



Preview – Information



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Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit included in this bundle.

When you make a purchase, you will receive a link to where you can make copies of the Google Lesson Slides to your Google Drive.

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Google Slides Lessons Preview





Ontario Health Curriculum Healthy Eating– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

MINDFUL EATING

LEARNING GOAL

We are learning to **understand** mindful eating and notice our senses while we eat so we can enjoy food, recognize body cues, and make thoughtful choices.

MINDFUL EATING

MATCHING ACTIVITY

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

Portion	A Paying close attention to the present moment
Fullness cue	B Eating slowly while noticing your food
Texture	C A body signal that means it's time to eat
Hunger cue	D A body signal that means you've had enough
Aroma	E A desire or wish to eat
Mindfulness	F The amount of food served at one time
Appetite	G How a food feels in your mouth
Mindful eating	H The smell of a food

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION

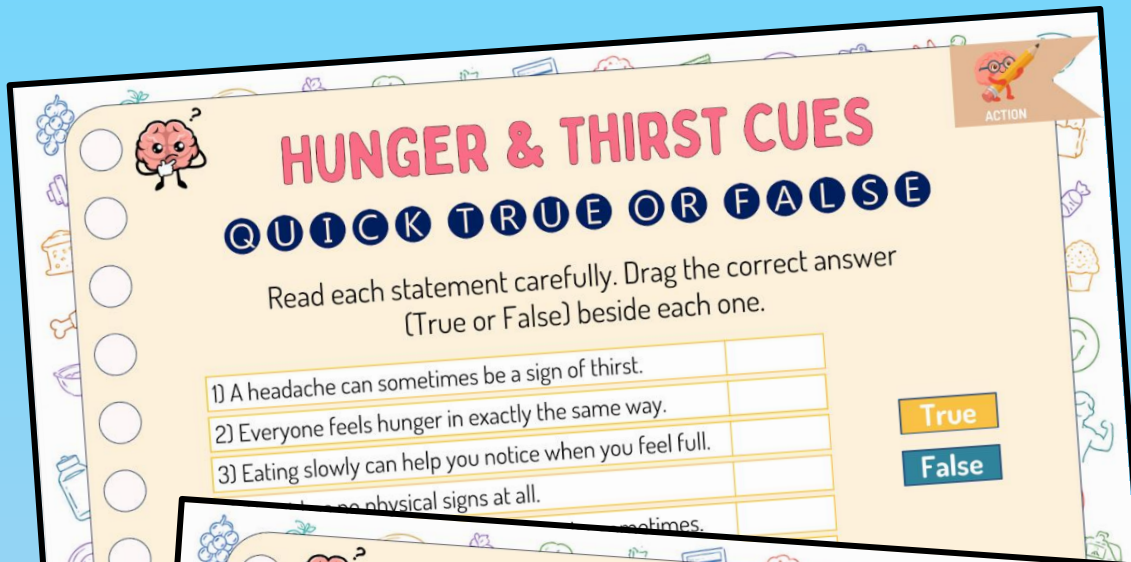
ONE-WORD WRAP-UP

Write one word that reminds you of something important you learned about mindful eating.

Example:
"Attention" – because paying attention to your food and body helps you notice when you feel satisfied.

