in summer.
- **Buying in bulk:** A big bag of apples is often [illegible] than buying just one.
- **Community gardens:** Some neighbourhoods have communi[illegible] families can grow their own vegetables for free.
- **Family choices:** Every family decides what works best for their budget and schedule.



Being Kind About Snacks

It is never okay to tease someone about their snack. Instead, you can be curious and ask a friend what they like about their own snack. Some schools even run snack programs so every student can have a healthy bite during the day. Understanding this helps you become a kinder classmate.

PREVIEW

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Name: _____ 77

Define What do the terms below mean?

Food Desert	
Food Budget	

Cause / Effect Match each cause on the left to its effect on the right.

A grocery [illegible] home.	○ A family can buy fresh, local produce.
Fruit is out of [illegible]	○ Families can grow their own vegetables for free.
A neighbourhood has a community garden. ○	That classmate might feel [illegible] or embarrassed.
Frozen vegetables cost less than fresh ones. ○	○ [illegible]s and vegetables [illegible] find nearby.
A family has less money for groceries. ○	[illegible]ily [illegible] choose [illegible]
A farmers' market is nearby. ○	○ They [illegible] bulk to [illegible]
Someone teases a classmate about their snack. ○	○ Its price often goes up.

Making Connections What snack do you usually see at your own home? Why?

PREVIEW

Name: _____ /8

My Snack Choices Tracker

Objective What are we learning about?

Students will track their snack choices over three days, noticing what they ate and why they chose it. This helps students notice patterns in what influences their snack choices, such as preference, cost, culture, availability, or media.

Materials ...l you need for the activity?

- Tra... sheet ... per student)
- A few minut... ay to ... the snack they had



Instructions How will you co...ete ...

1) Send the tracker home (or set aside class ti... st... unit. Explain that students will use it for three days in a row.
2) Each day, students think back to a snack they had and ... th... ack" box.
3) Students think about why they chose that snack — did they ... it ... did they see it advertised, was it inexpensive, or is it part of their ... write their reason in the "Why I Chose It" box.
4) Students colour in the tally boxes to show how healthy the snack felt, from a little to a lot.
5) Repeat steps 2 to 4 for Day 2 and Day 3.
6) After Day 3, students complete the summary section, noticing patterns in their snack choices.
7) As a class, discuss (without requiring anyone to share private details): What did you notice? Were your reasons for choosing snacks the same each day, or different?

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Name: _____ 19

Each day, think back on the snack you had. Write what you ate and why you chose it. It is okay if a box stays empty some days!

Day 1	Date:
My Snack	Why I Chose It
How healthy did this snack feel?	

Day 2	Date:
My Snack	Why I Chose It
How healthy did this snack feel?	

Day 3	Date:
My Snack	Why I Chose It
How healthy did this snack feel?	

PREVIEW

Name: _____ 80

After 3 days | What did I notice?

1) One pattern I noticed about why I chose my snacks:

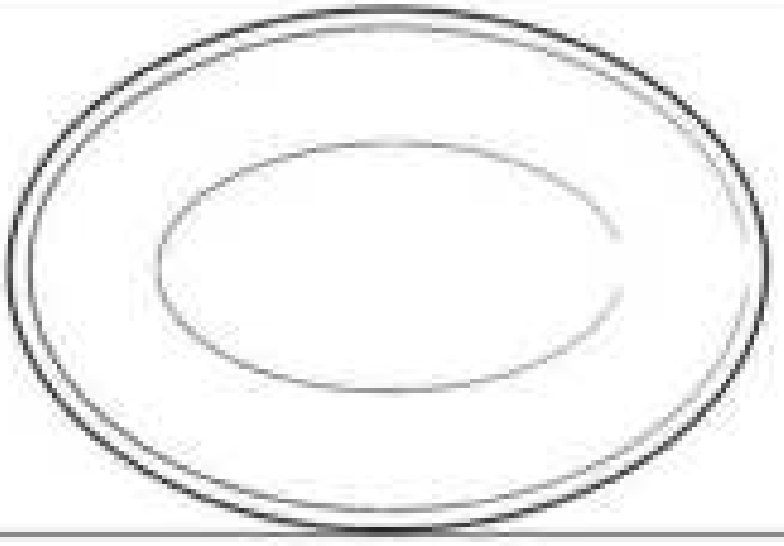
2) One he[illegible]ck choice I am proud of, and why it was a good choice:

3) One thing I will try to [illegible]re [illegible]se, and why:

PREVIEW

Fill Your Snack Plate

Draw or write the healthy snacks from [illegible] below. Outside the plate, draw or write any [illegible] will try to choose less of.



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Name: _____ 81

Debate Transcript: Are Snack Ads Helpful or Tricky?

Speaker	Dialogue
Moderator	Today, Mia and DJ will debate: are snack ads helpful or tricky? Mia, you're up first.
Mia	I think snack ads can be tricky! [illegible]mpanies put fun cartoon characters [illegible] just to grab our attention. A [illegible]'t mean the snack inside is
DJ	I h[illegible] but [illegible]elpful tool! They tell us new snacks exist. Without [illegible]t n[illegible] about snacks we'd really enjoy.
Mia	Sure, but comm[illegible]ats [illegible]s and exciting music to make snacks look better tha[illegible] reality. [illegible]n trick us into wanting something we don't even need.
DJ	That's true. But if we check the labe[illegible] we[illegible]ve to be tricked. Ads just start the conversation — [illegible] closer.
Mia	Good point. I guess ads aren't all bad, but we can[illegible] thinking for us.
DJ	Exactly! We can enjoy a fun ad and still be smart snackers.
Mia	So maybe the real answer is: ads can be exciting, but we still need to ask, "Do I want this because it's healthy, or because the ad made it look fun?"
DJ	I agree! That question helps us think for ourselves, no matter how exciting the ad looks.
Moderator	Great debate, both of you!



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Name: _____ 82

Questions Answer the questions below.

1) Why does Mia think ads can be tricky?

2) Why does DJ think ads can be helpful?

3) What did Mia change by the end?

PREVIEW

This or That Circle your choice.

1) Trusting an ad completely or checking the why?

2) Bright colours or plain colours: which grabs more attention?

3) Mia's view or DJ's view: which do you **agree** with more?

4) A fun cartoon or a clear label: which tells you **more facts**?

5) Watching an ad or reading a label: which helps you **choose better**?

6) Thinking for yourself or trusting every ad: which is **wiser**?

Name: _____ 83

Role Play – Why We Choose Different Snacks

Objective What are we learning about?

Students will act out short scenes that show why people choose the snacks they do. This helps students understand that many different things influence snack choices, such as culture, cost, personal preference, availability, and media.



Materials What will we need for our activity?

- Scenario cards (different situations) (printed)
- Props or costumes (optional)
- Timer or stopwatch

Instructions How will we complete our activity?

1) Divide the class into small groups of 3 students each.
2) Provide each group with a scenario card that describes a specific 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 turns.
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

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Name: _____ 84

Criteria Use the criteria below to complete the activity.

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

PREVIEW

Scenario Cards …Label… …law.

Scenario		
1	A Community Gathering (Bannock)	The Cardinal family is g…ready… …unity gathering this weekend. Kokum, which means gr…moth… …flour, baking powder, and water together to …any… …that First Nations families have made for a … …en help pat the dough into rounds before it is fries… …n … Little brother asks why they always make bann… …g… Kokum explains it is a tradition passed down thro… …generations. Dad shares a story about learning to… …from his own kokum when he was young. The family gathers … …er, sharing warm bannock and stories about their community.
2	A Family Recipe (Perogies)	The Kowalchuk family is getting the kitchen ready for a weekend visit from relatives. Baba, which means grandmother, rolls out dough and fills it with mashed potato and cheese to make perogies, a snack their family has made since settling in Saskatchewan long ago. The children take turns pinching the edges closed, though some perogies come out a little lopsided. Little sister wants to add extra cheese to hers. Dad remembers helping his own baba make perogies in the same kitchen many years ago. The family boils the perogies, fries them with butter and onions, and sits down together, sharing the warm snack and stories about their Ukrainian heritage.

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Name: _____ 85

Scenario Cards Cut out the scenarios below.

Scenario		Description
3	Shopping on a Budget	The Alvarez family is shopping for snacks at the grocery store. Little brother points at a shiny box of expensive cookies on the shelf and asks for them. Mom looks at the price and explains that the family has a certain amount of money to spend on snacks each week. She shows him a bag of apples that costs much less and would last the whole family longer. Big sister suggests they could still get one small treat if they choose cheaper snacks for the rest of the week. The family works together to pick snacks that fit their budget.
4	Packing Lunches for the Week	The [illegible] family is packing lunches for the week. Dad explains that buying [illegible] in bulk, like a big bag of pretzels, costs less money than buying [illegible] per [illegible] day. The children help count out pretzels into small [illegible]. Little sister wonders why they do not just buy a treat every day like [illegible] and does. Dad explains that saving money on snacks [illegible] spend it on other important things, like new shoes for [illegible]. The children agree that planning ahead helps them enjoy [illegible] snacks without spending too much.
5	Everyone Likes Something Different	The Johnson family is deciding [illegible] camping trip. Older sister loves crunchy snacks like [illegible] and pretzels, while younger brother always chooses something [illegible] like fruit or a granola bar. Mom asks why they like such different [illegible] each child explains their own reasons. Dad reminds them [illegible] has their own favourite tastes and textures, and that is perfectly normal. The family decides to pack a variety of snacks, so everyone gets to enjoy their personal favourites during the trip.
6	Twins with Different Tastes	Mia and her twin brother Leo are helping their grandmother make snack plates for a family gathering. Mia always asks for something smooth and creamy, like yogurt, while Leo prefers something crunchy, like celery sticks. Grandmother laughs and says that even twins who look alike can have very different favourite snacks. The cousins arrive and everyone shares what snack they like best and why. The family realizes that healthy snacks come in many different textures and flavours, and everyone can find one that they enjoy.

PREVIEW

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Name: _____ 86

Scenario Cards Cut out the scenarios below.

Scenario		Description
7	Snacks on the Farm	The Miller family lives on a farm with lots of fruit trees and a big vegetable garden. When the children want a snack, they often walk outside and pick fresh apples, berries, or carrots right from the garden. A cousin visiting from the city is surprised that fresh fruit is always so easy to find at their house. Grandpa explains that since they grow so much food themselves, fresh snacks are simply what is available most of the time. The children talk about how living in different places can [illegible] snacks are easy to find.
8	Snacks in the City	The [illegible] live in a busy apartment in the city, far from any farms or [illegible]. When they want a snack, they usually walk to the small corner [illegible], which has more packaged snacks than fresh fruits and vegetables. [illegible] that fresh produce is harder to find nearby and [illegible] their store. The family decides to visit a farmer's [illegible] where fresh fruit is easier to find. The children learn that [illegible] lives can change which healthy snacks are easy
9	The Commercial Snack	Ben watches his favourite cartoon [illegible] a colourful commercial for a new sugary cereal [illegible] The characters look like they are having so much fun eating [illegible] Ben [illegible] to try one. At the grocery store, Ben asks his dad [illegible] on television. Dad reads the label with Ben and points [illegible] sugar it has compared to a granola bar. They decide to [illegible] granola bar instead and talk about how commercials are made to make snacks look extra exciting, even if they are not always the healthiest choice.
10	Following a Favourite Character	Priya loves a TV character who is always shown drinking a bright, sugary fruit punch. She asks her mom to buy the same drink because she wants to feel like her favourite character. Mom explains that the drink has a lot of added sugar, even though the commercial makes it look fun and exciting. Together, they find a snack that Priya's favourite character might enjoy in real life, like real fruit and water. Priya realizes that shows and media can make some snacks look appealing, but it is still important to check if a snack is truly a healthy choice.

PREVIEW

Name: _____ 88

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
Ma	nts did h	Some matching movements	Movements matched well	Movements were purposeful and effective
Stay in Role	out o	times in ter	Mostly stayed in character	Stayed in character throughout
Teamwork	Did not wo well with group	on	Worked well group	Excellent cooperation and support

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

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Name: _____ 89

Snacking Patterns

Your Day of Eating: Meals and Snacks

People eat in patterns, not just whenever they feel like it! A common pattern is three meals a day with a couple of snacks in between.

A Typical Snacking Pattern

- **7:30 a.m. — Breakfast:** This meal wakes up your body after sleeping all night.
- **[illegible] snack:** A small bite, like fruit, helps you get to lunch.
- **12:[illegible] p.m. — [illegible]** meal to refuel your energy for the afternoon.
- **3:00 p.m. — [illegible]** helps close the long gap before dinner.
- **6:00 p.m. — Dinner:** [illegible] of the day.

PREVIEW

Why Spacing Matters

Spacing meals and snacks every three [illegible] hours keeps your energy steady and stops you from feeling too hungry or too full. It takes your stomach about three to four hours to digest a meal, which is part of why this spacing works so well. Not every family follows this exact pattern.





Some cultures eat more small meals throughout the day, a style sometimes called **grazing**, while others eat fewer, bigger ones. In Spain, for example, many families eat a big lunch and a smaller dinner later in the evening. There is no single right way, but noticing your own pattern helps you understand your body's hunger signals better.

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Name: _____ 90

True or False

Is the statement true or false?

1) Every family eats at the exact same times.	True	False
2) Most people eat three meals a day with some snacks.	True	False
3) Some cultures eat many small meals instead of three big ones.	True	False
4) Eating many small meals throughout the day is called grazing.	True	False
5) Noticing your hunger signals can help you eat well.	True	False

Number

Write the number answer for each question.

1) How many typical day?	
2) How many daily pattern?	
3) How many hours do you take omach to digest a meal?	
4) If your afternoon snack is , what time is it?	
5) What time is dinner usually served ?	

Questions

Answer the questions below.

1) Explain what a hunger signal is and why it matters.

2) Explain why spacing out meals and snacks can help your body.

PREVIEW

Exit Cards

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

Name: _____ | Mark

Circle the letter of the correct answer.

What is grazing?

A	B
Eating three big meals	Eating many small meals during the day
C	D
Eating only dinner	Skipping meals

Name: _____ | Mark

Circle the letter of the correct answer.

What is grazing?

A	B
Eating three big meals	Eating many small meals during the day
C	D
Eating only dinner	Skipping meals

Name: _____ | Mark

Circle the letter of the correct answer.

What is grazing?

A	B
Eating three big meals	Eating many small meals during the day
C	D
Eating only dinner	Skipping meals

Name: _____ | Mark

Circle the letter of the correct answer.

What is grazing?

A	B
Eating three big meals	Eating many small meals during the day
C	D
Eating only dinner	Skipping meals

PREVIEW

Name: _____ 92

Healthy Snacking - 3-Day Tracking

Pick 3 Habits You may choose 3 healthy snack habits from the list below.

Eat a fruit or vegetable as part of your snack.	Drink water instead of juice or pop with your snack.
Try a snack you have never tried before.	Help prepare your own snack at home.
Choose a snack with two different food groups.	Try a snack from a different culture.
Read the label on a packaged snack before buying it.	Share a healthy snack with a friend or classmate.

My healthy snack habit 1: _____

Day 1	Day 2	Day 3
☐		☐

My healthy snack habit 2: _____

Day 1	Day 2	Day 3
☐	☐	

My healthy snack habit 3: _____

Day 1	Day 2	Day 3
☐	☐	☐

Question Will you keep doing these snack habits? Why or why not?

PREVIEW

Name: _____ 96

Total
/

Unit Test

Healthy Snacking

Mark	/

1. About how long to empty a meal from your stomach?

A) 30 minutes

B) 3–4 hours

C) 8–10 hours

D) 24 hou

2. Which snack has more sugar and fewer nutrients?

A) Cheese cube

B) Whole-grain cracker

C) Candy

D) Carrot stick

3. Which ... eaks down into gluco...

A) Pro...

B) Carbohydr...

C) Calcium

D) Iron

4. Eating many small meals through the day is called?

A) Fasting

B) Digesting

C) Portioning

D) ...zing

5. On a food label, ingredient... ...te... by?

A) Alphabetical order

B) Price

C) Colour

D) Most to least amount

... ...elps which organ clean waste ...?

A) Kid...

B) ...

C) Sto...

D) Heart

7. Which snack usually has a longer ingredient list?

A) Apple

B) Granola bar

C) Carrot

D) Orange

8. After a sugary snac... ...at usually follows?

A) More focus

B) Faster growth

C) Longer sleep

D) A tired crash

9. Fruit's natural sugar is called?

A) Fructose

B) Dextrose

C) Sucrose

D) Glucose only

10. A mineral that helps blood carry oxygen:

A) Iron

B) Calcium

C) Vitamin C

D) Fibre

PREVIEW

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True or False Is the statement true or false?

	Mark	/
1) Early humans snacked on nuts, berries, and roots.	T	F
2) Cucumbers are almost completely dry on the inside.	T	F
3) Whole-grain foods usually give steadier energy than refined grains.	T	F
4) Fresh strawberries usually cost less money during winter.	T	F
5) A carto[illegible] a snack box guarantees it is healthy.	T	F
6) Yogur[illegible]tes very salty like a pretzel.	T	F
7) G[illegible]py skin like a strawberry.	T	F
8) Eating patt[illegible] for every person.	T	F
9) Every cultur[illegible] the same exact snack.	T	F
10) Eating more snack[illegible] bod[illegible]n add stored fat.	T	F

PREVIEW

Matching Draw a line to match ea[illegible] means.

	Mark	/

Snack ○	A n[illegible] gives your body [illegible]
Nutrient ○	○ [illegible]t o[illegible] you eat at [illegible]
Carbohydrate ○	○ A small foo[illegible] meals
Protein ○	○ One part that makes up a food
Fibre ○	○ An area with no nearby grocery store
Ingredient ○	○ A part of food that helps you feel full and digest well
Food Desert ○	○ Something in food that helps your body work well
Portion ○	○ A nutrient that helps build and repair your body

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Healthy Snacking or Not?

Write Yes or No for each scenario.

Mark: /

1) Maya eats a granola bar and drinks water after playing outside.	
2) Jaxon eats candy every day right before dinner.	
3) Owen eats a whole bag of chips in one sitting.	
4) Priya ea[illegible]n apple with cheese for an afternoon snack.	
5) Isla r[illegible] before choosing a snack.	
6) Le[illegible] a hu[illegible] hips, way more than a fist-sized portion.	
7) Amir waits [illegible]s be[illegible]gis and eats a small snack.	
8) Ruby picks cookies [illegible] most days.	

PREVIEW

Questions

Answer each question in a complete sentence.

Mark: /

1) Explain what might happen if a kid does [illegible] enough.

2) Explain why ads can sometimes trick you about a snack.

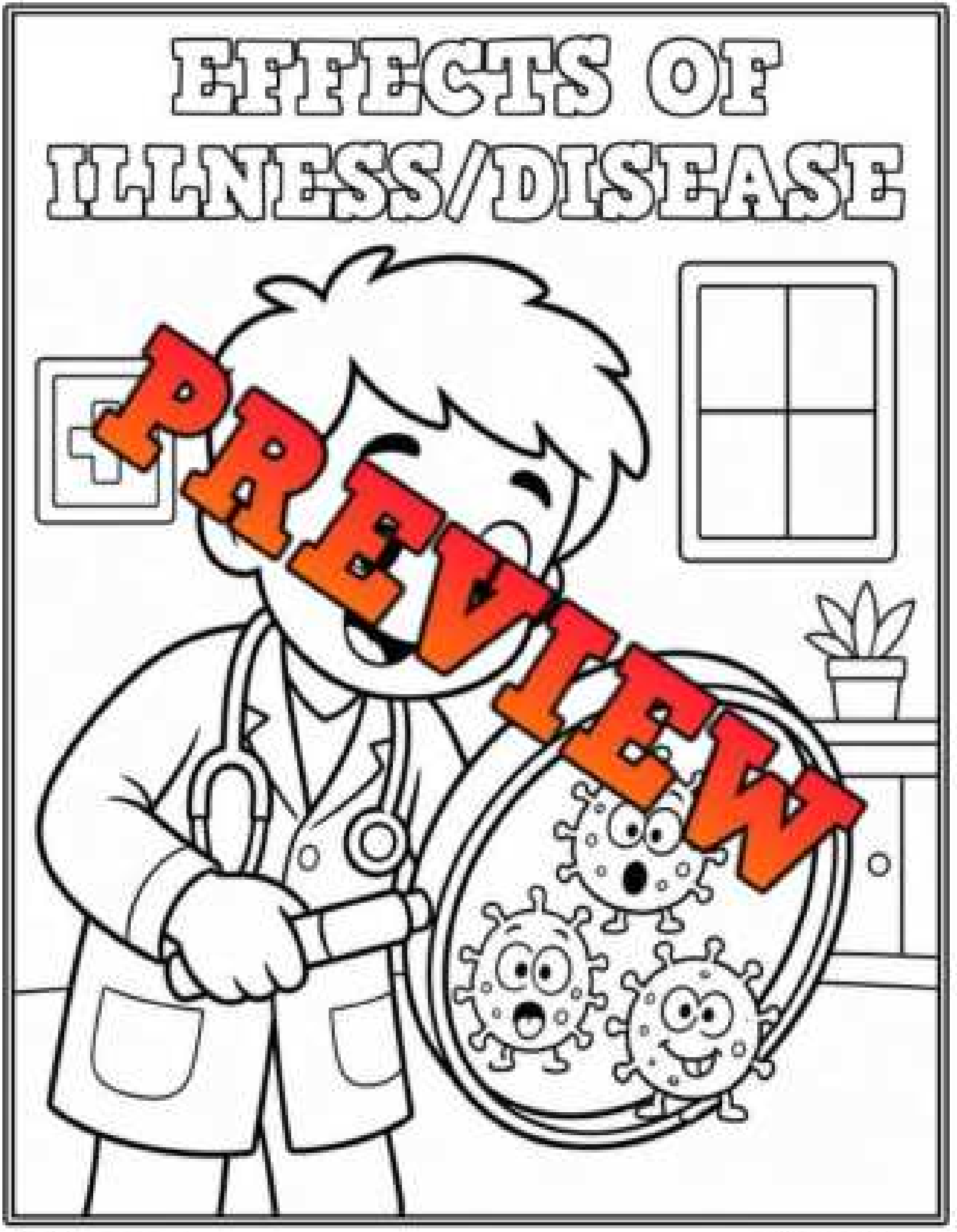
Workbook Preview

Grade 2 Health Unit
Effects of Illness/Disease

	Curriculum Expectations	Pages
USC2.3a	Develop a common understanding and use of respectful language to talk about illness and disease (e.g., germs, medicine, vaccinations, symptoms, treatment, contagious, infections).	4-11, 18-21, 32-33, 40-44, 50, 60, 84-89
USC2.3b	Describe what being sick looks like, sounds like, and feels like (e.g., fatigue, loss of appetite, aches, absent from school and activities, sad).	15-23, 25-26, 35-38, 45-49, 51-56, 58-59
USC2.3c	Describe how particular illnesses may be transmitted (e.g., air – coughing and sneezing, direct contact – kissing, feces –	12-14, 22-26, 29-31, 36, 38, 45, 49, 51-59
USC2.3d		32-38, 49, 51-83
USC2.3e	sneezes (e.g., influenza, colds, chickenpox, ear infections, asthma).	23, 25-28, 38-39, 43-51, 60-63, 79
USC2.3f	Differentiate between serious and non-serious illnesses and diseases (e.g., based on short/long term and the risk to health).	27-28, 58, 60, 75-80
USC2.3g	Establish that certain serious infections (including HIV and Hepatitis C) are transmitted through blood products (e.g., finding a contaminated needle).	52-59
USC2.3h	Compare how a "healthy day" may differ from a "sick day".	15-17
USC2.3i	Examine how to take care of self and others when sick (e.g., rest, fluids, medications as intended).	20-21, 74, 81-83
AP2.1	Act upon health-related understandings, skills, and confidences to make healthy connections related to healthy snacking.	70, 73

Preview of 60 pages from this product that contains 128 pages total.

EFFECTS OF ILLNESS/DISEASE



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Name: _____ 7

What is Illness and Disease?

Your Body Can Get Sick

Every single person gets sick sometimes. This is normal! Your body works hard every day, protecting you from thousands of invaders you cannot even see. Sometimes those invaders [illegible] a little while, and you fe[illegible] sick is not your [illegible] thing to feel embarra[illegible] In your class, y[illegible] even doctors get sick [illegible]



PREVIEW

New Words to Know

- **Germ** — a tiny living thing too small to see that can make you sick
- **Symptom** — a sign that tells you something [illegible] like [illegible] or fever
- **Contagious** — when a sickness can spread from [illegible]
- **Infection** — when germs get inside your body and start [illegible]

Why This Matters

Learning these words helps you talk about how you feel with clear, useful language. If you feel sick, you can tell a trusted adult using words like "my throat hurts" or "I feel hot," instead of just saying "I feel bad." This helps them understand you and help you faster.

Over this whole unit, you will learn about many illnesses, and you will use these four words again and again, so get ready to become a true germ expert!

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Name: _____ 6

Define What do the terms below mean?

Disease	
Infection	
Sym	

PREVIEW

True or False stat… false?

1) Getting sick means yo… do… g wrong.	True	False
2) Nearly everyone in your clas… has…	True	False
3) Germs are living things big enough… see eg…	True	False
4) Feeling ashamed is the right way to feel … ck.	…rue	False
5) Contagious means a sickness cannot spread to …		False
6) An infection happens when germs grow inside your bo…		…se

Word Search Find the words in the word search.

Illness	Disease
Sick	Germ
Symptom	Contagious
Infection	Medicine
Vaccination	Treatment
Recover	Healthy

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

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Name: _____ 10

What is a Germ?

Too Small to See

A **germ** is a tiny living thing. Germs are so small that thousands of them could fit on the head of a pin! You cannot see a single germ with just your eyes, no matter how hard you squint. Scientists use a special tool called a **microscope** to zoom in and study them close.

- **Bacteria** – Tiny living things that multiply fast; some are helpful, some cause sickness like strep throat.
- **Viruses** – Smaller than bacteria; they get inside your body's cells to make copies of themselves.
- **Fungi** – Living things like mold and yeast; some can cause skin problems like **athlete's foot**.

PREVIEW



Where Germs Hide

Germs love door handles, toys, phones, and unwashed hands. They travel through the air in tiny droplets when someone coughs or sneezes, and they can also ride along on your fingers after you touch something germy.

Good News

Not all germs are bad! Some germs called **probiotics** live in your tummy and help you digest food, and scientists even use some bacteria to make foods like yogurt. Washing your hands for 20 seconds — about as long as singing "Happy Birthday" twice — washes most harmful germs down the drain before they can make you sick.

Name: _____ L1

Multiple Choice

Circle the correct answer.

1) What tool do scientists use to study germs?	Telescope	Microscope
2) Which kind of germ is smaller than bacteria?	Virus	Fungus
3) Which germ can cause athlete's foot?	Bacteria	Fungus
4) How long should you wash your hands?	20 seconds	2 minutes
5) Where do germs like to hide?	Door handles	Inside a rock
6) Which [illegible]ive in your tummy and help digest food?	Fungi	Probiotics

Seque[illegible] steps in the correct order (1 to 7)

	The st[illegible]wash their hands before lunch.
	A studen[illegible]s th[illegible]e with their hand.
	They rinse and [illegible]nds, [illegible]most germs away.
	They scrub for 20 sec[illegible]co[illegible]f their hands.
	A germ lands on a classroom [illegible]handl[illegible]
	They wet their hands and add soap.
	The germ gets a chance to enter the stu[illegible]



Questions

Answer the questions below.

1) Explain the difference between bacteria and a virus.

2) Explain why not all germs are bad for you.

PREVIEW

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Name: _____ L2

Story: Germs in Unexpected Places

The Puppy Problem



Ben loved his new puppy, Waffles, more than anything. Every day after school, he would run outside and play fetch until his arms felt tired.

One [illegible]day, Ben helped his dad clean up the backyard. "Yuck," Ben said, wrinkling his nose.

"I know," [illegible]d, "but it's important. Animal poop can [illegible] germs that make people sick if we're not careful."

Ben didn't know [illegible] from [illegible]?" he asked.

"Even from Waffles," [illegible]. "That's why we always wash our hands really well after cleaning up, and after petting [illegible] too."

Later that week, Ben forgot to wash his [illegible] after [illegible] the bathroom before lunch. His stomach felt funny that night.

"Did you wash up after the bathroom today?" [illegible] gently.

Ben thought hard. "Um... maybe not today."

"That's probably why your tummy feels off," Mom said. "Germs [illegible] bathroom can end up on our hands if we skip washing, and then on our food."



The next day, Ben made a new rule for himself: wash hands after the bathroom, after touching Waffles, and before eating. No exceptions.

"Look at you," Dad said, smiling. "A real germ-fighter now."

Ben grinned. Even the grossest germs didn't stand a chance against soap and water.

PREVIEW

Name: _____ L3

Ordering Number these events 1 to 8 in the order they happened in the story.

	Dad explains that poop can carry germs.
	Ben's stomach feels funny that night.
	Ben plays fetch with Waffles after school.
	Dad calls Ben a real germ-fighter.
	Ben and his dad clean up the backyard.
	Ben remembers to wash his hands before lunch.
	Ben learns the hand-washing rule.
	Mom and Ben hug.



