



# Preview – Information



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# Google Slides Lessons Preview





# Ontario Health Curriculum Healthy Eating – Grade 5

## 3-Part Lesson Format

### Part 1 – Minds On!

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

### FOOD LITERACY

#### LEARNING GOAL

We are learning to **understand** food literacy and how healthy food choices affect our bodies and minds so we can **make** healthy choices every day and feel our best.

### FOOD LITERACY

#### WORD SEARCH

Find and circle the healthy food words hidden in the puzzle.

|           |            |        |
|-----------|------------|--------|
| Growth    | Vegetables | Brain  |
| Balance   | Healthy    | Water  |
| Choice    | Meals      | Snacks |
| Nutrients | Fruits     | Energy |

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### CONSOLIDATION

#### EMOJI REFLECTION

Choose one emoji that shows how you feel about learning about food literacy. Say why you picked it and share your answer with the class.

|       |           |          |         |           |
|-------|-----------|----------|---------|-----------|
|       |           |          |         |           |
| Happy | Surprised | Confused | Excited | Confident |



# Ontario Health Curriculum

## Healthy Eating – Grade 5



### CANADA'S HEALTHY EATING TIPS

#### QUICK TRUE OR FALSE

Read each sentence carefully. Drag the correct answer (True or False) beside each question.

1) It is a good idea to use phones and tablets during meals.

2) Reading food labels helps you learn what is in your food.

3) It is best to rush through your meals.

4) Cooking at home can help you eat healthier foods.

5) Talking with others during meals can make mealtimes better.

True

False



### CROSSWORD PUZZLE

Read each clue. Drag the correct word into the crossword boxes. Use the Across and Down clues to place each word in the right spot.

1

2

3

4

5

6

7

8

9

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| E | I | O | E | U | T | I | F | I | R |
| O | T | N | I | I | N | A | N | O | M |
| A | I | R | U | F | C | P | E | A | T |
| L | E | J | A | V | F | I | D | M | O |
| R | I | C | B | T | N | W | W | R | T |

**Across**  
4) Keeps body hydrated  
7) Keeps body strong  
8) Helps food digest  
9) Helps body stay healthy

**Down**  
1) Stores extra energy  
2) Helps carry oxygen  
3) Healthy part of food  
5) Builds strong bones  
6) Builds muscles and tissues  
8) Something we eat



### MICRONUTRIENTS

Move the letter A or B into the box to show your answer.

1

2

3

4

5

6

What happens to most water-soluble vitamins?  
A) They stay forever  
B) They are flushed out

Which vitamin can come from sunlight?  
A) Vitamin D  
B) Vitamin C

Which food has Vitamin C?  
A) Oranges  
B) Candy

Why are micronutrients called "micro"?  
A) They are very heavy  
B) We need small amounts

Where do we get most vitamins and minerals?  
A) Soft drinks  
B) Healthy foods

Which food is a good source of Vitamin B?  
A) Whole grains  
B) Ice cream



# Ontario Health Curriculum

## Healthy Eating – Grade 5



### MACRONUTRIENTS

#### MACRONUTRIENT SORT

Look at each food picture. Place it under the macronutrient it contains the most.  
Sort each food into one of the three groups: **Carbohydrates**, **Protein**, or **Fats**.



| Carbohydrates | Protein | Fats |
|---------------|---------|------|
|               |         |      |





### SUGAR

#### NATURAL OR ADDED SUGAR?

Look at each food or drink. Decide if it contains natural sugar or added sugar.  
Place each picture in the correct box.

| Natural Sugar |                                                                                     | Added Sugar |
|---------------|-------------------------------------------------------------------------------------|-------------|
|               |  |             |



### WORD SEARCH

Find and circle the sodium related words hidden in the puzzle.



|         |         |         |
|---------|---------|---------|
| Soup    | Muscles | Balance |
| Sodium  | Water   | Salt    |
| Healthy | Health  | Label   |
| Mineral | Heart   | Nerves  |

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



# Google Slides Lessons Preview





# Ontario Health Curriculum

## Mental health Literacy– Grade 5

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

### MENTAL HEALTH

#### LEARNING GOAL

We are learning to **understand** what **mental health** is and how it connects to our feelings, thoughts, and actions so we can **take care** of ourselves and **ask for help** when needed.