Ontario Health Curriculum

Healthy Eating– Grade 6



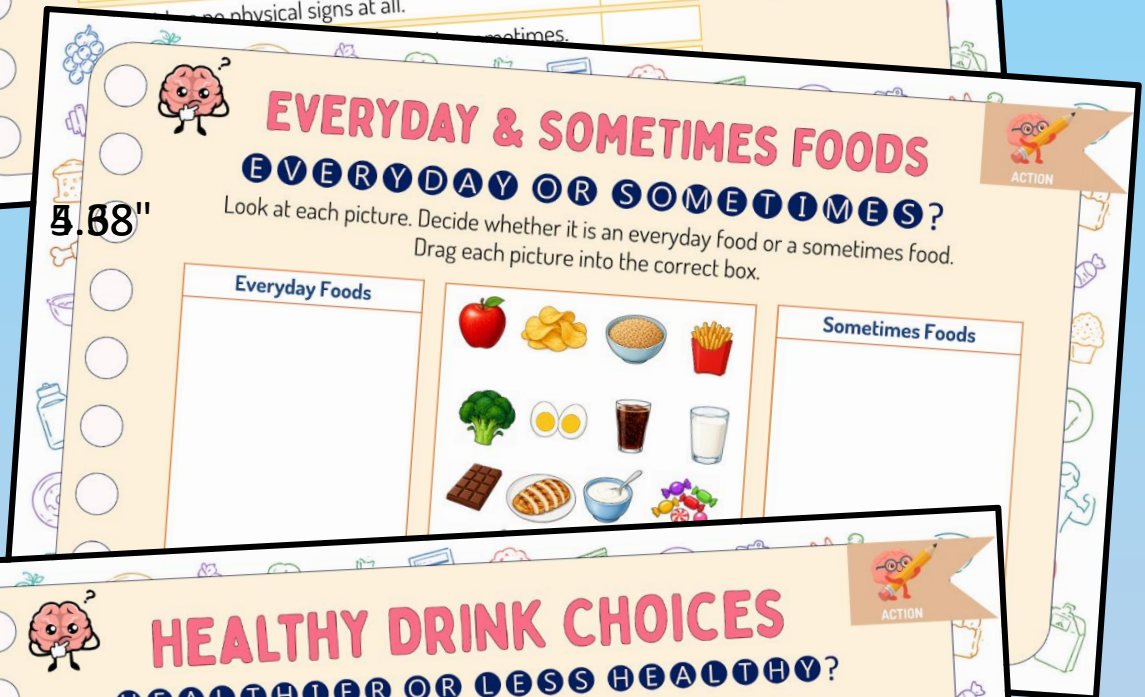
HUNGER & THIRST CUES

QUICK TRUE OR FALSE

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

1) A headache can sometimes be a sign of thirst.	
2) Everyone feels hunger in exactly the same way.	
3) Eating slowly can help you notice when you feel full.	
4) Thirst is a physical sign at all times.	

True **False**

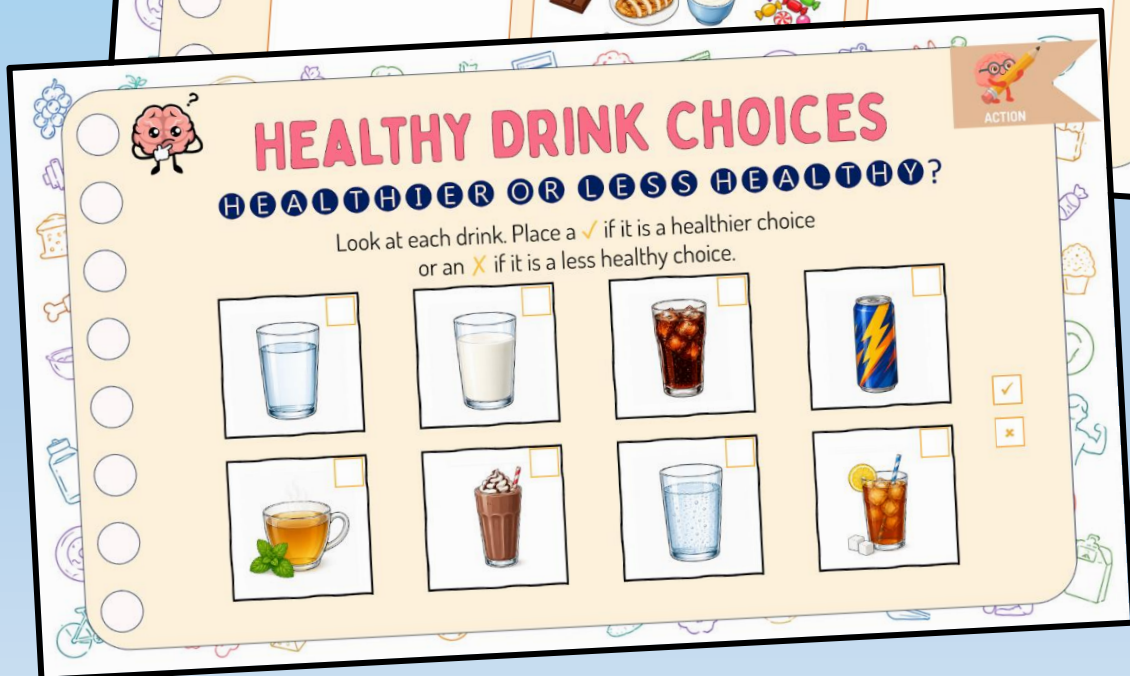


EVERYDAY & SOMETIMES FOODS

EVERYDAY OR SOMETIMES?

Look at each picture. Decide whether it is an everyday food or a sometimes food. Drag each picture into the correct box.