Question Write a question you have about the story.

Visualization What were you picturing while you were reading?

PREVIEW

Name: _____ 1A

Germ's Journey Map

Trace How a Germ Travels — and How to Stop It

Germs can travel from place to place just by touch! A germ might land on something you touch, then move from your hand to other things — even your mouth. Let's map out one germ's journey and find a way to stop it.

Instructio

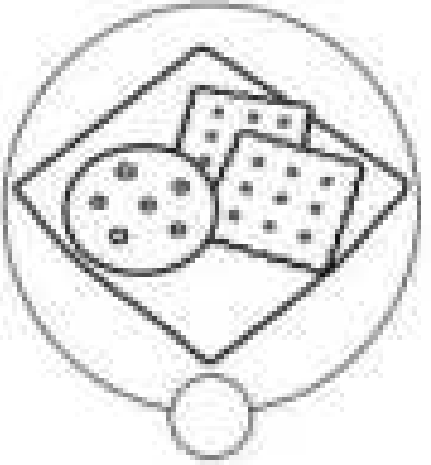
1) L circles on the map below. They are out of order!
2) from 1 to 5 to show the order a germ would really travel, h knob and ending with feeling sick.
3) In the la circl healthy habit that could stop the germ before it ever

PREVIEW











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Name: _____ 15

Diary Entry: What Does Being Sick Feel Like?

Dear Diary,

Today was the worst. I woke up and my whole body felt like I ran a hundred laps at recess. My tummy felt weird too, I didn't even want pancakes, and I usually always want pancakes.



Mom said, "You don't look like yourself today." I guess she could tell by looking at my face. My eyes felt heavy and my head felt like my brain was wrapped in a blanket.



I was so tired I fell asleep during breakfast. That almost never happens!

The worst part is I missed school. My friends said we're picking teams tomorrow and I wasn't even there for it. I felt happy about that, and kind of sad too. I didn't want to talk to anyone, even my little brother, and he's my favourite person.



Mom brought me water and let me rest on the couch. She said being sick isn't just about your body hurting, your feelings change too. That made sense. Today I felt tired, cranky, and kind of lonely, all because I was sick.



Tomorrow, I hope I feel like me again.



PREVIEW

Name: _____ 16

Multiple Choice Circle the best answer.

1) What did the girl's body feel like when she woke up?			
Achy	Bouncy	Itchy	Cold
2) What food did she not want to eat?			
Cereal	Toast	Pancakes	Eggs
3) What did she miss because she was sick?			
Art	Recess	Soccer practice	Music
4) How [illegible] feel?			
Li[illegible]	[illegible]t and fuzzy	Cold and itchy	Normal
5) What [illegible]			
Juice		Water	Tea

PREVIEW

Matching Draw a [illegible] to what happened in the diary.

Achy body ○	○ [illegible]nely
No appetite ○	○ [illegible] sad
Heavy eyes ○	○ [illegible] feeling
Missing soccer ○	○ Br[illegible]
Mom's comfort ○	○ Didn't want [illegible]
Hot fuzzy head ○	○ Wanting to feel li[illegible]rself again
Not talking to brother ○	○ Felt very sleepy
Hoping for tomorrow ○	○ Brought water, let her rest

Scenario Your head feels hot and fuzzy at school. What should you do?

© 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

Sort each feeling into the correct column: **Body** or **Mind**.

Heavy Eyes	Felt Lonely
Hot Fuzzy Head	Achy Body
Felt Grumpy	Felt Sad

Body	Mind

Name: _____ | Mark

Sort each feeling into the correct column: **Body** or **Mind**.

Heavy Eyes	Felt Lonely
Hot Fuzzy Head	Achy Body
Felt Grumpy	Felt Sad

Body	Mind

Name: _____ | Mark

Sort each feeling into the correct column: **Body** or **Mind**.

Heavy Eyes	Felt Lonely
Hot Fuzzy Head	Achy Body
Felt Grumpy	Felt Sad

Body	Mind

Name: _____ | Mark

Sort each feeling into the correct column: **Body** or **Mind**.

Heavy Eyes	Felt Lonely
Hot Fuzzy Head	Achy Body
Felt Grumpy	Felt Sad

Body	Mind

PREVIEW

Name: _____ 18

Symptom Spotter Picture Search

Find the Signs That Someone Might Be Sick

Did You Know?

- **Fatigue** means feeling extra tired, even after resting — it's a common sign of being sick.
- **Loss of appetite** means not feeling hungry, even at your favourite mealtime.
- **Aches** are achy feelings in your body, like in your head or muscles.
- Being away from school or missing out on activities can be hard when a friend is sick and resting at home.



PREVIEW

Being sick doesn't always look the same. Sometimes you can tell someone is sick by how they **look** (like tired eyes), how they **sound** (like a stuffy nose), or how they say they **feel** (like a sore tummy). Detectives, let's search this picture for clues that someone isn't feeling well!

Instructions Turn the page and look closely at the classroom scene. Find each clue you can find that shows someone might be sick. Then return to this page and check off each clue below as you find it.

☐	Tired, drooping eyes
☐	A tissue held up to a nose
☐	A hand held on a sore tummy
☐	A hand on a hot forehead with red, flushed cheeks
☐	A sad face, sitting apart from friends



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Name: _____ 19



Think About It Which character in the picture do you think is the sickest? Why?

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Name: _____ 22

The Common Cold

What Is a Cold?

The common cold is the most common illness in the whole world. Kids catch an average of 6 to 8 colds every single year, which is way more than most grownups! A cold is caused by a **virus** that infects your nose and throat, and there are over 200 different [illegible]uses.

	What You Feel
Ru[illegible]	Clear liquid drips out
[illegible]	Your nose tickles, then "achoo"
Scrat[illegible]	[illegible]our throat feels dry and sore
Coughing	[illegible] tries to clear your airway

PREVIEW

How It Spreads

Cold viruses travel through tiny droplets wh[illegible] someone coughs or sneezes without covering [illegible]. They can also live on surfaces like desks and doorknobs for hours, just waiting for a hand to pick them up and carry them along.





Fighting Back

Rest, drink lots of water, and wash your hands often. Most colds go away on their own in 7 to 10 days, even without any medicine at all, because your body's own defences do the real work of fighting off the virus. That is why a cold feels worst for the first few days and then slowly gets better.

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Name: _____ 23

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

	Colds are caused by a virus
	Colds always need medicine to heal
	Coughing clears your airway

	Cold viruses can live on desks
	Kids get 6–8 colds a year
	Colds infect your feet first

	Sneezing spreads germs
	Wate[illegible]est help you heal
	Co[illegible] 1 day

	Colds are caused by loud sounds
	A scratchy throat feels dry
	Colds infect your nose and throat

Questio[illegible] A[illegible]uestions below.

1) Explain what [illegible]he c[illegible]d

2) Explain how a cold can spread from one pe[illegible]to

Matching Match each symptom to what it feels like.

Runny nose ◯	◯ Your throat feels dry and sore
Sneezing ◯	◯ Clear liquid drips out
Scratchy throat ◯	◯ Your body clears your airway
Coughing ◯	◯ Your nose tickles then you achoo

PREVIEW

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Name: _____ 24

The Sneeze Squad Saves the Day

Draw and Write Your Own Comic

Uh oh! Germs are spreading around the classroom, and sneezes are flying everywhere. It's up to the Sneeze Squad to save the day by using their healthy habits! Draw each part of the story in the boxes below and write what the characters are saying in the speech bubbles. Use the Word Bank to help you.

PREVIEW

1

A student sneezes without covering it. Germs go everywhere!

2

Classmates start to feel

3

4

A squad member shows how to cover a sneeze the right way.

5

The squad washes their hands and uses tissues.

The classroom is saved — everyone feels healthy again!

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Name: _____ 25

Influenza (The Flu)

What Is Influenza?

Influenza, often called **"the flu"** for short, is caused by a **virus**, just like a cold. But the flu is a much stronger illness. A cold and the flu can feel similar at first, but the flu hits much harder and comes on within just a few hours instead of slowly over a day or two.



Common Cold

- Starts slowly
- Runny nose, sneezing
- Mild tiredness
- Rarely causes a fever

Influenza (Flu)

- Starts suddenly
- High fever and chills
- Sore muscles and body aches
- Very tired for days



Flu Season

Flu season usually runs from October to April in Canada, with most people getting sick in December and January. Every year, doctors and nurses give **flu shots** to help protect people before flu season begins. A flu shot cannot give you the flu; it teaches your body's defences to recognize the virus so they can fight it off faster.

Staying Safe

Wash your hands often, cover coughs and sneezes with your elbow instead of your hand, and stay home and rest when you are contagious so you do not spread the flu to your classmates, teachers, and family.

PREVIEW

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Name: _____ 26

True or False Is the statement true or false?

1) The flu usually starts slowly over several days.	True	False
2) Flu season in Canada runs mostly in the summer.	True	False
3) A flu shot can give you the flu.	True	False
4) Body aches are a common sign of the flu.	True	False
5) Coughing into your elbow can help stop germs spreading.	True	False
6) The flu and a cold feel exactly the same.	True	False

Sorting Sort each symptom: Cold or Flu?

High fever and [illegible]y		Mild tiredness	Sore muscles
Tired for many days	[illegible]	Runny nose	Rarely causes fever

Cold	Flu

PREVIEW

Making Connections Have you or someone in your family ever had the flu? Tell how it was.

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Name: _____ 27

Cold vs. Flu: Twin Detectives

Comparing Two Common Illnesses

A **common cold** and the **flu (influenza)** can seem alike — they're like twins! Both can make you cough, but they don't always feel the same. Some signs belong only to a cold, some belong only to the flu, and some signs happen with both. Let's investigate the clues below!

Instruc …he ten symptom cards. On the next page, glue each one into …t of the Venn diagram: the "Common Cold" side, the "Infl… or the middle "Both" section.

PREVIEW

- Runny or stuf…
- Sudden high fever
- Sneezing a lot
- C… …king
- Scratchy, sore throat
- Whole body a…
- Symptoms build up slowly
- Extreme tiredness
- Cough
- Headache

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Name: _____ 28

PREVIEW

Name: _____ 32

Activity: Sneeze Spray Demonstration

Objective — What are we learning about?

Students will observe a sneeze spray demonstration to see how far germs can travel through the air when someone coughs or sneezes, and how covering a cough or sneeze helps stop the spread.

Materials — we need for our activity?

- A spray bo
- Water
- A large sheet of
- Tape



Instructions — How will we complete the activity?

1) Fill a spray bottle with water.
2) Tape a large sheet of paper to the wall as a target.
3) Stand at a measured distance from the paper, like one metre away.
4) Spray the bottle once toward the paper to mimic an uncovered sneeze.
5) Look together at how far the droplets travelled and spread.
6) Now spray again, this time with a tissue or your elbow held up in front of the bottle and notice how few droplets reach the paper.
7) Talk together as a class about why covering a cough or sneeze makes such a big difference.

PREVIEW

Name: _____ 33

Recording Sheet Compare the two sneezes.

	Uncovered Sneeze	Covered Sneeze
How far did it travel?		
How many droplets reached the paper?	Lots / Some / Few	Lots / Some / Few

Reflection Circle the best reason.

1) Wh… …eeze spray fewer droplets?

a) The… …s les… the bottle.	b) The elbow blocked	c) It was sprayed slower.

2) Why is it importa… …veling far?

a) So fewer people catch them.	…h… …by	c) It doesn't really matter.

3) Why do we cover sneezes with an elbow i… …f ha…

a) It's a rule with no reason.	b) It looks better.	…ch things …erwa… …reading …ns.

4) Why can germs spread even if you don't touch anyone?

a) They can travel through the air.	b) They don't really spread that way.	c) Germs … on their own.

5) Why might a crowded room make germs spread faster?

a) There is more air.	b) The room is smaller.	c) People are closer together.

6) Why is it kind to cover your cough around others?

a) It's just a habit.	b) It helps protect their health too.	c) It doesn't help them at all.

PREVIEW

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Name: _____ 36

Chickenpox

What Is Chickenpox?

Chickenpox is caused by a virus. It gives you itchy red spots that turn into blisters all over your body — sometimes 250 to 500 of them, from your scalp all the way down to your toes!

How Chi[illegible]nfolds

1) **[illegible]** [illegible]ts appear, often starting on the chest, back, or face
2) **[illegible]** Spo[illegible] and become itchy blisters
3) **Days 3-[illegible]** [illegible]ping up in waves
4) **Days 6–10**: [illegible]rabs

You are contagious f[illegible] spots appear until every single blist[illegible] scabbed over, which can be more than a week in total.



Staying Home

Because chickenpox spreads so easily through the air and through touch, staying home while contagious protects friends and family, especially babies and grownups who never had chickenpox before, since it can make them feel much sicker.

Prevention

Since 1998, Canadian kids get a **chickenpox vaccine** as part of their regular checkups. This is a big reason why far fewer kids get chickenpox today than kids did 30 years ago.

PREVIEW

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Name: _____ 37

Multiple Choice Circle the correct answer.

1) What causes chickenpox?	A virus	A bacteria
2) About how many spots can chickenpox cause?	5 to 10	250 to 500
3) When do chickenpox blisters usually form scabs?	Day 1	Days 6 to 10
4) Where do chickenpox spots often start?	Chest & face	Feet
5) Chickenpox has no vaccine.	Yes	No

Questions ...swer the questions below.

1) Ex... changes from day 1 to day 10.

2) Explain the difference between a blister ... ab.

PREVIEW

Visualization What were you picturing while you were reading? ...be it.

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Name: _____ 38

FAQ: How Sickness Spreads Through Touch

Q: Can I really get sick just from touching someone?

A: Yes! This is called direct contact spread. If someone is sick and you touch their hand, then touch your own face, germs can move onto you.

Q: What a[illegible]haring a water bottle?

A: Shar[illegible]e of the easiest ways germs trav[illegible]rms, so sharing cups or bottles can p[illegible]



Q: Does kissing spr[illegible]

A: Yes, kissing is another [illegible]os[illegible] where germs can move from one pe[illegible] another, especially on the mouth or cheek.

Q: If my friend is sick, should I still hold their han[illegible]

A: It's kinder to wave or say hi from a little distance if [illegible]ou[illegible]good friend without touching when someone is sick.

Q: How do I stay safe if I already touched something a sick friend touched?

A: Wash your hands with soap and water. That washes germs away before they can make you sick.



Q: Will I always get sick if I touch a sick person?

A: Not every time, but the chance goes up. That's why washing hands and not sharing personal items really matters.

PREVIEW

Name: _____ 39

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

	Touching a sick person's hand can move germs onto you.
	Sharing a water bottle is a safe way to stop germs.
	Kissing can be a way germs move between people.

	Washing your hands with soap can wash germs away.
	Saliva can carry germs when drinks are shared.
	Touching something a sick friend touched means you will get sick.

Scenario ...ch scenario. Circle Safe or Not Safe.

1) Hold... hand... ...nd ...ho has a cold.	Safe	Not Safe
2) Waving hell... ...frie... ...of hugging them.	Safe	Not Safe
3) Washing your hand... ...ing ...ab a sick classmate touched.	Safe	Not Safe
4) Taking a sip from a friend's water	Safe	Not Safe
5) Sharing a toothbrush with your sibling.	Safe	Not Safe
6) Washing your hands before eating a snack.		Not Safe
7) Giving a sick friend space instead of a hug.		...afe
8) Shaking hands with someone who just sneezed into their hand.	Sa...	Not Safe

Questioning Write 2 questions you have about how sickness spreads through touch.

1)	_____
2)	_____

PREVIEW

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Name: _____ 40

Activity: GlitterBug Handwashing Demo

Objective What are we learning about?

Students will use a GlitterBug demonstration to see how invisible germs can stay on hands after washing with only water, and how proper handwashing with soap removes them. This ... a strong, memorable understanding of why proper handwashing matters.

Materi... ...we need for our activity?

- GlitterBug ... (or ... ter as a substitute)
- A sink with wa... soa...
- A blacklight (optiona... ... also



Instructions How will we complet... ...ivity?

1) Rub a small amount of GlitterBug lotion, o... ...h of ... ...ch student's hands.
2) Under a blacklight or in bright light, look closely at how ... ...ver... ...ing between fingers and around nails.
3) Have students rinse their hands with water only, no soap, for a few seconds.
4) Check hands again under the light. Notice how much is still there.
5) Now have students wash their hands properly with soap and water for at least 20 seconds.
6) Check hands one more time under the light.
7) Talk together as a class about the difference between water-only washing and washing with soap.

PREVIEW

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Name: _____ 41

Recording Sheet Circle how much "germ glitter" was left on your hands at each step.

Step	Amount Left
Before washing	Lots / Some / A Little / None
After water only	Lots / Some / A Little / None
Aft[illegible]nd water	Lots / Some / A Little / None

Ques[illegible] [illegible] questions below.

1) What surp[illegible]out [illegible] glitter stayed on your hands?

2) Why do you think soap works better than water?

3) When are the most important times to wash your hands?

PREVIEW

Name: _____ 45

Ear Infections

What Happens

An ear infection happens when fluid builds up behind your eardrum and germs grow there, often after a cold. It is one of the most common reasons young kids visit the doctor — by age 3, most kids have had at least one ear infection!

Signs Ch

- ❑ ng at your ear
- ❑ Doubl
- ❑ Fus Doubl
- ❑ A mild fe
- ❑ Fluid draining f r



PREVIEW

Why It Happens

Kids get more ear infections than adults bec ir e re shorter and flatter than an adult's, making it much easier t trapped inside instead of draining away like they should.

Getting Help

- ❑ Tell a trusted adult if your ear hurts
- ❑ A doctor can look inside your ear with a special light called an otoscope
- ❑ Sometimes medicine called antibiotics is needed to fight the infection
- ❑ Rest and warm compresses can ease the pain



Most ear infections clear up within a few days once treated, and many mild ones even get better on their own with plenty of rest, water, and a little patience.

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Name: _____ 46

Questions Answer the questions below.

1) Explain what causes an ear infection to happen.

2) Write [illegible]s that might mean you have an ear infection.

PREVIEW

Fill in the Blank Write the miss[illegible]lank.

1) An ear infection happens when _____ by[illegible]nd the eardrum.

2) By age _____, most kids have [illegible] infe[illegible]

3) A doctor uses a special tool called an _____ to l[illegible]

4) Kids get more ear infections because their ear _____ horter.

5) Medicine called _____ is sometimes needed to fight the infection.

6) A _____ compress can help ease ear pain.

Questioning Write a question you have about ear infections.

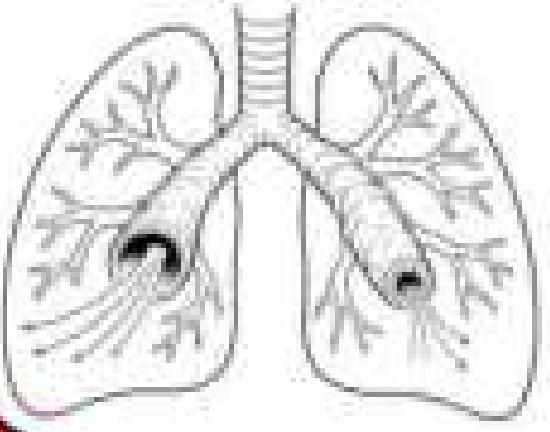
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Name: _____ 48

Asthma

What Is Asthma?

Asthma is a condition that affects the airways — the tubes that carry air to your lungs. When someone with asthma is around triggers like dust, smoke, exercise, or cold air, their airways get narrow and swollen, which makes it much harder for air to move in and out.



Signs of a Flare-Up

- Wheezing (a whistling sound when breathing)
- Coughing, especially at
- Chest tightness
- Trouble catching your

> **Important to Know:** Asthma is NOT contagious. You cannot catch asthma from a classmate, and a classmate cannot catch it from you. It is a long-term condition that a person manages for years, not a short illness that goes away.

Managing Asthma

Many kids with asthma carry a puffer called an **inhaler**. It sends medicine straight to the lungs to open up the airways during a flare-up, usually within just a few minutes. About 1 in 5 Canadian children has asthma, so you very likely know someone who manages it every single day of their life.



Being a Good Friend

If a classmate needs their inhaler, give them space, stay calm, and tell an adult right away if they seem worried or are having trouble breathing.

PREVIEW

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Name: _____ 49

Comparison Answer comparing asthma to a contagious illness like a cold.

1) Can you catch asthma the way you catch a cold?	
2) Does a cold usually last a long time or go away?	
3) Is asthma a long-term condition or a short sickness?	
4) Which [illegible] an inhaler: asthma or a cold?	
5) Which [illegible] by things like dust or cold air: asthma or a [illegible]	

List Answ[illegible]ew.

1) List two signs of [illegible]

2) List two possible triggers for asthma.

PREVIEW

Matching Match each symptom to what it feels like.

A person with asthma is near dust or smoke ○	○ They may wheeze or cough
Someone's airways narrow during a flare-up ○	○ They are not contagious, so you cannot catch it
A person uses their inhaler during a flare-up ○	○ Their airways may get narrow and swollen
A classmate has asthma ○	○ Medicine opens up their airways

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Name: _____ 50

Illness Lineup: Who's the Culprit?

Match the Clue to the Correct Suspect

Every illness has its own set of **signs and symptoms** — clues your body gives that show something isn't right. Detectives use clues to solve mysteries, and today you'll use symptom clues to figure out which illness is the culprit behind each case!

Instructions:

1) Look at the five numbered suspects in the lineup below.
2) Read each lettered clue card. Decide which suspect number matches the symptoms in the clue.
3) Write the suspect's number and illness in the blanks on each card.



1			4	5

PREVIEW

A	This suspect has a runny nose, is sneezing a lot, and has a mild cough but still has energy to play.	Suspect # _____ Illness: _____
B	This suspect has trouble breathing, feels a tight chest, and sometimes wheezes during exercise.	Suspect # _____ Illness: _____
C	This suspect has a sore, painful ear and is having trouble hearing.	Suspect # _____ Illness: _____
D	This suspect has itchy red spots all over their body and a low fever.	Suspect # _____ Illness: _____
E	This suspect has a high fever, feels achy all over, and got sick very suddenly with chills.	Suspect # _____ Illness: _____

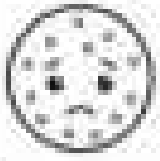
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Name: _____ 51

Build-an-Illness Card Set

Create Your Own Mini Reference Cards

As a class, let's build a set of illness reference cards! Fill in each card together using what you've learned about signs and symptoms. Once they're done, cut them apart and keep them — you'll use them again later in this unit.

	Main Symptom	How I Feel	One Fun Fact
Cold 			
Flu 		How I Feel	One Fun Fact
Chicken Pox 	Main Symptom	How I Feel	One Fun Fact
Ear Infection 	Main Symptom	How I Feel	One Fun Fact
Asthma 	Main Symptom	How I Feel	One Fun Fact

PREVIEW

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Name: _____ 52

HIV

What Is HIV?

HIV is a serious germ that can get into a person's body through **infected blood**. It is not something you can catch from sitting near someone, hugging, sharing food, or playing together at recess, no matter how close you are.

How It S

Mai needle that has someone else's blood on it, or by other ways blood can ople

How It Does NOT S

Hugging, sharing food, g together, or sitting next to someone.

> **The Needle Safety Rule:** If you ever see a n d — at a park, beach, or sidewalk — do not touch it, even Walk away and tell a trusted adult right away.



Living with HIV Today

Doctors have special medicines that help people with HIV stay healthy and live long, active lives, almost the same as anyone else. People with HIV deserve the same kindness, friendship, and respect as everyone around them.

Why We Learn This

Knowing the needle safety rule keeps you and your friends safe wherever you play, whether that is at school, a park, or the beach.

PREVIEW

Name: _____ 53

Questions Answer the questions below.

1) Explain why HIV does not spread through hugging or sharing food.
2) Explain the needle safety rule in your own words.

PREVIEW

True or False Is ... false (F)?

1) HIV can spread through co... w...	T	F
2) Doctors have medicines that help ... wi... thy.	T	F
3) People with HIV deserve kindness and re...	T	F
4) HIV spreads easily just by sitting next to someo...	T	F
5) Telling a trusted adult about a found needle helps.	T	F

Sorting Sort each action: Safe or Not Safe?

1) Picking up a needle to look at it	
2) Sharing food with a friend who has HIV	
3) Telling a trusted adult about a needle	
4) Hugging a friend who has HIV	
5) Being kind to someone with HIV	



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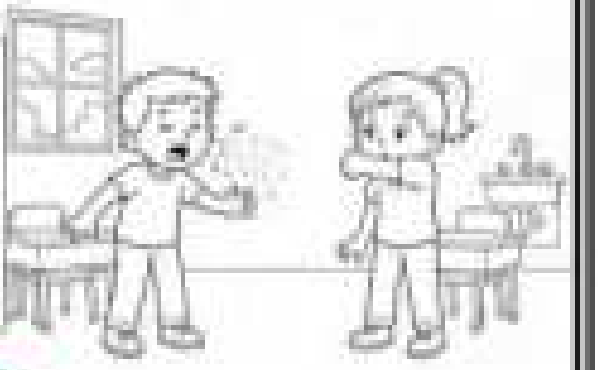
Role Play – How Germs Travel

Objective What are we learning about?

Students will act out short scenarios showing how germs can spread through the air or by touch, then discuss what should have happened instead. This helps students recognize and correct real ways germs travel between people.

Materials What will we need for our activity?

- [illegible] different situations) (printed)
- Props or costumes (optional)
- Timer or stopwatch



Instructions How will we complete our activity?

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

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Criteria Use the criteria below to complete the activity.

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

PREVIEW

Scenario Cards Cut ... Shuffle ...

Scenario		
#3	Recess Cough	Jayden, Mia, Owen, and Sam play ... at re... Jayden has a scratchy throat but keeps play... ...nin... slide, he coughs loudly into the open air, with no e... ...ds do not notice and keep playing right beside ... Mia and Owen wake up with sore throats and stay ... fr... ...n Jayden feels better, his teacher reminds the clas... ...into an elbow helps stop germs from spreading. From ... ...yden always covers his cough, even during the most fun g...
#4	Sneeze in Circle Time	The class sits close together on the carpet for circle time, listening to a story. Suddenly, Ava feels a sneeze coming and turns toward the group instead of away. She sneezes without covering her mouth, and classmates nearby feel a light mist land on their arms. Everyone stays close together as the story goes on. The next day, two neighbours on the carpet wake up with runny noses and stay home. Their teacher teaches the whole class the sneeze-into-your-elbow rule, practising it like a game. From then on, everyone remembers to turn and duck.

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Scenario Cards Cut out the scenarios below.

	Scenario	Description
3	The Crowded School Bus	On the ride to school, Marcus sits squeezed between two friends on a crowded bus seat. He has been sneezing all morning but does not have a tissue with him. As the bus bumps along, he sneezes twice into the open air without covering his mouth. His friends laugh at a joke and do not notice, sitting close together the whole ride. By the next [illegible] three kids from the same seat area are absent with runny noses. [illegible]s driver starts keeping a box of tissues near the front, and [illegible]acher reminds the class to always sneeze into an elbow.
4	Grandpa's Goodbye Ki[illegible]	Ev[illegible] Amara's grandpa comes to visit and always gives her a k[illegible] he leaves. This week, Grandpa has a cold wit[illegible]gh, but he does not want to skip their special g[illegible]gns in and kisses Amara on the cheek just like alw[illegible] Amara catches Grandpa's cold and has to miss two [illegible] Grandpa visits again, he blows Amara a kiss from acro[illegible] and they both agree a wave and a blown kiss [illegible]
5	A Big Hug at Recess	At recess, Leo has not been feel[illegible] a sore throat and a stuffy nose. His best fri[illegible]rns [illegible]eddy and wraps him in a big hug to celebrate winn[illegible] hugs him back without thinking twice about how [illegible] evening, Theo starts to feel a scratchy throat too[illegible] eekend, he has caught Leo's cold. The next time Leo feels unw[illegible] tells Theo before they play, and the two friends do their greeting from a little distance instead of hugging.
6	Sharing a Water Bottle	During soccer practice, Mia forgets her water bottle. Her teammate Owen shares his own so she will not get thirsty. Mia sips and hands it back without wiping it, and Owen drinks right after her. They pass the bottle back and forth while resting on the grass. That night, Owen catches the same cold Mia had earlier. Their coach notices two players missing from practice and reminds the team to bring their own bottles. The next time Mia forgets hers, the coach lends her a brand new one instead.

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Name: _____ 67

Scenario Cards Cut out the scenarios below.