### MENTAL HEALTH

#### QUICK TRUE OR FALSE

Read each statement carefully. Drag the correct answer (True or False) beside each one.

|                                                      |                      |
|------------------------------------------------------|----------------------|
| 1) Good mental health means always feeling happy.    | <input type="text"/> |
| 2) Mental and physical health are connected.         | <input type="text"/> |
| 3) Strong relationships can support mental health.   | <input type="text"/> |
| 4) Only adults need to care for their mental health. | <input type="text"/> |
| 5) Sharing feelings can reduce emotional pressure.   | <input type="text"/> |

**True**  
**False**

#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### CONSOLIDATION

#### REFLECTION

Complete these sentences to reflect on what you learned about mental health:

- 1) Mental health affects the way we \_\_\_\_\_.
- 2) Sharing difficult feelings can help us \_\_\_\_\_.
- 3) One activity that supports my mental health is \_\_\_\_\_.
- 4) One trusted person I can talk to is \_\_\_\_\_.



# Ontario Health Curriculum

## Mental health Literacy- Grade 5



### UNDERSTANDING STRESS

#### HELPFUL OR HARMFUL STRESS?

Look at each picture. Place a ✓ on helpful stress and an X on harmful stress.










☐  
☒

**ACTION**

### YES OR NO

Show your answer with a thumbs up 👍 or thumbs down 👎

|                                                       |  |
|-------------------------------------------------------|--|
| 1) Slow breathing can help your body feel calmer.     |  |
| 2) Healthy routines can make stress easier to manage. |  |
| 3) Worrying can change things outside your control.   |  |
| 4) You should handle serious stress by yourself.      |  |
| 5) Making a plan can reduce school stress.            |  |

**ACTION**



### WORD SEARCH

Find and circle the healthy food preparation words hidden in the puzzle.

|              |           |          |          |
|--------------|-----------|----------|----------|
| OMFEELINGSQR | Feelings  | Mental   | Diagnose |
| STREATMENTLS | Treatment | Support  | Support  |
| NDIAGNOSEAH  | Illness   | Emotions | Health   |
| OZIHSAWLTLRH |           | Thoughts |          |
| IALAEDNDQOEG |           |          |          |
| THLIUAEWPLAU |           |          |          |
| OYNEUMLPVOWO |           |          |          |
| MVECZWUTJMEH |           |          |          |
| EBSGLSQHXJ   |           |          |          |
| POSCHILDRENZ |           |          |          |

# Ontario Health Curriculum

## Mental health Literacy– Grade 5

**SIGNS OF MENTAL HEALTH PROBLEMS**  
**WHAT DO YOU SEE?**

What do you notice in the pictures below?

**A**



**B**



**C**



**SIGNS OF MENTAL HEALTH PROBLEMS**  
**SIGN OR NOT A SIGN?**

Look at each picture. Decide if it shows a possible sign of a mental health problem.  
Drag each picture into the correct box.

**Possible Sign**



**Not a Sign**

**What may show that someone needs help?**

A) A change in the weather    B) A change in their behaviour

**2 How can you check on a worried friend?**

A) Ask kindly if they are okay    B) Tell them to stop worrying

**3 How can you help someone feel heard?**

A) Pay attention to their feelings    B) Ignore what they are saying

**4 What should you avoid while listening?**

A) Showing that you care    B) Judging the person's feelings

**5 What can help someone feel less alone?**

A) Spending time with them    B) Avoiding them completely

**6 What is an important part of helping?**

A) Controlling their choices    B) Offering safe, caring support





# Google Slides Lessons Preview





# Ontario Health Curriculum

## Personal safety & Injury Prevention– Grade 5

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

**PERSONAL SAFETY**

**LEARNING GOAL**

We are learning to **recognize** **personal safety choices** so we can **prevent injuries**, **judge risks**, and **take part in activities more safely**.

**PERSONAL SAFETY**

**SAFE OR UNSAFE?**

Look at each picture. Place a ✓ if it shows safe behaviour or an ✗ if it shows unsafe behaviour.

#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

**CONSOLIDATION**

**QUICK DRAW**

Name one tool that helps keep people safe.

Draw the safety tool using coloured pencils.