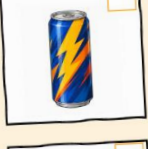
Everyday Foods		Sometimes Foods
	   	
	   	
	   	



HEALTHY DRINK CHOICES

HEALTHIER OR LESS HEALTHY?

Look at each drink. Place a ✓ if it is a healthier choice or an X if it is a less healthy choice.

✓ X



MEDIA & FOOD CHOICES

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

U	R	E	N	U	E	A	S	F
D	P	D	I	O	T	F	I	C
T	T	I	S	N	D	D	U	
E	E	U	N	S	N	G	R	

STRESS & FOOD CHOICES

YES OR NO

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

- Stress

The image shows a colorful worksheet titled "STRESS & FOOD CHOICES". At the top left, there is a cartoon brain character with a question mark above it. To its right are two rows of alphabet tiles: "T I T I S N D U" and "E E U N S N G R". Below the title, the words "YES OR NO" are written in large, bold letters. Underneath, a prompt says "Show your answer with a thumbs up 👍 or thumbs down 👎". There are five numbered statements, each followed by a box for a thumbs up or thumbs down response:

- 1) Stress can make some people eat less than usual.
- 2) Drawing or music can be a healthy way to cope.
- 3) Eating is the only healthy way to deal with stress.
- 4) Everyone reacts to stress the same way.
- 5) Talking to someone you trust can help with stress.

On the right side of the worksheet, there is a small illustration of a brain character holding a pencil, with the word "ACTION" below it. The background of the worksheet is decorated with various food-related icons like a pizza, a bone, a bowl, a glass, a bicycle, and a bag.



Google Slides Lessons Preview





Ontario Health Curriculum Mental Health Literacy– Grade 6

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** and **mental health literacy** mean so we can **recognize** signs of a struggle and know how to get support.

MULTIPLE CHOICE

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

A **B**

1) What is mental health literacy?		2) Are mind and body health linked?	
A) Knowledge & skills	B) A school subject	A) No, separate	B) Yes, linked
3) How many youth have a condition?		4) What is coping?	
A) About 2%	B) About 20%	A) Managing stress	B) Avoiding chores
5) Who can you talk to for support?		6) Does mental health ever change?	
A) No one	B) A trusted adult	A) Yes, it can	B) No, it's fixed
7) What builds positive mental health?		8) Can stress affect your body too?	
A) Community ties	B) Being alone	A) No, never	B) Yes, it can

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION: TRUE OR FALSE?

Grab a piece of scrap paper. Write 1) to 10) on the left side. Then answer the questions.

1) Mental health is only about how your body feels.	
2) Everybody has mental health.	
3) Mental health can change over time.	
4) Mental health challenges are very rare.	
5) Community connection supports positive mental health.	
6) Mental health literacy means avoiding the topic.	
7) About 20% of youth have a diagnosable condition.	
8) Physical and mental health can affect each other.	
9) Asking for help is a sign of weakness.	
10) Knowing the signs can help you support a friend.	





Ontario Health Curriculum Mental Health Literacy- Grade 6

CAUSE AND EFFECT

Read each cause. Match it with the effect it would have.

Cause	Effect
Several signs of a mental health issue happen together	A The issue is less likely to grow bigger
A person stops wanting to spend time with friends	B A person starts avoiding busy, loud places
Someone notices they're struggling and gets support	C Schoolwork starts to slip
Sounds and lights start to feel too intense	D Energy and mood shift during the day
Concentration and memory become difficult	E It becomes time to ask for help
Sleep or appetite patterns change a lot	F They pull away and spend more time alone

Drag the letters

ACTION

TRUTHS AND A LIE

Move the boxes to show which ones are true and which one is a lie!

A) Everybody has mental health	
B) Mental health never changes from day to day	
C) Mental health can be good or struggling at different times	
A) A mental health challenge can interfere with daily life	
B) Early support can help with a mental health challenge	
C) A mental health challenge always needs medication	
A) Mental health challenges are always serious	

Lie

ACTION

THUMBS UP OR THUMBS DOWN?

Thumbs Up or Down: Is this a good idea or a bad idea?