Scenario		Description
7	Forgetting to Wash After the Washroom	After using the washroom at school, Isabelle is in a hurry to get back outside for recess and skips washing her hands at the sink. She runs outside and joins her friends at the snack table, grabbing a handful of crackers to share with everyone. A few friends take crackers from the same bowl and eat them right away. By the next day, Isabelle and two friends who shared the bowl have upset stomachs and stay home. Their teacher reminds the whole class that washing hands with soap after the washroom, every single time, helps keep tiny germs from spreading to [illegible] friends.
8	Cleaning Up After the Puppy	During [illegible] backyard, Caleb helps his older sister clean up after their [illegible] a small bag. Caleb picks up the bag without thinking [illegible] afterward, since he wants to get back to playing [illegible] a few times, using the same hands that picked up the [illegible]. That evening, Caleb's stomach starts to hurt, and [illegible] come from school the next day to rest. When Caleb feels better, [illegible] up a bottle of hand sanitizer right by the back door for [illegible] puppy clean-up.
9	A Needle at the Park	While playing at the splash park [illegible], Theo notices something small and sharp poking [illegible] water fountain. He crouches down for a closer look and realizes it is a used needle half-buried in the sand. Dario quickly [illegible] pulls him back a few steps, remembering that needles can [illegible] germs inside a person's blood. The two boys run straight to the lifeguard on duty and point out exactly where they saw it. The lifeguard thanks them, closes off the area with a cone, and calls the park staff to clean it up safely.
10	Sharing a Toothbrush	At a sleepover, Harper realizes she forgot to pack her toothbrush for the night. Her friend Ruby offers to let her borrow her own toothbrush just this once, so she does not miss brushing her teeth. Harper uses it quickly before bed, not realizing that tiny drops of blood from brushing can sometimes stay on the bristles. A week later, Harper feels a little unwell, and her mom reminds her that toothbrushes should never be shared, even between best friends. The next time Harper has a sleepover, she packs an extra travel toothbrush in her bag just in case.

PREVIEW

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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
Ma	nts did h	Some matching movements	Movements matched well	Movements were purposeful and effective
Stay in Role	out o	times in ter	Mostly stayed in character	Stayed in character throughout
Teamwork	Did not wo well with group	on	Worked well group	Excellent cooperation and support

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

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My Healthy Habits Tracker

One Week of Building Healthy Habits

Healthy habits are things you do again and again to take care of your body. The more you practise a habit, the easier it becomes! Use this tracker to see how many healthy habits you can keep up all week long.

Instructions ...ry day, mark a box for each habit you complete. At the end of the ...look back and answer the questions at the bottom of the page.

		Tue	Wed	Thu	Fri	Sat	Sun
Slept a full night							
Washed my hands often							
Ate healthy foods							
Got exercise / moved my body							
Drank enough water							

Put a checkmark ✓ or colour in the box for each day you comp... habit.

PREVIEW

Look Back and Reflect Answer the questions below.

1) Which habit was easiest for you to keep up this week?

2) Which habit was hardest for you to keep up this week? Why do you think that is?

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Name: _____ 74

Ask a Grown-Up: Health Interview

Learning About Health From Someone I Trust

Grown-ups have lots of experience with staying healthy and taking care of themselves when they're sick! Interview a grown-up you trust — like a parent, grandparent, or family member — and write down what they say.

Health Interview

...grown-up each question below and write their answers on the lines. ...w a picture in the box to show something they told you about.

1) W... ...time ... sick?

2) What did being ... feel ...

3) What helped you feel better?

4) What is one habit you do to stay healthy?

5) Who do you tell when you don't feel well?

Draw Something From Their Answer

Write one thing you learned from this interview.

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Serious and Non-serious Illnesses & Diseases

Two Different Sick Days

Case 1: Marcus and His Cold

Marcus woke up with a stuffy nose and a small co[illegible]. He felt tired, so he stayed h[illegible] school for two days. His m[illegible] water and rest. By the thr[illegible] felt back to normal and r[illegible] class. A cold like this is conside[illegible] short-term, meaning it does not last very long, and it has a low health risk, meaning it is usually not dangerous.



Case 2: Learning About HIV

In health class, students learned that some illnesses, like HIV, work very differently. HIV is a long-term illness, meaning a person lives with it for their whole life, not just a few days. It also has a [illegible] ris[illegible] ma[illegible] doctors need to watch it very closely and give ongoing care.



PREVIEW

What This Teaches Us

Not every illness is the same. Some, like colds, are short-term and low risk. They still need rest and care, but they go away quickly. Others, like HIV, are long-term and need serious, ongoing medical support. Understanding the difference helps us know when a quick rest is enough, and when an illness needs a doctor's long-term care.

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Name: _____ Y6

Curriculum Connection: UNIT 3.1

Questions Answer the questions below.

1) Explain what "short-term" means using Marcus's cold as an example.

2) Explain what "long-term" means using HIV as an example.

Circle Ci[illegible] th[illegible]ctly completes each sentence.

1) Marcus had a **(short-[illegible] long-te[illegible]ss.**
2) HIV is described as a **(sho[illegible]m [illegible]ess.**
3) A cold usually has a **(low / very h[illegible]** [illegible]th r[illegible]
4) Long-term illnesses need **(ongoing / one-[illegible]** [illegible]re.
5) Marcus felt better after about **(three days / [illegible]**
6) Both illnesses in the case study needed **(some / [illegible]**

Word Scramble Unscramble the words from the word ban[illegible]

Word Bank			
Cold	Hepatitis	Flu	Asthma
HIV	Infection	Bacteria	Chickenpox

EPIHTTSAI		ACIBREAT	
NFOIICNET		SHAMAT	
HCOCPEXINK		OCDL	

PREVIEW

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The Seriousness Ruler

How Serious Is It?

Not all illnesses are the same! Some go away quickly and don't affect your health very much. Others last a long time or can be more dangerous. We call this the **seriousness** of an illness.

What Ma[illegible]ness More or Less Serious?

- [illegible]es heal quickly and don't last long — these are usually less [illegible]s.
- **Long-l[illegible]** La[illegible] time or can keep coming back — these can be more serio[illegible]
- **Risk to health** me[illegible] could hurt your body if it isn't treated — a higher risk [illegible]s

PREVIEW

Instructions Cut out the five illness cards belo[illegible]e, you'll place each one along the Seriousness Rule[illegible] an[illegible] you think it is.

Ear Infection

Chicken Pox

Asthma

Common Cold

A Serious Blood Infecti[illegible] (like Hepatitis C)

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Less Serious

More Serious



In Your Own Words

Pick one illness card you pla[illegible] you placed it where you did on the ruler.

Name: _____ 79

Illness Report Card

Grading Symptoms: How Serious Is It?

Doctors and nurses look closely at symptoms to decide how serious an illness might be. Read each scenario below and give it a grade — just like a report card!

Mild	Moderate	See a Doctor
Small symptoms that don't stop ... activities. Usually ... with ...	Noticeable symptoms that need extra rest and care but can still be managed at home.	Serious symptoms that need a doctor's help right away.

Instructions: Read ... below. Circle the grade — Mild, Moderate, or See a ... — ... how serious it is.

Scenario	Mild	Moderate	See a Doctor
Mia has a runny nose and ... sometimes, but she's still playing ... and smiling.		Moderate	See a Doctor
Liam has a mild fever, feels extra tired, and wants to rest on the couch.	Mild	...	See a Doctor
Noah is having trouble breathing and his lips look bluish.	Mild	Mode...	...ctor
Ava has one or two itchy red spots but is eating, drinking, and playing normally.	Mild	Moderate	See a Doctor
Ben has a high fever that won't go down, and he's too weak to get out of bed.	Mild	Moderate	See a Doctor

Comments: Pick one scenario above. Write advice for what that person should do.

PREVIEW

Exit Cards

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

Name: _____ Mark

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

	A person can live with a long-term illness for their whole life.
	Long-term illnesses need ongoing care from a doctor.
	Short-term illnesses always have a high health risk.

Name: _____ Mark

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

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Name: _____ Mark

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Name: _____ Mark

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Name: _____ Mark

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

	A person can live with a long-term illness for their whole life.
	Long-term illnesses need ongoing care from a doctor.
	Short-term illnesses always have a high health risk.

PREVIEW

Name: _____ 81

Interview: Taking Care of Yourself and Others



Student: What should I do first if I feel sick?

Doctor Ahmed: Tell a trusted adult right away, like a parent or teacher. They can help you figure out what you need.

Student: [illegible]ps my body get better?

Doctor [illegible] huge. Your body works hard to figh[illegible]ms, s[illegible] quiet time really help.

Student: Wha[illegible]ding

Doctor Ahmed: Very [illegible]s like water helps your body stay strong while it heals.

Student: Can I just take any medicine

Doctor Ahmed: No, never on your own. Medi[illegible]ould [illegible]iven by a trusted adult, exactly the way it's meant to be used.

Student: How can I help a sick friend or family mem[illegible]

Doctor Ahmed: Small kind things go a long way, like bringing t[illegible]ng in gently, or just being patient with them.

Student: Should I still play with a sick friend?

Doctor Ahmed: It's kinder to give them space to rest instead. You can still show you care without playing closely together.

Student: What's the most important thing to remember?

Doctor Ahmed: Sickness needs rest, fluids, and care from trusted adults, and kindness always helps everyone feel better.

Student: Thanks for explaining this so clearly!

PREVIEW

Name: _____ 82

Two Truths and a Fib

2 sentences are true and 1 is made up. Which one is the fib?

	Resting helps your body fight germs.
	Drinking fluids helps your body heat.
	Doctor Ahmed says to keep sickness a secret.

	Only a trusted adult should give medicine.
	Kids should take any medicine they find.
	Medicine should be used the right way.

Predictio

d the situation and predict what might happen next.

1) A ... tells ... adult they feel sick. What might the adult do next?

2) A sick boy gets ... ely to happen?

3) Someone drinks lots of fluids whi... happen to their body?

4) A trusted adult gives medicine the right w... at ... pen?

5) A friend brings a sick classmate water. How might the ...

PREVIEW

Colour & Care

Colour the picture of the person resting. Then circle the best way to help him.



a) Wake him up to play

b) Ask him to come outside

c) Turn on loud music

d) Let him rest quietly

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Memory Game – Key Health Words Match-Up

Objective What are we learning about?

Students will match key health words from our unit with their meanings in a memory card game. This helps students build a common, respectful vocabulary for talking about fitness and staying healthy.

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.

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Cards | Memory Game Cards

Contagious	An illness that can spread easily from person to person.
Illness	What happens when germs get inside your body and make you sick.
Fever	...r body is not ...r healthy.
Hygiene	When your ... hot and shivery ... because it is fighting germs.
	Keeping your body and the things around you clean.

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Cards | Memory Game Cards

Immune System	The part of your body that works to fight off germs.
	A visit to the doctor to make sure your body is healthy.
Allergy	...your body reacts ...something that ...afe.
Recover	To start feeling h...y and well again after being sick.
Fatigue	Feeling very tired, even after getting some rest.

PREVIEW

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Cards | Memory Game Cards

Airborne	Germs that travel through the air when someone coughs or sneezes.
Short-Term Illness	A sickness that only lasts a little while, like a cold.
Long-Term Illness	[illegible] that can last [illegible] long time.
Exercise	Moving your [illegible] ways that help keep it strong and healthy.
Immunization	Becoming protected against an illness, often by getting a vaccination.

PREVIEW

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Total
/

Unit Test

Effects of Illness/Disease

Mark	/

1) Which germ is smaller than bacteria?

A) Fungi

B) Virus

C) Probiotics

D) Antibo

2) What tool helps scientists study germs closely?

A) Telescope

B) Stethoscope

C) Microscope

D) Thermometer

3) What ... "-virus" mean?

A) C...

B) Can spread ...

C) Always very ...

D) Impossible to tre...

4) How do cold viruses usually spread?

A) Droplets from coughs and sneezes

B) Only through blood contact

C) Only through a used needle

D) Through animal droppings only

5) Which germs live in yo... help digestion?

A) Cold viruses

B) Fungi

C) Flu germs

D) Probiotics

...t should you do if you see a ...side?

A) P... fully

B) ... it

C) ...

D) Tell a ...

7) How does the flu usually begin?

A) Slowly, like a common cold

B) Only after a flu shot

C) Suddenly and very fast

D) Weeks after exposure

8) What organ does ...?

A) The heart

B) The lungs

C) The liver

D) The stomach

9) What happens to airways during an asthma flare-up?

A) They open much wider

B) They narrow and swell

C) They change colour

D) They stop growing

10) How does HIV mainly spread between people?

A) Contact with infected blood

B) Hugging someone

C) Sharing food

D) Sitting close together

PREVIEW

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

Mark /

Symptom ○	○ What happens when germs get inside your body and grow
Contagious ○	○ A shot that teaches your body to fight an illness
Infection ○	○ A sign, like a cough or fever, that something is wrong
Vaccine ○	○ To feel healthy again after being sick
	○ When a sickness can spread from person to person
Recover ○	○ A sickness that affects your body, short-term or long-term

Sorting Sort each illness or condition: is it Short-Term or Long-Term?

Mark /

1) Cold		5) [illegible]	
2) HIV		[illegible]	
3) Asthma		7) The flu	
4) Chickenpox		8) Athlete's foot	

Sorting Sort each illness or condition: is it caused by Bacteria, a Virus, a Fungus, or Not a Germ?

Mark /

1) Cold		5) An ear infection	
2) HIV		6) Hepatitis C	
3) Asthma		7) The flu	
4) Chickenpox		8) Athlete's foot	

PREVIEW

Yes or No | Is This a Habit That Keeps Us Healthy? Write Yes or No for each scenario.

Mark /

1) Maya washes her hands for 20 seconds before lunch.	
2) Diego shares his water bottle with a sick classmate.	
3) Kai coughs into his elbow instead of the open air.	
4) Omar [illegible] his body and exercises after school.	
5) Priy[illegible]ate playing video games every night.	
6) Leo [illegible]s pi[illegible] while he is sick.	
7) Zara borrow[illegible]ger's [illegible] at a sleepover.	
8) Amir keeps his sick[illegible] [illegible]elling anyone.	

PREVIEW

Questions | Answer each question [illegible]

Mark /

1) What are the similarities and differences [illegible] Flu?

2) What are the similarities and differences between HIV and Hepatitis C?

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Workbook Preview

Grade 2 Health Unit
Respect

	Curriculum Expectations	Pages
USC2.4a	Develop a common understanding and use of respectful language to talk about "respect" (e.g., tone of voice, manners, behaviours).	6–11, 14, 49, 74–78
USC2.4b	Realize a range of culturally sensitive ways to show respect (e.g., handshake, eye contact) and begin to develop the abilities to act on this realization including: • recognize and avoid exclusionary behaviours • identify ways to show genuine kindness and gratitude.	12–13, 15–21, 40–42
USC2.4c	Determine how to show respect for own and other's material possessions (e.g., ask before borrowing, put away when done).	22–27
USC2.4d		5–17, 8–49, 6
USC2.4e	you) when supported to do so.	–24, 68
USC2.4f	Discuss the importance of respect within relationships (e.g., safety, recognition of gifts and talents).	15–21, 46–47, 82–85, 87–90
USC2.4g	Describe how people (e.g., characters in a story) demonstrate or do not demonstrate respect for each other, personal gifts, material possessions, and/or the environment.	50–56, 67–68
USC2.4h	Explore ways of reducing pollution (e.g., air, water) to maintain a healthy environment (e.g., reduce, reuse, repair, recycle).	57–73
USC2.4i	Discuss basic individual responsibilities for showing respect (e.g., recognize mistakes, 'fix' the mistake).	40–42, 79–81, 91–96
USC2.4j	Discuss and provide examples of treating others as one would like to be treated.	82–96
AP2.1	Act upon health-related understandings, skills, and confidences to make healthy connections related to respect.	24, 27, 68–69, 69

Preview of 60 pages from this product that contains 134 pages total.


RESPECT
PREVIEW

Name: _____ 6

Welcome to Our Respect Unit

A Letter Home to Families

The Mission Begins

Dear Families,

Our class is starting a new mission — we are becoming **Respect Rangers**! Over the next few weeks, students will explore what respect means, why it matters, and how to show it to people, possessions, and the environment around them. Just like rangers protect and care for the places they love, our students will learn to protect their relationships and their world.

PREVIEW

What We'll

- **What respect looks:** tone, manners, and behaviour, and recognizing what it looks like, and feels like
- **Showing respect to others:** greetings, genuine kindness (not just polite words), basic skills like and , and the Golden Rule
- **Caring for things and our environment:** taking care of belongings, and reducing pollution thro
- **Reflecting on respect:** noticing respectful and stories, and learning how to recognize and fix our own mis

Ask Your Child

? What does the word "respect" mean to you?

? What is one way you showed kindness today?

? Why is it important to ask before borrowing something?

? What is one thing our family already does to help the environment?

? How do you like to be treated by others?

We're excited for our Respect Rangers to begin this journey!

Parent/Guardian Signature: _____

Name: _____ 7

Meet the Word: Respect

Respect means treating people, things, and places with care and kindness. It's a big word, but it can be broken down into three smaller parts. Let's meet them!

How We Speak	How We Act	How We Treat Things
		
Using a kind, friendly tone and gentle words when we talk to others.	*Doing kind things [illegible] taking turns and helping others.*	*[illegible] our own [illegible]*

PREVIEW

All three parts work together! When we speak kindly, act kindly, and take care of things, we are showing real respect — to ourselves and to everyone around us.

Respect Is...	Respect Is Not...
• Listening when someone is talking • Asking before you borrow something • Using a kind tone of voice	• Interrupting or talking over someone • Taking things without asking • Name-calling or unkind teasing

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Name: _____ 8

Understanding Respect

Respect

Respect is a big word, but it means something easy to understand. When you respect someone, you treat them the way you like to be treated. You show respect through your **tone of voice**, **manners**, and your **behaviours** every day.



Three Parts of Respect

- **Tone of voice** — using a calm, friendly voice instead of yelling or using a rude voice
- **Manners** — saying words like "please," "thank you," "sorry," and "excuse me" when you mean them
- **Behaviours** — actions like sharing your toys, waiting your turn, and listening when someone else is talking

PREVIEW



Respect Shows Up Everywhere

You show respect at school when you raise your hand instead of shouting out. You show respect at home when you help clean up. You even show respect outside when you hold the door for someone or pick up litter.

Why Respect Matters

When you show respect, people feel safe, valued, and happy. Respect helps friends stay friends and helps a classroom feel good for everyone. This year, you will learn many new ways respect can look, sound, and feel.

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Name: _____ 9

True or False Is the statement true or false?

1) Respect means treating people the way you want to be treated.	True	False
2) Yelling at a friend is a respectful way to talk.	True	False
3) Saying sorry and meaning it shows respect for others.	True	False
4) Respect is shown through actions, words, and your tone.	True	False
5) Resp[illegible]ooks the exact same in every single classroom.	True	False
6) Wai[illegible]ur turn during a game shows respect.	True	False

Q[illegible] [illegible] questions below.

1) What is t[illegible] be[illegible]od manners and bad manners?

2) Name and describe one behaviour that is [illegible]spect[illegible]

PREVIEW

Sorting Decide which group each item belongs to.

1) Saying "please" and "thank you"	Respectful	Disrespectful
2) Yelling at a classmate	Respectful	Disrespectful
3) Calling someone a mean name	Respectful	Disrespectful
4) Waiting your turn in line	Respectful	Disrespectful
5) Listening quietly to instructions	Respectful	Disrespectful
6) Grabbing a toy without asking	Respectful	Disrespectful

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Name: _____ 10

Respect Language Reference Bank

Respect has its own special vocabulary! Here is a reference bank of words to help you talk about respect — sorted into three groups.

Words About Tone				
Gen	Kind	Calm	Friendly	Polite
W	Patient	Cheerful	Soft	Respectful

Words About Manners				
Please		Excuse Me	Sorry	Welcome
Pardon Me		You	No Thank You	You're Welcome

Words About Behaviour				
Sharing	Listening			Waiting
Taking Turns	Cooperating	Encourag	Ap	Caring

My Favourite Respect Word: Circle your favourite [illegible], then draw a picture of it in action.

PREVIEW

Name: _____ L2

Travel Vlog Transcript: Respect Around the World

Zara's Around-the-World Respect Vlog



0:03 — Hey everyone! Today I'm showing you cool ways people say hello around the world.

0:15 — In Japan, lots of people bow instead of shaking ... It's a way to show respect with...

0:... ...ople greet close friends with a ... That's called "la bi...



...e in Canada, my neighbour Mr. Singh ...ogether and says "Namaste" when he... It comes from South Asian t...

0:55 — M... Am... shakes hands firmly and lo... her Nigerian culture, th... attention and being respectfu...



1:10 — Some Inuit communities in Canada greet with a nose rub called a "kunik," especially between family members.

1:24 — None of these ways are more "right" than the others. They're just different, and every single one shows respect in its own way.

1:38 — So next time you meet someone new, remember, respect doesn't always look the same. It just needs to come from the heart.

1:50 — See you next time!

PREVIEW

Name: _____ L3

Matching Draw a line to match each greeting to where it comes from.

Japan ○	○ Nose rub (kunik)
France ○	○ Kiss on the cheek (la bise)
South Asian tradition ○	○ Bowing
Nigerian culture ○	○ "Namaste" with hands together
In[illegible]unities ○	○ Firm handshake and eye contact

Vi[illegible] re you picturing while you were reading?

PREVIEW

Questions Answer the questions below.

1) Why does Zara say no greeting is more "right" than another?

2) Why might different cultures have different ways to greet people?

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Name: _____ 1A

World Greetings Passport

Around the world, people greet each other in many different ways! In some places people shake hands, in others they bow, wave, or bump fists. Every greeting is a way of showing respect.

Instructions: Draw each greeting in its stamp box, just like a passport stamp from that country!

PREVIEW

Shake

Used in many countries, like Canada and the USA, to greet someone new.

Bow

...show respect

Wave

A friendly greeting used almost everywhere in the world!

Fist ...

A casual, friendly greeting often used between friends.

Name: _____ 15

Being Left Out

Being Left Out

Being left out means someone is not allowed to join in, like not being picked for a game or not being invited to sit with a group. It can happen on purpose or by accident, but it always feels the same: **lonely** and **sad**.

	Included
✓ [illegible] lunch while [illegible]	✓ A friend waves you over to sit down
✓ Not [illegible] at recess	✓ Someone says, "come play with us!"
✓ Being told "you [illegible] because you are dif[illegible]	✓ A group makes room for one more person





PREVIEW

Why It Happens

Sometimes kids leave others out without even noticing, like only inviting people they already know. Sometimes it happens because someone looks, talks, or plays differently. Neither reason makes it okay.

What You Can Do

You can invite someone new to join your game. You can say, **"there's room for you."** Small actions like these can change someone's whole day. Next, you will learn how kindness builds on this idea.

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Name: _____ 16

Questions Answer the questions below.

1) Describe how it feels to be left out of a game.

2) Wh[illegible]ifferent not a good reason to exclude someone?

PREVIEW

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

	Leaving people out never happe[illegible] by accident.
	Kids sometimes leave others out without noticing.
	Small actions can make a big difference.

	[illegible] make room for one [illegible] pe[illegible]
	[illegible] ok[illegible] [illegible]ple out if [illegible]
	Sitti[illegible]on[illegible] can help tha[illegible]t [illegible]

Scenario Read what happens, then tell what you would do.

1) You are new to a school and don't know anyone at recess. What would you do?

2) You see a classmate sitting alone at lunch. What would you do?

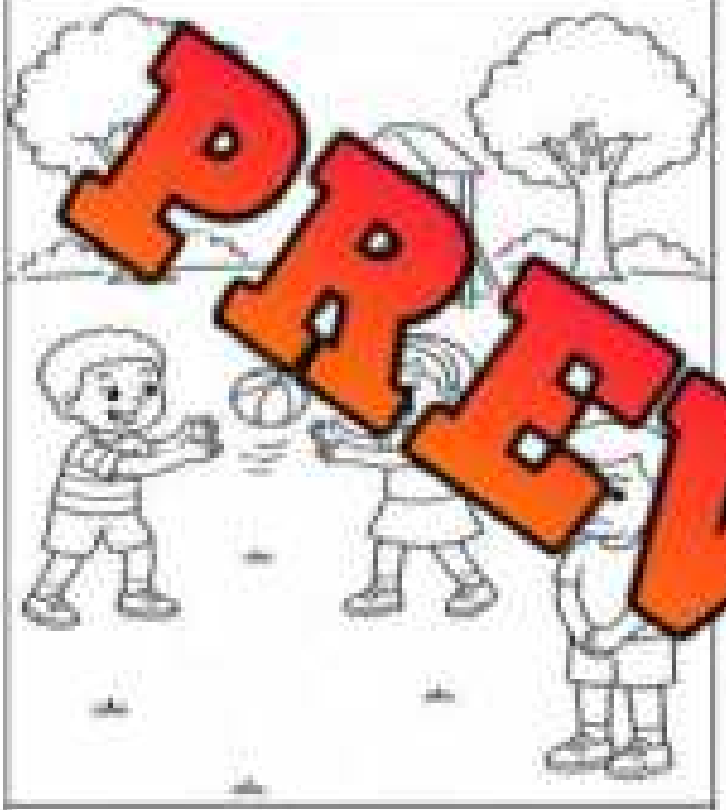
3) Someone says "you can't play" to a new student. What would you do?

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Name: _____ L7

Left Out, Then Included

Sometimes people are left out, and it doesn't feel good. But when others notice and include them, things can change! Look at the two scenes below.

Left Out	Included
	
What happened?	What happ

How do you think each character felt in the 1st scene compared to the 2nd scene?

PREVIEW

Name: _____ 18

Showing Genuine Kindness and Gratitude

Real kindness

Real kindness is not just saying "thank you" because someone tells you to. Genuine kindness means you notice when someone needs help and you do something about it, even if nobody is watching.



W

- **Genuine** – Being sincere and true, not just [illegible]
- **Kindness** – Being [illegible] caring for another person
- **Gratitude** – Feeling [illegible] something someone did
- **Empathy** – Understanding how [illegible] be feeling

PREVIEW

What Genuine Kindness Looks Like

Helping a classmate pick up dropped pencils [illegible] being asked. Noticing a friend looks sad and asking if they are okay. Sharing your snack with someone who forgot theirs.



What Genuine Gratitude Sounds Like

Instead of a quick "thanks," genuine gratitude sounds like, "Thank you for helping me, it made my day easier." Saying why you are thankful makes the words feel true.

Building on Inclusion

Remember learning about not leaving people out? **Genuine kindness** goes one step further. It is not enough to just stop excluding someone — you have to actively include them, help them, and notice them.

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Name: _____ 19

Matching Draw a line to match each term with its definition.

Genuine ○	○ Doing something helpful or caring for another person
Kindness ○	○ Real and true, not just for show
Gratitude ○	○ Understanding how someone else feels
Empathy ○	○ Feeling and showing thanks for something

Comparison th two things, then answer the question.

1) Compare saying "thanks" and saying, "thank you for helping me, it made my day easier." Which shows gratitude?

2) Compare helping only when someone watches and helping even when no one sees. Which is genuine kindness?

3) Compare doing a kind act for a reward and doing it just Which is more genuine?

List Write your answer as a short list.

1) List three words that describe genuine kindness.

2) List two examples of genuine kindness from this topic.

PREVIEW

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Name: _____ 20 _____

Kindness vs. Just Being Polite

Sometimes people say kind words without really meaning them. Real kindness comes from the heart, not just from saying the right words! Read each scenario and circle where it belongs.

1) A stu…s "you're welcome" but rolls their e… same time.	Genuine Kindness	Just Saying the Words
2) A …ent he… …mate pick up dropped books, even… …ing.	Genuine Kindness	Just Saying the Words
3) A student says … means it, smiling and …	Genuine Kindness	Just Saying the Words
4) A student shares their snack with … who forgot theirs, without being ask…	…ine	Just Saying the Words
5) A student says sorry quickly just to avoid getting in trouble.		…Saying the Words

PREVIEW

Your Turn Describe one time you showed real, genuine kindn…

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Exit Cards

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

Name: _____ Mark

Read each scenario. Is it **genuine kindness** or not?

1) Sam picks up his friend's dropped pencils without being asked.	Yes / No
2) Mia says "thanks" fast because her mom told her to.	Yes / No
3) Ava shares her snack only when the teacher is watching.	Yes / No
Ben says, "Thank you for helping me, it made my day easier."	Yes / No

Name: _____ Mark

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1) Sam picks up his friend's dropped pencils without being asked.	Yes / No
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Mark

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2) Mia says "thanks" fast because her mom told her to.	Yes / No
3) Ava shares her snack only when the teacher is watching.	Yes / No
Ben says, "Thank you for helping me, it made my day easier."	Yes / No

PREVIEW

Name: _____ 22

Advice Column: Respecting Other People's Belongings

Dear Ms. Kind,



My friend Tobias keeps taking my crayons off my desk without asking. Sometimes he doesn't even give them back! It makes me so annoyed, but I don't know what to say. What should I do?

Frustrated in Room 12

Dear Frustrated,

That sounds really annoying. It's okay to feel that way! Here's the thing: borrowing something without asking is not kind, even if it seems small.

Next time, try saying, "Hey Tobias, can you please ask before you take my crayons? And can you put them back when you're done?" Saying it clear and calm usually works better than staying quiet and getting angry.

If it keeps happening, it's okay to ask a teacher for help.

Remember, asking first shows respect for someone's things. It's the right ways! If you ever want to borrow something from a friend, ask first and return it in the same shape you got it.