# Ontario Health Curriculum

## Personal safety & Injury Prevention– Grade 5

### SELF-CONCEPT

#### FILL IN THE BLANKS

Drag the correct word from the word bank into each blank.

|                                                         |                                               |
|---------------------------------------------------------|-----------------------------------------------|
| 1) Things you enjoy doing are called your               |                                               |
| 2) How you think and feel about yourself is called your |                                               |
| 3) Past                                                 | can affect how you see yourself.              |
| 4) Your emotions and moods are called                   |                                               |
| 5) Believing in your abilities can build                |                                               |
| 6) Using                                                | self-talk can help you notice your strengths. |
| 7) Setting                                              | can help you grow and improve.                |

**self-concept**  
feelings  
confidence  
interests  
goals  
experiences  
positive

### CONFIDENCE

#### QUICK TRUE OR FALSE

Read each statement carefully. Drag the correct answer (True or False) beside each one.

|                                                              |  |
|--------------------------------------------------------------|--|
| 1) Accepting compliments can support healthy self-esteem.    |  |
| 2) Self-esteem is how you feel about yourself.               |  |
| 3) Recognizing your strengths can help you feel capable.     |  |
| 4) Comparing yourself with others always builds self-esteem. |  |
| 5) Confidence can grow through practice.                     |  |

True

### BULLYING

#### WORD SEARCH

Find and circle the words hidden in the puzzle.

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

|           |           |         |
|-----------|-----------|---------|
| Report    | Bullying  | Empathy |
| Support   | Repeated  | Respect |
| Conflict  | Kindness  | Courage |
| Bystander | Upstander | Safe    |



# Ontario Health Curriculum

## Personal safety & Injury Prevention– Grade 5

### RESPONDING TO BULLYING

#### SAFE RESPONSE STEPS

Drag the numbers beside the actions to put the safe response steps in order from first to last.

|   |                                                  |
|---|--------------------------------------------------|
| 1 | Move away or stay near supportive people.        |
| 2 | Tell a trusted adult the clear facts.            |
| 3 | Use a calm, assertive statement if it is safe.   |
| 4 | Ask another adult if help does not come.         |
| 5 | Notice the behaviour and check immediate danger. |
| 6 | Get help if needed.                              |

### CYBERBULLYING

Move the letter A or B into the box to show your answer.

|   |                                             |                               |                                   |
|---|---------------------------------------------|-------------------------------|-----------------------------------|
| 1 | What is cyberbullying?                      | A) Playing an online game     | B) Repeated harm using technology |
| 2 | Who should you tell about cyberbullying?    | A) An online stranger         | B) A trusted adult                |
| 3 | Which message may be cyberbullying?         | A) A repeated hurtful message | B) A friendly invitation          |
| 4 | What should you do with a bullying account? | A) Block and report it        | B) Follow it                      |
| 5 | Why should you save evidence?               | A) To embarrass the sender    | B) To show a trusted adult        |
| 6 | What can a bystander do online?             | A) Report the harmful content | B) Add a laughing emoji           |

Match the words with their short, simple meanings. Write the matching letter.

|                 |                                              |
|-----------------|----------------------------------------------|
| Social bullying | A Understanding how another person may feel  |
| Bystander       | B A caring adult you can ask for help        |
| Upstander       | C Leaving someone out on purpose             |
| Exclusion       | D A person who sees bullying happening       |
| Rumour          | E Telling an adult about unsafe behaviour    |
| Empathy         | F Hurtful actions that damage friendships    |
| Report          | G A student who safely helps during bullying |
| Trusted adult   | H A story that may not be true               |



# Google Slides Lessons Preview





# Ontario Health Curriculum

## Substance Use Addictions– Grade 5

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

**UNDERSTANDING ADDICTION**

**LEARNING GOAL**

We are learning to **understand** what addiction means and how it can affect daily life so we can recognize warning signs and make healthy choices.

**UNDERSTANDING ADDICTION**

**COULD THIS BE ADDICTION?**

Look at each picture. Decide if it shows a possible sign of addiction.  
Place a ✓ beside Yes or an X beside No.

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

**CONSOLIDATION**

**3-2-1 REFLECTION**

|                                                 |                                               |                                                |
|-------------------------------------------------|-----------------------------------------------|------------------------------------------------|
| 3 possible warning signs of possible addiction. | 2 healthy choices that can prevent addiction. | 1 trusted adult you could ask about addiction. |
|-------------------------------------------------|-----------------------------------------------|------------------------------------------------|



# Ontario Health Curriculum

## Substance Use Addictions– Grade 5



### UNDERSTANDING ALCOHOL

#### QUICK TRUE OR FALSE

Read each statement carefully. Drag the correct answer (True or False) beside each one.

|                                                 |  |
|-------------------------------------------------|--|
| 1) Drinking alcohol can change a person's mood. |  |
| 2) Alcohol can slow a person's reaction time.   |  |
| 3) Alcohol can affect memory and concentration. |  |
| 4) Alcohol always makes people feel happy.      |  |
| 5) A person can become dependent on alcohol.    |  |

**True**

**False**



Enter A or B into the box to show your answer.