1) Going for a walk before starting homework	☐	☐
2) Staying up late scrolling on your phone	☐	☐
3) Asking a friend to talk about your day	☐	☐
4) Skipping sleep to finish a video game	☐	☐
5) Trying a breathing exercise when stressed	☐	☐
6) Ignoring your feelings instead of talking about them	☐	☐
7) Signing up to volunteer at a food bank	☐	☐
8) Telling a caring adult about a hard week	☐	☐
9) Building a calm bedtime routine instead of scrolling	☐	☐
10) Bottling up stress instead of asking for help	☐	☐

ACTION



Ontario Health Curriculum

Mental Health Literacy– Grade 6

SENTENCE SCRAMBLE

Rearrange the words to make the complete sentence in the empty space.

lowers stress friend a your to Talking

can you Self better feel care make

you Joining help club



SORTING ACTIVITY

Read each clue carefully. Decide if it describes Green Flag or Red Flag. Drag the correct label beside each clue.

1) Apologizing after realizing you hurt a friend's feelings	
2) Trying to control who your friend is allowed to talk to	
3) Listening without interrupting when a friend is upset	
4) Making a friend feel guilty for spending time with others	
5) Respecting a friend's answer when they say no	
6) Asking a friend for help when in a conflict	
7) Repeating what a friend says	
8) Ignoring a friend's feelings	
9) Comparing a friend to others	



Green Flag
Red Flag

WORD SEARCH

Find and circle the words hidden in the puzzle.

Community	Helpers	Support
Anonymous	Helpline	Service
Concerns	Listening	Judgement
Language	Facilities	Program
Leaders	Activities	Trust
Caring	Safety	Youth





Google Slides Lessons Preview





Ontario Health Curriculum

Personal Safety & Injury Prevention– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

DIVERSITY

LEARNING GOAL

We are learning to **understand** what diversity is and why it **strengthens a classroom** so we can **appreciate differences** and **include everyone**.

THUMBS UP OR THUMBS DOWN?

Thumbs Up or Down: Is this a good idea or a bad idea?

1) Trying a food from a different culture

2) Making fun of how someone talks

3) Sitting with a new student at lunch

4) Ignoring someone who looks different from you

5) Assuming everyone likes the same things

6) Asking a classmate about their culture

7) Excluding someone from a group project

8) Sharing your ideas even if others disagree

9) Including a classmate's ideas in a group decision

10) Refusing to work with someone who is different



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION

MY BIG 3 FACTS

List 3 ways diversity can make a classroom or community stronger.



Ontario Health Curriculum

Personal Safety & Injury Prevention– Grade 6

SENTENCE SCRAMBLE

Rearrange the words to make the complete sentence in the empty space.

helps a A class ramp reach student

right shows respect real name Saying a

A job team plan a member gives every

WORD SEARCH

Find and circle the words hidden in the puzzle.

Inclusion	Gender	Equality
Advantage	Acceptance	Diversity
Community	Privilege	Belonging
Religion	Respect	Identity
Support	Empathy	Culture
Disability	Ability	Awareness

Move the letter **A** or **B** into the box.

1) What does equity mean?	
A) Same for everyone	B) What you need
3) Why learn to say names right?	
A) To be included	B) To sound formal
5) What's one benefit of inclusion?	
A) More homework	B) More friendships
7) What helps students feel confident?	
A) Working alone	B) Feeling included
2) What does equality mean?	
A) Same for everyone	B) What's needed
4) What makes a room accessible?	
A) Adding more desks	B) Removing barriers
6) How do you welcome a new student?	
A) Invite them in	B) Wait and see
8) What does an EA help with?	
A) Learning support	B) Grading tests



Ontario Health Curriculum

Personal Safety & Injury Prevention– Grade 6

CAUSE AND EFFECT

Read each cause. Match it with the effect it would have.

Drag the letters

Cause	
	You tell your family about your goal
	You build a daily habit of practicing
	You make a decision without thinking ahead
	You reflect on a poor decision you made
	You choose to repair damage from a mistake
	You picture your future self clearly

Effect	
A	You steadily get closer to your goal
B	They can support and encourage you
C	You learn what to do differently next time
D	You can set goals to work toward
E	You may face a consequence you did not expect
F	Trust with others can be rebuilt

SORTING ACTIVITY

Read each clue carefully. Decide if it describes Green Flag or Red Flag.
Drag the correct label beside each clue.

- 1) Apologizing after realizing you hurt a friend's feelings
- 2) Trying to control who your friend is allowed to talk to
- 3) Listening without interrupting when a friend is upset
- 4) Making a friend feel guilty for spending time with others
- 5) Respecting a friend's answer when they say no
- 6) Asking a friend for help during a conflict
- 7) Repeating what a friend says
- 8) Ignoring a friend's feelings
- 9) Comparing a friend to others

Green Flag

Red Flag

THUMBS UP OR THUMBS DOWN?