Little habits like this help everyone trust each other more.

— Ms. Kind

P.S. A sticky note on your desk that says "Ask First, Please!" might help remind Tobias too.

PREVIEW

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Name: _____ 23

Questions Answer the questions below.

1) Explain why it bothers the writer when Tobias takes their crayons.

2) Des... Ms. Kind suggests the writer say to Tobias.

PREVIEW

Fill in the Blank Comp...

1) Tobias takes the writer's _____ ...k.

2) The writer feels _____ ...t.

3) Ms. Kind says being _____ wo... ...

4) Asking first shows _____ for som...

This or That Circle the more respectful choice.

1	Asking before borrowing	or	taking something without asking?
2	Returning an item in good shape	or	returning it broken?
3	Staying quiet and getting upset	or	speaking up calmly?
4	Asking a teacher for help	or	keeping the problem to yourself?
5	Bottling it up inside	or	being clear about how you feel?

Secret Mission Your mission: return something you borrowed in perfect shape.

Name: _____ 24

My Borrowing Promise

When we borrow something that belongs to someone else, we make a promise to take care of it. Trace or copy each promise below, then sign your name.

1) I will ask before I borrow. _____

2) I will [illegible] of it. _____

3) [illegible] _____

[illegible] Keeping This Promise

PREVIEW

Signed: _____ Date: _____

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Name: _____ 25

Song: Take Care of My Stuff

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





Stanza 1

My own stuff deserves respect,
Here's the way that I protect:
Backpack hangs upon its hook,
Library card's in my book,
My own stuff deserves respect,
Here's the way that I protect.

PREVIEW

Stanza 2





Pencils rest in their case,
Shoes are placed
Jacket's
Easy now to find my
Crayons rest ins
Shoes are lined up, ne





Stanza 3

This is how I show I care,
My own things are treated fair.
Taking care of what I own
Is respect that I have shown,
This is how I show I care,
My own things are treated fair.

Closing Tag

Twinkle, twinkle, that's the way,
I take good care, every day.

© Super Simple Phonics

Name: _____ 26

Sorting

Sort each habit into "Tidy Habit" or "Messy Habit."

1) Throwing your jacket on the floor	Tidy Habit	Messy Habit
2) Leaving crayons scattered everywhere	Tidy Habit	Messy Habit
3) Lining up your shoes neatly	Tidy Habit	Messy Habit
4) Keeping your own things organized	Tidy Habit	Messy Habit
5) Losing track of where your stuff is	Tidy Habit	Messy Habit

Questions

Answer the questions below.

1) How does treating their own things are treated fairly?

2) Explain why taking care of your own things is important.

PREVIEW

Word Scramble

Unscramble the words from the word bank.

Word Bank

Respect	Organized	Fair	Protect
Care	Habit	Neatly	Tidy

ESCRTPE		RGEOZNDAI	
DETRPCT		ITYD	
YETANL		IBAHT	

Name: _____ 27

My Things, Your Things

Taking care of things is important — whether they belong to you or to someone else!

Instruction Look at the 12 things in each list below. Check off every one you already take good care of. Then add your own on the blank lines at the bottom of each list.

	Taking Care of My Own Things
	My [illegible]
	My book[illegible]
	My toy [illegible]
	My water bo[illegible]
	My stuffed animal
	My scissors
	My pencils
	My shoes
	My lunch box
	My jacket
	My crayons
	My folder

	Taking Care of Others' Things
	A friend's toy
	A sibling's game
	Classroom scissors
	Shared art supplies
	A classmate's pencil
	[illegible]'s blanket
	cla[illegible]book
	[illegible]
	A [illegible]
	A neighbour's [illegible]
	The classroom gl[illegible]
	Shared playground equipment

PREVIEW

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Name: _____ 35

What Respect Sounds Like

What Respect Sounds Like

You already learned what respect looks like. Now it's time to use your ears, because respect also has a sound. The words you choose and your **tone of voice** can show respect or take it away.



Respectful Sounds

Situation	Respectful Sound	Disrespectful Sound
Someone is talking	Listening quietly, no interrupting	Talking over them or cutting them off
You disagree	"I see it differently because..."	Shouting "that's wrong!"
Giving feedback	"Maybe try it this way..."	Name-calling like "that's dumb"

PREVIEW

Tone of Voice Matters Most

You could say the exact same words in two different ways. A calm, friendly tone sounds respectful. A loud, sharp tone can sound disrespectful, even if the words are polite.



Why This Is Tricky

Many kids don't even notice their tone changes when they get upset. That is why practising a calm voice, even during disagreements, is such an important skill to build.

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Name: _____ 36

Define What does "tone of voice" mean?

Tone of Voice	_____ _____ _____

Fill in th Write the missing word in the blank.

1) _____ shows respect.

2) Your _____ can be calm or sharp.

3) _____ way to give feedback.

4) "Can I _____ pectful way to ask.

5) A calm, friendly tone sounds m_____ than a loud, sharp one.

Comparison Compare the two things. _____

1) Compare "I have a different idea" and "that's wro_____ Which is more **respectful**?

2) Compare "maybe try it this way" and "that's dumb." Which is **kinder** _____ack?

3) Compare "give it to me now!" and "can I please have a turn?" Which is more **polite**?

4) Compare polite words said in a mean tone and polite words said calmly. Which **truly sounds respectful**?

PREVIEW

Name: _____ 37

Tone of Voice Meter

The same words can sound very different depending on **tone of voice**! Read each phrase below and think about how it could be said in an unkind way or a kind way.

Instruction Write each phrase's letter along the meter below to show how kind or unkind you think it sounds. Then rewrite one unkind phrase to make it kind.

PREVIEW



Sample Phrases				
A: "Fine, I guess."	B: "Sure, I'd love to help!"	C: "Whatever."	D: "Move it!"	E: "Excuse me, please."

Turn It Kind: Pick one unkind phrase from above and rewrite it in a kind way.

Original: _____

Kind version: _____

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Name: _____ 46

Why Respect Matters in Our Relationships



PREVIEW

ry B Certificate

Ben used to feel nervous sh s. class. Some kids had laughed at his work before, and it m not s at all.

Then Amara sat next to him at art time. W en owed her his drawing of a dragon, she didn't laugh. Instead, colours you used! Can you show me how you did the wings?"

Ben felt something shift inside him. For the first tim w sharing something he made.

Over the next few weeks, Amara kept noticing things about her , like when Priya was really good at math, or when Noah told a joke that made everyone laugh. She always said something kind about it.

Because of Amara, Ben started sharing his drawings more, Priya felt proud of her math skills, and Noah felt funny and appreciated.

That's why respect matters so much in relationships. When people feel safe and valued, they feel comfortable being exactly who they are.

Awarded with gratitude, from your classmates.

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Name: _____ 47

True or False Is the statement true or false?

1) Ben felt nervous sharing his drawings before meeting Amara.	True	False
2) Amara laughed at Ben's dragon drawing right away.	True	False
3) Amara asked Ben to show her how he drew the wings.	True	False
4) Ben felt less safe sharing his art after talking to Amara.	True	False
5) Amara noticed good things about Priya's math skills.	True	False
6) The [illegible] says Amara makes friends feel unsafe and unheard.	True	False

Qu [illegible] questions below.

1) Explain w[illegible]aring his drawings before.

2) Why did Ben feel something shift when Amar[illegible]?

PREVIEW

Certificate Design your own Certificate of Respect for someone you know.

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Name: _____ 48

My Respect Habits Tracker

One Week of Practising Respect

Respect is something we practise every day. Use this tracker to see how many respect habits you can keep up all week long.

Instructio Every day, mark a box for each habit you complete. At the end of the ek, look back and answer the questions at the bottom of the page.

		Tue	Wed	Thu	Fri	Sat	Sun
Used	wor						
Listened t others							
Helped someone							
Helped care for the environment							
Took care of my things							

Put a checkmark ✓ or colour in the box for each day you

PREVIEW

Look Back and Reflect Answer the questions below.

1) Which habit was easiest for you to keep up this week?

2) Which habit was hardest for you to keep up this week?

3) What is one habit you want to work on more next week?

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Name: _____ 49

Our Classroom Respect Rules

A Poster We Design Together

Every classroom needs rules that help everyone feel respected. As a class, let's create our very own respect rules poster!

Instructions

This poster will be passed around the class. When it's your turn, write one respect rule you would like to have in our classroom inside one of the boxes below.



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Name: _____ 57

What Is Pollution?

Pollution

Pollution happens when harmful things get into the **air**, **water**, or **land** and hurt plants, animals, or people. It doesn't happen all at once — it usually builds up over time.



1) **Air Pollution** – Air pollution happens when smoke, [illegible] or factory fumes fill the air. In Canada, [illegible] and Vancouver, wildfire [illegible] has made the sky hazy and hard to breathe on [illegible] days.



2) **Water Pollution** – Water pollution happens when garbage, oil, or chemicals get into lakes, rivers, or oceans. This can hurt fish and make water unsafe to drink. Canada has over two million lakes, so keeping our water clean is a big job.

3) **Land Pollution** – Land pollution happens when garbage is left on the ground instead of thrown away properly. Litter can take hundreds of years to break down, especially plastic.

Why This Matters Now

Pollution can make people sick, hurt animal habitats, and change the weather. The good news? Every small action to stop pollution really does help, and you're about to learn exactly how.

PREVIEW

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Name: _____ 58

Question What is the difference between air, water, and land pollution?

Air Pollution	Water Pollution	Land Pollution

Cause and E ...atch ...e to the effect.

Cars release exhaus...

Garbage gets thrown into a lake ○

Litter is left on the ground ○

Plastic is thrown away instead of recycled ○

People pick up litter instead of leaving it ○

○ Land pollution builds up over time

Air pollution increases

...ake hundreds of ...eak down

...d po... ...s reduced

...ter... ○ and ...

Draw It Draw a clean, healthy lake and label 2 things that keep it ...

PREVIEW

© Super Simple Science

Name: _____ 59

Pollution Spotter

Pollution can hide in plain sight! Look closely at this neighbourhood scene and colour every pollution source you can find.



Checklist: Pollution I Found	
❑ Smoke coming from a building	❑ Litter floating in the river
❑ Garbage left in the park	❑ A car with smoke coming from it

Fix It: Pick one pollution source you circled. What is one way to fix it?

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Exit Cards

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

Name: _____ | Mark

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

	Pollution happens when harmful things get into air, water, or land.
	Garbage in lakes and rivers is called air pollution.
	Plastic litter can take hundreds of years to break down.

Name: _____ | Mark

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

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PREVIEW

Name: _____ 6.1

Reduce, Reuse, Repair, Recycle

The Four Strategies

You learned that pollution and garbage can hurt our planet. Good news: there are four powerful strategies that help, and you can remember them in order from best to least: reduce, reuse, repair, and recycle.

The F

	t It Means	Example
Reduce	t place	Bringing a refillable water bottle instead of buying a new plastic one
Reuse	Use of throw	Reusing a yogurt container to store crayons
Repair	Fix something of tossing it	broken toy wheel back on instead of throwing the toy away
Recycle	Turn old material into something new	ardboard in the rec

PREVIEW

Order Matters

Reduce comes first because it stops waste before it even starts. Recycling is important, but it still uses energy to melt or remake materials, so it comes last.





Take Action

Your school or community might already have a recycling program. Ask your teacher where your classroom's recycling bin is and try repairing one broken item at home before asking for a new one.

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Name: _____ 62

Matching Write the letter to match each term with its definition.

	1) Repair	A) Use something again instead of throwing it out
	2) Reduce	B) Turn old material into something new
	3) Recycle	C) Use less stuff in the first place
	4) [illegible]e	D) Fix something broken instead of tossing it

Quest[illegible] [illegible]the questions below.

1) How do the [illegible]k together to help the planet?

2) Put the four R's in the best order.

Scenario Read each situation. Identify which R — Reduce, Reuse, Repair, or Recycle — it shows.

1) Your toy car's wheel falls off, and you glue it back on instead of buying a new toy. Which R is this?	
2) You bring your own refillable water bottle instead of buying a new plastic one every day. Which R is this?	
3) You finish a jar of pickles and wash it out to use as a pencil holder. Which R is this?	
4) You put your old newspapers and cardboard boxes in the blue bin. Which R is this?	
5) You choose to buy only what you need instead of extra things you don't. Which R is this?	

PREVIEW

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Name: _____ 63

Object Sort – Reduce, Reuse, Repair, Recycle

Objective What are we learning about?

Students will sort everyday objects and everyday habits into the correct environmental action: reduce, reuse, repair, or recycle. This helps students apply the de[illegible]aking skill to real items and real choices, instead of just naming the four [illegible]

Mat[illegible] [illegible]ve need for our activity?

- Object and [illegible]ur c[illegible]d), or real classroom items
- Pencils or crayons



Instructions How will we complete our a[illegible]

1) Review the four action words together: reduc[illegible]air, [illegible]cycle.
2) Talk about what each word means and give one example to[illegible]
3) Read each item below out loud. Some are objects, and some are [illegible]day habits.
4) Decide together which action best fits that item.
5) Circle the correct column for each item.
6) Talk together about why some items could fit more than one action, and which one fits best.

PREVIEW

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Name: _____ 64

Object Cards Cut out the cards below.

#	Object or Habit	Reduce	Reuse	Repair	Recycle
1	Taking napkins, you don't really need	☐	☐	☐	☐
2	Buying a new toy when you already have one like it	☐	☐	☐	☐
3	L[illegible] lights on in every room	☐	☐	☐	☐
4	[illegible] pages you don't need	☐	☐	☐	☐
5	[illegible] brushing your [illegible]	☐	☐	☐	☐
6	An [illegible]	☐	☐	☐	☐
7	An old t-[illegible]	☐	☐	☐	☐
8	A cardboard box	☐	☐	☐	☐
9	A plastic container from lunch	☐	☐	☐	☐
10	A yogurt container that could hold small toys	☐	☐	☐	☐
11	A torn book	☐	☐	☐	☐
12	A broken toy	☐	☐	☐	☐
13	A ripped backpack	☐	☐	☐	☐
14	A wobbly chair leg	☐	☐	☐	☐
15	A bike with a flat tire	☐	☐	☐	☐
16	A plastic bottle	☐	☐	☐	☐
17	An empty cereal box	☐	☐	☐	☐
18	Dead batteries	☐	☐	☐	☐
19	An old newspaper	☐	☐	☐	☐
20	An aluminum pop can	☐	☐	☐	☐

PREVIEW

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Name: _____ 65

Criteria Use the criteria below to complete the activity.

Criteria	Description
Accuracy	Sorted objects and behaviours into the correct environmental action.
Reasoning	Could explain why an object fits its category.
Partici	Took part actively in reading and sorting objects.
	d ideas during the class discussion of tricky objects.

True or Fals cle T e

1) Reduce means usi mell re is less waste.	True	False
2) An old t-shirt that's too small sho ht in the garbage.	True	False
3) Only recycling helps the environment; the ree actions don't matter as much.	ue	False
4) Repairing something instead of throwing it awa reduce waste too.		alse
5) Dead batteries should be recycled instead of thrown in the garbage.		
6) A cardboard box could be reused for storage instead of thrown away.	True	False
7) Some objects could fit more than one action, depending on the situation.	True	False
8) Turning off lights you don't need is an example of reducing.	True	False
9) Fixing a wobbly chair leg is an example of the "repair" action.	True	False
10) Choosing not to buy something you don't need is one way to reduce waste.	True	False

PREVIEW

Name: _____ 66

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Accuracy	Sorted very few objects correctly.	Sorted some objects correctly.	Sorted most objects correctly.	Sorted all or nearly all objects correctly.
Reas	Could not explain any ices.	Explained a choice with support.	Explained most choices clearly.	Explained choices clearly and confidently.
Participati	k the ting.	Took part with some agement.	Took part actively throughout.	Was consistently engaged and active.
Discussion	Did contribute discussion.	Co	Contributed lpful ideas cussion.	Contributed thoughtful ideas that helped the class.

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

© Super Simple Stories

Name: _____ 67

Community Flyer: Respecting the Environment

Join Our Park Cleanup Day!



When: S[illegible] 4, 2026

Where: [illegible] Community Park

Time: 10:00 [illegible]

Why We're Doing This: Our [illegible] in the neighbourhood, and it needs our help! Litter left on the gr[illegible] hurt [illegible], pollute the creek, and make the park less fun for everyone.

What You Can Do to Respect Our Environment:

- Pick up litter and put it in the recycling or ga[illegible]
- Stay on the marked trails so plants and small anim[illegible]re
- Turn off water fountains fully after using them; don't let t[illegible]
- Bring a reusable water bottle instead of a single-use plastic on[illegible]
- Don't feed wild animals human food, it can make them sick.

> **Fun Fact:** One garbage bag of litter can hold hundreds of tiny plastic pieces that take years to break down!

What to Bring: Gloves, a reusable water bottle, and a friend or family member!

Everyone is welcome, no sign-up needed. Just show up and help us take care of our shared space!

Let's make Riverbend Park shine. See you there!

PREVIEW

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Name: _____ 66

True or False

Is the statement true or false?

1) The Park Cleanup Day happens at Riverbend Community Park.	True	False
2) The flyer says litter never affects animals in the park.	True	False
3) Staying on marked trails helps protect plants and small animals.	True	False
4) Bringing a reusable water bottle is suggested on the flyer.	True	False
5) The flyer says to leave water fountains running after use.	True	False

Questions

Answer the questions below.

1) [illegible] "Fact" teaches about litter and plastic.

2) You want to help take care of a [illegible] thing you could do?

PREVIEW

Cause & Effect

Write the matching letter in the box next to each [illegible]

	1) Litter is left on the ground	A) Water gets wasted
	2) People stay on marked trails	B) The animal could get sick
	3) A water fountain is left running	C) It can pollute the creek and hurt animals
	4) Someone feeds a wild animal human food	D) Plants and small animals aren't disturbed
	5) People bring reusable water bottles	E) Less single-use plastic is used

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Name: _____ 69

My Environment Pledge

Taking care of the environment starts with small promises. Trace or complete each pledge below.

1) I will turn off lights I'm not using. _____

2) I will [illegible] things I'm not using. _____

3) I [illegible] throw away. _____

4) I will [illegible] bottles. _____

5) I will turn off [illegible] when [illegible] _____

6) I will help keep our [illegible] _____

Draw [illegible] in

Signed: _____ Date: _____

PREVIEW

© Super Simple Printables

Name: _____ 79

Voicemail Transcript: Everybody Makes Mistakes

Everybody Makes Mistakes: Fixing What We Do Wrong



Voicemail to Priya — Saturday, 4:12 PM

"Hey Pri[illegible], it's Mateo. I... um, I wanted to call instead of [illegible] because I really need to say so[illegible].

I know I [illegible] mean about your drawing [illegible] today. I saw your face after I [illegible] but I didn't say anything [illegible] I should have.

I think I said it because I was frustrated th[illegible] wasn't turning out the way I wanted. But that's not a good [illegible] It wasn't fair, and it wasn't true either, your drawing was actua[illegible]



I want to fix this the right way, and move on like nothing happened. [illegible] at school, I want to tell you sorry in person, and also want to ask you to show me how you drew the flowers, because I really did like them.

Everybody makes mistakes sometimes, but I want to make sure I actually fix mine instead of just feeling bad about it.

Anyway, call me back if you want. Talk soon, Priya."

PREVIEW

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Name: _____ 80

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

	Mateo said something mean about Priya's drawing at recess.
	Mateo apologized to Priya right away, in the moment.
	Mateo felt frustrated about his own drawing not turning out well.

	Mateo wants to say sorry to Priya in person tomorrow.
	Mateo says everybody makes mistakes sometimes.
	Mateo decides to just feel bad instead of fixing his mistake.

Pre situation and predict what might happen next.

1) Mateo ap ya rson tomorrow. How might Priya feel?

2) Mateo keeps feeling bad ve s. What might happen to their friendship?

3) Priya calls Mateo back after hearing the voicemail. h ?

Time Machine Go back to right before Mateo said the mean thing. What do you whisper to him?

PREVIEW

Name: _____ 82

Story: Treat Others How You Want to Be Treated

Draw Draw pictures to illustrate the story

The New Kid at the Lunch Table

Theo sat at lunch, watching a new boy named Sam eat alone by the window. Nobody invited him to sit with anyone all week.



Theo remembered being the new kid last year. An older student had laughed at his lunch, and nobody sat with him either. It had felt lonely and small.

That night, Theo told his grandma about Sam. "I don't know if I should say something," he admitted quietly.

Name: _____ 83

Grandma set down her tea and said, "Think about how you wanted to be treated when you were new. That's usually your best answer."

Theo lay awake thinking about it. He remembered wishing someone, anyone, had just waved him over that first lonely week.



The next day at lunch, his heart pounded as he walked straight toward Sam's table. "Hey, want to sit with me and my friends?" he asked.

Sam looked up, surprised. Then, for the first time all week, he smiled. "Really? Yeah, I'd like that a lot."

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They talked about video games and soccer the whole lunch period. Theo's friends welcomed Sam easily, like he'd always belonged there.



Walking home, Theo felt something warm settle in his chest. He hadn't just helped Sam feel less alone, he'd remembered exactly what kindness felt like from the other side.

That's when Theo finally understood the golden rule wasn't just a saying from class. It was as simple as asking, **"How would I want someone to treat me?"** and then doing exactly that, every single time.

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Name: _____ 85

Thumbs Up/Down Give a thumbs up if the sentence is true, thumbs down if it's false.

1) Sam ate lunch alone all week before Theo noticed.	
2) Theo had never felt lonely before in his life.	
3) Grandma told Theo to think about his own experience.	
4) Theo ...ed Sam and ate lunch by himself instead.	
5) Sa... Theo invited him to sit down.	
6) ...ter helping Sam.	

Explain E... T... derstood about the golden rule.

Illustrate It Draw Grandma sharing her advice with Theo. Under... golden rule advice in your own words.

PREVIEW

Name: _____ 86

How Would You Treat Them?

Instruction Read each situation below. Think about how you would want to be treated, and how you will treat the other person.

A classmate is being teased by others.

How would you want to be treated?

How will you treat them?

Someone forgets their lunch at school.

How would you want to be treated?

How will you treat them?

A friend is upset about something.

How would you want to be treated?

How will you treat them?

Some[illegible]ds help with a task.

How would you want to be treated?

How will you treat them?

PREVIEW

Name: _____ 91

Role Play – Respect in Action

Objective — What are we learning about?

Students will act out short scenes showing what respect looks like, sounds like, and feels like in everyday classroom and playground situations, such as taking turns, listening, offering help, and disagreeing politely.

Materials — What will we need for our activity?

- [illegible] (different situations)
- Props or [illegible]
- Timer or stopwatch



Instructions — How will we complete the activity?

1) Divide the class into small groups of 3 [illegible] students.
2) Provide each group with a scenario card that [illegible] ion related to the topic being studied.
3) Give out roles to each student in the group, assigning them a position within the scenario, or let them decide and take ro[illegible]
4) If available, distribute props or costumes that may help students [illegible]dy 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

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Name: _____ 92

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 cen w.

Scenario		
1	**Taking Turns — The Basketball Hoop**	At recess, a small cr ers ly basketball hoop on the playground. Marcus has be g rn for a while, but Diego keeps taking extra sho g ju ach time. Marcus starts to feel frustrated thout saying anything. Instead, he taps Die houl asks politely if he can have the next turn. Die en playing for a long time, and hands over the w boys end up taking turns for the rest of recess, ch other's shots and having more fun together than either did alone.
2	**Listening Without Interrupting — Show and Tell**	During show and tell, Priya is nervously explaining the seashell collection she brought from her trip to the ocean. Halfway through her story, Liam blurts out that he has seashells at home too and starts talking over her. Priya stops talking and looks down, unsure if she should keep going. The teacher gently reminds the class that everyone gets a turn to finish speaking without being interrupted. Liam apologizes and waits quietly with his hand raised until Priya finishes her whole story. When it is his turn, Priya listens closely and asks him a question about his own seashells, and the two end up comparing collections together.

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Name: _____ 93

Scenario Cards | Cut out the scenarios below.

Scenario	Description
3 — Disagreeing Politely — Choosing a Game	During indoor recess, a small group is deciding what game to play, and Sofia really wants to play checkers while Tyler wants to play a board game with dice. Tyler starts to raise his voice, insisting his idea is better and that Sofia's idea is boring. Sofia takes a breath and calmly explains that she understands he likes his game, but she would still like a turn to choose sometimes too. The group decides to flip a coin to be fair, and Tyler agrees once he calms down. They end up playing both games that [illegible] taking turns picking, and Tyler later tells Sofia he liked her idea [illegible] expected.
4 — Using Kind Words, Not Name-Calling — The Missed Goal	[illegible] game at recess. Ethan misses an easy goal right in [illegible] ball rolls harmlessly out of bounds. A few [illegible] and one boy calls Ethan a mean nickname [illegible] shoulders slump, and he looks like he might not want [illegible] teammate Ava jogs over and reminds him that everyone [illegible] professional players. She tells him kindly that [illegible] set up their whole team's first goal. Ethan smiles [illegible] into position, and by the end of the game, he scores a goal [illegible]
5 — Offering Help — The Fallen Blocks	In the classroom building corner, [illegible] tower of wooden blocks, concentrating [illegible] as he places the final block on top, his elbow [illegible] it crashes loudly across the floor. A few classmates [illegible] face turns red with embarrassment. Instead of laughing, [illegible] right away and starts picking up the scattered [illegible] asked. Two more classmates join in when they see Grace [illegible], and together they rebuild an even taller tower than before. [illegible] thanks them quietly, feeling much better than he did a moment earlier.
6 — Asking for Help — The Tricky Math Problem	During math class, Chloe stares at a tricky subtraction problem on her worksheet, erasing her answer for the third time. She feels frustrated and starts to crumple the corner of her paper, unsure whether to ask for help or just leave it blank. Her tablemate Owen notices and quietly asks if she would like him to explain how he solved his own problem. Chloe hesitates for a moment, then nods and asks him to show her the steps. Owen patiently walks her through it without just giving her the answer, and after trying one more on her own, Chloe finally gets it right and grins with relief.

PREVIEW

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Name: _____ 94

Scenario Cards | Cut out the scenarios below.

Scenario		Description
9	Someone's Name — A New Student	It is Amara's first day at a brand new school, and she stands near the classroom door feeling nervous, not knowing anyone's name yet. Most students walk past her to their desks without saying much, and Amara starts to feel invisible in the busy classroom. Jayden notices her standing alone and walks over, introduces himself, and asks her name so he can remember it. He greets her by name again at recess, which makes Amara feel noticed and welcome for the first time all day. By the end of the week, several classmates are using Amara's name too, and she finally feels like she belongs.
8	Adapting Tone of Voice — The Frustrating Group Project	In a group building a diorama for their class project, Ben's carefully placed trees keep falling over every time someone bumps the table. By the third time it happens, Ben raises his voice sharply, blaming them for being careless. The group goes quiet, and Lucas looks hurt by his tone. Ben notices the silence and realizes he sounded more calmly that he is just frustrated, not angry with them, and apologizes for snapping. The group works together to rebuild the trees, reinforcing the trees with extra glue so they finally can stand, and finishes the rest of class.
9	Fixing a Mistake — The Broken Crayon	While digging through the shared box on the table, Leo finds a specific shade of blue, Leo accidentally snaps one of the crayons in half. He freezes for a second, wondering if he could quietly put it back and say nothing. Instead, Leo finds Priya, tells her about the broken crayon, and honestly explains what happened. Priya looks a little disappointed but appreciates that he told her instead of hiding it. Leo offers to share his own crayons with her for the rest of the week to make up for it, and Priya agrees, telling him that owning up to it mattered more to her than the crayon itself.
10	Treating Others How You Want to Be Treated — The Lunch Table	At lunch, a new student named Kofi sits down at the end of a long table, unsure if anyone will make room for him. A few kids scoot their trays closer together instead of making space, and Kofi ends up sitting a little apart from the group. Hannah remembers how lonely she felt on her own first day at a different school last year. She waves Kofi over, slides down to make room right beside her, and introduces him to the rest of the table. By the end of lunch, Kofi is laughing along with everyone else, and Hannah feels glad she remembered how it once felt to be new.

PREVIEW

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Name: _____ 95

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



Name: _____ 96

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
[illegible]	[illegible] did [illegible]	Some matching movements	Movements matched well	Movements were purposeful and effective
Stay in Role	[illegible] out [illegible] times in [illegible]		Mostly stayed in character	Stayed in character throughout
Teamwork	Did not [illegible] well with group	[illegible]	[illegible] worked well [illegible] group	Excellent cooperation and support

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

© Super Simple Drama

Name: _____ 9?

Total
/

Unit Test

Respect

Mark	/

1) What does respect mean?

A) Treating people kindly and fairly

B) Ignoring people's feelings

C) Being nice sometimes

D) Doing [illegible]ever you want

2) What is an example of good manners?

A) Yelling across the room

B) Walking away angrily

C) Saying please and thank you

D) Grabbing without asking

3) Wh[illegible] shows respect in Ja[illegible]

A) [illegible]shake

B) A cheek [illegible]

C) A nose rub

D) A bow

4) What is an example of respectful behaviour?