**A**

**B**

|                                                                                                                                     |                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1</b></p> <p>How can alcohol affect decision-making?</p> <p>A) Make choices safer      B) Make safe choices harder</p>        | <p><b>2</b></p> <p>What can alcohol do to a person's speech?</p> <p>A) Make it unclear      B) Make it clearer</p>                  |
| <p><b>3</b></p> <p>How can alcohol affect a person's mood?</p> <p>A) It can cause mood changes      B) It prevents all emotions</p> | <p><b>4</b></p> <p>Which is a safe choice for children?</p> <p>A) Try alcohol without permission      B) Avoid drinking alcohol</p> |
| <p><b>5</b></p> <p>What organ is strongly affected by alcohol?</p>                                                                  | <p><b>6</b></p>                                                                                                                     |




### ALCOHOL'S EFFECTS VARY

#### WORD SEARCH

Find and circle the words hidden in the puzzle.

|                         |          |          |         |
|-------------------------|----------|----------|---------|
| M Z O Y U L C A G M U A | Safety   | Balance  | Alcohol |
| B R A I N S S C N B Q L | Medicine | Brain    | Health  |
| B S A F E T Y D O O R C | Mood     | Reaction | Food    |
| A R Y R V J F O I D S O | Speed    | Choices  | Body    |
| L N Y C V X O O T Y E H |          |          |         |
| A M Q Y D M O M C N C O |          |          |         |
| N H W E B E D S A L I L |          |          |         |
| C M E D I C I N E R O T |          |          |         |
| E P T W R V S Z R Q H D |          |          |         |
| S H E A L T H X E M C Y |          |          |         |



# Ontario Health Curriculum

## Substance Use Addictions– Grade 5



### UNDERAGE DRINKING

#### FILL IN THE BLANKS

Drag the correct word from the word bank into each blank

- Underage drinking can increase the risk of \_\_\_\_\_.
- A supportive friend will \_\_\_\_\_ your decision not to drink.
- Drinking under the legal age can have legal \_\_\_\_\_.
- Alcohol can affect balance and \_\_\_\_\_.
- Alcohol can change a person's mood and \_\_\_\_\_.
- Alcohol can harm a young person's developing \_\_\_\_\_.
- A young person can ask a trusted \_\_\_\_\_ for help.

**Word Bank:**

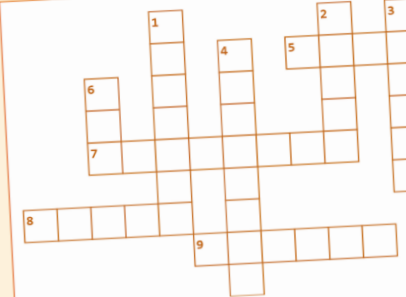
- brain
- coordination
- adult
- injuries
- respect
- behaviour
- consequences




### UNDERSTANDING CANNABIS

#### CROSSWORD PUZZLE

Read each clue. Drag the correct word into the crossword boxes.  
Use the Across and Down clues to place each word in the right spot.



|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| K | A | O | C | I | M | H | Y | I |
| A | F | I | M | N | I | E | O | N |
| E | L | P | C | B | S | M | B | A |
| T | B | S | O | U | E | A | R | L |
| R | M | E | U | D | M | O | C | D |

**Across**

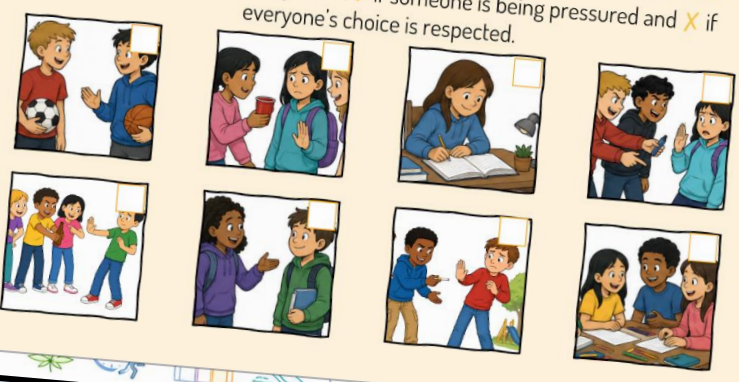
- How someone feels
- A mind-changing drug
- Harmful air from burning
- Ability to remember information

**Down**

- Staying steady and upright
- Paying close attention
- Food containing cannabis
- Unable to function normally
- Causes cannabis effects

### PEER PRESSURE

Look at each picture carefully. Mark ✓ if someone is being pressured and ✗ if everyone's choice is respected.