Thumbs Up or Down: Is this a good idea or a bad idea?



- 1) Apologizing to a friend after saying something hurtful
- 2) Telling a friend who they are allowed to be friends with
- 3) Giving a friend the silent treatment to make a point
- 4) Asking a trusted adult for advice during a big conflict
- 5) Pressuring a friend to break a promise to someone else

- 6) Taking turns speaking during a disagreement
- 7) Bringing up an old argument to win a new one
- 8) Compromising so both people get part of what they want
- 9) Copying what a friend wants just to avoid conflict
- 10) Checking in with a friend after a rough day



Google Slides Lessons Preview





Ontario Health Curriculum

Substance Use Addictions– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

ADDICTION

LEARNING GOAL

We are learning to understand what addiction is and how it affects the brain, emotions, and daily life so we can see why it is a serious health issue in Canada.

MATCHING ACTIVITY

Match the terms to their definitions. Write the matching letter.

Addiction
Memory
Decisions
Emotions
Limbic System
Depression
Gambling
Opioids

A	Can be harmed by long-term drug use
B	Hard to control due to changes in the brain
C	A behaviour people can become addicted to
D	The brain part that processes emotions
E	Prescription drugs that are commonly misused
F	Poor choices made when under the influence
G	Depending on something that is causing harm
H	A mental health issue addiction can cause

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION: TRUE OR FALSE?

Grab a piece of scrap paper. Write 1) to 10) on the left side. Then answer the questions.

1) Addiction is a disease that affects our eyes.	
2) Only substances can be addictive, not behaviours.	
3) Addiction never affects a person's memory.	
4) Gambling is an addiction that involves a behaviour.	
5) About 6 million Canadians may experience addiction.	
6) Addiction cannot lead to depression or anxiety.	
7) The limbic system helps process our emotions.	
8) Addiction affects only finances, not relationships.	
9) Prolonged drug use can cause memory problems.	
10) Addiction is easy to stop at any time.	



Ontario Health Curriculum

Substance Use Addictions– Grade 6

CAUSE AND EFFECT

Read each cause. Match it with the effect it would have.

Drag the letters

Cause	Effect
Alcohol depresses activity in the brain	A They need to drink more to feel the same effect
A driver has been drinking alcohol	B They experience withdrawal symptoms like tremors
Someone becomes tolerant to alcohol	C They are more likely to have alcohol problems later
Someone addicted to alcohol stops drinking	D Seizures and delirium tremens can become fatal
A person starts drinking at a young age	E Thinking, behaviour and reaction time slow down
Severe alcohol withdrawal goes untreated	F The risk of a traffic accident goes up

TRUE OR FALSE CHOICE

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

A **B**

- Legal drinking age in Ontario is?

A) 18 B) 19
- Your brain fully develops in your?

A) Teens B) 20s
- Mixing alcohol and cannabis causes?

A) More impairment B) No effect
- Slurred speech is a what-term effect?

A) Short-term B) Long-term
- Liver damage is a what-term effect?

A) Short-term B) Long-term
- A severe alcohol overdose is called?

A) Poisoning B) T-1
- Alcohol can damage which organ?

A) Liver B) Kidney

SENTENCE SCRAMBLE

Rearrange the words to make the complete sentence in the empty space.

Peer can pressure to use lead cannabis

hurt your Vaping brain cannabis can still

Cannabis your lungs smoke hurt young can

Ontario Health Curriculum

Substance Use Addictions– Grade 6

THUMBS UP OR THUMBS DOWN?

Thumbs Up or Down: Is this a good idea or a bad idea?




1) Telling a trusted adult about withdrawal symptoms	☐	6) Stopping a strong medication overnight with no advice	☐
2) Trying to detox from opioids completely alone	☐	7) Joining a support group during recovery	☐
3) Giving a friend your leftover opioid medication	☐	8) Refusing to tell anyone about severe symptoms	☐
4) Asking a pharmacist how methadone treatment works	☐	9) Skipping support meetings once symptoms start improving	☐
5) Calling a doctor before stopping a prescription	☐	10) Researching withdrawal to help support a friend	☐

Sort It

Look at the list below. Sort each one into the correct category: LSD, Psilocybin, or DMT.