A) Grabbing a toy without asking

B) Waiting for your turn

C) Interrupting someone talking

D) Ignoring a raised hand

5) What does genuine kind[illegible]an[illegible]

A) Saying thanks because you were t[illegible]

B) Helping when nobody is watching

C) Helping only for a reward

D) Waiting to be asked

[illegible] tone of voice shows respect?

A) Sh[illegible]

B) S[illegible]and[illegible]

C) [illegible]stic[illegible]

D) Ca[illegible]ily

7) What is a polite way to disagree?

A) "I have a different idea"

B) "That's totally wrong"

C) Yelling "no way"

D) Walking away angrily

8) Which R [illegible]irs[illegible]

A) Recycle

B) Repair

C) Reuse

D) Reduce

9) How can disrespect make someone feel?

A) Warm and valued

B) Excited and proud

C) Small and lonely

D) Calm and safe

10) Why does respect matter in relationships?

A) It makes people unsafe

B) It causes more arguments

C) It keeps people apart

D) It helps people feel valued

PREVIEW

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

Mark /

Genuine ○	○ Waiting calmly without pushing or interrupting
Kindness ○	○ Understanding how someone else might be feeling
Gratitude ○	○ Real and true, not just for show
Em… ○	○ Harmful things that get into the air, water, or land
…○	○ Feeling and showing thanks for something someone did
Patien… ○	○ Polite words like please, thank you, and sorry
Manners ○	○ Doing something helpful or caring for someone
Pollution ○	○ …y sorry and truly mean it

PREVIEW

Sort Each Action Write R for Respectful or … box.

Mark /

1) Nadia says "excuse me" before walking past her …	
2) Ethan mimics his classmate's voice to be mean.	
3) Sofia asks before borrowing her friend's eraser.	
4) Ava offers to help carry a classmate's heavy backpack.	
5) Malik leaves his lunch tray for someone else to clean up.	
6) Jayden laughs when a classmate trips and falls.	
7) Priya waits patiently for her turn to speak.	
8) Carlos slams the door instead of holding it open.	

© Super Simple Reads

Cause & Effect Read the cause. Write what effect is likely to happen.

Mark /

1) You ask before borrowing a friend's crayons.

2) Garbage is left on the ground instead of thrown away.

3) A st[illegible]eft out of a game on purpose.

4) A [illegible]on no[illegible]'s talent and says something kind.

5) You return a bo[illegible]

PREVIEW

Which R? Read each example. Wri[illegible]duce, R[illegible] Recycle.

Mark /

1) Bringing a refillable water bottle instead of a ne[illegible]	
2) Gluing a broken toy wheel back on.	
3) Using a yogurt container to store crayons.	
4) Putting cardboard boxes in the blue bin.	
5) Using an old jar as a pencil holder.	
6) Buying only what you actually need.	
7) Turning old newspaper into new paper.	
8) Fixing a torn backpack strap instead of buying new.	

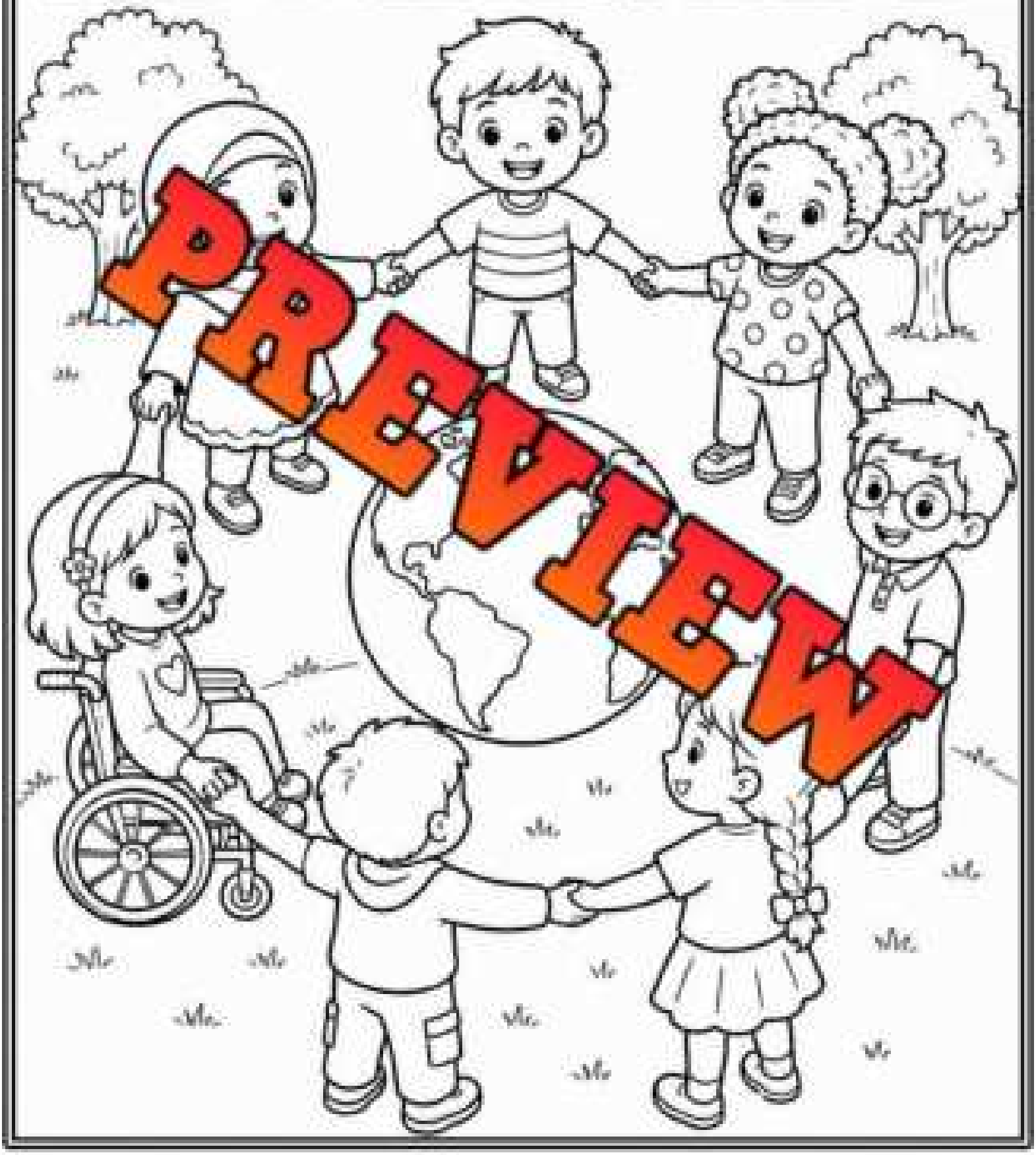
Workbook Preview

Grade 2 Health Unit
Diversity

	Curriculum Expectations	Pages
USC2.6a	Investigate what it means to be special and unique (e.g., families, interests, talents, culture, gifts, faith, feelings, desires, learning styles, confidences, appearances)	6-31, 41-42, 69-73, 93
USC2.6b	Develop an awareness of "community" as a group of people who interact, work, and play together; face challenges and solve problems together; and help each other.	6, 32-37, 69-73, 93
USC2.6c	Develop awareness of differences in routines, practices, and/or preferences among people.	16-19, 38-40, 43, 82-85, 93
USC2.6d		-73, 93
USC2.6e		-66, 93
USC2.6f	Explore personal understanding of "self" as an individual with particular physical and inherited attributes (e.g., age, sex/gender, culture/ethnicity, abilities).	16-19, 60-68, 82-85, 93
USC2.6g	Discuss that people do not choose the attributes of identity but rather are born with them (e.g., skin colour, sex), born into them (e.g., culture/ethnic group), or acquire them (e.g., learning of gender roles).	74-76, 93
USC2.6h	Participate in experiences where being treated as a unique and valued member of the class with particular abilities and personal qualities are recognized and appreciated.	16-19, 54-59, 77-88, 93
USC2.6i	Propose what the local community would be like if everyone was the same.	89-93
AP2.1	Act upon health-related understandings, skills, and confidences to make healthy connections related to diversity.	N/A

Preview of 60 pages from this product that contains 124 pages total.

DIVERSITY



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Name: _____ 6

Welcome to Our Unit: Diversity

This letter introduces the big ideas your family will explore together in this unit.

The Mission Begins

Dear Families,

Over the next few weeks, our class will be exploring a unit called Diversity. We will be celebrating everything that makes each person special — our families, our interests, our talents, our culture, and our feelings — and learning how these differences can unite us. They actually make our classroom and our community stronger. When everyone brings something different, we get to learn from one another.

What We're

- **Uniqueness** — [illegible] mix of qualities, and that is something to celebrate.
- **Community** — how people [illegible] backgrounds and gifts work well together.
- **Respect for differences** — treating people kindly even when they are not the same as us.
- **Identity** — the things that make each of us [illegible]
- **Belonging** — feeling safe, valued, and included in [illegible]

Ask Your Child

? What is one thing that makes you different from your friends?

? Can you name a talent or a gift you have?

? What is one tradition our family has?

? What does it feel like when you feel like you belong somewhere?

? How can we be kind to someone whose family looks different from ours?

Thank you for talking about these ideas at home — your conversations make a real difference in how confidently your child explores this unit.

Parent/Guardian Signature: _____ Date: _____

PREVIEW

Name: _____ 7

My Uniqueness Web

Skill: Recognizing the many different parts that make up who I am.

How To Use This Page

This is your web! In each bubble around "Me," write or draw one real example from your own life. You don't need to fill every bubble today — we'll come back to this page again and again during our unit.



PREVIEW

Name: _____ 8

What Makes Me Special: My Family and Interests

Families Look Different, and That's Normal

Every **family** is built differently, and there's no single "right" shape for one. You might live with two parents, one parent, grandparents raising you, a blended family with step-siblings, or a foster family caring for you for a while. Some families are small, and some include cousins or extended family nearby. What makes your family yours is the structure, the traditions, the size, the pets, and the specific people in it.



Your Interests Say Something About You

- Collecting something (rocks, stickers)
- Building with Lego or blocks
- Watching birds or animals outside
- Making or playing computer games
- Following a favourite sports team



These are just a few examples — your own **interests** might be something totally different, like drawing comics or learning magic tricks, and that's exactly the point. An interest doesn't need to be popular to count; it just needs to be genuinely yours.

Two Parts of the Same You

Your family shaped some of who you are, and your interests show what you're drawn to on your own, outside of anyone else's influence. Together, they're two real, specific pieces of what makes you, you.

PREVIEW

Name: _____ 9

Curriculum Connections: UKCSA

True or False — Is the statement true or false?

1) Every real family must include two parents at home.	True	False
2) Collecting stickers or rocks can not be a real interest.	True	False
3) A one-parent family is not a real family type.	True	False
4) Family traditions can make your family feel special to you.	True	False
5) Your interests and your family are the exact same thing.	True	False
6) Having [illegible] traditions makes a family more real.	True	False

Quest[illegible] questions below.

1) Why do you [illegible] have more traditions than others?

2) Explain why an interest doesn't need to be [illegible] to

PREVIEW

Word Search — Find the words in the word search.

Blended	Foster
Tradition	Interest
Extended	Unique
Family	Siblings
Collecting	Coding

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

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Name: _____ 10

Curriculum Connections: [illegible]

All About My Family

Skill: Describing my own family, exactly as it looks.

Every family looks different — and that's wonderful!

Instructions: Draw the people who live in your home. You might draw two parents, one parent, grandparents, a blended family, a foster family, or any other family that is yours. There is no wrong way to draw your family.

My [illegible]

PREVIEW

Who Lives With Me

1. _____ is my _____
2. _____ is my _____
3. _____ is my _____
4. _____ is my _____
5. _____ is my _____

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Name: _____ L1

My Interests Passport

Skill: Identifying the activities, subjects, and hobbies that interest me most.

Instructions Fill your passport with "stamps"! In each stamp box, draw a picture for that kind of interest, then write a short caption underneath telling what it is.

A Hobby

Favourite Subject

A Sport

PREVIEW

A Game

A Collec

ew Skill

My Top Interest Right Now Is

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Exit Cards

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

Name: _____ Mark

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

	Family traditions can help make a family unique.
	Interests only come from what your family enjoys.
	Family and interests are two parts of what makes you, you.

Name: _____ Mark

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

	Family traditions can help make a family unique.
	Interests only come from what your family enjoys.
	Family and interests are two parts of what makes you, you.

Name: _____ Mark

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Name: _____ Mark

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	Family traditions can help make a family unique.
	Interests only come from what your family enjoys.
	Family and interests are two parts of what makes you, you.

PREVIEW

Name: _____ L3

What Makes Me Special: My Talents and Gifts

Two Kinds of Strength

You have more strengths than you might realize, and they come in two different kinds: talents and gifts.

Talents	Gifts
Things you're naturally good at, or have worked hard to get good at — like drawing, running fast, memorizing facts, or making people laugh.	A personal quality that helps other people, often without you even trying — like being a good listener, staying calm when someone's upset, or always remembering to say please and thank you.





PREVIEW

Strengths That Don't Always Get Noticed

Not every strength is loud or obvious. Being great at organizing, asking good questions, remembering small details, or being patient with younger kids are real strengths too, even if they don't come with a trophy or applause.

You Likely Have Both

Most people have at least one talent and one gift, even if they've never named them out loud or thought about them carefully. Naming yours — really thinking about what you're good at and how you help others — is the first real step to noticing and growing them.

Name: _____ 1A

Curriculum Connections: QSCC4A

True or False

Is the statement true or false?

1) A quiet strength matters as much as a loud one.	True	False
2) A strength must win a trophy to be real.	True	False
3) A talent can grow stronger the more you practise it.	True	False
4) Being great at organizing is a strength, even without applause.	True	False
5) Talents and gifts are the exact same kind of strength.	True	False

Word Ch

the given word(s) to write your own sentence.

1) Writ enter e word "talent."
2) Write a sentence
3) Write a sentence using both word ca
4) Write a sentence using both words: listener,

PREVIEW

My Own Talents & Gifts

Answer the questions below.

1) What is a talent of yours that you've practised and gotten better at?
2) What is a gift you have that helps the people around you?

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Name: _____ 15

Talent or Gift? A Comparison Chart

Skill: Telling the difference between a talent and a gift.

A talent is something you are good at or have practiced. A gift is a personal quality that helps other people.

Instructions Read the examples below. Then add more examples of your own in the blank rows at the bottom.

TALENT Something you are good at or have practiced, like drawing or running fast	GIFT A personal quality that helps others, like being a good listener or staying calm
Drawing pict	Being a good listener
Running fast	Staying calm when upset
Playing a musical instrum	with others
Building with blocks or Lego	Help who is sad
Telling jokes that make people laugh	is left out

My Top Talent Right Now	My Top gift Right Now

PREVIEW

Name: _____ 16

Activity: Class Talent Showcase

Objectives What are we learning about?

Each student will demonstrate one real talent or gift, like showing a collection, explaining a skill, teaching the class a fact, or performing, during a real, low-pressure [illegible] Talent Showcase. This gives every student a genuine moment of being re[illegible] for something that is specifically theirs.

Mater[illegible] [illegible]ve need for our activity?

- Talent Planni[illegible]e (p[illegible])
- Talent Card templat[illegible]
- Audience Kindness Checklist (pr[illegible])
- Anything you need to show or demonstra[illegible] talent



Instructions How will we complete our activity?

1) Think about one real talent or gift you would like to share [illegible]
2) Fill out the Talent Planning Page to plan what you will show.
3) Practise sharing your talent at home or with a partner.
4) Fill out your Talent Card to display during your turn.
5) When it is your turn, share your talent with the class.
6) While others share, follow the Audience Kindness Checklist.
7) After the showcase, talk as a class about what made everyone's talents special.

PREVIEW

© Super Simple Planners [illegible]

Name: _____ L7

Talent Planning Page | Answer the questions below.

1) What is your talent, gift, skill, or collection?

2) How will you show it to the class?

3) What do you want your classmates to know about it?

PREVIEW

My Talent or Gift | Fill this out and display it during your turn

My Name: _____

My Talent or Gift: _____

About It: _____

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Name: _____ 18

Criteria Use the criteria below to complete the activity.

Criteria	Description
Preparation	Planned and prepared a real talent or gift to share
Presentation	Shared the talent clearly and confidently
Audience Kindness	Was kind and encouraging while watching others
Partic[illegible]	Took part fully and proudly in the showcase

Audi[illegible] [illegible]low this checklist while classmates are sharing their [illegible]t.

Check	
☐	Watch and l[illegible]
☐	Clap for every classm[illegible]
☐	Do not laugh unless it's mea[illegible] be fu[illegible]
☐	Say something kind after their turn



Star Rating Colour in the stars to rate each question (1 = not very much, 5 = a lot).

Criteria	[illegible]cription
1) How proud did you feel sharing your talent with the class?	☆ ☆ ☆ ☆ ☆
2) How special did your talent feel to you?	☆ ☆ ☆ ☆ ☆
3) Did you notice everyone's talent was different?	☆ ☆ ☆ ☆ ☆
4) Do you know everyone has something special about them?	☆ ☆ ☆ ☆ ☆
5) Did you like learning something new about a classmate?	☆ ☆ ☆ ☆ ☆
6) Did sharing your talent make you feel part of the class?	☆ ☆ ☆ ☆ ☆

PREVIEW

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Name: _____ 19

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Preparation	Did not prepare a talent	Prepared with little detail	Prepared with good detail	Prepared thoughtfully and clearly
Present	Could not share the t clearly	Shared a little	Shared most details clearly	Shared clearly and confidently
Audience Kindness	sha	Was kind metimes	Was kind most of the time	Was kind and encouraging the whole time
Participation	Did not part	ook part well		Took part fully and proudly

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

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Name: _____ 25

What Makes Me Special: My Feelings & Confidence

Four More Ways You're You

Beyond family, talents, and culture, four more things make up who you are: your **feelings**, your **desires**, **how you learn**, and your **confidence**.

Category	What It Means
Feelings	How you show emotion — some people show excitement loudly, others quietly; some cry easily, others rarely cry at all
Desires	Things you hope for, like wanting a pet, wanting to learn to skate, or wanting a new friend
Learning style	How you learn — by doing and building, by watching, by listening, or by reading
Confidence	Things you feel sure about, like "I'm confident I can tie my shoes" or "I'm confident I'm a good friend"

PREVIEW

None of These Are Right or Wrong

There's no best way to feel, learn, or want things. A student who learns by building isn't better or worse than one who learns by reading — they're simply different, and both ways can lead to real understanding.





Noticing Things About Yourself

Try finishing this sentence: **"I'm confident I..."** Naming even one small thing you're sure about is a real, practical way to know yourself better, and it gets easier the more you practise it.

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Name: _____ 26

Curriculum Connections: [illegible]

Matching Draw a line to match each word with its meaning.

Feeling ○	○ Something you hope for or want
Confidence ○	○ The way a person learns best, like by doing, watching, or reading
Desire ○	○ An emotion, like excitement, sadness, or joy; and how you show it
Learn[illegible]	○ Feeling sure about something

Yes or [illegible] statement is yes or no.

1) Does everyone [illegible] exact same way?	Yes	No
2) Is learning by watch[illegible] reading?	Yes	No
3) Is there a single correct w[illegible]	Yes	No
4) Does naming something you're confi[illegible] yourself?	Yes	No
5) Are feelings, desires, and confidence all part of [illegible]	Yes	No

Questions Answer the questions below.

1) Why might two people show the same feeling in differe[illegible] wa[illegible]

2) What is something you desire or hope for? Do others hope or desire the same thing?

PREVIEW

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[illegible]

Name: _____ 27

My Feelings

Instructions Colour every feeling you show often. It's okay to colour more than one! Then fill in the extra box below.



PREVIEW

Draw a feeling of your own that isn't shown above.

This feeling is called: _____

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Name: _____ 28

My Desires

A **desire** is something you hope for or want very much. Everyone has hopes, wishes, and dreams — big and small — and sharing them helps the people around us understand what matters to us.

Instructions Complete each sentence below. There are no wrong answers — write whatever you truly hope, want, or dream about.

I hope _____

I want to l_____

I dream about _____

One day, I would like to _____

If I could do anything, I would _____

My Biggest Dream



PREVIEW

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Name: _____ 32

What Is a Community?

You Already Belong to Several

A **community** is a group of people who interact, work, and play together on a regular basis. You might not realize it, but you already belong to more than one, and each one shapes you a little differently.



- ❑ **[illegible]** — you learn and solve [illegible] every single day
- ❑ **A sports [illegible]** — you practice skills and play games [illegible]
- ❑ **A YMCA group** — you [illegible] skills and go on activities together
- ❑ **A place of worship** — you gather with others for shared traditions and support
- ❑ **Your extended family** — you celebrate [illegible] different households
- ❑ **An online community** — you play or chat with others who [illegible], like a gaming group

PREVIEW



What Makes a Group a Community

It's not just being near other people — it's interacting, working, or playing with them regularly, over time. A crowded public bus isn't a community, because the people on it don't know each other or work together; a classroom is, because the same group returns and builds something together.

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Name: _____ 33

Curriculum Connections: [illegible]

Question What does "community" mean?

Communit[illegible] Decide which group each item belongs to

1) A [illegible] together every day	Community	Not a Community
2) A cr[illegible]d el[illegible] of strangers	Community	Not a Community
3) A sports te[illegible] practis[illegible]ther	Community	Not a Community
4) A YMCA group [illegible]	Community	Not a Community
5) A traffic jam of unrel[illegible]	Community	Not a Community
6) An online gaming group th[illegible]ays [illegible]munity often		Not a Community

Who Am I? Read the clues, then guess t[illegible]mu[illegible]

1) I'm a group that meets to read and talk about the same book. What am I?	
2) I'm a group of people who help out at the same place, like a shelter. What am I?	
3) I'm the group of people who live on your street or nearby. What am I?	
4) I'm a group that sings together, often practising every week. What am I?	

My Own Communities Name 4 communities you belong to.

PREVIEW

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[illegible]

Name: _____ 34

Communities I Belong To

Skill: Recognizing the many communities I am already part of.

A **community** is a group of people who live, work, learn, or spend time together and support one another. You belong to many communities — your family, your class, and your neighbourhood are all examples!

Instructions In each bubble, write one thing you do together in that community.



PREVIEW

Name: _____ 35

Community Newsletter / Bulletin: Our Community

Communities Face Challenges and Help Each Other

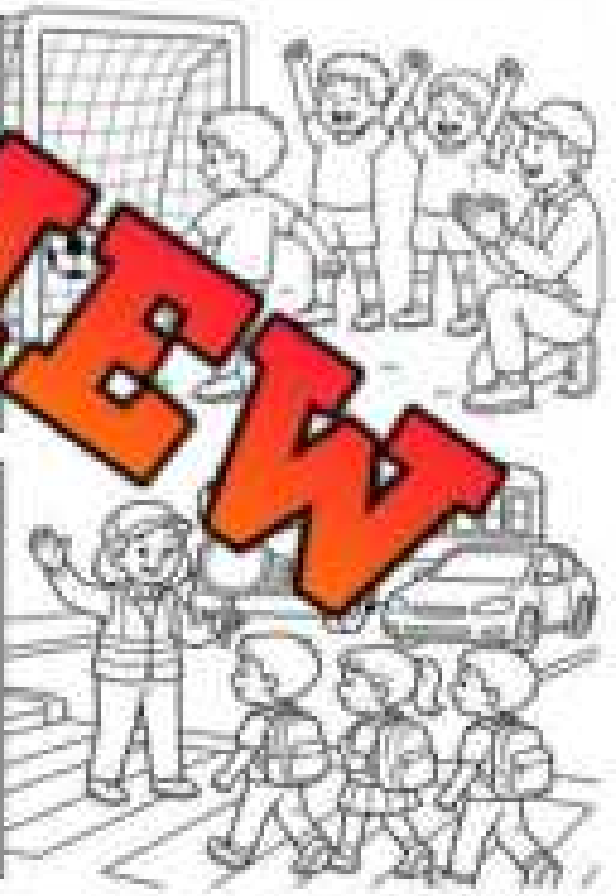
Maple Street Times *Your Neighbourhood News* *25/08/26*

Big things happened in our community this week!

Wildfire Evacuation Sparks Neighbourhood Response When wildfire smoke forced 40 famili[illegible]chwood Road last weekend, neighbours did not wait for instru[illegible]ours, volunteers had packed 200 boxes of food, water, and blanke[illegible] the c[illegible]entre. Local grocer FreshMart donated three truckloads of supplies fo[illegible]

PREVIEW

Panthers Turn Season[illegible] The Pi[illegible] Panthers dropped their ope[illegible]m[illegible] month. After changing their passing [illegible]y at [illegible] Tuesday practice, the team has now won four straight games, including a 4 to 1 win over th[illegible] Riverside Hawks on Saturday.



Crossing Guard Marks Nine Years on Main Street The city honoured crossing guard Ms. Osei this week for nine years of service at the Main and Third intersection. Records show she has helped an estimated 65,000 student crossings without a single incident.

Library Story Time Hits Record Numbers Librarian Dana Wu's free Saturday story time drew 40 children this month, the largest crowd since the program launched in 2019. A second weekly session starts next month to meet demand.

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Name: _____ 36

Cause & Effect Fill in what happened next.

1) Wildfire smoke forced families to evacuate, so volunteers...

2) The Panthers lost their opening game, so the team...

3) Ms. Os[illegible] worked nine years without an incident, so the city...

4) D[illegible] w a record crowd, so she is adding...

Visualization W[illegible]hile you were reading?

From Your Own Life Tell about a time working together helped solve a big problem.

PREVIEW

Name: _____ 37

Community Helpers Who Help Us

Skill: Recognizing people whose jobs help keep our community safe, healthy, and running well.

Instructions Read about each community helpers below. Then add two more helpers from your own community.

Firefighter



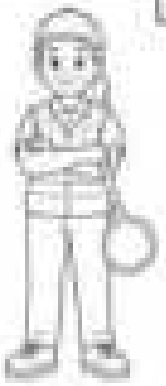
...uts out fires and
...eople and
...our
...unity.

Librarian



Helps people find books and information and keeps the library running for everyone.

Crossing Guard



Helps students cross the street safely on the way to and from school.

Nurse



...care of people
...r hurt and
...ter

_____

_____
_____
_____
_____

_____

_____
_____
_____
_____

PREVIEW

© Super Simple Stories

Name: _____ 38

Different Routines and Practices Among People

Group Text Message Thread: Recess Squad



Noah: who's up for a bike ride right now, let's goo

Jayden: can't man, hockey practice starts in twenty minutes

Noah: it's [illegible] every single day with you and hockey

[illegible] for a reason honestly, i love it

Noah: [illegible] Simran

Simran: [illegible] right after school today

Noah: what do you [illegible] do

Simran: it's kind of [illegible] calm, we talk and pray with [illegible]



Noah: léa you're free right

Léa: I mean I could but biking isn't really [illegible]

Noah: how is biking not your thing, everyone likes biking

Léa: I just like sitting somewhere quiet and reading [illegible]

Noah: that's kinda boring though

Léa: it's not boring to me, it's just different

Noah: ok fair, I didn't mean it like that

Léa: it's fine, I get why you'd think that

Noah: guess it's just me riding alone again



Jayden: tomorrow though, I'm free after practice

Simran: I'm free after temple too actually

Léa: I could come watch even if I don't ride

Noah: deal, tomorrow then, everyone shows up how they can

PREVIEW

Name: _____ 39

Fill in the Blank Write the missing word on the line.

1) Jayden has _____ practice starting in twenty minutes.

2) Simran has _____ right after school today.

3) Simran describes temple as _____ and a time to talk with everyone.

4) Léa v[illegible] rather sit somewhere quiet and _____.

5) No[illegible]nding sounded _____.

True or [illegible] [illegible]nt true or false?

1) Noah wants ev[illegible] to [illegible] after school.	True	False
2) Jayden skips hockey p[illegible] rid[illegible] Noah.	True	False
3) Jayden practises hockey every da[illegible] it.	True	False
4) Léa says biking is her favourite activity.	True	False
5) The group makes no plans to hang out ag[illegible]	True	False

Lesson Learned What did you learn for the group [illegible]

Making Connections What is an activity you love that not all your friends love too?

PREVIEW

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Name: _____ 40

A Day in Different Homes: Routines Comparison

Skill: Comparing daily routines and recognizing that different families do things differently.

Instructions Find a partner. Take turns asking each other about your routines and fill in both columns together.

My classmate's name: _____

	Me	My Classmate
Wake-up time		
Bedtime		
Breakfast		
How I get to school		
After-school activity		
A chore I do at home		
Weekend morning activity		
Favourite family meal		
Bedtime routine		
What I do for fun		

PREVIEW

Name: _____ 41

Curriculum Connections: [illegible]

Different Family Practices

Skill: Describing my own family's practices and comparing them with others.

Instructions For each practice, write or draw how your family does it. We'll compare charts with classmates afterward!

How birthdays are celebrated

What's eaten at big family gatherings

Weekend activities

[illegible]ebrated

PREVIEW

Every family's chart will look different — and that's what makes our class community interesting!