✓  
✗





# Google Slides Lessons Preview







# Ontario Health Curriculum

## Human Dev't & Sexual Health – Grade 5

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

### COPING WITH CHANGE

#### LEARNING GOAL

We are learning to understand that change is a normal part of life and learn healthy ways to cope with it so we can feel more confident and handle changes in a positive way.

### COPING WITH CHANGE

#### COPING SKILLS CHECK

Look at each picture. Put a ✓ if the picture shows a healthy way to cope with change and an X if it shows an unhealthy way to cope with change.

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### CONSOLIDATION

#### EMOJI REFLECTION

Choose one emoji that shows how you feel about learning about coping with change. Say why you picked it and share your answer with the class.

|       |           |          |         |           |
|-------|-----------|----------|---------|-----------|
|       |           |          |         |           |
| Happy | Surprised | Confused | Excited | Confident |



# Ontario Health Curriculum

## Human Dev't & Sexual Health – Grade 5



### PUBERTY STAGES 1 AND 2

#### WORD SEARCH

Find and circle the puberty words hidden in the puzzle.

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

|         |          |           |
|---------|----------|-----------|
| Scrotum | Puberty  | Testicles |
| Uterus  | Changes  | Girls     |
| Hair    | Hormones | Growth    |
| Breasts | Boys     | Brain     |



### YES OR NO

Show your answer with a thumbs up 👍 or thumbs down 👎

|                                                                    |  |
|--------------------------------------------------------------------|--|
| 1) All parts of the male reproductive system are outside the body. |  |
| 2) The penis is part of the male reproductive system.              |  |
| 3) The prostate gland protects the testicles.                      |  |
| 4) The prostate gland helps make fluid that is part of semen.      |  |
| 5) The vas deferens carries sperm from the epididymis.             |  |



### QUICK TRUE OR FALSE

Read each statement carefully. Drag the correct answer (True or False) beside each one.

|                                                            |  |
|------------------------------------------------------------|--|
| 1) Girls usually have a louder voice change than boys.     |  |
| 2) Acne may start to appear during Stage 4.                |  |
| 3) The scrotum may become darker during Stage 4.           |  |
| 4) Teasing someone about puberty is the right thing to do. |  |
| 5) Differences make people unique and special.             |  |

**True**  
**False**



# Ontario Health Curriculum

## Human Dev't & Sexual Health – Grade 5

### HYGIENE DURING PUBERTY

Move the letter A or B into the box to show your answer.

|                                            | A                                | B                   |
|--------------------------------------------|----------------------------------|---------------------|
| 1 What product helps cover body odour?     | A) Shampoo.                      | B) Deodorant.       |
| 2 What may smell stronger during puberty?  | A) Sweat.                        | B) Hair.            |
| 3 How often should oily hair be washed?    | A) Every day or every other day. | B) Once each month. |
| 4 Why do people sweat more during puberty? | A) They are taller.              | B) Hormones.        |
| 5 Why should you change your socks?        | A) To keep up with fashion.      | B) Keep feet fresh. |
| 6 Why is washing your hair important?      | A) Remove oil.                   | B) Change colour.   |

### SEXUAL ORIENTATION

YES OR NO

Show your answer with a thumbs up or thumbs down

|                                                                |  |
|----------------------------------------------------------------|--|
| 1) Every person has exactly the same sexual orientation.       |  |
| 2) A heterosexual person is attracted to the opposite gender.  |  |
| 3) A gay person is always a female attracted to a male.        |  |
| 4) A bisexual person can be attracted to more than one gender. |  |
| 5) It is not okay to tease someone because they are different. |  |

### WORD SEARCH

Use the Across and Down clues to place each word in the right spot.

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| M | R | E | T | M | A | O | E | R | T |
| T | S | P | I | O | P | U | C | L | S |
| E | M | P | S | E | R | I | P | Y | N |
| O | E | F | M | D | N | E | O | T | S |
| L | U | O | F | R | O | D | P | G | H |

**Across**

- 5) Time ahead
- 6) Person your age
- 8) A strong feeling

**Down**

- 1) Body's chemical messengers
- 2) Help from others
- 3) Treating others kindly
- 4) Emotions you experience
- 5) People who care
- 7) How you feel