1) Known on the street as acid	
2) Chemical name is lysergic acid diethylamide	
3) Naturally occurs in certain mushrooms	
4) Short name for dimethyltryptamine	
5) Found in certain types of mushrooms	
6) A highly potent drug with serious risks	
7) Found naturally in certain plants	
8) Also known as magic mushrooms	
9) Produces intense hallucinations	

LSD

Psilocybin

DMT

Effect

Sort each one into the correct category: Cause or Effect.

Cause		Effect	
☐	Nicotine paralyses the cilia lining the airways	A	Younger students cannot buy vapes in stores
☐	Vape aerosol carries nickel and lead particles	B	Memory, attention and thinking are affected
☐	Companies add fruit and candy flavours to vapes	C	Colds and chest infections become more common
☐	Ontario sets the legal purchase age at 19	D	Heart rate and blood pressure rise quickly
☐	Nicotine reaches the brain within ten seconds	E	Vaping appeals far more strongly to teenagers
☐	Nicotine exposure continues before age 25	F	Heavy metals build up in lung tissue



Google Slides Lessons Preview





Ontario Health Curriculum

Human Development & Sexual Health– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

EXPLICIT MEDIA

LEARNING GOAL

We are learning to **understand** the effects of exposure to **explicit media** so we can **protect ourselves and know who to talk to.**

MINDS ON

MULTIPLE CHOICE

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

A **B**

1) What can explicit media promote?	2) What might it cause about body image?
A) Kindness B) Stereotypes	A) Unrealistic ideas B) Confidence
3) What may it fail to show?	4) Who can help if content confuses you?
A) Consent B) Advertising	A) Stranger online B) Trusted adult
5) What feeling might exposure cause?	6) What can exposure increase risk of?
A) Excitement B) Shame	A) Risky behaviour B) Better grades
7) Who can help monitor media at home?	8) What might it confuse for children?
A) Parents B) Classmates	A) Fantasy vs reality B) Colour and shape

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION

ONE-WORD WRAP-UP

Choose one word that describes how exposure to explicit media can make someone feel. Be ready to explain your choice.

Example
"Uncomfortable" — Feeling uneasy about what was seen.

Consolidation

Ontario Health Curriculum

Human Development & Sexual Health– Grade 6

MATCHING ACTIVITY

Match the terms to their definitions. Write the matching letter.

Stereotype
Discrimination
Inequality
Explicit media
Dominant
Coercion
Critical thinking
Guidance

A	Unfair treatment based on gender
B	Media showing unrealistic gender roles
C	Judging messages in media carefully
D	Having control or power over someone
E	Helpful advice from a trusted adult
F	Unequal chances between groups
G	An idea of how a gender should act
H	Forcing someone against their will



SENTENCE SCRAMBLE

Rearrange the words to make the complete sentence in the empty space.

do not bodies Real media bodies like look

body that unique is a Everyone has

Media often pictures are a lot changed



Move the box to "Agree" or "Disagree"

- 1) Video games should show healthier relationships.
- 2) People are too influenced by relationships in media.
- 3) It's fine to enjoy a show with unhealthy relationships.
- 4) Music videos should show consent more clearly.
- 5) Kids should learn to spot unhealthy media relationships.
- 6) Unrealistic media makes real relationships better.
- 7) Media companies are responsible for their messages.
- 8) Parents should discuss media relationships with kids.

Agree

Agree

Disagree

Agree

Agree

Disagree

Agree

Agree

Agree
Disagree



ll



Ontario Health Curriculum

Human Development & Sexual Health- Grade 6

MULTIPLE CHOICE

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

A**B**

1) What is friendship built on?

A) Respect and care

B) Competition only

2) How do friends treat secrets?

A) Keep them safe

B) Share them around

3) How do friends communicate?

A) By ignoring others

B) By talking honestly

4) What does loyalty mean?

A) Leaving when hard

B) Staying committed

5) What do supportive friends do?

A) Help you cope

B) Laugh at you

6) What does forgiveness mean?

A) Holding a grudge

B) Making up after

7) What does acceptance mean?

A) Liking you fully

B) Wanting you changed

8) What do understanding friends do?

A) Judge your feelings

B) Understand you

WORD SEARCH

Find and circle the words hidden in the puzzle.

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

Puberty	Emotions	Ending
Growing	Kindness	Sadness
Upset	Trust	Feelings
Express	Writing	Drawing
Healthy	Positive	Family
Honest		Space

SCRAMBLE

Use the words to make the complete sentence in the empty space.

is respectful break up to not Texting

end for to is It friendships normal

person other to Give space the think