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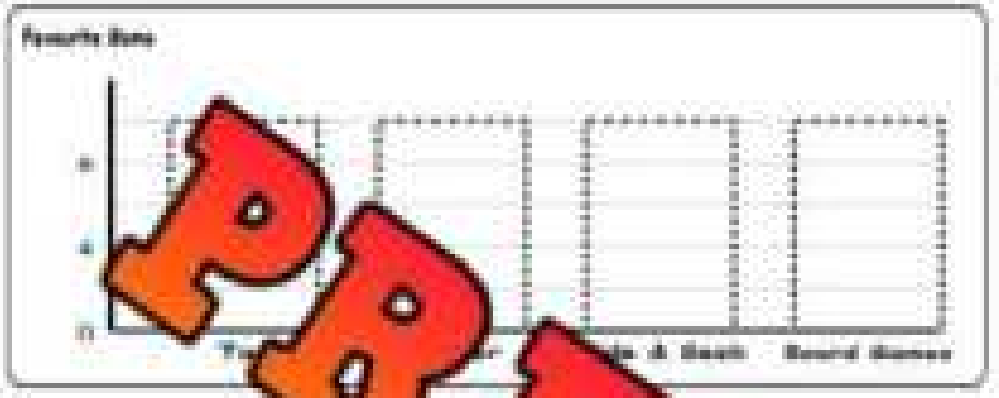
Name: _____ 42

Curriculum Connection: [illegible]

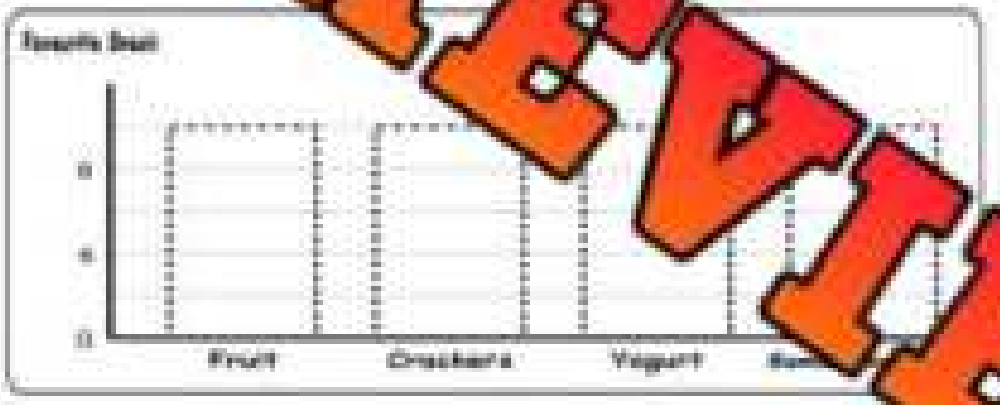
Our Class Preference Poll

Skill: Collecting and graphing class votes to see the range of answers in our community.

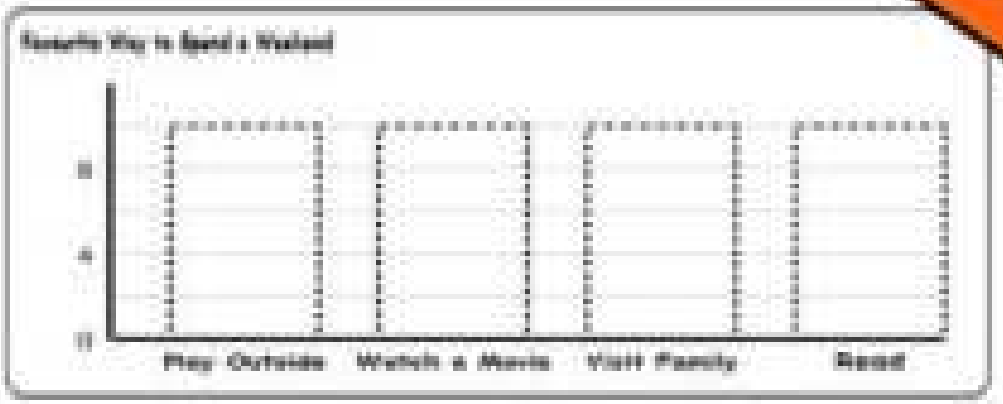
Instructions Vote as a class for each question. Colour in one box for every vote a category gets, building the bar up from the bottom line.



What We Noticed



What We Noticed



What We Noticed

PREVIEW

How do the different answers show that people in our class community are unique?

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[illegible]

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 for each question.

1) Do all people have the same routines?	Yes / No
2) Is it kind to call someone's interest boring?	Yes / No
3) Should everyone join an activity the same way?	Yes / No
4) Is it fair to assume "everyone likes" the same thing?	Yes / No

Name: _____ Mark: _____

Circle the correct answer for each question.

1) Do all people have the same routines?	Yes / No
2) Is it kind to call someone's interest boring?	Yes / No
3) Should everyone join an activity the same way?	Yes / No
4) Is it fair to assume "everyone likes" the same thing?	Yes / No

Name: _____ Mark: _____

Circle the correct answer for each question.

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Name: _____ Mark: _____

Circle the correct answer for each question.

1) Do all people have the same routines?	Yes / No
2) Is it kind to call someone's interest boring?	Yes / No
3) Should everyone join an activity the same way?	Yes / No
4) Is it fair to assume "everyone likes" the same thing?	Yes / No

PREVIEW

Show-and-Tell Transcript: Respecting Traditions

Show-and-Tell: Amir's Kufi

Ms. Kaur: Amir, you brought something for show-and-tell today?

Amir: Yeah, my kufi. I wear it to the mosque with my Dad on Fridays.

[illegible]: Wait, do you wear it every day or

[illegible]: ...just f... ...ufi, so mostly Fridays.

Ma[illegible]: ...es ... when yo... ...s ar...

Amir: Haha no, it stays ... my Dad showed me how to fit it...

Grace: Can I touch it, or is that not...

Amir: You can touch it, just not wear it, it's ...

Ms. Kaur: Why is it special to you, Amir?

Amir: It just makes me feel like I'm ready, like I'm part of s...

Matee: That's actually really cool, I didn't know that's ... meant.

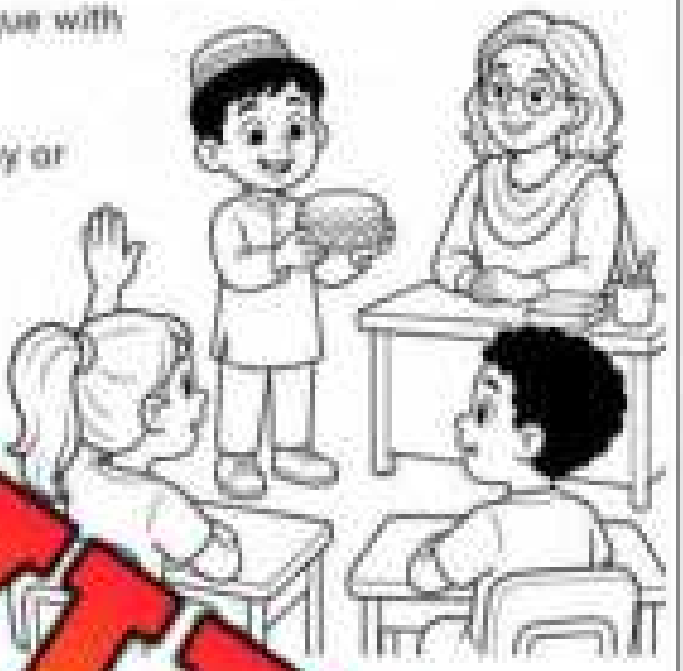
Amir: Yeah, most people just think it's a hat.

Ms. Kaur: Does anyone have questions before we put it away?

Grace: Just... thanks for bringing it, I never really thought about it before.

Amir: No problem, I was kinda nervous to bring it but this was fun.

Ms. Kaur: thanks Amir, I learned something today too.





PREVIEW

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Name: _____ 45

Multiple Choice Circle the correct answer.

1) What did Amir bring for show-and-tell?	A kufi	A scarf
2) When does Amir mostly wear his kufi?	Weekends	Fridays
3) Who taught Amir how to fit his kufi?	His teacher	His Dad
4) What was Grace allowed to do with the kufi?	Wear it	Touch it
5) How does wearing the kufi make Amir feel?	Part of something	Silly

Questions ...swer each question in your own words.

1) W... kufi mostly on Fridays and holidays?

2) Explain why Amir let ... h... t wear it.

3) Why was Amir nervous to bring his kufi to sc...

PREVIEW

Yes or No Answer using your own life.

1) Do you have something special you wear for a certain day or event?	Yes	No
2) Have you ever asked a classmate a curious question about something new?	Yes	No
3) Has someone in your family taught you how to do or wear something?	Yes	No
4) Have you ever felt nervous about sharing something important to you?	Yes	No

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Name: _____ 46

Respecting Traditions Around the World

Skill: Learning about real traditions from different communities and how to respond with respect.

Instructions Read about each tradition below. No one tradition is more "right" than another — they are just different.



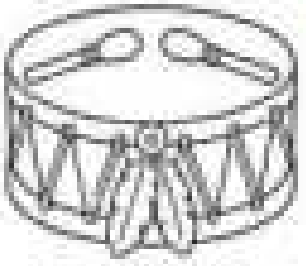
Celebrated by Chinese, Vi… Korean, and … families with re… decorations, lanterns, … and family meals.



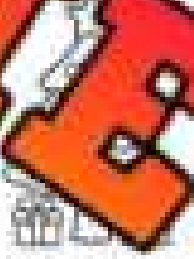
Eid
…ed by Muslim … prayers, … new …



Diwali
A festival of lights for many Hindu, Sikh, and Jain families, with diya lamps, sweets, and fireworks.



A Powwow
A gathering where First Nations, Métis, and Inuit communities celebrate with drumming, dancing, and regalia.



Christmas
Celebrated by many Christian families and others, often with lights, gifts, and time with family.

PREVIEW

How I Can Show Respect – Circle the responses below that show respect for a tradition that is different from your own.

Ask a question with curiosity	Laugh because it looks different to me
Say someone's tradition is "weird"	Join in when I'm invited
Learn more about it	Not laugh, even if it's new to me

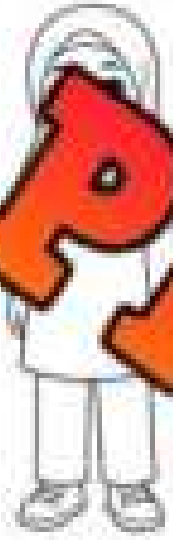
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Name: _____ 47

Respecting Dress and Clothing Choices

Skill: Understanding that people wear different clothing for faith, culture, or personal reasons

Instructions Read about each clothing example below. Then complete the True or False section.



A Hijab
A head covering worn by some Muslim girls and women as part of their faith and personal choice.



A clot[illegible] the head; worn [illegible] Sikh boys and [illegible] others) as part [illegible] faith and identity.



Traditional Regalia
Special clothing worn [illegible] First Nations, Métis, [illegible] suit people for [illegible] dances, or [illegible] powwow.

PREVIEW

True or False Is the statement true or false?

1) Everyone who wears a hijab or turban believes exactly the same thing.	True	False
2) People wear special clothing for many different reasons — faith, culture, family, or personal choice.	True	False
3) It's respectful to ask a curious question instead of staring or laughing.	True	False
4) If someone's clothing looks different from mine, it means something is wrong with it.	True	False
5) It's okay to touch or grab someone's special clothing without asking first.	True	False

Comic Strip Script: Different, Not Better or Worse

Panel 1



Zoe: Ew, what is that?

Sam: It's bannock with saskatoon jam, my Kokum made it this morning.

Zoe: Tha[illegible]weird.



PREVIEW

Panel 2

Sam: It's not weird, it's just different [illegible]om your poutine.

[illegible]Yeah okay, that was kind of a [illegible]o say.

Panel 3

Sam: It's fine, people say that a lot actually.

Zoe: Wait, a lot? That's kind of not okay though.





Panel 4

Sam: Yeah, I used to hide my lunch so people wouldn't see it.

Zoe: Seriously? Your lunch actually looks really good.

Name: _____ 10

Panel 5

Sam: You don't have to say that just to be nice.

Zoe: No for real, can i actually try a bite?





PREVIEW

Panel 6

Sam: Wait, really? Yeah, here.

Zoe: Okay this is actually so good, did I even say weird.



Panel 7

Sam: Honestly it happens, just don't say it again.

Zoe: Deal. Want to trade lunches tomorrow, I want to try more.



Panel 8

Sam: Yes! and I've always wanted to try poutine.

Zoe: Tomorrow then. No more weird, just different.

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Name: _____ 51

True or False Is the statement true or false?

1) Zoe called Sam's lunch weird before trying it.	True	False
2) Sam's lunch was made by his older brother.	True	False
3) Sam always felt proud to show his lunch at school.	True	False
4) Zoe refused to try a bite of Sam's lunch.	True	False
5) Zoe ch[illegible] her mind after tasting the bannock.	True	False
6) Sam [illegible] wanted to try poutine.	True	False

Scenar[illegible] C[illegible]ou would do.

1) A friend's lunch [illegible] dif[illegible]ours. Do you say **"weird"** or **ask a question**?

2) A classmate hides th[illegible] beca[illegible] comments. Do you **notice or ignore** it?

3) You said something mean without [illegible]ing. D[illegible] **[illegible]ice** or **stay quiet**?

4) A friend offers you a bite of something n[illegible] you [illegible] **no thanks**?

5) Someone compliments your food but you're n[illegible] mea[illegible] you **ask** or **assume**?

6) A friend wants to trade lunches to try something new. Do yo[illegible]se?

7) Someone hears "that's weird" about their lunch often. Should that [illegible]p or **continue**?

Lesson Learned What did you learn from the Comic Strip Script?

PREVIEW

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Different, Not Better or Worse

Skill: Recognizing that different choices and preferences are equally okay.

Instructions Look at each pair below. Both sides are real choices that real families and kids make. Neither side is better or worse — they are just different.

Rice and Beans



Vs

Pasta



A Big, Loud Party



A Quiet Family Dinner

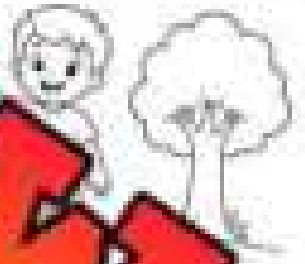


Colourful, Patterned Clothes



Vs

Cl



Playing Outside



Vs

Playing Quietly Indoors



Pick one pair above. Explain why neither choice is better than the other.

PREVIEW

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Name: _____ 53

From "Weird" to "Different": A Reframe Page

Skill: Choosing kinder, more respectful words to talk about differences.

Instructions Read each phrase below. On the line, rewrite it in a kinder, more respectful way. For example: "That's weird food" could become "That's a food I haven't tried before."

"That's weird food."	→	**"That's a food I haven't tried before."**
"Your [illegible]nge."	→	
"Why do you [illegible]"	→	
"That's such a weird [illegible]"	→	
"That's a strange way to celebrate."	→	
"Why does your hair look like that?"	→	
"That's a weird thing to bring for lunch."	→	
"Your family does things differently — that's odd."	→	
"That's a strange toy."	→	
"Why do you always wear that?"	→	

PREVIEW

Why do the words we choose matter?

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Name: _____ 94

Role Play – Community

Objective What are we learning about?

Students will act out short scenes showing what community looks like, including people helping each other, working together to solve problems, and respecting differenc routines, traditions, and preferences.

Materials ll we need for our activity?

- Sce o ca e t situations) (provide
- Props or cos
- Timer or stopwatch



Instructions How will we complete ity?

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

PREVIEW

Name: _____ 55

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.
Movement	Use body movements and actions that match what your character is doing.
Story	Stay in character from start to finish, even if the scene feels silly or funny.
Teamwork	Work well with your group. Share ideas, listen to others, and support your group members.

PREVIEW

Scenario Cards Use the scenario below.

Scenario		
#3	Shovelling Together	It snowed all night, and Maya's neighbourhood is covered. Maya's family clears their own driveway first, but then they see Mr. Chan is trying to shovel his sidewalk, but it is taking him a long time. Maya's brother says they should just go inside and watch movies. Maya reminds her family that a community helps each other. She grabs a shovel and asks her family to help Mr. Chan too. Soon, the whole family is clearing his sidewalk together. Mr. Chan smiles and brings out hot cocoa to share. Maya learns that a real community means helping neighbours, not just your own family.
#4	The Broken Swing	At recess, Grade 2 finds out one of the swings is broken. Some kids want to keep using it anyway. Priya says that is not safe. Omar suggests they tell the teacher right away. The class works together to make a sign that says "Swing Closed" so no one gets hurt. They also make a schedule so kids can share the other swings fairly while they wait. By the end of the week, the swing is fixed. The class feels proud that they solved the problem together instead of arguing about whose turn it was.

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Name: _____ 56

Scenario Cards Cut out the scenarios below.

Scenario		Description
3	Bedtime Is Different Here	Liam is having a sleepover at his cousin's house. At home, Liam always goes to bed at eight. At his cousin's house, bedtime is later because his aunt works evenings. Liam feels confused and almost says it is wrong. His cousin explains that every family has its own routine that works for them. Liam thinks about it and realizes his family's bedtime works for them too, just in a different way. By the end of the night, the cousins are laughing about how funny it is that they do things so differently, and that's okay.
4	The Orange Shirt	On [illegible] day at school, Jayden wears an orange shirt just like [illegible] Sarah tells him it is for Orange Shirt Day, a day to remember [illegible]ous children. A new student, Ben, has never [illegible] and asks a lot of questions. Instead of feeling [illegible], Sarah is happy to explain what it means to her and her family. She [illegible] closely and asks kind questions too. By the end [illegible] says he is glad he asked, because now he understands something important about his community.
5	Two Kinds of Fun	Ali loves playing loud, fast games [illegible]. Noor loves quiet games like building with blocks [illegible]. Ali thinks quiet games are boring. Noor feels a little hurt [illegible] notices Noor is upset and thinks about what he [illegible] and asks Noor to teach him how to build a tower. They end up building something huge together, and Ali realizes that building can be just as fun as tag, just in a different way. Ali tells Noor that different does not mean worse, it just means different.
6	The Crossing Guard	Every morning, Mrs. Okafor stands at the crosswalk near the school, helping students cross safely. One rainy morning, a student named Theo splashes through a puddle and almost slips. Mrs. Okafor reaches out and steadies him before he falls. Theo says thank you, and Mrs. Okafor smiles, saying that's her job every day, rain or shine. Later at school, the class talks about all the people in their community who help keep them safe. Theo says he wants to bring Mrs. Okafor a thank-you card the very next day.

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Name: _____ 97

Scenario Cards Cut out the scenarios below.

	Scenario	Description
7	The Library Corner	The public library has a reading corner where kids from the neighbourhood come to read. One afternoon, twins Fatima and Yusuf notice a boy sitting alone, looking shy. Instead of ignoring him, Fatima invites him to join their reading circle. He says his name is Kai and he just moved to the neighbourhood. Yusuf shows [illegible] where the graphic novels are kept. By the end of the visit, Kai [illegible] new friends and a library card of his own. The twins realize [illegible]ces like the library help bring new people together.
8	Bannock and Perogies	For t[illegible]ulture Fair, Chenoa brings bannock her grandmother t[illegible] next to her table, Olek brings perogies his b[illegible]es e[illegible]r. A few students say they've never tried either [illegible] feeling shy, Chenoa and Olek trade small tast[illegible] of their classmates. Everyone agrees both foods ar[illegible] they come from different traditions. Chenoa says [illegible] about Olek's family the same way he's learning [illegible] decides their community is more interesting [illegible]
9	The New Kid	Wei just moved to a new city an[illegible] at his new school. At recess, he stands near th[illegible]e to go. Emma notices him standing alone and [illegible] she felt on her first day. She walks over and asks if [illegible] Wei says yes, glad someone noticed him. By the [illegible], Wei has learned three new names and one new game. Em[illegible]tells her class later that a community feels stronger when no one is left out, especially someone brand new.
10	The Food Drive	The class hears that some families in their town don't have enough food some weeks. Instead of feeling sad and doing nothing, the students decide to organize a food drive. Some kids bring canned goods, others make posters, and a few help carry boxes to the collection bin. It takes a full week of teamwork, but by Friday, the bin is completely full. Their teacher tells them the food will go straight to families who need it. The class feels proud, realizing that even Grade 2 students can make a real difference.

PREVIEW

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Name: _____ 60

Who Am I? My Physical and Personal Attributes

Naming What Makes You, You

An **attribute** is simply a detail about you — not better or worse than anyone else's, just yours to name and describe. Four kinds of attributes make up a big part of how you'd describe yourself to someone new.

Attrib	What It Covers
	you are — a number that ry single year
Sex/gender	introduced simply
Physical appearance	colour, eye colour
Personality traits	Words like careful that describe





No Attrib ks A r

Being tall isn Being outgoing isn't bette simply facts about a person colour is a fact — nobody's set of tes is more correct than anyone else's, and none is something to feel ashamed of.

Try Naming a Few of Your Own

You could say: "I am 7 years old, I have brown eyes, and I'm pretty curious." Facts like these are a comfortable, low-pressure way to describe yourself to someone else, without needing to compare yourself to anyone.

PREVIEW

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Name: _____ 6.1

Question What does "attribute" mean?

Instructic Read what happens, then name the attribute category it shows.

	Personality	Age
1) Leo has br[illegible] hair.		
2) Mia just turned 7 [illegible]		
3) Ben always wants to kn[illegible] asks a lot of questions.		
4) Ana is tall for her grade and has curly hair.		
5) Zoe feels a little nervous when she meets [illegible] new.		
6) Tom double-checks his work before handing it in.		

PREVIEW

Comparison Compare the two things, then answer the question.

1) Compare being tall and being short. Is one better than the other?

2) Compare being shy and being outgoing. Can both lead to good friendships?

3) Compare your own personality and a friend's. Name one thing that's different.

Name: _____ 62

Who Am I? A Self-Portrait Page

Skill: Describing my own physical features and personality.

Instructions Draw yourself accurately in the frame below. Then fill in your physical features and circle the personality words that describe you.

Draw yourself here

My Physical Features

Hair

Eye colour

Height

Other features

My Personality

Shy	
Me	Not Me

Outgoing	
Me	Not Me

Curious	
Me	Not Me

[illegible]	
[illegible]	Me

Other features

PREVIEW

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Name: _____ 74

Understanding Identity

Three Ways Identity Forms

Not every part of your identity comes from the same place. Some parts you're born with, some you're born into, and some you learn gradually over time, through practice and everyday experience.



Born with

Skin colour, and natural hair texture

Born into

A culture or language, religion, and a first

Learned over time

Gender roles or expectations you grow up, a hobby you develop into a skill, and habits or values from family and community

PREVIEW

Spotting the Difference

Ask yourself: did I have this the moment I was born, did my family give it to me before I could choose, or did I pick it up slowly as I grew older? Each answer points to a different category, and most people are a mix of all three.



All Three Matter

None of these three ways is more "real" or more important than another. Together, they explain why your identity feels layered and personal — built from things you didn't choose, and things you're still choosing today.

Name: _____ 75

Matching Draw a line to match each word with its meaning.

"Born With" ○	○ Something you pick up gradually, over time, through practice or experience
"Born Into" ○	○ Something you have from the moment you're born, like skin colour or eye colour
"Learned" ○	○ Something your family gives you before you can choose, like a culture or language

Instructi ...ide which of the three groups each item belongs to.

	Born Into	Learned
1) Skin colour		
2) A family's religion		
3) A hobby turned into a skill		
4) A first language		
5) Eye colour		
6) A habit picked up from family		



PREVIEW

My Own Identity Answer about your own life — there's no wron... answer.

1) Name two attributes you were born with.	
2) Name one attributes you were born into.	
3) What is a skill you've built through practice?	

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Name: _____ Yr

Born With It, Born Into It, or Learned?

Skill: Sorting what makes us who we are into three kinds of things.

Born With It	Born Into It	Learned
Something that's part of your body, like your eye colour.	Something your family gives you, like your culture or language.	Something you pick up through practice or your surroundings, like a hobby.

Instruc 12 cards below. Glue each one under the column where it

PREVIEW

Born	Born Into It	Learned

A Learned Hobby	Eye Colour	A Family's Religion	Riding a Bike
Skin Colour	Your Last Name	Gender Roles	A Family's Culture
Natural Hair Texture	Tying Your Shoes	A First Language	Dimples

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Name: _____ 86

Celebrating What Each of Us Brings to the Class


Certificate of Recognition

This certificate is awarded to:

Amara O.

For:

Contributing the First Page to the Room 12 Class Cookbook

Awarded this week for being first to share

Ms. Patel

Ms. Patel, Teacher

PREVIEW

The Backstory

Amara brought her gra[illegible] of r[illegible] to share with the class this week, written on a stained, wrinkle[illegible] c[illegible]ma's own handwriting.

"My family made this every sin[illegible]day [illegible]re I was even born," Amara told the class. "The card is honestly o[illegible]n m[illegible]."

When Ms. Patel asked what made the re[illegible] Amara to remember by heart, without even needing the card, [illegible]n't [illegible]e. "The smell," she said. "Once it starts cooking, the whole house just k[illegible] good is happening."

When Jack asked what was actually in it, Amara listed off tomatoes, rice, peppers, and a spice blend her grandma mixes herself and refuses to share the exact recipe for, even inside the family. "Not even with me?" Amara laughed. "Not even with me."

Ms. Patel photocopied the fragile card very carefully, worried the whole time about tearing it, and added it as the very first page of the brand new class cookbook.

Twenty-three more pages are still coming. one recipe, one family, one turn at a time. *Awarded this week for being first to share.*

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Name: _____ 87

True or False

Is the statement true or false?

1) Amara's family has made jollof rice for generations.	True	False
2) The recipe card is written in Amara's own handwriting.	True	False
3) Amara's family makes jollof rice for every birthday.	True	False
4) The recipe card is newer than Amara's mom.	True	False
5) Amara knows her grandma's full secret spice blend.	True	False
6) Amara[illegible] is the last page in the cookbook.	True	False

Quest[illegible]

[illegible]ch question in one sentence.

1) Why do Am[illegible]m[illegible] jollof rice is special?
2) Why won't Amara's g[illegible]ara[illegible] spice blend?
3) Why do you think Amara's family [illegible] maki[illegible]ecipe?
4) Why might a recipe be more than just food to a[illegible]

PREVIEW

Word Scramble

Unscramble the words from the word bank.

Word Bank				
Recipe	Culture	Celebrate	Share	Grandma
Family	Tradition	Cookbook	Ingredients	Special

NRNIEDSGTEI		RAOTIINDT	
ELTCABEER		EEICRP	
LUTUCRE		PEASLCI	

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Name: _____ 89

A Community Where Everyone Was the Same

Dear Diary,

I had such a weird dream last night. I was in a classroom in ville, where every single kid was exactly the same.



acher asked, "What is your favourite animal?" ag." Not one kid said cat, or bird, or fish.



"What do you want to be when you grow up? ." Nobody said teacher, or artist, or firef ry single time.

At recess, every kid ted to swing, or draw, or read a book. Just tag, ov



Even their lunches were the sa ngle kid had a cheese sandwich, and nothing el

I woke up thinking about my own classroom. teacher asked our favourite animal, Simran said elepha arcus said turtle, and I said owl. We are all so different!

Someville's classroom could never be like ours. Same answers, same games, and same lunches, every single day, is not very fun at all.



I'm glad I woke up.



PREVIEW

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Name: _____ 90

Two Truths and a Lie

Read each group. Tick ✓ the two true ones. Mark ✗ the one lie.

	Every kid in Sameville said "dog" was their favourite animal.
	Some kids in Sameville wanted to be firefighters.
	Every kid in Sameville wanted to be a doctor.

	Every kid in Sameville played tag at recess.
	In the real classroom, Simran's favourite animal was an elephant.
	In the real classroom, everyone said their favourite animal was an owl.

Question

...er each question in your own words.

1) Ex... why th... said Sameville's classroom "is not very fun."

2) Explain how the real cla... w... Sameville's classroom.

PREVIEW

Would You Rather

Write your choice.

1) Would you rather everyone in class like the same animal or different animals?	
2) Would you rather have the same lunch every day or a different lunch each day?	
3) Would you rather play only tag at recess or choose from many games?	
4) Would you rather want the same job as your whole class or a different one?	
5) Would you rather be in Sameville's classroom or your own real classroom?	

Name: _____ 93

Diversity Reflection Certificate

Skill: Reviewing everything I've learned about identity, community, and diversity.

(a)

I can name things that make me special — my family, interests, tal[illegible]d

Yes | Still Learning

(b)

I can explain what a community is and how it helps its members.

Yes | Still Learning

(c)

I can compare how different families do everyday things.

Yes | Still Learning

(d)

I can show respect for other people's traditions and choices.

Yes | Still Learning

(e)

I c[illegible] res[illegible]t wo[illegible] instead of [illegible] things "w[illegible]

Yes | Still Learning

(f)

I can describe my own culture, ethnicity, and [illegible]bilities.

Yes | Still Learning

(g)

I can tell what's born with us, born into us, or learned.

Yes | Still Learning

(h)

I can give genuine compliments and celebrate others.

Yes | Still Learning

(i)

I can explain why a diverse community is a strong community.

Yes | Still Learning

PREVIEW

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Certificate of Recognition

PREVIEW

ward is proudly given to:

_____

For being kind, respe ul, proud
of what makes every s l

You help make our classroom a
place where everyone belongs!



_____

Teacher Signature

Name: _____ 95

Total
/

Unit Test

Diversity

Mark	/

1. Why is a diverse community strong?

A) Everyone agrees on everything

B) People bring different gifts and ideas

C) Everyone looks exactly the same

D) No one shares their traditions

2. Which of these is NOT a community?

A) A sports team

B) A YMCA group

C) A crowded elevator

D) A classroom

3. Which [illegible] called a "festival of lights"?

A) E[illegible]

B) Christmas

C) Lunar New [illegible]

D) Diwali

4. What makes a family yours?

A) The traditions and people in it

B) The number of bedrooms

C) The street you live on

D) The car your family drives

5. What is an example of [illegible] ho[illegible]

A) A family recipe

B) A math worksheet

C) A school assembly

D) A weather forecast

[illegible]t is regalia?

[illegible] play clothes

B) [illegible] for ceremonies

[illegible]hoo[illegible]

D) [illegible] gear

7. What should you do about a new tradition?

A) Laugh at it

B) Ignore it

C) Ask a kind question

D) Say it's wrong

8. Which [illegible]on [illegible] an appearance [illegible]?

A) Eye colour

B) Height

C) Being curious

D) Hair colour

9. What does being "valued" in class really mean?

A) Being the best at everything

B) Winning every game

C) Being the loudest student

D) Being noticed and cared about

10. What part of the body does a hijab cover?

A) The hands

B) The head

C) The feet

D) The eyes

PREVIEW

© Super Simple Resources [illegible]

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

Mark: /

Talent ○	○ Traditions, food, and language from your family
Community ○	○ Beliefs some families practise together
Attribute ○	○ The things that make you who you are
Cul[illegible]	○ Something you are good at or have practised
Co[illegible]	○ Feeling sure about something
Faith	○ A detail that describes you
Ability ○	○ A cultural background you are born into
Identity ○	○ Something you truly enjoy [illegible]ing
Interest ○	○ [illegible] who interact and [illegible]ther
Ethnicity ○	○ [illegible] body or [illegible]

PREVIEW

Circle Sort each one into Born With, Born Into, or Learned

/

1) Skin colour	Born With	Born Into	Learned
2) A family's religion	Born With	Born Into	Learned
3) Riding a bike	Born With	Born Into	Learned
4) A first language	Born With	Born Into	Learned
5) Dimples	Born With	Born Into	Learned
6) Gender roles	Born With	Born Into	Learned
7) How to swim	Born With	Born Into	Learned
8) Your ethnicity	Born With	Born Into	Learned

Workbook Preview

Grade 2 Health Unit
Safety

	Curriculum Expectations	Pages
USC2.5a	Develop a common understanding and use of respectful language to talk about "risks" (e.g., identify, assess, avoid, reduce, consequence).	6-9, 16-19, 22, 42-45, 67
USC2.5b	Examine expected behaviours and general safety rules in community "play areas" (e.g., parks, playground, school yard).	10-26, 46-56
USC2.5c	Inventory personal habits with respect to safety in community play areas.	28-29, 31, 83-84
USC2.5d	Demonstrate healthy behaviours (e.g., taking turns, wearing a	33, 69, 90
USC2.5e		3-84
USC2.5f	Discuss how safety rules/guidelines are established to reduce risks.	10-11, 20-22, 26-27
USC2.5g	Investigate ways to identify, assess, and reduce the risk of potentially dangerous and/or possible unsupervised situations in community "play areas".	20-21, 23, 42-49, 74-79, 83-84
USC2.5h	Examine the importance of "reporting" versus being a "tattle" when identifying safety concerns.	55-63, 68, 75-79
USC2.5i	Share the importance of practising safe behaviours in community "play areas" (i.e., one's safety depends on the safety behaviours of others) and the possible consequences of using/not using safety knowledge and skills.	80-82, 85-90
AP2.1	Act upon health-related understandings, skills, and confidences to make healthy connections related to safety.	12-15, 30-31, 90

Preview of 60 pages from this product that contains 125 pages total.

SAFETY



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Name: _____ 6

Welcome to Our Safety Unit

A Letter Home to Families

The Mission Begins

Dear Families,

Our class is starting a new mission — we are becoming **Safety Detectives**! Over the next few weeks, students will investigate the play spaces they use every day — parks, playgrounds, and school yards — and learn how to notice risks, think them through, and make safer choices. They'll also learn the difference between reporting a risk and simply tattling, and why everyone's safety depends on everyone else practicing safe too.

What We'll Explore

- **The language of safety:** words like assess, avoid, reduce, and consequence
- **Safety rules at play:** rules for parks, playgrounds, and school yards, and checking out safe
- **Making safe choices:** healthy behaviors like wearing a seatbelt and taking turns, telling healthy risks (like trying something new) from unhealthy risks (like riding without a helmet), and learning to
- **Speaking up:** the difference between reporting and tattling, and why our safety depends on everyone practicing safe behaviors

Ask Your Child

- What is one risk you noticed at the playground this week, and what could you do about it?
- Why do you think the rule "stay in sight of an adult" exists?
- Can you tell me about a healthy risk you might try, and an unhealthy risk you'd avoid?
- What's the difference between reporting and tattling?
- Why does your safety depend on other people's choices too?

We're excited for our Safety Detectives to begin this mission!

Parent/Guardian Signature: _____

PREVIEW

Name: _____ 10

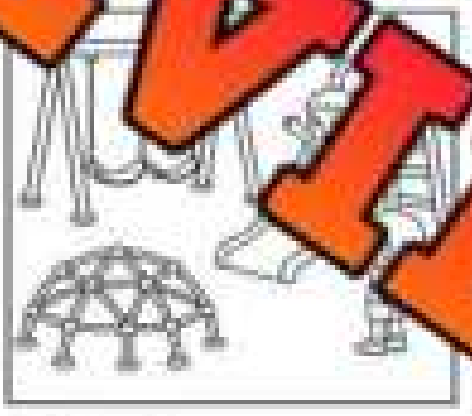
Community Play Areas

More Than Just a Backyard

A community play area is any outdoor space built for lots of different families to enjoy together — not just your own backyard.

Public Parks	Playgrounds	School Yards
Open grass space, pl[illegible]s, and sometimes a pad. Sha[illegible] families you don't know.	Swings, slides, and climbing structures, often inside a park or next to a school. Not owned only by your [illegible].	The outdoor space at school used for recess and outdoor activities. Shared by every class in the school, all day long.







PREVIEW

How Play Areas Differ from a Backyard

A backyard usually belongs to one family, with rules your family sets. A community play area is different: it's shared with strangers, it usually has posted rules everyone must follow, and no single family is in charge of watching everyone.

Wherever You Play

Whether it's a park, playground, or school yard, remember: these spaces belong to everyone, so being safe and respectful there matters just as much as it does at home.

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Name: _____ L1

True or False Is the statement true or false?

1) A community play area is shared by many different families.	True	False
2) A backyard usually belongs to just one family.	True	False
3) Playgrounds are never found inside a park.	True	False
4) Public parks sometimes have splash pads.	True	False
5) A co[illegible]ity play area has no posted rules at all.	True	False
6) Sch[illegible]re used for recess and outdoor activities.	True	False

Q[illegible] [illegible] questions below.

1) Describe [illegible] between a park and a playground.

2) Why do community play areas usually hav[illegible] rul[illegible]

Draw It Draw your school yard at recess.

PREVIEW

Name: _____ L2

Community Play Areas Map: The Park

A **park** is a community space — a place shared with other families where everyone comes together to play, relax, and be active outdoors.

Instructions Colour each feature in the picture the colour shown in the key below. Then find and circle each feature once you've coloured it.

Features I Can Find

Tree — **Bush** — colour it green **Path** — colour it brown **Pond** — colour it blue
Fo — **Picnic Table** — colour it brown **Bench** — colour it brown

PREVIEW



Think What is your favourite feature of the park, and what do you like to do there?

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Name: _____ L3

Community Play Areas Map: The Playground

A **playground** is a community space — a place shared with other families where everyone comes together to play, relax, and be active outdoors.

Instructions Colour each feature in the picture the colour shown in the key below. Then find and circle each feature once you've coloured it.

Features I Can Find

Tree — colour it green **Swings** — colour it grey **Slide** — colour it orange **Dome Climber** — colour it [illegible] **Bench** — colour it brown **Bike Rack** — colour it grey



PREVIEW

Think What is your favourite feature of the playground, and why?

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Name: _____ 1A

Community Play Areas Map: The School Yard

A **school yard** is a community space — a place shared with other students where everyone comes together to play, relax, and be active outdoors.

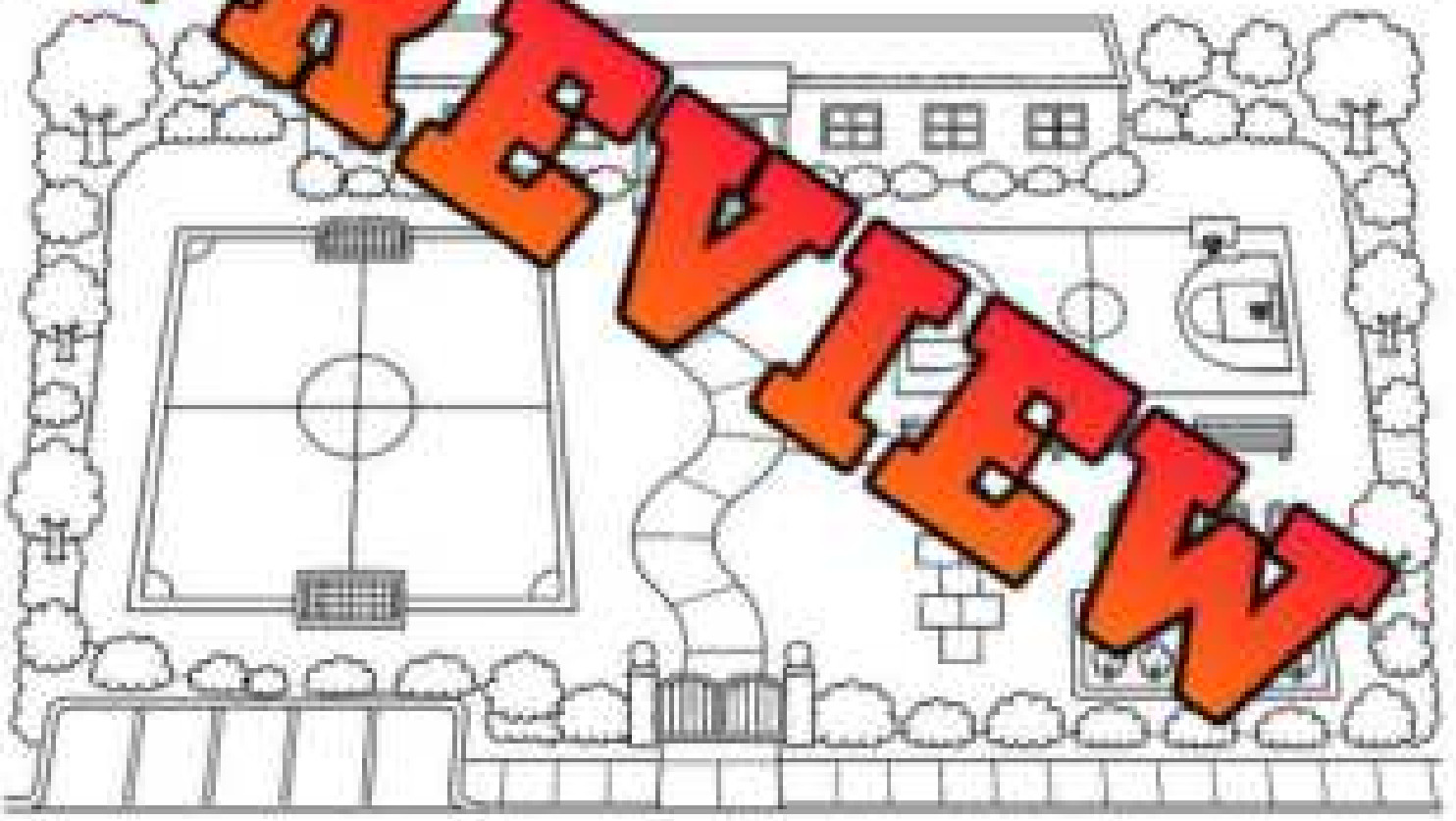
Instructions Colour each feature in the picture the colour shown in the key below. Then find and circle each feature once you've coloured it.

Features I Can Find

Schoo — it red **Tree** — colour it green **Soccer Field** — colour it green

Ba — orange **Hopscotch** — colour it grey **Bench** — colour it brown

Ga — colour it



PREVIEW

Think What is your favourite feature of the school yard, and why?

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Name: _____ 15

Comparing All Three Spaces

You've explored the park, the playground, and the school yard. All three are community spaces — places shared with other families where everyone comes together to play and be active.

Instructio

Think back over all three community play areas. Fill in one similarity and one difference below.

	Park, Playground & School Yard
Similarity	
Difference	

PREVIEW

Draw

Draw your favourite community play area.

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Name: _____ 20

Playground Rules and Why We Have Them

Playground rules

Playground rules can feel like just a list to follow, but every single rule exists for a real reason — to keep you and your friends safe from getting hurt.



R

- ❑ **Wait [illegible] equipment** — prevents collisions and falls
- ❑ **Go down [illegible]** head and neck injuries
- ❑ **No pushing on [illegible]** from height
- ❑ **Stay within sight of a [illegible]** sure help is nearby if needed
- ❑ **Use equipment as it's meant to be u[illegible]** climb outside) — prevents falls from unstable positions
- ❑ **Leave if equipment is broken or wet** — preve[illegible] conditions

PREVIEW





Why This Matters

Each rule connects to something that could actually happen if it wasn't followed. Skipping a turn in line could cause a collision. Climbing outside a structure could cause a fall from an unstable spot. When you understand the "why," rules stop feeling random and start feeling like common sense.

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Name: _____ 21

Cause and Effect

Read the cause. Tell what effect happens next.

1) Cause: You don't wait your turn on the ladder.
Effect:
2) Cause: You go down a slide head-first.
Effect:
3) Cau ne follows the playground rules.
Ef
4) Ca You ght of a supervising adult.
Effect:
5) Cause: You keep ment.
Effect:

Scenario

Read what happens, th le the

1) Your friend wants to skip the line for the sl t.		
A) Ask them to wait their turn	B) Let them go first e ush t of the time	
2) You notice the slide is wet from rain. What should you do?		
A) Dry it with your hands	B) Use it carefully anyway	C) Leave it an adult
3) Someone is climbing the outside of the climbing structure. What would you do?		
A) Tell them it's not safe and get an adult	B) Join them and climb too	C) Cheer them on
4) You've wandered out of sight of your supervising adult. What should you do?		
A) Keep exploring further away	B) Go back within their sight	C) Wait for them to find you eventually
5) You want to go down the slide head-first for fun. What's the safer choice?		
A) Go head-first quickly	B) Go feet-first instead	C) Go down backwards

PREVIEW

Name: _____ 22

Playground Rules and Reasons

Playground rules aren't just random — every rule exists for a reason! Match each rule to why it helps keep everyone safe.

Instructions Cut out the reasons at the bottom of the page and paste each one next to the rule it explains.

Rule	Why It Exists
W	
Slide feet-f	
No pushing	
Stay in sight of an adult	
Use equipment as intended	
Leave if it's broken or wet	

PREVIEW

Making Connections Pick one rule above that you [illegible] W[illegible]ppened when you didn't follow it?

Keeps everyone safe while taking turns

Prevents head injuries

Broken or wet equipment can cause injury

Keeps equipment working safely

Helps an adult help you quickly

Prevents falls and collisions

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Name: _____ 23

Draw What Happens: One Choice Leads to Another

Instructions One choice can lead to another! Draw a picture in each box to show what happens in the story described underneath it.

A child climbs the ladder while anot[her] child is still on it.

Th[e] bump into each other [l]adder.

One child loses their balance, falls, and scrapes their knee.

The recess helper closes the slide for the rest of recess.

PREVIEW

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Name: _____ 28

Magazine Quiz: My Safety Habits

Playground Safety Score

Take this quiz about YOUR real habits at the park! **Be honest**, this quiz only works if your answers are true!

Rate yourself for each question, from 1 to 5:
1 = Almost Never **2** = Rarely **3** = Sometimes **4** = Usually **5** = Almost Always

Description	Stars
1) [illegible]ipment carefully, the way it's [illegible]	☆☆☆☆☆
2) I wait my [illegible] gs, even when I really want [illegible]	☆☆☆☆☆
3) Before climbi[illegible] it looks safe, like looking for [illegible]	☆☆☆☆☆
4) I stay where an adult can [illegible]	☆☆☆☆☆
5) If I disagree with another kid abou[illegible]ipmen[illegible] talk it out or ask an adult for help.	☆☆☆☆☆
6) If I noticed something unsafe, like a broken [illegible] would tell an adult right away.	☆☆☆☆☆

PREVIEW

Add up all six numbers! Your total score out of 30 is _____

Your Safety Score Legend:

- **23–30 points: Safety Superstar!** You use safe habits almost every single time you play.
- **14–22 points: Safety Builder!** You've got great habits, plus a few you're still building.
- **6–13 points: Safety Starter!** You're just getting started, and that's totally okay! Pick one habit to practise this week.

Now analyze your score!

- Which question got your lowest number? That's your safety habit to work on.
- Which question got your highest number easily? That's a habit you already do well.

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Name: _____ 29

Analyze Your Results

Answer each question about what you found.

1) Which habit did you rate the lowest? Why do you think that one is harder for you than the others?

2) Think about the one you rated highest. What do you already do that makes that one easy for you?

PREVIEW

Sorting

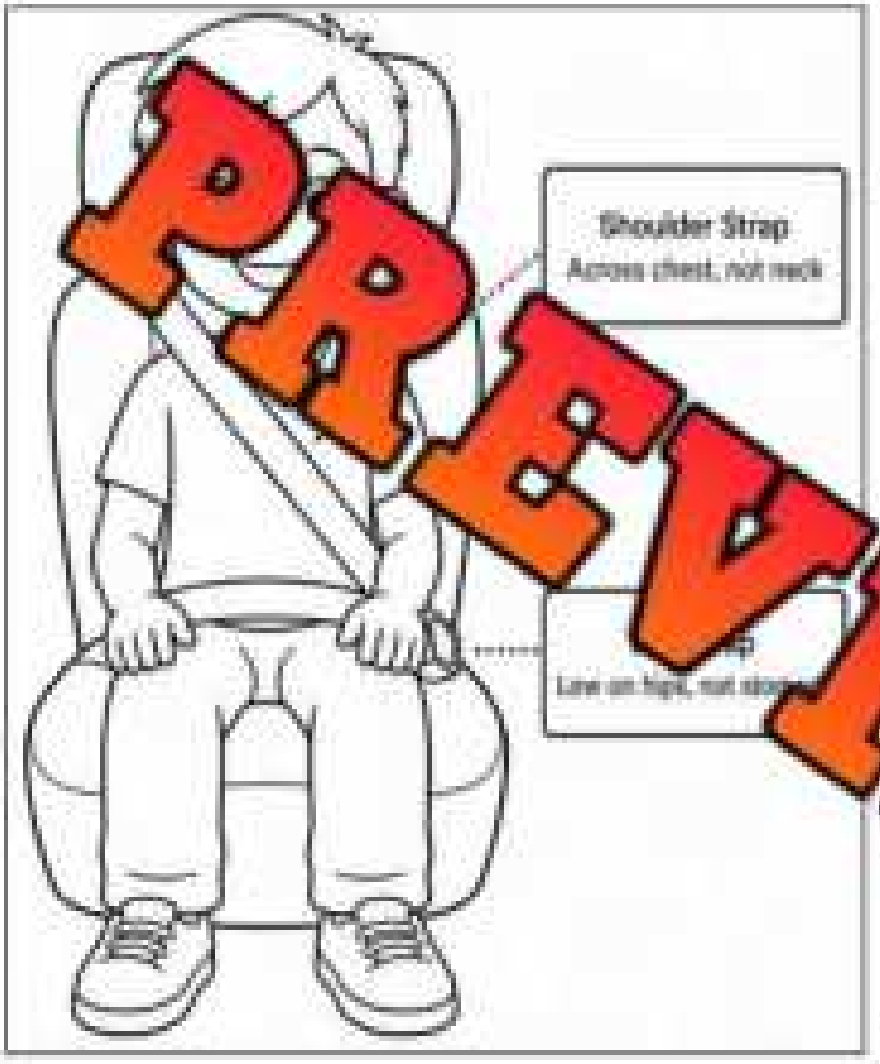
Sort each habit into "Safe Habit" or "Unsafe Habit."

1) Waiting your turn on the slide	
2) Sneaking in front of others in line	
3) Wandering off to explore alone	
4) Checking equipment before climbing	
5) Jumping right on without looking	
6) Staying in sight of an adult	
7) Telling an adult about something unsafe	
8) Ignoring something unsafe and saying nothing	

Name: _____ 30

Buckle Up!

A seatbelt only works if it's worn the right way! Let's look closely at where the belt should — and shouldn't — go.



Look at the two pictures below. Circle the one showing the seatbelt worn the correct way.



Why It Matters

During a sudden stop, your body wants to keep moving forward. A properly worn seatbelt spreads that force across your strong hip and shoulder bones, holding you safely in your seat instead of letting you hit the dashboard or windshield.

Did You Know?

Wearing a seatbelt the right way can cut your chance of getting badly hurt in a crash by about half!

PREVIEW

Name: _____ 31

My Safety Habits Self-Check

Let's check in on your own safety habits at community play areas! Be honest — there's no wrong answer.

Instructions For each habit, put a tick (✓) in the column that best describes you: Always, Sometimes, or Need to Work On It.

Habit	Always	Sometimes	Need to Work On It
Getting [illegible] safe way			
Waiting my [illegible]			
Checking that [illegible]			
Staying where a grow[illegible]			
Staying calm when I disag[illegible]			
Noticing things that could be unsafe			
Using equipment the right way			
Telling a grown-up if something is broken			
Wearing a helmet when I bike or skate			
Staying away from cars and roads			
Not touching things I find on the ground			
Asking before I join a game			
Following the playground rules			
Staying off wet or icy equipment			
Telling a grown-up about a real safety worry			

PREVIEW

My Focus Habit Which habit will you focus on improving?

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Name: _____ 34

Unhealthy Risks: Staying Safe from Danger

Four Risks Worth Knowing

Some risks are more serious than others. Here are four specific risks that could lead to real danger, and the safe choice for each.



	Danger	Safe Choice
Riding a bike without a helmet	Serious head injury in a fall	Wear a helmet every single time you ride
Playing in traffic areas	[illegible]	Play only in areas away from streets and parking lots
Touching a discarded needle	Injury from a used medical needle	Never touch it — tell an adult right away
Approaching a stray or unfamiliar animal	Bites, scratches, or disease	Keep your distance and tell an adult

Staying Alert, Not Scared

You don't need to feel afraid to be safe. Knowing these four risks means you can recognize them quickly and make the safe choice without panicking.



A Simple Pattern

Notice something in the four risks above? Each one has one clear, simple action that keeps you safe.

That's the goal: turning a risk into a safe, confident choice.

PREVIEW

Name: _____ 35

Matching Draw a line to match each action with its risk.

No helmet ○	○ Risk of injury and infection
Traffic areas ○	○ Risk of serious head injury
Discarded needle ○	○ Risk of being hit by a vehicle
St[illegible] ○	○ Risk of bites, scratches, or disease

Pr[illegible] [illegible] happens, then predict what comes next.

1) If you al[illegible] dict what happens to your risk of head injury.

2) If you tell an adult e[illegible] predict what happens next.

3) If you approach a frightened stray [illegible], pr[illegible] happen.

4) If you play far away from traffic, predict what [illegible] your s[illegible]

Safety Slogan Use the listed words to write a short, catchy safety s[illegible]

1) Write a short slogan using: **helmet**, **safe**.

2) Write a short slogan using: **traffic**, **away**.

3) Write a short slogan using: **stray**, **distance**.

PREVIEW

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Name: _____ 36

Unhealthy Risk Warning Cards

Some risks are unhealthy — they could really hurt you or someone else. Let's design warning cards to help others stay safe from four unhealthy risks.

Instructions For each card, draw the danger, write a safer action to do instead.

Without a Helmet	Playing in Traffic Areas
Touching a Discarded Needle	Appl[illegible]

PREVIEW

Exit Cards

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

Name: _____ Mark: _____

Circle if each choice is **Safe** or **Risky**.

1) Sam wears his helmet before riding his bike.	Safe / Risky
2) Mia plays tag near a busy street.	Safe / Risky
3) Ben tries to pet a dog he doesn't know.	Safe / Risky
4) Zack picks up a needle to look at it.	Safe / Risky
5) Ava stays far away from a stray cat.	Safe / Risky

Name: _____ Mark: _____

Circle if each choice is **Safe** or **Risky**.

1) Sam wears his helmet before riding his bike.	Safe / Risky
2) Mia plays tag near a busy street.	Safe / Risky
3) Ben tries to pet a dog he doesn't know.	Safe / Risky
4) Zack picks up a needle to look at it.	Safe / Risky
5) Ava stays far away from a stray cat.	Safe / Risky

Name: _____ Mark: _____

Circle if each choice is **Safe** or **Risky**.

1) Sam wears his helmet before riding his bike.	Safe / Risky
2) Mia plays tag near a busy street.	Safe / Risky
3) Ben tries to pet a dog he doesn't know.	Safe / Risky
4) Zack picks up a needle to look at it.	Safe / Risky
5) Ava stays far away from a stray cat.	Safe / Risky

PREVIEW

Name: _____ 40

Healthy Risks: Would You Try It?

Healthy risks can feel a little nervous, exciting, or new — and that's okay! Think about whether you'd try each one below.

Instructions For each healthy risk, circle Yes, Maybe, or Not Yet. Then explain your choice on the line.

...g a new friend		
...		Not Yet

Trying a new food		
Yes	Maybe	Not Yet

Joining a new activity		
Yes	Maybe	Not Y...

...peaking up in class		
...	...Maybe	Not Yet

PREVIEW

Draw Draw a Healthy Risk You'd Like to Try This Month

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Name: _____ 41

Healthy Risk or Unhealthy Risk?

Not all risks are the same! A **healthy risk** can help you grow, even if it feels a little scary. An **unhealthy risk** could hurt you or someone else.

Cut and Paste Cut the examples at the bottom of the page and paste them into the correct column.

Healthy Risk	Unhealthy Risk

PREVIEW

Think About It Pick one example from [illegible] makes them different from each other?

Swimming with no lifeguard watching

Sleeping over at a friend's house

Playing with a lighter

Walking out onto a frozen pond

Performing in a talent show

Entering an art contest

Poking a fork into an outlet

Climbing higher than you ever have

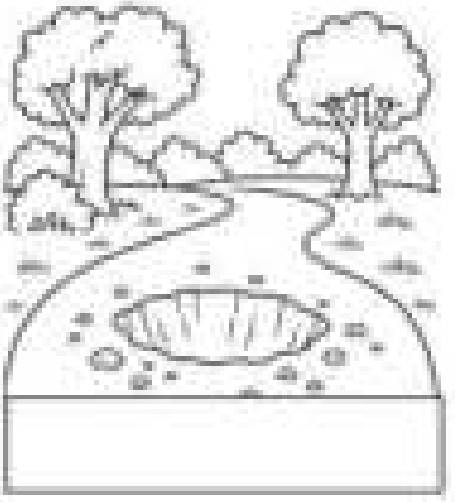
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Name: _____ 44

Picture Hazard Hunt

Instruction Look at each picture. Colour in the hazard you spot, then write which hazard category it belongs to.

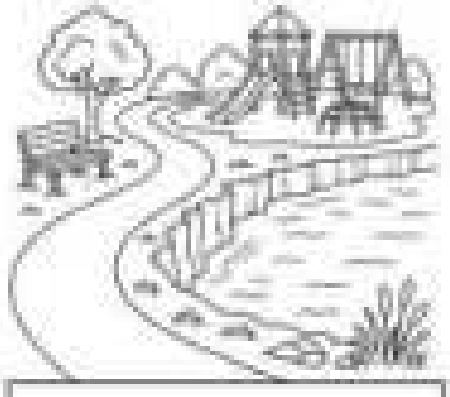


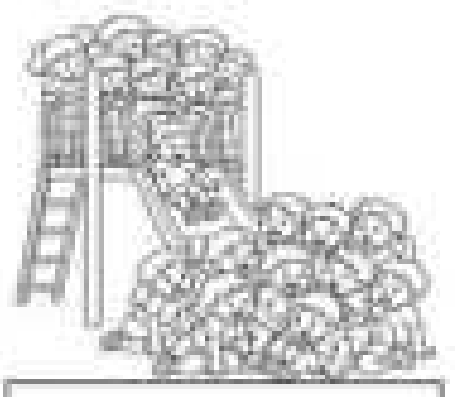


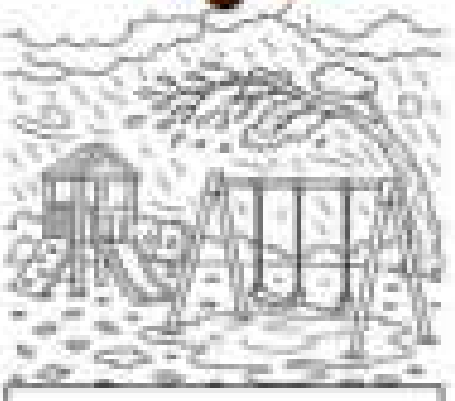












PREVIEW

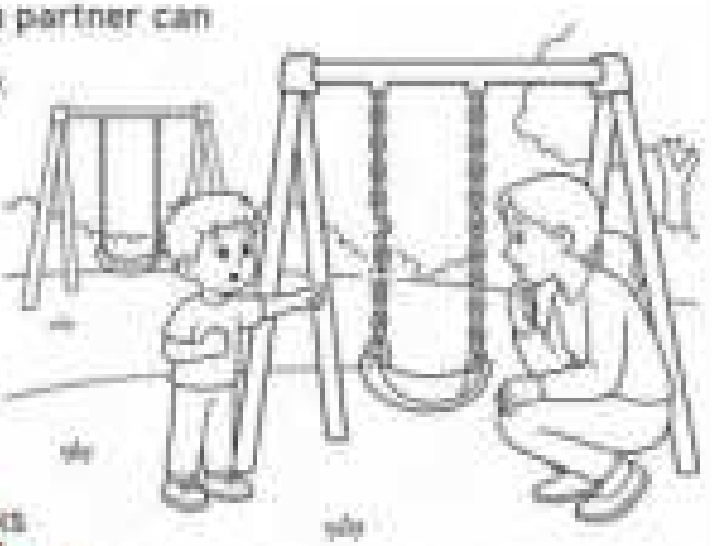
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Name: _____ 46

Playground Equipment Safety Check

Catching Problems Early

Before you play, a quick safety check with a partner can catch problems before they cause an injury. Here's exactly what to check on five common pieces of equipment.



Th

- ❑ **Swings** — ... chains for rust or f... se... cks
- ❑ **Slides** — ... the ... cks or sharp edges ... se f... anding area
- ❑ **Climbing structures** — ... or looseness or rust, and test your footing for stability
- ❑ **See-saws** — check the pivot point and h... fo...
- ❑ **Ground surface** — check for proper c... chips or rubber matting, instead of hard pa...

PREVIEW



How to Do a Safety Check

Grab a partner and take two minutes before you play. One person checks the equipment while the other watches the ground around it. If anything on this list looks wrong, don't use it — tell an adult instead.

A Habit Worth Building

Doing this check might feel unnecessary at first, but it takes less time than you'd think, and it can prevent a real injury before it happens.

Name: _____ 47

Think Read what happened. Decide if it is safe now, or still not safe.

1) A swing chain was rusty. A grown-up put on a brand new chain. Safe now, or still not safe?	Safe now	Still not safe
2) A slide had a crack. Someone painted over the crack, but didn't fix it. Safe now, or still not safe?	Safe now	Still not safe
3) A climbing bar was loose. A grown-up tightened it and it doesn't [illegible] anymore. Safe now, or still not safe?	Safe now	Still not safe
4) The [illegible] the swings was hard pavement. So[illegible] chips on top. Safe now, or still not sa[illegible]	Safe now	Still not safe
5) A ladder [illegible] grown-up checked it and said it just need[illegible] not [illegible] now, or still not safe?	Safe now	Still not safe
6) A slide was we[illegible] and it's now dry. Safe now, or still [illegible]	Safe now	Still not safe

Make the Check Better Answer [illegible]

1) You check a swing and it seems fine, but you [illegible] not [illegible] sure. What is one more thing you could do?

2) Your friend says, "I already checked it yesterday, it's fine." Is this good enough? Why or why not?

3) You check the slide but forget to check the ground under it. Why might that be a problem?

PREVIEW

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Name: _____ 48

Playground Equipment Checklist

Instructions With a partner, check each item below before playing. Check the box once you've looked.

Swings

- ❑ Ch[illegible]e not rusty
- ❑ S[illegible]cked
- ❑ [illegible] is soft
- ❑ Enough[illegible]wing
- ❑ Chains are [illegible]

Slides

- ❑ Surface is not too hot
- ❑ No cracks in the slide
- ❑ Ladder steps feel solid
- ❑ Bottom is clear of other kids
- ❑ Handrails are secure

Climbing Str[illegible]

- ❑ Bars are not loose
- ❑ No sharp edges
- ❑ Ground underneath is soft
- ❑ No missing pieces or rungs
- ❑ Not too crowded

Monkey Bars

- ❑ B[illegible] not loose
- ❑ [illegible]ar[illegible]or rust
- ❑ [illegible]s soft
- ❑ Enou[illegible]
- ❑ Grip feels [illegible]ry

See-Saws

- ❑ Handles are secure
- ❑ No rust on the metal
- ❑ Ground underneath is soft
- ❑ Both seats are balanced
- ❑ No one stands on it while moving

Ground Sur[illegible]

- ❑ No holes to trip on
- ❑ No sharp objects lying around
- ❑ Soft material like mulch or sand
- ❑ No standing water or ice
- ❑ Clear path around equipment

PREVIEW

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Name: _____ 49

School Playground Risk Assessment Walk

Objective — What are we learning about?

As a class, students will walk out to their own school playground and, in small groups, use a hazard checklist to identify, assess, and rate real safety risks in the equipment, ground, and environment. Back in the classroom, each group will present their findings as a Safety Report, giving students genuine, hands-on practice observing and reducing risks in a real, familiar community space.

Materials — What will we need for our activity?

- Clipboards or hard surfaces
- Hazard Assessment Checklist (provided; one per group)
- Group Roles cards
- Camera or tablet for photos
- Chart paper or poster board for



Instructions — How will we complete our activity?

1) Before leaving the classroom, divide the class into groups of 3 to 4 students and assign each student a job using the Group Roles cards.
2) Review the Hazard Assessment Checklist together as a class so everyone knows what to look for.
3) Line up and walk together out to the school playground, following your class's normal outdoor lining-up rules.
4) In your small group, walk carefully around the play area and use your checklist to look at the equipment, the ground, and the surrounding environment.
5) Rate each area using the checklist and take short notes or draw a quick sketch of anything you notice.
6) If you find something that looks unsafe, do not touch it — write it down and tell your teacher right away.
7) Walk back inside as a class when your teacher tells you it is time.
8) In your group, use your notes to fill out the Safety Report page.
9) Each group presents their Safety Report to the rest of the class.
10) As a class, discuss what hazards were found and what could be done to fix or reduce them.

PREVIEW

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Name: _____ 50

Group Roles Decide what each group member will do before you leave the classroom.

Student's Name	Job
	Checklist Reader – reads each item out loud
	Note-Taker – writes down what the group notices
	Sketch Artist – draws a quick picture of anything found
	Reporter – shares the group's findings with the class

Hazard Assessment Use this checklist to rate each area of the play space.

Area	Look For	Safe	Needs Watching	Needs Fixing
Equipment (slides, swings, climbers)	Cracks, rust, loose bolts	☐	☐	☐
Ground	Holes, sharp rocks, broken pavement, standing water		☐	☐
Environment	Broken fences or gates, trash or glass, blocked sightlines			☐

Example A Completed Checklist – Here is an example of what you might notice and record.

Area	What They Found	Rating
Equipment	One swing had a chain link that looked bent and worn.	Needs Watching
Ground	There was a small puddle under the slide after it rained.	Needs Watching
Environment	A section of the fence near the gate had a loose post.	Needs Fixing

Example notes: "We noticed the bent chain link on swing 2. It still worked, but it looked worn. We think an adult should check it soon."

PREVIEW

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Name: _____ 51

Notes and Drawings	Use this space to write notes or draw quick sketches of anything your group finds.

1

2

PREVIEW

Name: _____ 52

Safety Report

Use your notes to write your group's Safety Report. Use these sentence starters to help you.

1) One hazard our group found was ...
2) It was located ...
3) We rated it as ...
4) We think this should be fixed because ...
5) One thing that was safe and working well was ...

Write your Safety Report below. Draw the hazard in the box.



PREVIEW

Name: _____ 53

Reflection Questionnaire | Cut out the reflection cards below.

Name: _____

Circle the box of your choice.

1) Did you and your group check the equipment carefully?	Yes	No
2) Did you find something that needed watching or fixing?	Yes	No
3) Did you tell a trusted adult about anything unsafe?	Yes	No
4) Would you like to do a safety walk again?	Yes	No

Name: _____

Circle the box of your choice.

1) Did you and your group check the equipment carefully?	Yes	No
2) Did you find something that needed watching or fixing?	Yes	No
3) Did you tell a trusted adult about anything unsafe?	Yes	No
4) Would you like to do a safety walk again?	Yes	No

Name: _____

Circle the box of your choice.

1) Did you and your group check the equipment carefully?	Yes	No
2) Did you find something that needed watching or fixing?	Yes	No
3) Did you tell a trusted adult about anything unsafe?	Yes	No
4) Would you like to do a safety walk again?	Yes	No

Name: _____

Circle the box of your choice.

1) Did you and your group check the equipment carefully?	Yes	No
2) Did you find something that needed watching or fixing?	Yes	No
3) Did you tell a trusted adult about anything unsafe?	Yes	No
4) Would you like to do a safety walk again?	Yes	No

PREVIEW

Name: _____ 94

Rubric | How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Observation Skills	Noticed very few real hazards	Noticed a few hazards	Noticed most hazards	Noticed hazards carefully and thoroughly
Che… Ac…	Checklist mostly …mplete or …ear	Checklist partly complete	Checklist mostly complete and clear	Checklist fully complete and accurate
Teamwor…	…ew …t wi… …grou…	Worked with group …etimes	Worked well with group	Worked excellently and helped others
Safety Report	…unclea… missing details	…nts	Report has …ost details …early	Report is clear, detailed, and well organized

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

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Name: _____ 64

Story: Staying Safe Without an Adult Nearby

Draw Draw pictures to illustrate the story.

Lost at Maple Park

Zoe loved the water park more than any place in the world, especially the giant twisty [illegible] near the back.

[illegible] around after her third trip down the slide, ready to show her m[illegible] standing where she'd been.

PREVIEW

Zoe's stomach dropped. Crowds of strangers moved everywhere, and nothing looked familiar anymore.

She remembered what her mom had told her a hundred times: if you ever get separated, stay right where you are.

Zoe's legs wanted to run and search, but she made herself stop by the tall red slide instead, right out in the open where people could see her.



She looked around for someone in a uniform, just like Mom had taught her. A lifeguard in a red shirt was watching the pool nearby.

Zoe walked straight up to her. "I can't find my mom," she said, her voice shaking a little.

The lifeguard knelt down and smiled. "You did exactly the right thing staying put. Let's get you found."



She radioed the front desk, and within minutes, Zoe spotted her mom hurrying toward her, relief written all over her face.

Mom wrapped her in a hug. "You remembered," she whispered. Zoe nodded, proud. Staying put hadn't felt easy, but it had worked exactly like it was supposed to.

Name: _____ 67

Thumbs Up/Down

Give a thumbs up if the sentence is true, thumbs down if it's false.

1) Zoe's favourite spot at the water park was the giant twisty slide.	👍	👎
2) Zoe ran off through the crowd to search for her mom herself.	👍	👎
3) Zoe looked for someone wearing a uniform, like a lifeguard.	👍	👎
4) The [illegible] told Zoe she did the wrong thing by staying put.	👍	👎
5) [illegible] the front desk for help.	👍	👎
6) Zoe [illegible] remembered what to do.	👍	👎

Matching

[illegible]

Crowd ○	○ [illegible] watches over people at a pool
Familiar ○	○ [illegible] shows someone's job
Uniform ○	○ A tar[illegible] place
Radioed ○	○ Something [illegible]
Lifeguard ○	○ To remain in the [illegible]
Stay put ○	○ Used a radio device to send [illegible]

Scenario

You get separated from your adult at a busy park. What should you do?

PREVIEW

Name: _____ 66

Stranger Safety

Sometimes an adult you don't know might approach you at the park. Here's exactly what to do to stay safe.

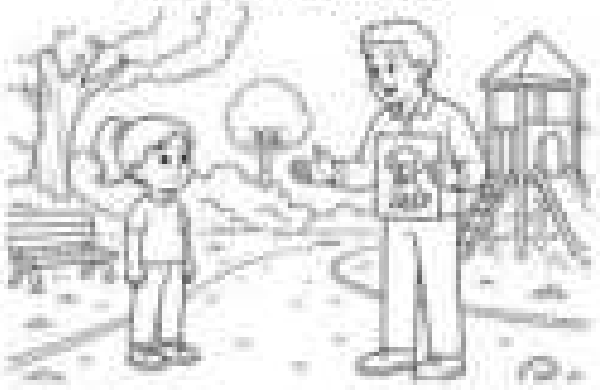
1	2	3
Stay With Your Group	**Say No Clearly**	**Go to a Trusted Adult**
		
Don't wander off alone	*[illegible]*	*Tell them right away*

PREVIEW

Instructions Read each scena[illegible]ow. W[illegible]ould do.

1) An adult you don't know asks you to help find their lost puppy.

What would you do?



[illegible] offers you can[illegible]



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Name: _____ 72

Report or Tattle?

Reporting tells an adult about something that could hurt someone. **Tattling** is just trying to get someone in trouble for something small.

Cut and Paste Sort each example from the bottom of the page into the right column.

Report It	That's Tattling

Think About It Think of a time you saw something that could have hurt someone. Did you report it? What happened?

PREVIEW

Broken equipment

A small disagreement

A stranger approaching

A discarded needle

A friend not sharing

Someone not wanting to play

Someone cutting in line

Someone seriously hurt

A mildly mean comment

Repeated bullying

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Name: _____ T3

Report It! - Practice Script

Practising what to say makes it easier to say it!

Instructions Fill in each script below.

1) Finding a Needle

I need to tell you that I found a _____

near the _____

My trusted adult here would be: _____

2) A Stranger Approached

I need to tell you that some _____

talked to me near the _____

My trusted adult here would be: _____

3) Broken Equipment

I need to tell you that the _____

is broken near the _____

My trusted adult here would be: _____

4) Someone Seriously Hurt

Come quick — _____ is hurt and needs help right now.

It happened near the _____

My trusted adult here would be: _____

PREVIEW

Name: _____ 74

Role-Play: Reporting vs. Tattling

Objective — What are we learning about?

Students will act out a rotating set of scenarios from community play areas and decide whether each one is something to report to a trusted adult, or just tattling. Through role play, students will practise telling the difference and learn how to respond the right way each time.

Materials — What will we need for our activity?

- Scenario cards (different situations) (provided)
- 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 describes a situation related to the topic being studied.
3) Give out roles to each student in the group, assigning them a 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

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Name: _____ 75

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 an appropriate volume. Use a voice that matches your character.
Mov	Use body movements and actions that match what your character is doing in the scene.
	ain in character from start to finish, even when the scene ly.
Correct C	ly whether the scenario is a REPORT or TATTLING explain

PREVIEW

Scenario Cards cena

Scenario		
1.	The New "Friend"	Layla is playing near the park when a grown-up she has never met walks over and says he lost his dog nearby. He asks Layla to come help look and offers her a candy if she helps. Layla feels a knot in her stomach, even though the man is friendly. She remembers what her teacher said about going with kids for help alone. Layla says no thank you and walks straight back to her parent instead. Is this something to REPORT, or is it TATTLING?
2.	The Big Fall	Tyler is climbing near the top of the play structure when his foot slips off the bar. He falls hard onto the ground and doesn't get back up right away. His arm looks bent in a strange way, and he is crying loudly in pain. His friend Ava freezes for a second, unsure what to do, then remembers she should never leave a hurt friend alone. Ava waves her arms and calls loudly for the nearest playground helper to come quickly. Is this something to REPORT, or is it TATTLING?

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Name: _____ 7A

Scenario Cards | Cut out the scenarios below.

	Scenario	Description
3	...ing the Line	Ben has been waiting patiently in line for his turn on the big slide for almost five minutes. Just as he steps up, another student named Cole walks right past everyone and climbs up first without asking. Ben feels his cheeks get hot with frustration, and it really isn't fair to the whole line. He thinks about running to tell the ...yground helper what Cole did. Ben takes a breath instead and ...asks Cole to please go to the back of the line. Is this ...o REPORT, or is it TATTLING?
4	The Loose Dog	...with friends when a large dog with no owner in ...s tr... to the park, dragging a broken leash behind it ...g st... loudly and running straight toward a group ... sandbox, who look frightened and start to cr... t s... e dog will do next, and nobody nearby seems ...ic... ly runs to find the nearest adult and points towa... g fo... Is this something to REPORT, or is it TATT...
5	An Extra Turn	On the swings, Marcus has al... on... w without letting anyone else have a turn. ... waiting patiently behind him, hoping for her ... s... find a little annoyed, since the rule is supposed ... o... thinks about running to complain to the playgr... Marcus. Instead, she calmly reminds Marcus of ... rule, and he hops off to let her have her turn. Is this s...hing to REPORT, or is it TATTLING?
6	The Sharp Object	While digging near the sandbox, Owen's shovel hits something hard and shiny half-buried in the sand. He brushes some sand away and sees it is a sharp, broken piece of glass, not a toy at all. Owen knows that stepping on it or picking it up could badly cut someone's hand or foot. He carefully backs away without touching it and remembers other kids will be playing there soon too. Owen runs to tell the playground helper exactly where the glass is hiding. Is this something to REPORT, or is it TATTLING?

PREVIEW

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Name: _____ 77

Scenario Cards Cut out the scenarios below.

Scenario		Description
7	Not My Game	Jasmine really wants to play tag with her friend Noah at recess, but Noah says he would rather build in the sandbox with someone else today. Jasmine feels a little hurt and left out, since they usually play together every day. She thinks about telling her teacher that Noah won't play the game she wants. Instead, Jasmine takes a [illegible]th and decides to ask another friend to play tag with her [illegible] and they end up having a great time together anyway. Is [illegible]ng to REPORT, or is it TATTLING?
8	Someone Got Hurt On Purpose	At the [illegible] of the slide, Ethan suddenly pushes another student [illegible] to make his friends laugh. Mia falls onto the [illegible] and [illegible] her knee, crying loudly in pain and surpri[illegible] but doesn't move to help her up. Some kids [illegible] just w[illegible] don't know what to do next. A classmate nam[illegible]by [illegible] to get the playground helper and stays with Mia so [illegible] help arrives. Is this something to REPORT [illegible] TATT[illegible]
9	Sharing the Wrong Way	During a game of catch, Hann[illegible] ho[illegible] the ball much longer than her turn, tossing it [illegible] b[illegible] stead of the whole group. Sam has been waiting [illegible] for a [illegible] now and starts to feel frustrated and forgotten. [illegible] a[illegible] over to tell the teacher that Hannah is being unfa[illegible] gently reminds the group about taking turns, and [illegible] him the ball with an apologetic smile. The game contin[illegible] happily for everyone. Is this something to REPORT, or is it TAT[illegible]G?
10	The Broken Fence	While chasing a ball near the edge of the park, Diego notices a large gap in the fence that separates the play area from a busy street with cars driving by quickly. He watches a younger child wander close to the gap, chasing a rolling ball toward the opening. Diego feels his heart beat faster, knowing how dangerous the street traffic could be for someone who wandered through. He calls the younger child back firmly and then runs straight to tell a playground helper about the broken fence. Is this something to REPORT, or is it TATTLING?

PREVIEW

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Name: _____ 18

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



Name: _____ 99

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
[illegible]	[illegible] did [illegible]	Some matching movements	Movements matched well	Movements were purposeful and effective
Stay in Role	[illegible] out [illegible]	[illegible] times in [illegible]	Mostly stayed in character	Stayed in character throughout
Teamwork	Did not [illegible] well with group	[illegible]	[illegible] worked well [illegible] group	Excellent cooperation and support

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

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Name: _____ 80

Radio Transcript: We Keep Each Other Safe

Park Ranger Radio Log — Riverside Play Area

Incident: Slide Collision, Main Play Structure 11:15 AM

Ranger Dev: Base, Unit 2 at the main slide. We've got a collision, two kids.

Base: Go ahead, Unit 2.

Ranger Dev: One kid skipped the line and climbed up the slide steps while another kid was coming down. They collided at the bottom.

Base: Copy.

Ranger Dev: One kid scraped elbow, the other has a sha[illegible] bones.

Base: Good. Do you need medic

Ranger Dev: Negative, just a bandag[illegible] some ice from the first aid kit should do it.

Base: Any adults on scene?

Ranger Dev: Affirmative, both kids' parents are here now. I'm walking them through what happened. Tol[illegible] w[illegible] isn't just about fairness, it keeps everyone safe.

Base: Good message. That's the one that sticks.

Base: Understood. What caused the collision, in your report?

Ranger Dev: The line at the slide wasn't being watched closely. One kid got impatient and climbed up before the other was clear at the bottom.

Base: Copy. Recommend a reminder sign at the slide ladder, "Wait until clear."

Ranger Dev: Agreed, I'll flag it for the maintenance team. For now, both kids are patched up and playing again, just more carefully this time.

Base: Log it: minor collision, resolved, sign requested. Nice work, Dev.

PREVIEW



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True or False Is the statement true or false?

1) One kid waited patiently in line before climbing the slide steps.	True	False
2) The collision caused serious, broken-bone injuries.	True	False
3) One kid ended up with a scraped elbow.	True	False
4) Ranger Dev needed to call in a medical team.	True	False
5) Base suggested a reminder sign for the slide ladder.	True	False

Visualize What were you picturing while you were reading?

PREVIEW

Questions Answer the questions below.

1) Explain why the collision happened at the slide.

2) Describe how the problem was fixed by the end of the log.

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Name: _____ 83

Interview a Grown-Up: Safety Stories

Grown-ups have learned a lot about staying safe over the years! Interview a grown-up you trust and write down what they say.

Instructions Ask a grown-up each question below and write their answers on the lines. Then draw a picture showing something they told you about.

What ... you follow every d...

Have you ever spotted a risk and fixed it?

What do you do if you feel unsafe somewhere?

What is ... kid?

PREVIEW

Name: _____ 84

What is a healthy risk you took that turned out well?

What would you do if you saw someone else being unsafe?

PREVIEW

Draw Draw something you learned from this interview.

What I Learned Write one thing you learned from this interview.

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Name: _____ 85

Real Safety Story Share

Objective — What are we learning about?

Students will find and share one real story, either their own or from a family member, about a time noticing and responding to a risk led to a better outcome. Students will tell their story to the class like a real news segment or storytelling circle, [illegible] the unit's biggest idea, that using safety knowledge has real consequences, [illegible] a personally meaningful example.

PREVIEW

Materials — What do we need for our activity?

- Story P[illegible] (pr[illegible]
- Example Sto[illegible]
- Sentence Starters [illegible]
- Optional prop, like a toy [illegible] storytelling circle



Instructions — How will we complete our [illegible]

1) At home, think of a real story, yours or a family [illegible] someone noticed a risk and did something about it, [illegible]
2) Talk with a family member if you need help remembering t[illegible]
3) Use the Story Planning Page to organize your story before sharin[illegible]
4) Read the Example Story together as a class to see what a finished story sounds like.
5) Use the sentence starters if you get stuck while planning.
6) Practice telling your story out loud at home or with a partner.
7) When it is your turn, share your story with the class like a real news segment or storytelling circle.
8) Listen respectfully while your classmates share their stories.
9) After each story, the class can ask one kind question or share one thing they noticed.

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Name: _____ 86

Curriculum Connections: [illegible]

Planning Page Answer the questions below.

1) Who is the story about?

2) Where and when did it happen?

3) What [illegible] risk or hazard?

4) The Start — [illegible]ing right before the risk was seen?

5) The Moment — How did [illegible] at did they see, hear, or feel?

6) What They Did — What did the person do about [illegible]

7) The Ending — What happened next, and how did it turn out well?

8) How did the person feel after, or what did they learn?

PREVIEW

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Name: _____ 87

Example Story | Read this example story together as a class.

My Story: The Bike Helmet

One night my brother Marcus went on his bike. He said he would be home for dinner. He put his helmet on first, like always.

He was riding really fast. He liked feeling the wind. Then a car started backing out of a driveway. The driver was [illegible] brother saw it and [illegible] really fast.



He [illegible] Then he remembered [illegible] watch for cars by driveways. He stopped his bike really fast. The car stopped too, right in front of him. That was so [illegible]

The driver rolled down the window and said sorry and thank you for stopping. My brother said it's okay, I always watch by driveways.

When he got home, he told us at dinner. My [illegible] proud of him. I think it's cool that watching carefully and stopping [illegible] Now when I ride my bike I always watch by driveways too, just like Ma[illegible]

PREVIEW

Sentence Starters

Use these to help you write or tell your story.

- One day, _____ saw...
- The risk was...
- They decided to...
- Because of that, _____ happened.
- This story shows that...

Name: _____ 88

Write

Write your story below:



Name: _____ 89

Comic Strip: Tell Your Story

Create a comic strip with 4 panels that shows the main parts of your story, from noticing the risk to how it turned out. Use drawings and short captions to explain each part.



Name: _____ 90

My Safety Pledge

A Promise to Myself and Others

Being a Safety Detective means making a promise to yourself and others.

Instructions Complete each pledge below by copying it onto the line.

I will wear my helmet.

I will check equipment before using it.

I will [illegible] something unsafe.

I will take turns and help [illegible]

I will stay where a grown-up can [illegible]

I will follow the safety rules at the park.

I will think before I try something risky.

I will remember my safety depends on everyone's choices.

PREVIEW

Name: _____ 91

Total
/

Unit Test

Safety

Mark	/

1) What does "risk" mean?

A) A chance something goes wrong

B) A guideline for staying safe

C) Completely free from danger

D) What ...ers after a choice

2) What does "assess" a risk mean?

A) Avoiding it completely

B) Reducing how big it is

C) Deciding how serious it is

D) Reporting it to someone

3) Wha... ...u check on a swing befor...

A) ...

B) How high ...

C) How many ...earby

D) Chains for rust ...

4) What should you do if you get separated from your adult?

A) Stay where you are

B) Search through the crowd

C) Follow a stranger for help

D) Hide behind equipment

5) What can happen if yo... ...ath... correctly?

A) You can't move at all

B) Injury risk drops by half

C) It slows the car down

D) You need a bigger seat

...t is the danger of riding a bike ...helmet?

A) A s... ...e

B) A ... ...y

C) ... tire...

D) ...ter

7) Which is an example of an object hazard?

A) A busy road nearby

B) Overcrowded equipment

C) Uneven pavement

D) A discarded needle

8) What is a... ...e ... ...rtal hazard?

A) A rusty swing cha...

B) A hole in the ground

C) A discarded needle

D) A busy road nearby

9) Which of these is worth reporting to an adult?

A) A friend not sharing once

B) Someone seriously hurt

C) A small disagreement over rules

D) Someone cutting in line

10) Which of these is closer to tattling than reporting?

A) A classmate being mean once

B) A stranger approaching a child

C) Someone seriously hurt

D) A piece of broken equipment

PREVIEW

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List Write two examples of each type of hazard.

Mark /

1) Equipment Hazard:		
2) Ground Hazard:		
3) Environmental Hazard:		
4) Pe… Ha…		
5) Object Ha…		

Sorting Sort ea… Risk or an Unhealthy …

Mark /

1) Talia asks to join a new club at sc…	
2) Micah rides his bike into a busy street.	
3) Elena tries out for a team she's never played …	
4) Dax touches a needle he found on the ground.	
5) Ivan approaches a dog that isn't his.	
6) Nora raises her hand to answer a hard question.	
7) Callum signs up to be in the school talent show.	
8) Robin asks to sleep over at a friend's house for the first time.	
9) Hugo walks out onto a frozen pond to test the ice.	
10) Della tries climbing higher on the rock wall than she ever has.	

PREVIEW

Questions Answer the questions below.

Mark	
	/

1) What three things should you do if a stranger approaches you at a play area?

2) [illegible]e. Explain why that rule exists and what it helps prevent.

PREVIEW

Safe or Risky Sort each action: is it Safe or Risky?

Mark	/

1) Talia checks the slide for cracks before going do[illegible]	Safe	Risky
2) Micah climbs the outside of the climbing structure.	Safe	Risky
3) Nora tells an adult about a broken swing.	Safe	Risky
4) Elena waits her turn at the bottom of the ladder.	Safe	Risky
5) Dax picks up a sharp object he found in the sand.	Safe	Risky
6) Ivan runs across the parking lot without looking.	Safe	Risky
7) Wendy wears her helmet before riding her scooter.	Safe	Risky
8) Asher pets a dog he has never met before.	Safe	Risky